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Common

Core

Standards

ELA

1st Grade

**Immersion Phase**

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| **Session** | Immersion Sessions 1-5 |
| **Concept** | Writers use mentor texts to understand how to express opinions. |
| **Teaching Points** | * Writers read mentor texts as readers * Writers reread mentor texts as writers * Writers reread mentor texts and chart noticings * Writers reread mentor texts and name noticings * Writers reread mentor texts and tell how noticings help readers or writers |

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| **See writers…** | **Hear writers…** |
| * Rereading mentor texts * Using reading strategies * Sharing mentor texts with others * Referencing mentor texts during the writing process * Gathering ideas from mentor texts | Comment on the format of the text -   * *“That’s a letter...”* * *“I got a letter before...”* * *“That’s who wrote the letter” (they may point)* * *“Look! There is the word dear.”* * *“The middle tells what the \_\_\_” (need, want)*   Comment on text -   * *“Wow! It takes time to get a letter...”* * *“That boy really wanted an iguana...”* * *“The cows changed the farmer’s mind...”* * *“It wasn’t fair...”* * *“We talk back and forth through letters...”*   Make connection to the opinion/big idea -   * *“I really want a pet...”* * *“That book reminds me...”* * *“I might be interested in hearing...”*   Envision themselves having an opinion and expressing it -   * *“I could write a letter to...* * *“If I wrote a letter it would be about...”* |
| **Materials** | |
| * Blank Immersion Charts * Opinion Letter mentor texts * Technology Link:   The Red Wagon Foundation-  [www.littleredwagonfoundation.com](http://www.littleredwagonfoundation.com) | Mentor Texts (bolded texts are specific to persuasion)   * Click, Clack, Moo: Cows That Type, Doreen Cronin * I Wanna Iguana, Karen Orloff * Dear Mrs. LaRue, Mark Teaque * *Dear Annie*, Judith Caseley * *Jolly Postman,* The Janet and Allan Ahlberg * *Dear Mr. Blueberry,* Simon James * *Dear Juno,* Soyung Pak |

**Immersion Phase**

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| **Instructional Purpose of Immersion for Opinion Letters: Writers write Opinion Letters for social action** | The purpose of this immersion is to develop a working definition of Opinion Letters and identify characteristics of well written pieces. Basically, students are thinking about, “What are the essential characteristics of Opinion Letters? and “What other techniques do authors use to craft an Opinion Letter?”. The goal is meant to move students from *explorers* of Opinion Letters stories to *crafters* of Opinion Letters. Concept I is considered the immersion phase and is meant to be done before beginning the Concepts II-V.  It is suggested that most immersion activities take place during read aloud and/or shared reading. These lessons follow an inquiry approach; therefore, there are no specific mini-lessons. Teachers should follow the lead of their students—notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics of Opinion Letters and view them through a writer’s lens. Text selection should include published books as well as student authored work.  **There is no one “right” way of immersing students in published authors’ work, there is a basic tenet that it should be a co-constructed inquiry.** |
| **Immersion Session 1 (read aloud)- Writers read mentor texts as writers to discover the**  **characteristics of Opinion Letters** | This session will focus in on the structure of Opinion Letters embedded in the mentor texts. Choose one of the mentor texts to read, while charting noticings. If students don’t notice all elements the first day of immersion or they have some incorrect elements listed, it is okay. The anchor chart will be revised again on day 2 of immersion.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Opinion Letters** | | | | | |  | **Name/Photocopy of Mentor Text** | **Notice** | **Name** | **How it helps the reader/writer** | | **Characteristics of an Opinion Letter**  **(found in ALL mentor books)** |  | They are writing to someone. | Greeting/Audience | It helps the writer identify who can help them make a change. | | They tell what they want. | Opinion | It tells the reader what they think or how they feel. | | They say why they should get what they want. | Reason(s) | They help the writer convince their audience to make a change. | | They thanked them for reading their letter. They asked them to write back. | Closing | It helps the writer end their letter smoothly. | | They tell who the letter is from. | Signature | It tells the reader who wants a change to be made. | | There are different parts. It’s not like a story. | Letter format: Greeting, body, closing, signature, date (optional) |  | |

**Lesson Plans**

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| **Session** | 1 |
| **Concept II** | Writers generate and develop opinions on social issues. |
| **Teaching Point** | Writers notice and name things that matter to them in a variety of places (home, school or neighborhood) |

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| **See writers…** | **Hear writers…** |
| * Jot ideas in notebooks * Look back at mentor texts * Use artifacts as inspiration (example: picture of dog they may want, flat recess ball, etc…) * Share ideas with partners | • *“What I think matters”*  *• “I agree”*  *• “I disagree”*  *• “I can write about that too”*  *• “I can persuade…”*  *• “I think/feel \_\_\_ because…”*  *• “This is/is not fair because…”*  *• “I can find things that matter to me at home, school, neighborhood, world….”* |
| **Materials** | |
| * Tiny Topics Notebooks * Tiny pencils on strings (golf pencils work great) * Anchor Chart divided into three columns: Home, School, Neighborhood | |

