

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: Splat and the Cool School Trip Lexile: 290

California State Standards	<p>CCSS.ELA-LITERACY.W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-LITERACY.RL.1.9: Compare and contrast the adventures and experiences of characters in stories.</p>
MELD OBJECTIVES	<ol style="list-style-type: none"> 1. The students will understand that an opinion is the way you think or feel about something. 2. The students will develop an understanding of what an opinion-writing piece is supposed to look like. 3. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 1 topics and texts to produce complex oral output using the conversational skill of CREATE and FORTIFY as well as begin to build on others' ideas and expressing their own clearly. 4. Write an opinion piece using evidence from both texts/sources.
Linguistic Feature(s)	<p>Note the focus SEL language linguistic features:</p> <p><u>SEL Language Rules:</u> Possessive marker -'s Example: Splat's class</p> <p><u>Standard English Rules:</u> Past tense maker -ed Example: wandered</p>
Depth of Knowledge Level	<p>DOK 1- Recall, recognize, or locate basic facts, details, events, or ideas explicit in text</p> <p>DOK 1- Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept</p> <p>DOK 2 Reading- Use context to identify the meaning of words/phrases</p> <p>DOK 2 Reading- Categorize/compare literary elements, terms, facts, details, events</p> <p>DOK 3 Reading- Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</p> <p>DOK 3 Writing- Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</p>
Essential Question	What is an opinion? What is opinion writing?

Access Strategies	Making Cultural Connections, Contrastive Analysis, Communal & Cooperative Learning, Instructional Conversations, Academic Language Development, Advanced Graphic Organizers
Protocols	Think-Pair-Share, Give One, Get One, Put Your Two Cents In, Whip Around, Pick A Stick, Roll'Em, Raise A Righteous Hand
Materials	<p>Text: Splat and the Cool Trip by Rob Scotton</p> <p>Video Read Aloud of Text: https://youtu.be/rERIZMp7qBI</p> <p>Virtual Field Trip Videos:</p> <p>The Magic School Bus visits The Liberty Science Center http://www.scholastic.com/teacher/videos/teacher-videos.htm#3183923085001/79105933001</p> <p>An Aquarium in Florida http://www.scholastic.com/teacher/videos/teacher-videos.htm#3183923085001/43985114001</p> <p>Websites: newsela.com Text Sets "Cats"</p> <p>www.Scholastic.com Virtual Field Trips</p>
Key Vocabulary	<p>opinion dismayed fault huddled trumpeted disappointed</p> <p>rattled sighed furry balance wandered investigate gulped</p>
Culminating Task	<u>Writing Prompt:</u> What do you believe is the most engaging field trip for first graders? Support your opinion with evidence from your texts and research.
Resources	<p>Participation & Discussion Protocols http://achieve.lausd.net/Page/191#spn-content</p> <p>Personal Thesaurus</p> <p>Opinion writing graphic organizers</p> <p>Bubble Map</p> <p>Constructive Conversations charts</p> <p>Circle Map</p> <p>Passport template</p>

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Title: Splat and the Cool School Trip

DAY 1

Lesson Activities

Whole Group: Introduction of an opinion

- Gather students together on the rug or near the front of the room.
- The teacher will say to students, “Today we are going to have a discussion about something that is your favorite. Then you will be giving your opinion about why it is your favorite. An opinion is the way you think or feel about something”.
- Have students take out their Personal Thesaurus. Using the directions of the Personal Thesaurus, guide the students in adding the word “opinion” to their Personal Thesaurus.

Sample: Opinion, feeling, idea, thought, point of view, Fact (antonym)

Small Group:

- The teacher will say to students, “I want you to think about the following choices that I am going to give you and I want you to choose one and tell your “chicken wing partner” about why it is your favorite.”
- Discussion topic ideas: Think about your favorite game, food, or toy. Tell why and give at least two reasons.
- The teacher will then have students think-pair-share to discuss their favorite things and reasons why with their “chicken wing partner”.
- Directions to students: Name your favorite thing then give reasons to explain why it is your favorite.
- The teacher will ask a few students to repeat the directions to check for understanding.

