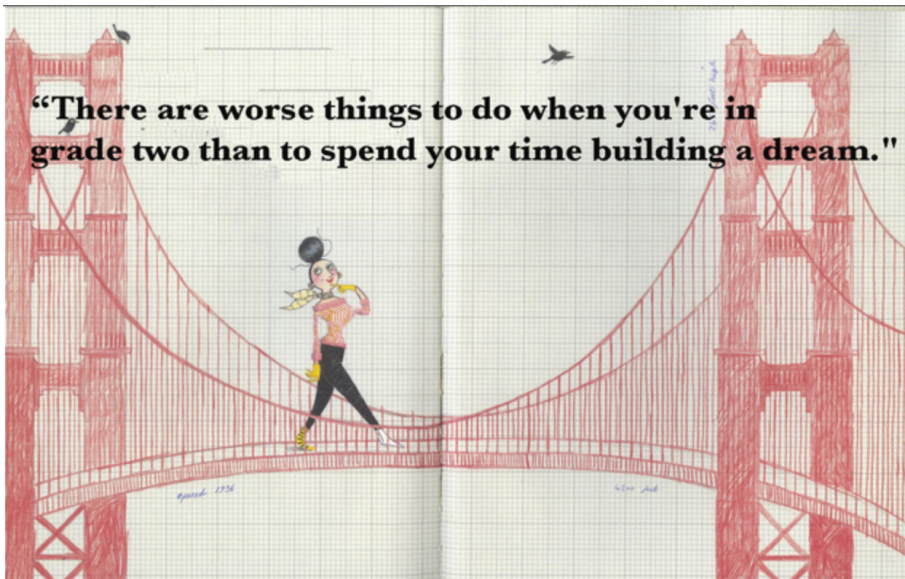


**ACADEMIC ENGLISH
MASTERY PROGRAM**

Grade 2

Using Complex Texts to Write Opinion Pieces

From Bridges to Dreams Lesson Plan



February
2017

Designed by:
Silvia Román and Kénnida Terezón

Grade 2 – From Bridges to Dreams

MELD Lesson (Responsive Literacy & Language)

(5+ Days)

Overview: This series of MELD Lessons are intended for 45 minutes – 1 hour, for five (5) days. Please adjust the time and/or number of days according to the needs of your students. You may also speed up or slow down per the needs of your students.

Title: From Bridges to Dreams

Lexile AD 850 L

California State Standards

Speaking and Listening

SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

Language

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Reading

2nd RI.2.9 Compare and contrast the most important points presented by two texts on the same

Writing

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

Science

NGSS.K-2.Engineering Design

K-2-ETS1-1.

Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2.

Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3.

Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

MELD OBJECTIVES

1. Engage effectively in collaborative discussions with diverse partners and express their ideas clearly.
2. Write an opinion piece that introduces the topic, state an opinion, supply 2 or more reasons that support the opinion, use linking words to connect opinion and reasons, provide a concluding statement or section.

Linguistic Feature(s)
This portion of the lesson will be taught after the first and second read of the text.

Language Standard2.

CCSS.ELA-Literacy.L.2.3







Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.2.3.a

Compare formal and informal uses of English

Lift sentences from the text with one of the following linguistic features words with final consonant clusters, words with beginning or final -th, words with the past tense marker-ed. This text is a great resource for teaching all 3 features if students demonstrate a need for support based on authentic student writing or DIBELS data.

Create a chart like the following to teach contrastive analysis. Use sentences from the text.