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| **Connection** | * Teacher makes a connection to a social issue that matters to them and reminds students they also have things in their lives they wish to change for the better * Teachers says, *“Writers, there are things in our life we want to make better and sometimes we find these things at home or school or in our neighborhood.”* * Teacher makes a connection how they can find those things in many places |
| **Teach** | * Teacher demonstrates brainstorming things in their lives that they may want to make better * Teacher thinks aloud and says, *“As I was looking around my house, school and when I was in my neighborhood I found things that I wanted to make better.”* * Teacher jots one idea for home, school and neighborhood on chart paper that is divided into three columns home, school and neighborhood * Teacher rereads chart and jots several ideas in her own tiny notebook |
| **Active Engagement** | * Teacher says, “*We go through our lives paying attention to what we see and think how can this be even better. When we get an idea we can write we jot it in our notebook. Today we are going to take a walk around our school noticing and jotting about things we can change for the better.”* * Teacher hands the students their own Tiny Topics notebook (can put on strings as a necklace with tiny pencils) * As the students walk around the school teacher thinks aloud but also shares the students ideas (you may want to do some pre-thinking about stops before you start your walk) * Add additional ideas to class chart after walk |
| **Link** | * Teacher says, *“Writers we have been paying a lot of attention to what we see and hear that we might change. As you go off to write I want you to reread your notebook and continue to add ideas remembering that we can gather ideas from home, school or our neighborhood…”* * Students will jot ideas in/on provided tiny topics notebook * This lesson might need to be revisited |

**Lesson Plans**

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| **Session** | 1 - Continued |
| **Concept II** | Writers generate and develop opinions on social issues. |
| **Teaching Point** | Writers notice and name things that matter to them in a variety of places (home, school or neighborhood) |

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| **After-the-Workshop Share** | * Teacher has students bring their tiny topics notebooks to the carpet area * On an anchor chart she has already listed the common topics they wrote is in their notebooks when walking around the school * Teacher asks for new ideas that can be added to the chart * Because this lesson may be repeated over several days, ideas can be added and children shown how to use the chart to help them |
| **Tips** | * Class walk: choosing to take your students on your observation walk during a very busy time of the day (transitions such as: lunch and recess) will easily provide your students with ideas for their notebooks * Observation Walk Ideas: bulletin boards, hallways, cafeteria, playground * Tiny topics notebooks: steno notebooks, stapled booklets, tying a string to them, make sure you stress that they keep it in their writing folder * Take the notebooks out of the classroom: lunchroom, recess, and home extends the list of topics your students will gather |

**Lesson Plans**

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| **Session** | 2 |
| **Concept II** | Writers generate and develop opinions on social issues. |
| **Teaching Point** | Writers form an opinion. |

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| **See writers…** | **Hear writers…** |
| * Jot ideas in notebooks * Look back at mentor texts * Use artifacts as inspiration (example: picture of dog they may want, flat recess ball, etc...) * Share ideas with partners | *• “What I think matters”*  *• “I agree”*  *• “I disagree”*  *• “I can write about that too”*  *• “I can persuade...”*  *• “I think/feel \_\_\_ because...”*  *• “This is/is not fair because...”*  *• “I can find things that matter to me at home, school, neighborhood, world....”* |
| **Materials** | |
| * Tiny Topics Notebooks | |

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| **Connection** | * Teacher reminds students of an important classroom event, emphasizing the strong emotional reactions * Example - *“Remember when all of our classroom recess balls were flattened and you wanted new ones? You were so upset that we held a classroom meeting about it. Some of us had an opinion how to fix this.”* |
| **Teach** | * Teacher tells students that everyone has an opinion about things that matter to them * Our opinions can be different from others * When we have an opinion, we say, *“I think/feel\_\_\_\_\_\_\_.”* * Using the story from the connection, the teacher points out that students did have an opinion when they said, *“I think the PTA should buy us new balls because we didn’t have any left to play with. AND/OR I feel that we should bring in our own because we were the ones who ruined them and the PTA shouldn’t have to buy new ones.”* |
| **Active Engagement** | * Teacher has the students return to their own notebooks to choose one idea and form an opinion * When students are ready they can gesture (example: thumbs up, hand flashing for light bulb, etc.) |
| **Link** | * Teacher restates that writers form an opinion * Teacher tells students continue to reread their “what matters to them” ideas in their tiny topics notebooks, while forming an opinion using the words, *“I think/I feel\_\_\_\_\_\_\_\_.”* * Students will jot beside their idea an “*I think or I feel note.”* |
| **After-the-Workshop Share** | * Teacher has students sit with their partners and share their opinions * As students are sharing, teacher listens in for good examples. She then brings the group back together and has several partnerships share out |
| **Tips** | * This might be a time if students are having difficulty that in a conference you refer back to a mentor text |