DAY 1

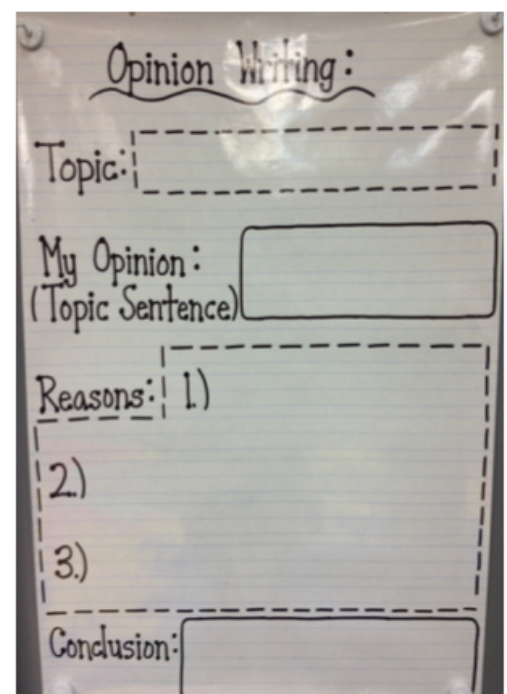
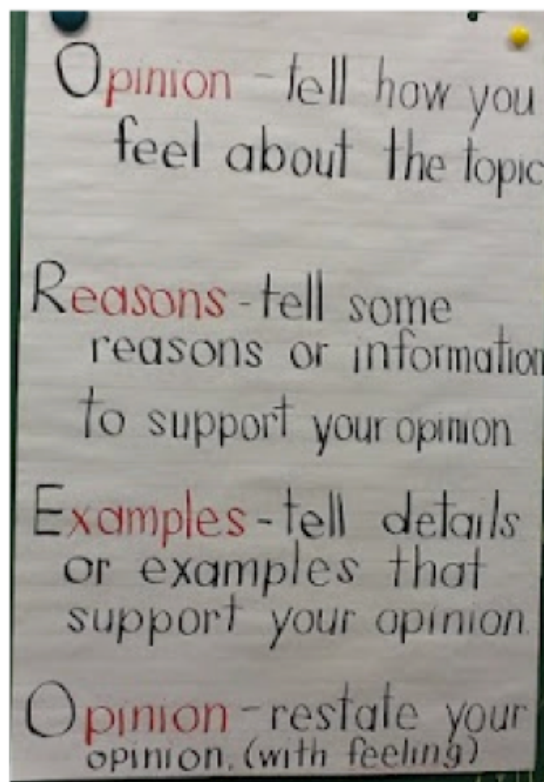
Independent Work:

- The students will return to their seats and receive their writing materials. Students will write their favorite thing and three reasons why it is their favorite using an opinion writing graphic organizer.

Directions: In your writing, make sure to:

- In your first sentence, write an introduction sentence for your topic
- Give your opinion/claim in your second sentence
- In your next 3 sentences, give at least 3 reasons with examples and details for each reason
- The teacher will then reread the discussion topic and the directions and set the students to task.

Samples of Classroom Resources that
can be created to support Opinion
Writing



- Close today's lesson by having students share using the protocol Give One, Get One.

DAY 2

Lesson Activities

Whole Group:

- Gather students together on the rug or near the front of the room.
- Review that opinions are beliefs that people have about things and that opinions must also state reasons why people believe those things.
- Model Vocabulary of Opinion (See Sentence Starter handout below)

DAY 2



DAY 2

Review opinion writing by activating students' thinking about a topic.

What is your favorite animal?

- The teacher will conduct a Whip Around so that each student can share his or her favorite animal.
- The teacher will then model how to state reasons why it is their favorite animal.
- The teacher will then have students think-pair-share with their "knee partner" reasons for their choice.

Share with the students various texts sets or media about your favorite animal.

For example ~ Websites: newsela.com Text Sets "Cats"



- Teacher will model writing an opinion. (See example below) Model opinion writing, begin with an opinion, give two reasons to support the opinion, and end with restating the opinion.

Question: What is your favorite animal?

Opinion Statement: My favorite animal is a cat.

Reason 1: I like cats because they are beautiful.

Reason 2: I also like them because I can rub their soft fur.

Restate Opinion: Cats are the most beautiful animals to have as a pet.