	<table border="1"> <thead> <tr> <th data-bbox="415 107 878 149">SEL Language</th><th data-bbox="878 107 1365 149">Standard English</th></tr> </thead> <tbody> <tr> <td data-bbox="415 149 878 191">Taylor's cat is gol.</td><td data-bbox="878 149 1365 191">Taylor's cat is gold.</td></tr> <tr> <td data-bbox="415 191 878 233">The boy's coat is ol.</td><td data-bbox="878 191 1365 233">The boy's coat is old.</td></tr> <tr> <td data-bbox="415 233 878 275">Did you see the ten?</td><td data-bbox="878 233 1365 275">Did you see the tent?</td></tr> <tr> <td data-bbox="415 275 878 331">two consonants together making only the first sound</td><td data-bbox="878 275 1365 331">two consonants together, each making their own sound</td></tr> <tr> <td data-bbox="415 331 878 394"></td><td data-bbox="878 331 1365 394"></td></tr> </tbody> </table> <p>Note the focus SEL language linguistic features:</p> <table border="1"> <thead> <tr> <th data-bbox="415 464 971 495">SEL Language Rules: AAL and MxL</th><th data-bbox="971 464 1539 495">Standard English Rules:</th></tr> </thead> <tbody> <tr> <td data-bbox="415 495 971 579"> 1. Consonant clusters: final consonant clusters are produced with one consonant sound </td><td data-bbox="971 495 1539 579"> 1. Final consonant clusters: sounds are produced for each consonant; the sounds come together as they glide one after the other. </td></tr> <tr> <td data-bbox="415 579 971 663"> Example: architect /archite-c/ ancient /ancie-n/ </td><td data-bbox="971 579 1539 663"> Example: architect /archite-c-t/ ancient /ancie-n-t/ </td></tr> <tr> <td data-bbox="415 663 971 999"> 2. Diagraph th: the sound is articulated as /f/ at the end of a word/ or /d at the beginning of a word or syllable. </td><td data-bbox="971 663 1539 999"> 2. Diagraph th: the sound is articulated as one sound /th/ by placing the tongue between the top and lower teeth to produce the sound at the beginning or end of words or syllables. </td></tr> <tr> <td data-bbox="415 999 971 1251"> Example: father/fader/ that /dat/ fifth /fif/ </td><td data-bbox="971 999 1539 1251"> Example: Father /fa-th-er/ That/ th-at/ Fifth /fif-th/ </td></tr> <tr> <td data-bbox="415 1251 971 1587"> 3. Inflectional ending -ed, articulated as one consonant sound. </td><td data-bbox="971 1251 1539 1587"> 3. Inflectional ending -ed is articulated as three different sounds depending on the final consonant before the inflectional ending is added. It can be produced as /t/, /d/, /id/ </td></tr> <tr> <td data-bbox="415 1587 971 1671"> Example: exclaimed, /exclaim/ passed, /pas or pas/ faded, /fade/ </td><td data-bbox="971 1587 1539 1671"> Example: exclaimed, -ed as /d/ passed, -ed as /t/ faded, -ed as /id/ </td></tr> </tbody> </table>	SEL Language	Standard English	Taylor's cat is gol.	Taylor's cat is gold.	The boy's coat is ol.	The boy's coat is old.	Did you see the ten?	Did you see the tent?	two consonants together making only the first sound	two consonants together, each making their own sound			SEL Language Rules: AAL and MxL	Standard English Rules:	1. Consonant clusters: final consonant clusters are produced with one consonant sound	1. Final consonant clusters: sounds are produced for each consonant; the sounds come together as they glide one after the other.	Example: architect /archite-c/ ancient /ancie-n/	Example: architect /archite-c-t/ ancient /ancie-n-t/	2. Diagraph th: the sound is articulated as /f/ at the end of a word/ or /d at the beginning of a word or syllable.	2. Diagraph th: the sound is articulated as one sound /th/ by placing the tongue between the top and lower teeth to produce the sound at the beginning or end of words or syllables.	Example: father/fader/ that /dat/ fifth /fif/	Example: Father /fa-th-er/ That/ th-at/ Fifth /fif-th/	3. Inflectional ending -ed, articulated as one consonant sound.	3. Inflectional ending -ed is articulated as three different sounds depending on the final consonant before the inflectional ending is added. It can be produced as /t/, /d/, /id/	Example: exclaimed, /exclaim/ passed, /pas or pas/ faded, /fade/	Example: exclaimed, -ed as /d/ passed, -ed as /t/ faded, -ed as /id/
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Depth of Knowledge Level	DOK 1- Recall, recognize, or locate basic facts, details, events, or ideas explicit in text DOK 1- Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept DOK 2 Reading- Use context to identify the meaning of words/phrases DOK 2 Reading- Categorize/compare literary elements, terms, facts, details, events DOK 3 Reading- Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) DOK 3 Reading- Identify/make inferences about explicit or implicit themes DOK 3 Writing- Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) DOK 4 Writing – Gather, analyze, and evaluate multiple sources of evidence DOK 4 Science- Conduct an investigation, from specifying a problem to designing and carrying out an experiment, to analyzing its data and forming conclusions																										
Essential Question	What is important to help you accomplish a dream or goal when obstacles are put in your way?																										
Access Strategies	Making Cultural Connections, Contrastive Analysis, Communal & Cooperative Learning, Instructional Conversations, Academic Language Development, Advanced Graphic Organizers																										
Protocols	Think-Pair-Share, Musical Shares, Bottoms Up-Heads Together, Moment of Silence, Call and Response, Whip Around, Roll 'Em																										
Materials	Articles: The Top 10 Los Angeles Bridges That Make for Gorgeous Photographs DECEMBER 9, 2014 BY AMATULLAH GUYOT																										