**Lesson Plans**

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| **Session** | 3 |
| **Concept III** | Writers plan and rehearse opinions providing supportive reasons and a possible solution. |
| **Teaching Point** | Writers choose a topic, form an opinion and think about the appropriate audience for something they want to make better. |

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| **See writers…** | **Hear writers…** | |
| * Working with partners, referring back to their notebooks\ * Touching parts of graphic organizer when orally rehearsing argument | * Choose a topic that matters –   *“I am going to persuade...”*  *“I want \_\_\_ to change...”*   * Choose the appropriate audience –   *“The Principal could help with this...”*  *“My mom needs to know \_\_\_...”*  *“My friend can change...”*   * Provide strong evidence –   *“This is important because...”*  *“You need to know that...”* | * Partners push each other’s thinking -   *Q. “Did you think about...?*  *R. “No, I haven’t thought about hat” or “Yes, and....”*  *Q. “What if the person says...”*  *R. “Then I need to add more...”*   * Provide a possible solution –   “*You can solve this by….”*  *“Here are some ways to solve this problem”* |
| **Materials** | | |
| * Tiny Topics Notebooks | | |

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| **Connection** | * Teacher reminds students that yesterday they formed opinions from their tiny topics notebooks * Teachers says, *“Today, we are going to learn that you can use those notebooks to choose one topic, form an opinion and think about who is the best person you would write to in order to make a change.*” |
| **Teach** | * Teacher models by flipping through his/her own personal tiny topics notebook and thinking aloud the topic choice and opinion * Teacher says, *“I think I am going to choose this topic…and I think that….”* * Teacher continues to model through a think aloud choosing the best person to write to help them make a change * Teacher says, *“Hmm, who would be the best person I could write to? I could write to \_\_\_ but \_\_\_ is better.”* * Teacher begins to write a letter that she will add on to during the session. Make sure as you add on to your letter you don’t go beyond the teaching point |
| **Active Engagement** | * Students will choose one topic from their tiny topics notebooks, state their opinion and decide who the best person is to help them make a change * Students gesture (ex: thumbs up, hand flashing for light bulb, etc.) once topic, opinion and audience is chosen * Students share with partner |
| **Link** | * Teacher instructs students to begin to give letter writing a try thinking about who they are going to write to and their topic |
| **After-the-Workshop Share** | * Teacher has students sit in groups of four. Each student in the group shares by using the stem “I am writing to\_\_\_\_\_\_\_\_\_\_ because….” |
| **Tips** | * Creating an anchor chart of possible audiences can support your students that tend to choose the same audience over and over again (example: principal, kindergarteners, janitor, recess attendants, etc...) |

**Lesson Plans**

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| **Session** | 4 |
| **Concept III** | Writers plan and rehearse opinions providing supportive reasons and a possible solution. |
| **Teaching Point** | Writers think about reasons and then choose their very best reason to convince their audience. |

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| **See writers…** | **Hear writers…** |
| * Working with partners, referring back to their notebooks\ * Touching parts of graphic organizer when orally rehearsing argument | * Choose a topic that matters -   *“I am going to persuade...”*  *“I want \_\_\_ to change...”*   * Choose the appropriate audience -   *“The Principal could help with this...”*  *“My mom needs to know \_\_\_...”*  *“My friend can change...”*   * Provide strong evidence -   *“This is important because...”*  *“You need to know that...”*   * Partners push each other’s thinking -   *Q. “Did you think about...?*  *R. “No, I haven’t thought about that” or “Yes, and...”*  *Q. “What if the person says...”*  *R. “Then I need to add more...”*   * Provide a possible solution –   *“You can solve this by….”*  *“Here are some ways to solve this problem”* |
| **Materials** | |
| Teacher sample letter started (so that they can add onto it when they develop their reason | |

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| **Connection** | * Teachers says, *“Yesterday we thought about our topic and opinion and wrote to the best person who could help us make a change.”* * Teacher continues, *“Today, you are going to learn that the person you are writing to will want a reason for changing. Writers, think about their reasons and then choose the one that is the best or most convincing.”* |
| **Teach** | * Teacher revisits her own example from day 3 and models how to develop a convincing reason that support their opinion by inserting the word “*Here is my very best reason…”* |
| **Active Engagement** | * Students refer to letter from previous day and think about reasons that support their opinion. * Students turn and talk using the phrase, *“Here is my very best reason.”* |
| **Link** | * Teacher restates that writers provide their very best reason to convince their audience, “*As you go off today, try writing a letter thinking about your audience, topic, opinion, and your best reason.”* |
| **After-the-Workshop Share** | * This might be a good time to share a conference from a student that you worked with during independent writing time * This doesn’t have to be a perfect conference but you will make the student successful by your scaffolding * When sharing out it is important to downplay your involvement and highlight the student’s accomplishment |
| **Tips** | * Pulling a strategy group on this day will cut down on individual conferences. At-risk writers may have difficulty choosing their best reason, while keeping it linked to their topic and opinion |