Independent Practice:

- Tell students it is now time for them to tell their opinion.
- Distribute the graphic organizer to students.

Name: _____

Topic

Opinion

Reason #1

Reason #2

Opinion

DAY 2

- Students will complete a graphic organizer for opinion writing that states their opinion, gives two reasons to support their opinion and ends with restating their opinion.
- When finished students will use the graphic organizer to write a story telling about their favorite animal.

Grammar Mini-Lesson: (10 minutes)

- Use the results from the MELD Diagnostic Tool to guide you on the spelling, punctuation, capitalization, and grammar rules you'll address during your grammar mini-lessons.
- Help SELs understand how to compare and contrast the way a particular grammar rule is used in Home Language and School Language.
- Close today's lesson by having students share what they learned using a participation/discussion protocol or create an exit ticket question.

Whole Group:

- The teacher will say, “Do you remember when we studied about opinion writing yesterday? I’m going to Pick-A-Stick and we will see how much we can remember.”
- The teacher will then take out the opinion writing that he/she modeled yesterday and go over each section and review the purpose.
- Teacher will remind students that everyone has an opinion about things that matter to them and that our opinions can be different from others.
- Teacher will then show students pictures of ice cream flavors to generate their opinions.



- The teacher will then conduct a Whip Around to poll/tally each student's favorite ice cream flavor.
- The teacher will then have students think-pair-share with their partner reasons why that's their favorite ice cream.
- The teacher will then chose his/her favorite ice cream and model completing a Bubble Map with reasons why. (Model using an ice cream that is not one of the flavors pictured.)

Mini-Contrastive Analysis lesson:

- The teacher will use the "sentence lifting" type of contrastive analysis from the student's writing samples about their favorite ice cream flavor.

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Standard English

Example: **Kimberly's ice cream** is chocolate.

Home Language

Example: **Kimberly** ice cream is chocolate.

Pattern: Owner + owned = Owner + 's + owned

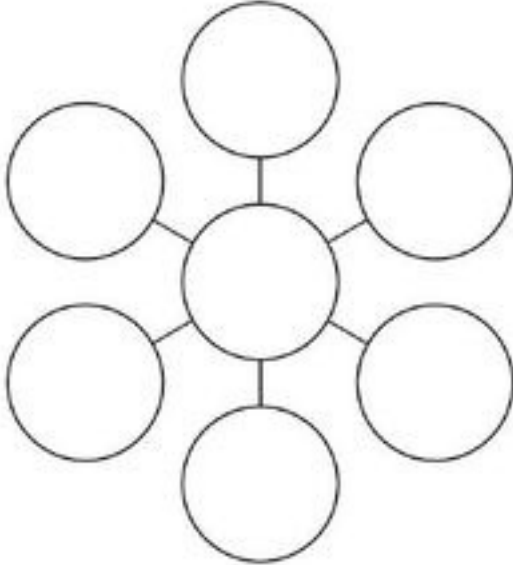
- The teacher will practice with 4-5 sentences showing the students how to "code switch" from Standard English to Home Language.
- Help SELs understand how to compare and contrast the way a particular grammar rule is used in Home Language and School Language.

Small Group:

- Teacher will put students in groups according to which flavor they like best.
- In small groups students will collaboratively create a Bubble Map with reasons why they think that particular flavor is the best.

Name : _____

Bubble Map Graphic Organizer



The diagram is a bubble map graphic organizer. It consists of a central circle connected by lines to six surrounding circles, arranged in a hexagonal pattern. The circles are empty, intended for students to write reasons for their favorite flavor.

Free Printables for K-12 Education www.STUDENTHANDOUTS.com

Independent Work:

- Tell students it is now time for them to tell their opinion.
- Distribute the graphic organizer to students.

A graphic organizer for opinion writing, titled "Opinion Writing ~ Prewriting Graphic Organizer". It has a decorative, wavy border. At the top, there is a line for "Name: _____". Below the title, there is a large box labeled "Topic Sentence" containing the text "_____ is the best ice cream of all!". Below this, there are three separate boxes, each labeled "Reason", each containing three horizontal lines for writing. At the bottom, there is a box labeled "Conclusion" containing the text "I love _____!" and "I wish _____."