	<p><u>Videos:</u> <u>Iggy Peck, Architect</u> https://www.youtube.com/watch?v=hRj4FBX6pHw</p> <p><u>What Makes Bridges So Strong</u> https://www.youtube.com/watch?v=oVOnRPefcno</p> <p><u>Book:</u> <u>Iggy Peck, Architect</u> by Andrea Beaty</p> <p><u>Power Point:</u> Contrastive Analysis Lesson Focus: Consonant Clusters</p> <p>Toothpicks and Gumdrops</p>
Key Vocabulary	Opinion Argument Evidence Perseverance Accomplish Achieve Obstacles Bridges Architect Engineering Constraints Trials Model Prototype
Culminating Task	<p>Students will write an opinion piece making an argument for the importance of learning to build and dreaming about things that are important to them.</p> <p>Say, "We have read <u>Iggy Peck the Architect</u> and have designed and tested our very own bridges just like Iggy and his classmates. Just like engineers, you have learned and followed the Engineering Design Process. Now, you will write a short opinion piece responding to the following question:</p> <ul style="list-style-type: none"> Do you think it's true that it's better in grade two, to not spend your time building or dreaming?" <p>Remind students to:</p> <ul style="list-style-type: none"> Include facts, reasons, and examples learned from the book, videos, and your own experiences to support your opinion. Use details and facts found in 2 or more sources to support your ideas.
Resources	<ul style="list-style-type: none"> Pictures of buildings KWL 2.0 Bubble Map Constructive Conversations Posters Personal Thesaurus Participation & Discussion Protocols http://achieve.lausd.net/Page/191#spn-content Engineering Design Process Engineering Design Plan

	<ul style="list-style-type: none">• Tree Map• Graphic Organizer
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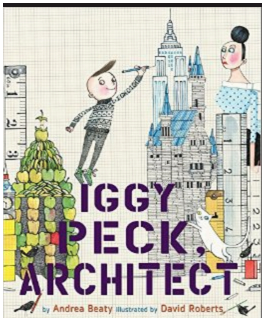
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Title: From Bridges to Dreams

Day 1



KWL 2.0

KWL 2.0

Name: _____ Date: _____

1. List what you know about the topic in column 1. Number them.

2. Write what you want to know about the topic in column 2. Number your questions so they match the numbers in column 1.

3. Record what students have learned, what they want to know, and what they have learned on KWL 2.0 chart. (Record what students have learned, 3rd column, on the 5th day)

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I HAVE LEARNED

Notes

QUESTION	QUESTION
FAVORITE PART OR THOUGHT	FAVORITE PART OR THOUGHT

Lesson Activities

Focus: Introduction

1. Use **Musical Shares** as you display different pictures of different bridges and structures. You can use pictures from: Top Ten Los Angeles Bridges.
2. Use **Musical Shares** to integrate movement into the lesson and discussion protocols. Play any song of your choice to allow students to move around the room as the music plays. When the music stops, partners are formed when students choose the person in closest proximity to them.
3. When the first picture appears ask, "What feelings or thoughts come to mind when you see this bridge?" Partners share.
4. Play music again. Allow for students to walk until the music stops playing.
5. Another picture appears. Ask, "Have you ever been on this or any other bridge?" Partners share.
6. Play music again. When music stops, display last picture, and ask, "Do you ever spend your time building, drawing, imagining, or dreaming of making models or structures like the ones you see here?" Partners share and then return to their seats.