**Lesson Plans**

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| **Session** | 5 |
| **Concept III** | Writers plan and rehearse opinions providing supportive reasons and a possible solution. |
| **Teaching Point** | Writers don’t just complain about an issue but include a solution. |

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| **See writers…** | **Hear writers…** |
| * Working with partners, referring back to their notebooks\ * Touching parts of graphic organizer when orally rehearsing argument | * Choose a topic that matters -   *“I am going to persuade...”*  *“I want \_\_\_ to change...”*   * Choose the appropriate audience -   *“The Principal could help with this...”*  *“My mom needs to know \_\_\_...”*  *“My friend can change...”*   * Provide strong evidence -   *“This is important because...”*  *“You need to know that...”*   * Partners push each other’s thinking -   *Q. “Did you think about...?*  *R. “No, I haven’t thought about that” or “Yes, and...”*  *Q. “What if the person says...”*  *R. “Then I need to add more...”*   * Provide a possible solution –   *“You can solve this by….”*  *“Here are some ways to solve thi*s problem” |
| **Materials** | |
| * Teacher sample letter | |

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| **Connection** | * Teacher says, *“Yesterday, partners talked about how writers include their very best reason. Today, we will learn that often writers offer the reader a solution to the problem.”* |
| **Teach** | * Teacher rereads letter (make sure you have added the reasons from previous lesson), thinks aloud and writes a solution to offer to the person(s) they are writing to using the language *“I really want to solve this problem, here are some ways…” or “Here is how you can help me…” or “Here is how we can make this better...”* |
| **Active Engagement** | * Students reread their letters, close their eyes and think about one possible solution when they have an idea you can dismiss them to write * Teacher may want to spend a few minutes with those children who are having a difficult time thinking of a solution |
| **Link** | * Teacher restates that writers come up with a solution for their argument, *“As you go off today, try writing a letter thinking about your opinion, audience, best reason and a solution.”* |
| **After-the-Workshop Share** | * Teacher has students work with their partners * The speaker tells the listener their solution then the listener restates the solution and gives feedback * Roles are switched |
| **Tips** | * *I Wanna Iguana,* mentor text gives the best examples of solutions * Think about using this text in conferences or in a mid-workshop share if many students are experiencing difficulty |

**Lesson Plans**

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| **Session** | 6 |
| **Concept III** | Writers plan and rehearse opinions providing supportive reasons and a possible solution. |
| **Teaching Point** | Writers think about their best reason and then add more reasons to support their opinion. |

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| **See writers…** | **Hear writers…** |
| * Working with partners, referring back to their notebooks\ * Touching parts of graphic organizer when orally rehearsing argument | * Choose a topic that matters -   *“I am going to persuade...”*  *“I want \_\_\_ to change...”*   * Choose the appropriate audience -   *“The Principal could help with this...”*  *“My mom needs to know \_\_\_...”*  *“My friend can change...”*   * Provide strong evidence -   *“This is important because...”*  *“You need to know that...”*   * Partners push each other’s thinking -   *Q. “Did you think about...?*  *R. “No, I haven’t thought about that” or “Yes, and...”*  *Q. “What if the person says...”*  *R. “Then I need to add more...”*   * Provide a possible solution –   *“You can solve this by….”*  *“Here are some ways to solve this problem”* |
| **Materials** | |
| * “Dear Melanie” letter (resource packet #2) * Teacher sample letter * “Mrs. Talish” letter (resource packet #3) | |

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| **Connection** | * Teacher says, *“Writers I have read all your letters and noticed you’ve been putting in your best reason. When you want to make a change it is a good idea to start with your best reason. You do want your reader to REALLY listen to you. So, in order to make your case, you need to talk up your idea and to do this you need to give lots of reasons.”* |
| **Teach** | * Teacher reads “Dear Melanie” letter (resource packet #2) letter all the way through once * Teacher says, *“Watch how I point out and count the different reasons that Alexandra uses in her letter.”* * Place a number next to each reason on the “Dear Melanie” letter * Teacher uses her letter to again show concept |
| **Active Engagement** | * Teacher says, *“This is a letter from another class that needs your help.”* (use the ‘Mrs. Talish’ letter from resource packet #3) * Teacher reads the letter aloud * Teacher says, *“Hmm…there is only one reason here. Turn and talk and see if you can help by giving more reasons.”* |
| **Link** | * Teacher says*, “As you reread your letter today, make sure you start with your best reason first and then add other reasons.”* |