- Students will complete the graphic organizer for opinion writing that states their opinion, gives two reasons to support their opinion, and ends with restating their opinion.
- When finished students will use the graphic organizer to write a story telling about their favorite flavor of ice cream.
- Close today's lesson by having students share what they learned using a participation/discussion protocol or create an exit ticket question.

Whole Group:

- Introduce the concept of Close Read to students in a way that you think they will understand.
- The teacher will explain to students that they are going to have to decide which place they enjoy watching a movie more, at home or at the movie theater and to help them decide they will read a story about it.
- Provide each student with a copy of the text passage “My First Movie!” and a sheet of paper for drawing/writing.
- Read the story aloud to the students inviting them to follow along as you read.
- The teacher reads the passage “My First Movie!” aloud to students.

My First Movie!

Becky had never been to a movie before. Sure, she’d seen movies at home on the TV or at a friend’s house, but this was different! She was actually going to the theater to see one. She tried to imagine what it would be like.

Mom said it was a really big screen. Dad said there were lots of speakers all around so the sound surrounded you. She wondered what else she would see and hear there. It sounded fun. She did like movies at home, but would this be better?

Small Group/Pairs:

- Pose text-based comprehension questions to students.
- The teacher will have students think-pair-share their responses to teacher created text-based questions.

Independent Work:

- Give an example to students of how to annotate the text of My First Movie! by drawing pictures, underlining words, or writing words.

- Students can gather the details that are the same and different about watching movies at home versus in a theater by using a Venn Diagram.

Name: _____ Date: _____

Venn Diagram

The Venn diagram consists of two large overlapping circles. The left circle is labeled 'Home' and the right circle is labeled 'Theater'. The overlapping area in the center is shaded pink. Both circles contain horizontal lines for writing. A cartoon pencil character is on the left.

* Remind students that they are going to have to decide which place they enjoy watching movies more because they will write about the place they choose tomorrow.

Whole Group:

- Return the passage and student drawings/writing from Day 4.
- The teacher will tell students “Today you are going to write an opinion piece that answers this question: In your opinion, which place do you enjoy watching a movie more, at home or at the movie theater?”
- Reread the passage aloud to the students inviting them to follow along as you read.
- The teacher will then have students think-pair-share with their partner reasons why they enjoy watching a movie in the place they chose.

Independent Practice:

- The teacher will tell students “It is time for you to tell your opinion by writing a story about which place you enjoy watching a movie more at home or at the movie theater?”
 - The teacher will tell students to make sure to pick either at home or at the movie theater and to explain why you like this place the best.
 - The teacher will tell students that they may look back at the story for ideas.
 - The teacher will also tell students that they may draw a picture to show why this is the best place.
 - The teacher will remind students that a good opinion piece will introduce the topic they are writing about, give their opinion, give reasons and explanations, and end with a concluding statement that restates their opinion in a different way.
 - Students will then use a graphic organizer to write a story telling about the place they enjoy watching movies the most.

Name _____

Opinion Writing ~ Prewriting Graphic Organizer

Would You Rather?

I would rather _____ because _____

Reason : _____

Reason : _____

Reason : _____

Conclusion: _____

- Close today's lesson by having students share what they learned using a participation/discussion protocol or create an exit ticket question.