KWL2.0:

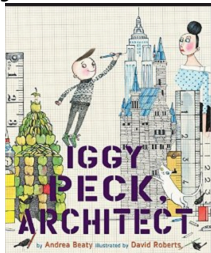
Ask:

- Use **Pick-A-Stick** to select student participants to share what they discussed with their partners.
- What do you or your partner know about bridges?
- Where in our community or in our city have you seen bridges?
- Record what students know, what they want to know, and what they have learned on KWL 2.0 chart. (Record what students have learned, 3rd column, on the 5th day)
- Guide students to questions that are aligned to building bridges or structures.
- Ask, "What would you like to know about how people build bridges and other structures or buildings?" Record student questions and knowledge.

Close Reading:

1. Read aloud the text or view video: **Iggy Peck the Architect** by Andrea Beaty. <https://www.youtube.com/watch?v=hRj4FBX6pHw>
2. Use **Close Reading Protocols** for the first read. Read pages 1-15. Ask students to record questions they have and/or their favorite part of the text.
3. Use **Silent Appointment** to integrate movement into the lesson and discussion protocols. Partners are formed when students signal to each other to make an appointment to share their questions and/or favorite parts of the text.
4. Use **Give One, Get One** to facilitate discussion. Students share recorded information and details learned from the text. Partner's listen and record one new idea learned from their partners. Ideas are recorded in their notes sheet.
5. Use Pick a Stick to Use **Pick-A-Stick** to select student participants to share what they discussed with their partners.

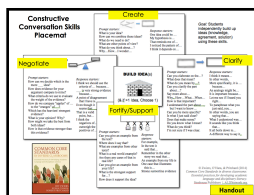
Day 2



Notes

QUESTION	QUESTION
FAVORITE PART OR THOUGHT	FAVORITE PART OR THOUGHT

Constructive Conversations



Bubble Map

Name: _____

Bubble Map Graphic Organizer

Personal Thesaurus

Close Reading:

1. Finish reading the entire book or view the entire video:

Iggy Peck, Architect - <https://www.youtube.com/watch?v=hRj4FBX6pHw>

2. Continue using notes sheet. Ask students to write notes by writing important details they notice.

3. Allow students time to write 1-2 details, facts, or ideas onto their notes sheet.

4. Students use **A Moment of Silence** to show reciprocity to classmates by providing them with the silence they need to concentrate on the question and record their ideas onto their notes sheet.

5. Use **Musical Shares or Silent Appointments** to integrate movement into the lesson and discussion protocols. Play a song of your choice to allow students to move around the room as the music plays. When the music stops, partners are formed when students select the person in closest proximity to them.

6. Students use **Give One, Get One** to share recorded information and details learned from the text. Partner's listen and record one new idea or question they shared with their partner.

7. Have students share out whole class using **Pick-a-Stick or Roll 'Em**.

8. Engage students in **Constructive Conversations** by asking students to practice the skill of **Fortify** by asking students to think about and support their opinion of Iggy. Ask, "In your opinion, what word would you use to describe Iggy? Use evidence from the text to support your claim or argument." Model with a partner and chart the following sentence frame, if necessary: In my opinion, Iggy is _____ because _____. What is your opinion?

9. Students **Think, Pair Share** opinions.

10. Use **Pick-A-Stick** to engage class in discussion and record words generated by students. Record words generated on to **Bubble Map**.

11. Model and guide students to add words to class and student **Personal Thesauruses**. The possible synonyms or phrases may be: keeps at, sticks to, persist, continues, and perseveres.

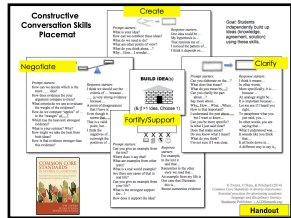
11. Closing: Review graphic organizer and objectives.