**Lesson Plans**

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| **Session** | 6 - Continued |
| **Concept III** | Writers plan and rehearse opinions providing supportive reasons and a possible solution. |
| **Teaching Point** | Writers think about their best reason and then add more reasons to support their opinion. |

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| **After-the-Workshop Share** | * This share is done at their seats * Teachers says, *“You are all such amazing writers---I saw you finding or adding more reasons. Can you hold up your piece of writing and put your finger next to where you added another reason?”* |
| **Tips** | * Having students work side by side with writing partner can help them generate additional reasons |

**Lesson Plans**

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| **Session** | 7 |
| **Concept III** | Writers plan and rehearse opinions providing supportive reasons and a possible solution. |
| **Teaching Point** | Writers use tools to help them remember the parts of an opinion letter. |

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| **See writers…** | **Hear writers…** |
| * Working with partners, referring back to their notebooks\ * Touching parts of graphic organizer when orally rehearsing argument | * Choose a topic that matters -   *“I am going to persuade...”*  *“I want \_\_\_ to change...”*   * Choose the appropriate audience -   *“The Principal could help with this...”*  *“My mom needs to know \_\_\_...”*  *“My friend can change...”*   * Provide strong evidence -   *“This is important because...”*  *“You need to know that...”*   * Partners push each other’s thinking -   *Q. “Did you think about...?*  *R. “No, I haven’t thought about that” or “Yes, and...”*  *Q. “What if the person says...”*  *R. “Then I need to add more...”*   * Provide a possible solution –   *“You can solve this by….”*  *“Here are some ways to solve this problem”* |
| **Materials** | |
| * Touch organizer (resource packet #1) for every student * Enlarged touch organizer (anchor chart) | |

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| **Connection** | * Teacher says, *“Last night I reread all your letters and wow you have been doing a great job. I noticed that some of the letters did not include all the parts we have learned about so far (greeting, opinion, best reason, and solution). Today we are going to use a tool that can help us remember.”* |
| **Teach** | * Teacher demonstrates how to use the touch organizer to cross check for a greeting, opinion, best reason, and solution * Teacher thinks aloud how this will help check the letters |
| **Active Engagement** | * Teacher says, *“Now, I am going to reread my letter. As I reread I want you to touch the parts of the organizer* * Teacher says*, “Turn and talk with your partner about how the organizer can help you.”* |
| **Teach 2** | * Teacher says, *“Now I am going to show you a way I used the organizer and marked my letter to show all the parts.”* * Teacher uses the coding system (see suggested codes below) and marks up her text while thinking aloud * G= Greeting, O=Opinion, R=Reasons, S= Solution, C=Closing, SS=Signature/Salutation |
| **Active Engagement 2** | * Teacher has students sit next to partner * Working together, students code their personal touch organizer based on teacher’s coding system * It’s important to have one coding system whether you use unit’s suggestion or create your own |

**Lesson Plans**

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| **Session** | 7 - Continued |
| **Concept III** | Writers plan and rehearse opinions providing supportive reasons and a possible solution. |
| **Teaching Point** | Writers use tools to help them remember the parts of an opinion letter. |

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| **Link** | * Teacher says, “*As you go off today go back and use the tool and our codes to help you identify the missing parts.”* |
| **After-the-Workshop Share** | * As you walk around look for someone who found they were missing a part and added it in and have them share with the group * If you didn’t have anyone who did this during your share time have your students turn and talk then share out with group what they could do if they found they were missing a part |
| **Tips** | * You may want to take the touch organizer to a print shop and get it enlarged poster size * Copying the touch organizer on cardstock helps with durability * Do not laminate, as students will be writing on organizer to add coding system in future lessons * It is suggested to remind students each day at independent writing to take out their touch organizers and actively use them to check their letters |

**Lesson Plans**

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| **Session** | 8 |
| **Concept IV** | Writers write in a compelling way to convince an audience. |
| **Teaching Point** | Writers use transitional phrases to link ideas/reasons. |

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| **See writers…** | **Hear writers…** |
| * Clearly stating one opinion * Providing reasons to support their opinion * Using transitional phrases to link ideas/reasons * Using a focused small moment to support their opinion * Choosing strong nouns and verbs to convey meaning * Using a letter format * Providing closure to their piece | * Re-reading * Revising in the moment “I forgot to add...” * Reading aloud and sharing ideas with partners |
| **Materials** | |
| * “Dear Melanie” letter (resource packet #2) * Transitional phrases anchor chart * Teacher sample letter | |