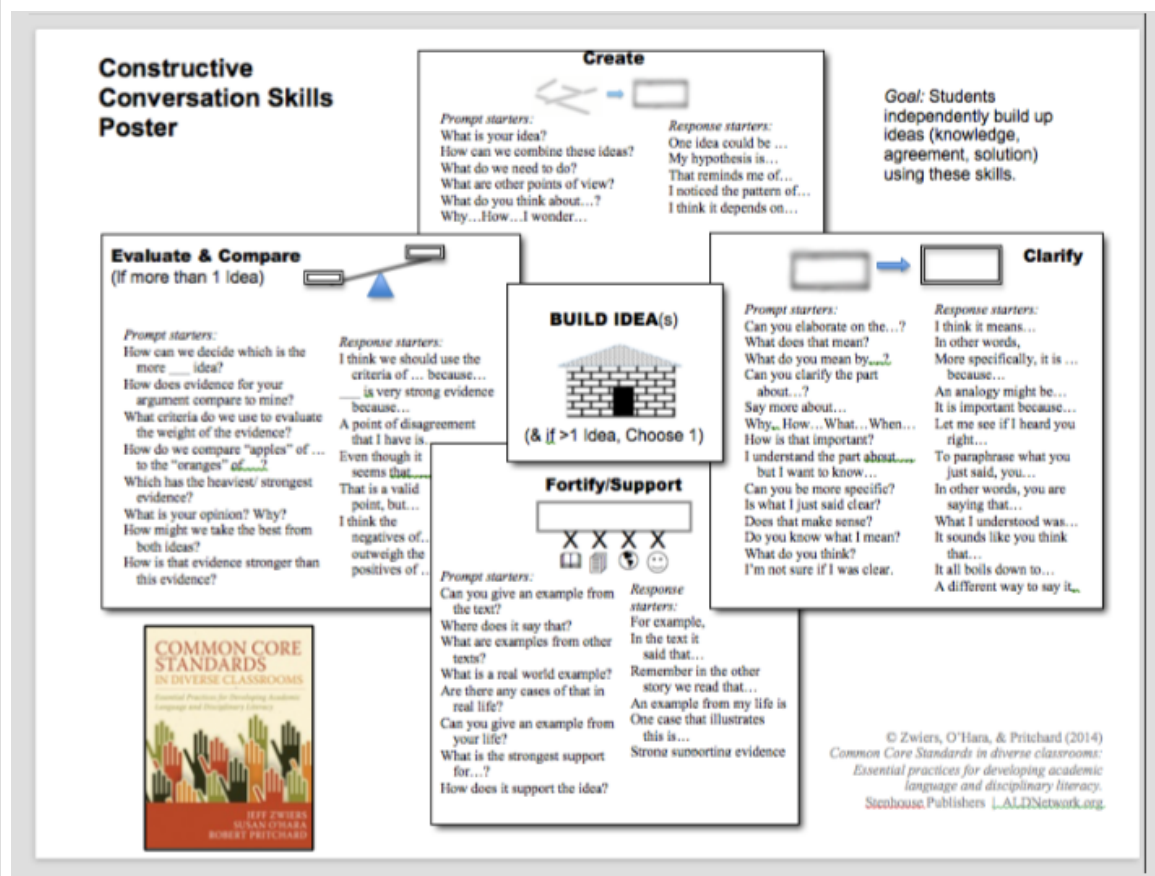
Whole Group:

- The teacher will say, “Do you remember when we studied about opinion writing last week? I’m going use Roll ‘Em/Pick a Stick and we will see how much we can remember.”
- The teacher will then take out the opinion writing that he/she modeled last week and go over each section and review the purpose.
- Teacher will remind students that everyone has an opinion about things that matter to them and that our opinions can be different from others.
- Teacher will then show students the cover of the book “Splat and the Cool School Trip” and ask students what they think the story will be about.
- Discuss with the students about why school field trips are chosen according to the grade and the educational learning that students can get from going on a school field trip.
- Teacher then reads the book “Splat and the Cool School Trip”. Video Read Aloud of Text: <https://youtu.be/rERlZMp7qBl>



Small Group/Pairs:

- After the read aloud, have students use the protocol Put Your Two Cents In to discuss the best part of the story using Constructive Conversation skills (CREATE/FORTIFY).



- Some suggested discussion sentences for students to use are:

What was the story mainly about?

In your opinion, what was the best part of the story?

Why do you believe that? What would have happened if you were on the field trip?




Mini-Grammar/Linguistic Screener lesson:

- The teacher will use the “key vocabulary” from Splat and the Cool School Trip to learn Standard English articulation of the various sounds of the inflectional ending -ed according to the final sound in the base word.

dismayed huddled trumpeted disappointed

rattled sighed wandered gulped

- The teacher will practice with the three different sounds (“t”, “d”, “id”) showing the students how there are differences in the inflectional ending -ed sound at the end of verbs.

/t/	/d/	/id/
How will I know how to pronounce the inflectional ending _ed at the end of verbs?		
		
walked	opened	painted

What does the inflectional ending _ed sound like when I pronounce it at the end of this word? Why?

/t/	/t/
/d/	/d/
/id/	/id/

Conventions of Standard English:

CCSS.ELA-LITERACY.CCRA.L.1

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

- Close today's lesson by reviewing the Conversation Norms during Constructive Conversations or creating an exit ticket.

