

I. Content: Describe *what* it is you will teach. What is the content?

In this lesson, students will be continuing their development of opinions with reasoning. Students will be listening to I Wanna Iguana by Karen Kaufman Orloff. Students will be asked to think about this persuading book and write about what would be the best pet and why.

II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.

Students should know and be able to:

- *Determine author’s purpose and give reasons why*
- *Start to articulate opinions with evidence to support*
- *Express opinion in speaking and writing*

III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

By using I Wanna Iguana, it is creating a hook and basis for opinion writing for students. Although this text is a persuasive essay, it is being used to show students that an opinion can be supported with evidence and reasoning. The main character, Alex is trying to convince his mother to let him adopt an iguana; students will be able to connect to this text because format is unique, showing both Alex’s and his mother’s letters to each other. By getting students engaged in this, they will be more interested in the upcoming activity. Majority of students want their voices to be heard; this lesson allows students to explain why they think a certain pet is the best to have and why.

IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.

- *Students will be asked guided reading questions during read aloud to make sure they are being help responsible for the material being read*
 - *Turn and talks*
 - *Whole class discussion*
 - *Students will be helping fill in a chart about Alex and his reasoning for wanting an iguana (shown below). This chart will also be used to help develop students’ own ideas of a pet.*

<i>What I Want</i>	<i>Here’s Why My Idea is a Good One</i>	<i>In fact...</i>	<i>Conclusion</i>

- *Students will be asked to think about “what would be the best pet and why”*
Students will pick a pet and use evidence to support their reasoning
 - *Graphic Organizer (shown above)*
 - *Writing assessment*
 - *There should be solid evidence for the students’ opinions*
 - *Whole class discussion/debate*

V. Personalization: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning?

Read alouds are a common occurrence in the classroom, making it a comfortable way to engage students. Interactive read alouds help students to think about the important information in the book, rather than just reading the book straight through with no time to collect thoughts and ideas about the text. Students such as Jason, Edgar, and Saja need guided questions to help them understand the sequence of events and the reason for reading the story. In addition, students will have the opportunity to work in partners during the read aloud, allowing students to voice ideas and thoughts quietly if they are too shy to answer in whole-class. While reading, students will be asked to help fill in a chart about Alex and his reasons for wanting an iguana. This chart will help students who struggle to remember what is verbally told to them; by having the ideas written down, students will be able to use this example when writing about their ideal pet.

VI. Activity description and agenda: Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

Time	Student	Teacher
2 minutes	Listen to teacher.	Remind students of the expectations for when there is learning on the rug. Introduce the story and ask students to think about author’s purpose.
25 Minutes	Listen to teacher. Turn and talk. Discuss the reasons Alex is giving to his mother.	Explain that we will be reading a story about a boy who is trying to convince his mom to get an iguana. Explain the chart and why we will be using it during the read aloud. Read <u>I Wanna Iguana</u> . Have students turn and talk at various parts in the story. Fill in chart when needed

5 minutes	Listen to teacher.	Have students talk about the chart and author’s purpose. Explain they will be writing a piece on what they think is the ideal pet and why. Explain they will be getting charts similar to the one filled out as a class to organize their thoughts.
15 minutes	Use graphic organizer and write about the ideal pet.	Walk around to make sure students are on task.

VII. List the Massachusetts Learning Standards this lesson addresses.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.*
- b) Provide reasons that are supported by facts and details.***
- c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).*
- d) Provide a concluding statement or section related to the opinion presented.*

VIII. Reflection

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?

At the beginning of the lesson I had students turn and talk about what they thought about opinion pieces and why it is important to know how to write about our opinions. Since students were familiar with I Wanna Iguana it was difficult to get the students into the read aloud. I had to explain to students that we were reading this book as an opinion piece rather than just entertainment. This lesson was designed to show students how to state an opinion, provide a reason and example for each of those reasons. My students do not have trouble stating their reasons but they sometimes lack the examples and support needed in a strong piece of writing. Before the read aloud I had students think about what they feel the ideal pet would be. I incorporated the word “ideal” because it is a vocabulary word students are expected to use in speaking and writing. Students were excited to turn and talk about what they thought the ideal pet to have. Although I did not ask them to, students gave their opinion

and then decided to go further and give reasons why. I continued the conversation and explained to the students that reason is needed to support opinion but there also needs to be examples. I explained to the students that they need to pay close attention to what Alex says to his mom and how he is giving supporting evidence; a chart was used during the read aloud to help students see how Alex used reasons and examples or support for each one. Students were then to use this model to finish a chart similar but not the same as the one used during the read aloud. I tried to explain as thoroughly as I could the chart for they were suppose to fill out. Students were having difficulty connecting “Here’s why my idea is a good one” and “In fact”, two phrases that are not really used in the classroom. Because of this I had to walk around and explain to students how “Here why my idea is a good one” and “In fact” are connected and “In fact” is a supporting example. Once students understood what was expected, they were able to complete the charts.

b. What did you learn from the experience of this lesson that will inform your next LAP?

During the lesson, I realized that I should have modeled more carefully, especially with the charts. I tried to recreate the chart on chart paper but it was not exact. I would use an ELMO to model the chart when reading the book or after to show students how they should fill the chart out. I learned that students sometimes need exact modeling in order to be successful in the lesson. With a new chart being introduced, I should have been aware that giving verbal examples were not enough.