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| **Connection** | * Teacher says, *“We know that in order to make our letters convincing we must include reasons. Today we are going to learn how special words can help connect our reasons. Last night as I was rereading the “Dear Melanie” letter I thought WOW I can use some of these words in my letter.”* |
| **Teach** | * Teacher rereads “Dear Melanie” letter and points out special words that Alexandra uses (one reason, another reason, and the final way) * Teacher begins anchor chart that includes the words from the “Dear Melanie” letter but also talks through and lists other special words (“this is important because… for example…, also…, one day…, this shows that…, in addition to…, first, next, then, last, finally”) as she does this, she reflects and thinks aloud about her own letter * Teacher can go back to their letter to provide further demonstration |
| **Active Engagement** | * Students reread their letter and look for special words * Students turn and talk to share the special words they have found in their own letter (add to anchor chart) |
| **Link** | * Teacher restates that we can use special words to help connect our reasons. *“As you go off today, make sure you include those special words like \_\_\_\_\_ in your letters.”* |
| **After-the-Workshop Share** | * Find a student(s) who added some transitional words and have them share with class |
| **Tips** | * Embedding transitional words in daily directions within the classroom is helpful * Putting transitional words on sentence strips (located next to the word wall) for student use is helpful |

**Lesson Plans**

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| **Session** | 9 |
| **Concept IV** | Writers write in a compelling way to convince an audience. |
| **Teaching Point** | Writers can use a focused mini moment to support their opinion. |

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| **See writers…** | **Hear writers…** |
| * Clearly stating one opinion * Providing reasons to support their opinion * Using transitional phrases to link ideas/reasons * Using a focused small moment to support their opinion * Choosing strong nouns and verbs to convey meaning * Using a letter format * Providing closure to their piece | * Re-reading * Revising in the moment “I forgot to add...” * Reading aloud and sharing ideas with partners |
| **Materials** | |
| * Student letter with reasons * “Dear Melanie” letter (resource packet #2) * Teacher sample letter | |

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| **Connection** | * Teacher says, *“Yesterday after reading your letters, I noticed that you added some reasons to convince your reader.”* (use a student’s letter if available) * Teacher continues*, “As I reread the ‘Dear Melanie’ letter I noticed she did an interesting thing. She included a short story or mini moment to help make her point.”* |
| **Teach** | * Teacher reads “Dear Melanie” letter and thinks aloud how Alexandra decided to include a small moment in addition to her reasons to make the letter stronger * Teacher rereads the part of the letter that has the mini moment while the students close their eyes and visualize what’s happening * Teach should add a mini moment to their letter (can have it ready in advance) |
| **Active Engagement** | * Students reread their letter and think about a mini moment **that really happened**, not a once a upon a time story, that illustrates the problem * Students gesture, example: thumbs up, hand flashing for light bulb etc...once they have thought of a mini moment * Teacher may want to spend a few minutes with those children who are having a difficult time generating a mini moment |
| **Link** | * Teacher restates, *“In addition to stating your reasons, you can use a mini moment to help the reader picture the problem.”* |
| **After-the-Workshop Share** | * Today share a conference with a student where you helped them develop a mini moment to insert in their letter, talking about how their reasons were convincing but another way to convince is to add a mini moment, a prompt for this might be *“can you think of a time…”* |
| **Tips** | * Remember: It is not an expectation that all students include a mini-moment in their Opinion Letters, this is an exceeding expectation, although, it is an important lesson that should not be missed because it scaffolds work that students will do in later grades * Reminding students of revision flaps is helpful in this lesson when students are adding large portions of texts (mini-moments) to their opinion letters * MM= mini-moment possible code |

**Lesson Plans**

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| **Session** | 10 |
| **Concept IV** | Writers write in a compelling way to convince an audience. |
| **Teaching Point** | Writers carefully choose words that help show what happened. |

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| **See writers…** | **Hear writers…** |
| * Clearly stating one opinion * Providing reasons to support their opinion * Using transitional phrases to link ideas/reasons * Using a focused small moment to support their opinion * Choosing strong nouns and verbs to convey meaning * Using a letter format * Providing closure to their piece | * Re-reading * Revising in the moment *“I forgot to add...”* * Reading aloud and sharing ideas with partners |
| **Materials** | |
| * “Dear Melanie” letter (resource packet #2) * Teacher sample letter * “Dear Mrs. Werdle” letter (resource packet #4) | |

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| **Connection** | * Teacher says, *“Listen to the mini moment \_\_\_\_\_\_\_\_\_ added to her piece. It certainly made the letter come alive. But I also noticed she chose words to show not tell. Today we are going to revisit our letters for word choice.”* |
| **Teach** | * Teacher rereads “Dear Melanie” letter aloud * Teacher thinks aloud and says, *“Alexandra could have said I saw two kids in a fight, but instead she said, “I saw one kid grab another by her shirt and throw her against the gate.”* * Teacher says, *“Another example of showing not telling is when Alexandra said, ‘It makes me want to cry when I see this stuff.’ She didn’t say, ‘It makes me sad.’”* * Teach demonstrates with own letter |
| **Active Engagement** | * Teacher reads the “Dear Mrs. Werdle” letter (resource packet #4) * She stops at the part that says, *“…we get along together a lot.”* * Ask students to turn and talk about how to “show” with their words what getting along together would look like, (example: We play Barbies. We ride bikes, etc…) |
| **Link** | * Teacher says, *“As you write today, find a few places where you can add or change words to show not tell to create a picture and help your reader connect to your feelings.”* |
| **After-the-Workshop Share** | * Choose several students who changed their words from telling to showing |
| **Tips** | * Referencing the “show not tell” lessons done previously in other units or visualization lessons in reading workshop may be helpful |