Conversation Norms



**Use your
think time**



**Use the language
of the skill**



**Use your
conversation voice**



**Listen
respectfully**

**Take turns and build
on each other's ideas**

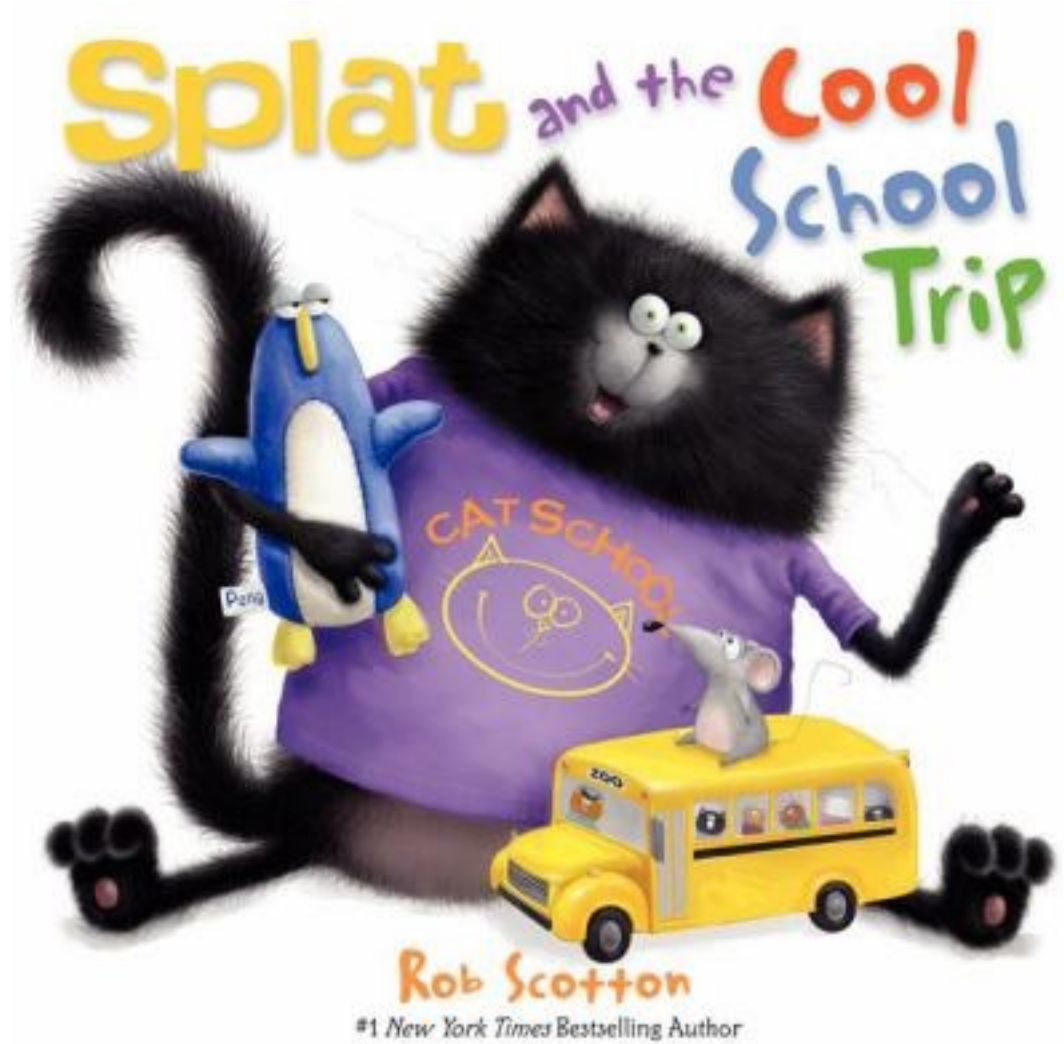


<http://www.illustrations.net>



Whole Group:

- Teacher will review the story that was read in Day 6, "Splat and the Cool School Trip"



DAY 7

- Teacher will show students pictures of different field trip locations to generate their opinions of visiting these places.