Day 3

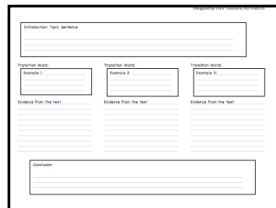
Video



Constructive Conversations



Tree Map

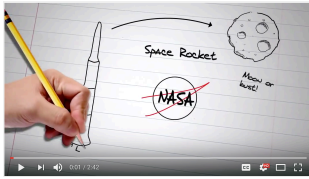


Close Viewing

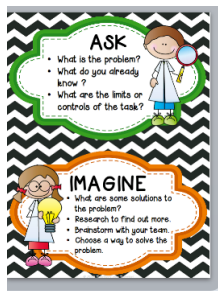
1. View the video: What Makes Bridges So Strong
<https://www.youtube.com/watch?v=oVOnRPefcno>
2. Say, "I notice that you were very excited when I read Iggy Peck the Architect especially when he built the bridge at the end. Today we will continue learning about bridges because soon you will have the opportunity to design your own model or prototype of a bridge. But, before we begin building, we will research and learn about different types of bridges that are out there in the real world." For the first viewing ask students to think about this question: What makes bridges so strong?
3. After students finish viewing the video, ask them to **Think, Pair, Share** with their **Chicken Wing Partner**. Remind students to use evidence from the video that explains what makes bridges so strong? Chart this sentence frame to assist student discussion:
 - Can you give an example?
 - From watching the video, I learned that_____.
 - In the video it said _____.
4. Use **Pick a Stick or Roll 'Em** to select student speakers to share the information learned about bridges from watching the video.
5. For the second and third viewing explain to students that they will be taking notes and recoding information on their **Tree Map**. Students will record facts and information they learn about the three types of bridges described in the video.
 - Beam Bridges
 - Truss Bridges
 - Suspension Bridges
6. Allow students time to write 1-2 details, facts, or ideas onto their **Tree Map**.
7. Students use **A Moment of Silence** to show reciprocity to classmates by providing them with the silence they need to concentrate on the question and record their ideas onto the **Tree Map**.
8. Use **Musical Shares** to integrate movement into the lesson and discussion protocols. Play a song of your or your students' choice. When the music stops, partners are formed when a student selects the person in closest proximity to them.
9. Use **Give One, Get One** to have students share one idea recorded on their **Tree Map**. Students take turns sharing 1 idea written on their **Tree Map** and then record their partner's idea. They end the discussion with a handshake, fist pump, or high-five, etc.
10. When the music begins to play again, students begin walking around the room again to find another partner.
11. When the music stops a new pairing is made and students share their second idea.
12. When the music plays again students return to their seats.
13. Use **Pick-a-Stick** to have students share out whole class. Students can share an idea they heard from one or both of their partners.
14. Write some of these ideas on the whole class **Tree Map**. Teacher will model how to write evidence from the text onto the **Tree Map**. Use the sentence frame, "In the text, it said, _____."

Day 4

Video



Engineering Design Process Posters



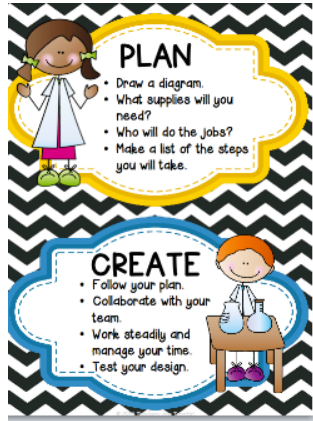
Plan

Engineering Design:

1. Begin by saying, "I see that everyone is excited about structures, buildings and bridges that we have seen in pictures, in books, in videos, and in the world around us. Today we will learn about the Engineering Design Process. As we learn about the Engineering Design Process, we will learn about what engineers do. Then we will follow the steps just like architects and engineers."
2. View the video: NASA for Kids: Intro to Engineering
https://www.youtube.com/watch?v=wE-z_TJyziI
3. Once students have viewed the video, ask students **Think-Pair-Share** with their **Chicken Wing Partner**, and discuss what they have learned about the Engineering Design Process. Then use **Pick-A-Stick or Roll 'Em** to select student speakers to share the information learned about the Engineering Design Process from watching the video.
4. Ask student to create triads of Engineers. Play music to cue students to select triads.
5. Once triads have been selected. Pose the challenge. The challenge may vary depending on the materials at your disposal. Here is a sample.
6. Say, "You and your group of engineers have been challenged to design a bridge that will be strong enough to support a load of at least 300 grams or strong enough to carry the 1,000 math cube math manipulative. The bridge must span at least 6 inches in length over a gorge – which will be the distance of 2 student desks pushed 6 inches apart."
7. Guide students to record the goal on the Engineering Design Plan. Although this is a group project, all students will have their own plan.
8. Then, encourage students to ask you questions about the challenge. Such as what materials can we use? Is there a time limit? Explain to students that limits are called constraints. Engineers face three major constraints: time, materials (resources), and cost.
9. Students can use materials like popsicle sticks, toothpicks, Playdoh, and Gumdrops to set constraints on resources. Or, you may choose to give them the constraint of materials such as: 50 gumdrops and 100 toothpicks to build prototypes.
10. You may also explain that they will have only 20 or 30 minutes to build their prototypes.
11. Use a **Moment of Silence** to provide students the silence and independent time they need to concentrate on imagining and brainstorming their bridge based on the materials you have provided.
12. Students will meet with their triads and come up with a team name. Use the **Whip-Around** protocol to provide each member of the triad the opportunity to share his or her design.
13. Provide poster paper for students to come together and select one design that will be used to create or build a prototype or model of their bridge. Remind students to label their diagram with materials to be used.
14. All members of the triad will draw their group design on their individual plan.

Day 5

Engineering Design Process:

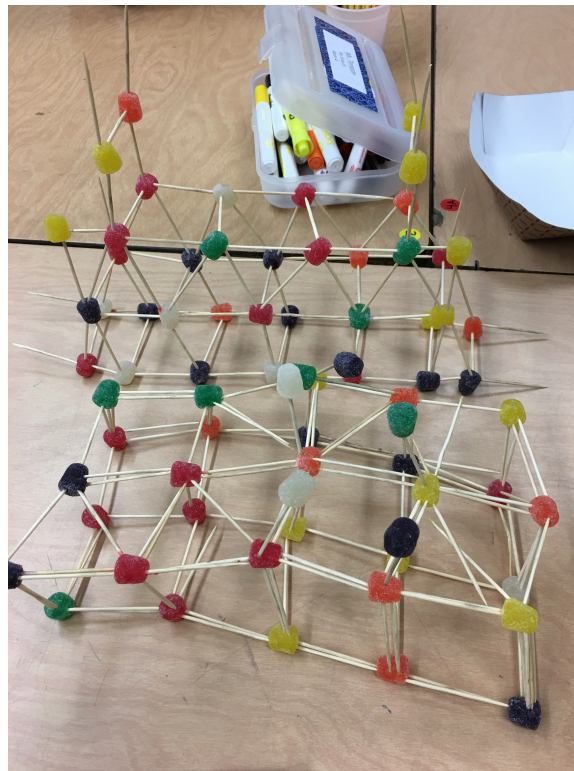


Name	Date
1. Define: What is the problem? What needs to be improved? What is your goal?	2. Imagine: What are the solutions? Brainstorm ideas. Choose your best idea.
3. Research: What went well? What could work better? How could you improve your prototype?	4. Plan: Draw your design. Gather your materials.
5. Create: Build a prototype. This is your first model.	