**Lesson Plans**

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| **Session** | 11 |
| **Concept IV** | Writers write in a compelling way to convince an audience. |
| **Teaching Point** | Writers include additional solution(s) to make their opinion more compelling. |

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| **See writers…** | **Hear writers…** |
| * Clearly stating one opinion * Providing reasons to support their opinion * Using transitional phrases to link ideas/reasons * Using a focused small moment to support their opinion * Choosing strong nouns and verbs to convey meaning * Using a letter format * Providing closure to their piece | * Re-reading * Revising in the moment *“I forgot to add...”* * Reading aloud and sharing ideas with partners |
| **Materials** | |
| * “Dear Melanie” letter (resource packet #2) * Teacher sample letter * “Dear Ms. Talish” letter (resource packet #3) | |

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| **Connection** | * Teacher says, *“As I read your letters, most of you are giving one solution to solve the problem. Today, we are going to learn that sometimes we need more than one solution to help our readers decide to make a change.”* |
| **Teach** | * Reread “Dear Melanie” letter * Point out how Alexandra uses three possible solutions to help the reader decide to make a change * Demonstrate with your letter adding an additional solution |
| **Active Engagement** | * Reread “Dear Ms. Talish” letter or student sample from your classroom, highlight the one solution * Students turn, talk and brainstorm other possible solutions |
| **Link** | * Teacher says, *“As you go off to write today, see if you could include another possible solution to help your reader decide to make a change.”* |
| **After-the-Workshop Share** | * This might be a good day to highlight someone who has done some good problem solving during writing workshop |
| **Tips** | * *I Wanna Iguana,* mentor text is great for referring back to multiple solutions * Not all problems lend themselves to multiple solutions |

**Lesson Plans**

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| **Session** | 12 |
| **Concept IV** | Writers write in a compelling way to convince an audience. |
| **Teaching Point** | Writers provide closure to their opinion letters. |

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| **See writers…** | **Hear writers…** |
| * Clearly stating one opinion * Providing reasons to support their opinion * Using transitional phrases to link ideas/reasons * Using a focused small moment to support their opinion * Choosing strong nouns and verbs to convey meaning * Using a letter format * Providing closure to their piece | * Re-reading * Revising in the moment *“I forgot to add...”* * Reading aloud and sharing ideas with partners |
| **Materials** | |
| * “Dear Ms. Talish” letter (resource packet #3) * “Dear Mrs. Werdle” letter (resource packet #4) | * Touch organizers * Anchor chart with possible closure stems |

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| **Connection** | * Teacher says, “*As I read your letters, I noticed some of your letters just ended. Today I will show you a way to end your letter smoothly.”* |
| **Teach** | * Teacher says*, “Today, I am going to teach you one way to provide closure. You can ask for a response.”* Example: *“Please think about it.”* or *“Let me know.”* * Teacher posts possible language that would elicit a response on an anchor chart (as teacher notices more through conferring or sharing, add more options) * Teacher demonstrates how to provide closure by using the “Dear Ms. Talish” letter how to do this |
| **Active Engagement** | * Revisit the “Dear Mrs. Werdle” letter * Teacher says, *“Turn and talk with your partner how you would close this letter.”* |
| **Link** | * Teacher says, *“This day and every day, when you are writing letters make sure your letters end smoothly. You can use your touch organizer to help you remember if you have a closing.”* |
| **After-the-Workshop Share** | * Add to the closing anchor chart what they did in their own letters |
| **Tips** | * If students are having difficulty with understanding closure, role playing a telephone call may help students see that you don’t just end a conversation without closure |

**Lesson Plans**

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| **Session** | 13 |
| **Concept V** | Writers revise and edit to make their piece more effective. |
| **Teaching Point** | Writers improve their piece by sharing with their writing partner. |

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| **See writers…** | **Hear writers…** |
| * Clearly stating one opinion * Providing reasons to support their opinion * Using transitional phrases to link ideas/reasons * Using a focused mini-moment to support their opinion * Choosing strong nouns and verbs to convey meaning * Using a letter format * Providing closure to their piece | * Re-reading * *“This does/does not make sense”* * *“I can make this reason better”* * *“My reasons do/do not support my opinion”* * *“I do/do not have a closing”* * *“I do/do not have transition words”* * *“I do/do not have strong nouns/verbs”* * *“I did/did not use the word wall”* * *“I did/did not use punctuation”* * *“I did/did not use capital letters at the beginning of sentences”* |
| **Materials** | |
| * Touch organizers | |