Engineering Design:

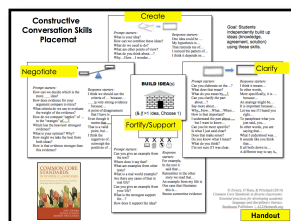
1. Place all the plans around the room as a gallery walk for students to view each others work.
2. Use **Pick-A-Stick or Whip Around** to select students to explain their plans to the class.
3. Remind students of the constraints in time and resources. Explain that teams will have 20 or 30 minutes (teacher's choice) to create a prototype of their bridge. At the end of the 20 minutes, all teams must test their first prototype. Remind students of the challenge: All bridges must be strong enough to carry a load of at least 300 grams or strong enough to carry the 1,000 math cube math manipulative. The bridge must span at least 6 inches in length over a gorge – this can be the distance of 2 student desks pushed 6 inches apart. They can use 50 gumdrops and 100 toothpicks to create their prototype.
4. Students must test their first prototype and record their findings. Pose these 3 questions for students to discuss with members of their triads:
 - What went well?
 - What could work better?
 - How could we improve our prototype?
 - What changes will we make to our prototype to improve it?
5. Take pictures and video of students as they perform their first trials. Ask one member of each triad to record their observations and findings on a class record sheet.
6. As students finish testing their first prototype ask students to discuss possible revisions to their prototype and record their thoughts and ideas on their individual plans.

Student
created
prototypes
using
toothpicks
and
Gumdrops

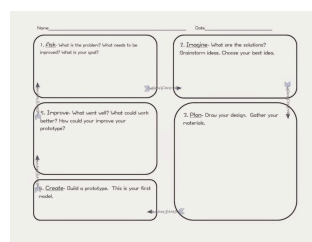
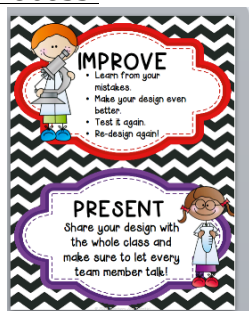


Day 6

Constructive Conversations



Engineering Design Process:

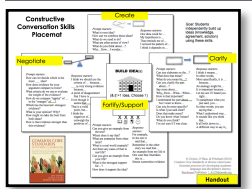


Engineering Design:

- Engage students in the **Constructive Conversation Skill** of **Negotiate** to decide which changes teams will make to improve their second prototype.
- Refer students to their plans, their first prototype, and their observations of the different prototypes designed, created, and tested.
- When guiding students to the next step of the Engineering Design Process, pose this question. Ask, "In your opinion, what changes do you think would improve your prototype and why?" Use the following sentence frame, if necessary:
 - How can we decide which is the better way to improve our prototype?
 - I think we should _____ because _____.
- Use **Pick-A-Stick or Whip Around** to select 2-3 students to share their plans of revision with class.
- Remind students of the time constraint. Explain that teams will have 20 minutes to create a second and final prototype of their bridge. At the end of the 20 minutes, all teams must test their second prototype. Remind students of the goal: All bridges must be strong enough to carry a load of 3 anthologies. The bridge must be at least 12 inches in length.
- Once the 20 minutes are over, students must test their second prototype and record their findings. Pose these 3 questions for students to discuss with members of their triads:
 - What went well?
 - What could work better?
 - How could we improve our prototype?
 - What changes will we make to our prototype to improve it?
- Take pictures and video of students as they perform their trials. Ask one member of each triad to record their observations and findings on a class record sheet.
- As students finish testing their second prototype, ask students to discuss revisions made to their initial prototype and record their thoughts and ideas on their individual plans. Ask students to discuss with their triads the following questions:
 - What is your opinion of the changes or revisions that you made to your first prototype?
 - What were the positives or negatives of the ideas and changes made?
- Use **Pick-A-Stick or Roll 'Em** to select students to share their opinions and findings.