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| **Connection** | * Teacher says, “*I want to remind you that whenever writers are writing something important, we revise.”* |
| **Teach** | * Teacher models partnership revision by choosing one student to work with (selected student should be given a heads up) * Student reads their personal piece as the teacher uses the touch organizer * Teacher responds, “*You had all the parts”, “Something you missed…”* * Teacher should also model prompting comments, *“Where would you add that?”* |
| **Active Engagement** | * Teacher says, *“Turn and talk with your partners. What did you see and hear when the partners were revising?”* * Teacher listens in and coaches in and finally restates to the whole group, *“I saw this…”* |
| **Link** | * Teacher says, “*As you work with your partner today, you will take turns being the reader and ‘teacher’. Check that both partners have all the important parts.”* |
| **After-the-Workshop Share** | * Fishbowl with a partnership that is an exemplar of working together. |
| **Tips** | * *“You will be doing a lot of partnership conferences today. You will sit, listen, and whisper in to support partnership revisions. It is important to remember the partnership strategies previously taught in other units.”* |

**Lesson Plans**

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| **Session** | 14 |
| **Concept V** | Writers revise and edit to make their piece more effective. |
| **Teaching Point** | Writers check for correct capitalization and punctuation. |

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| **See writers…** | **Hear writers…** |
| * Clearly stating one opinion * Providing reasons to support their opinion * Using transitional phrases to link ideas/reasons * Using a focused mini-moment to support their opinion * Choosing strong nouns and verbs to convey meaning * Using a letter format * Providing closure to their piece | * Re-reading * *“This does/does not make sense”* * *“I can make this reason better”* * *“My reasons do/do not support my opinion”* * *“I do/do not have a closing”* * *“I do/do not have transition words”* * *“I do/do not have strong nouns/verbs”* * *“I did/did not use the word wall”* * *“I did/did not use punctuation”* * *“I did/did not use capital letters at the beginning of sentences”* |
| **Materials** | |
| * Mentor text or teacher letter with correct capitalization and punctuation in a letter * Purple pens for editing and revision | |

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| **Connection** | * *Teacher says, “We certainly want to make our writing easier for our audience to understand so they help us make a change! One of the ways we did this was to check for the way a letter looks. Today we are going to look at another important part of making our letter clear for our reader---checking our capitalization and punctuation.”* |
| **Teach** | * Using a mentor text the teacher notices and then cross checks with their letter or a student letter: * Capitalization in Dear * Capitalization of names * Capitalization in Salutation (Love, Sincerely…) * Comma after greeting and salutation |
| **Active Engagement** | * Students should work in turn and talk partners instead of just opening it up to the class * This makes more students responsible for the editing |
| **Link** | * Teacher says, “*As you edit your letters today, make sure you are helping each other check for correct capitalization and punctuation.”* * Date- optional |
| **After-the-Workshop Share** | * Teacher says, “*As I was walking around I listened and noted good language partners were using to help each other edit. For example…”* |
| **Tips** | * Students should only be held responsible for conventions they have been taught * Remember your word study block is a support that is necessary for both your reading and writing workshop * An editing checklist can be an optional organizer you may want to develop for your students * Using purple pen for revision and editing is an easy way to spot changes |

**Lesson Plans**

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| **Session** | 15 |
| **Concept VI** | Writers go public to make an impact in their world. |
| **Teaching Point** | Writers choose a piece and fancy it up. |

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| **See writers…** | **Hear writers…** |
| * Writers prepare letters to go out into world (neat handwriting, picture, fancy paper, preparing the envelope, etc...) * Sending and receiving letters | * *“This is the letter that I want to send”* * *“I can’t wait to hear what they say!”* * *“I wonder if this will make a difference.”* * Reflect on piece |
| **Materials** | |
| * Publishing Stationary * Crayons, colored pencils, markers | * Stamps to send letters (if needed) * Envelopes |

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| **Connection** | * Teacher says, “*We have been working so hard on writing letters so today you will choose one letter to send out into the world.”* |
| **Teach** | * You can show your finished letter and show the changes you made * Show an anchor chart of ways to fancy up |
| **Active Engagement** | * Teacher says, “*When you have a plan on how you want to fancy up your piece, give me a thumbs up.”* |
| **Tips** | * It is important to consider each individual child and make decisions on whether to have students rewrite their letter or not * Letters are usually not as time intensive to rewrite as some of the other genres * If you would like students to address their own envelopes, have address slips ready and model addressing an envelope (or this can be done at home) * Remember our goal is not perfection * Teachers cannot hold first graders accountable to spell words correctly that have not been taught * Publishing is just going public |