Day 7

Constructive Conversations



Graphic Organizer




Writing Opinions – Pre-Writing

- Engage students in the **Constructive Conversation Skill** of **Negotiate** to discuss opinions about building structures and the importance of dreaming to achieve life goals like Iggy Peck the Architect.
- Say, "We have read Iggy Peck the Architect and have designed and tested our very own bridges just like Iggy and his classmates. Just like engineers, you have learned and followed the Engineering Design Process. Now, you will write a short opinion piece responding to the following question:
 - Do you think it's true that it's better in grade two, to not spend your time building or dreaming?"
 - Remember to include facts, reasons, and examples learned from the book, videos, and your own experiences to support your opinion.
- Use **Pick-A-Stick or Whip Around** to select 2-3 students to share their opinions with the class.
- Guide students using through the **Prewriting Phase** of the **Writing Process** **Graphic Organizer** to begin organizing ideas.
- This Graphic Organizer can be found at: <https://www.scholastic.com/teachers/blog-posts/genia-connell/graphic-organizers-opinion-writing/>
- Ask students how the Graphic Organizer helps them with writing an opinion piece or composition.
- Record student ideas to create a student generated criteria chart.
- Post Criteria Chart. Say, "Remember, a good opinion essay:
 - Has an introduction*
 - Clearly states your opinion/claim in a focus statement*
 - Uses specific evidence from the text(s) to support your opinion and explains your thinking*
 - Groups ideas in paragraphs*
 - Has a conclusion or closing*
 - Uses precise language and linking words to connect ideas*
 - Has correct spelling, capitalization, and punctuation*
- Share rubric to be used for final evaluation of opinion writing to set clear expectations and achievable goals.

Day 8

Writing Opinions – Drafting

- Use the graphic organizer from Day 7 to guide students through **Drafting** phase of the Writing Process.
- Ask a volunteer to model sharing ideas written on the graphic organizer. Follow: I Do, You Do, and We Do approach. First, you model speaking your organized ideas. Then, your partner follows your lead. Finally, each student in the class shares his/her organized ideas with a partner.
- Once all partners have shared, use **Roll 'Em** to select student speakers. Select 1-2 students to share what their partners shared with them.
- Refer back to student generated criteria chart to encourage students to refer to criteria when they are writing their composition.
- Share rubric to be used for final evaluation of opinion writing to set clear expectations and achievable goals.
- Model Drafting phase as you lift information recorded on your graphic organizer.
- Follow I Do, You Do model to scaffold writing of ideas.

	8. Lift sentences from student writing to target mini-lessons using Contrastive Analysis addressing SEL and Standard English patterns.
Day 9	<p>Writing Opinions – Revising</p> <ol style="list-style-type: none"> 1. Refer to student generated criteria chart when modeling Revising phase. 2. Share rubric to be used for final evaluation of opinion writing to set clear expectations and achievable goals. 1. Ask a volunteer to model sharing ideas written on first draft. Follow: I Do, You Do, and We Do approach. First, you model reading your draft and making revisions. Then, your partner follows your lead. Finally, each student in the class revises his/her ideas and shares with a partner. 3. Once all partners have shared, use Roll ‘Em to select student speakers. Select 1-2 students to share what their partners or they decided to revise. 4. Lift sentences from student writing to target mini-lessons using Contrastive Analysis SEL and Standard English patterns.
Day 10	<p>Writing Opinions – Editing and Publishing</p> <ol style="list-style-type: none"> 2. Refer to student generated criteria chart when modeling Editing phase. 3. Preselect 1 or 2 student samples with same pattern. First, model making editing your draft. Then, your partner follows your lead. Finally, each student in the class edits his/her ideas and shares with a partner. 4. Once all partners have shared, use Roll ‘Em to select student speakers. Select 1-2 students to share what their partners or they decided to edit. 5. Lift sentences from student writing to target mini-lessons using Contrastive Analysis SEL and Standard English patterns. 6. Once students have followed the writing process, they are ready to publish their opinion pieces. 7. Students can illustrate and type or rewrite their pieces. Attach all parts of the writing process. 8. Students share their published pieces with members of their Engineering triads.
<p>Culminating Task –</p> 	<p>You will write an opinion piece making an argument for the importance of learning to build and the importance of dreaming about things that are important to you.</p> <p>We have read <u>Iggy Peck the Architect</u> and have designed and tested our very own bridges just like Iggy and his classmates. Just like engineers, you have learned and followed the Engineering Design Process. Now, you will write a short opinion piece responding to the following question:</p> <ul style="list-style-type: none"> • Do you think it's true that it's better in grade two, to not spend your time building or dreaming? <p>When writing your composition remember to:</p> <ul style="list-style-type: none"> • Include facts, reasons, and examples learned from the book, videos, and your own experiences to support your opinion. • Use details and facts found in 2 or more sources to support your ideas. • Your published composition will include illustrations that represent the information learned from 2 or more sources.