DAY 7



- The teacher will then conduct a Whip Around to poll/tally the field trip that they would choose to go on.
- The teacher will then have students think-pair-share with their partner reasons why they would choose that field trip.
- The teacher will now tell students that we can also experience a field trip without leaving our room. We can take a “Virtual Trip”. A virtual field trip is a guided exploration through the internet for a structured online learning experience.
- The teacher will choose 2-4 virtual field trips to show the students.

Independent Work:

Students can draw pictures and take notes about their virtual experiences using a Passport Booklet. (See sample in the Resources section)

The Magic School Bus visits The Liberty Science Center <http://www.scholastic.com/teacher/videos/teacher-videos.htm#3183923085001/79105933001>

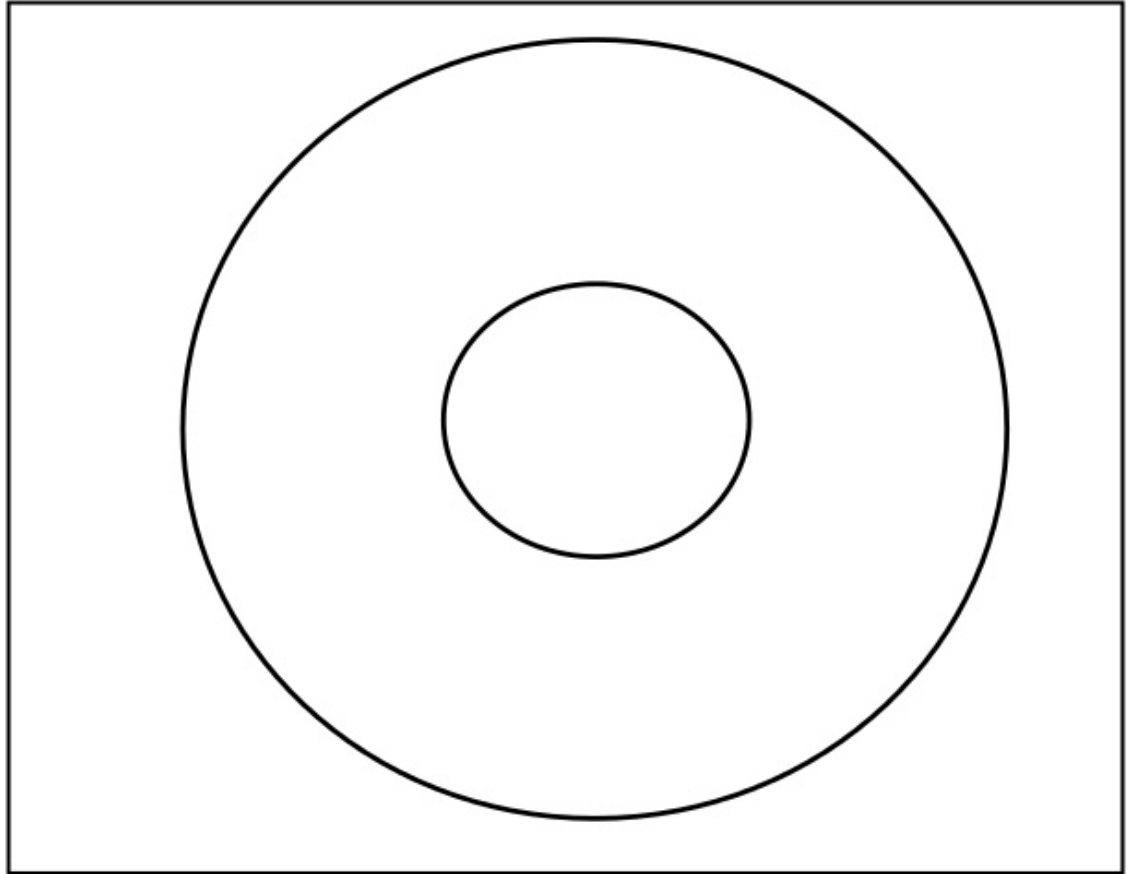
An Aquarium in Florida <http://www.scholastic.com/teacher/videos/teacher-videos.htm#3183923085001/43985114001>



Close today’s lesson by having students share their passport entries.

Whole Group:

- Teacher will review the “virtual field trips” that the students viewed in Day 7.
- The teacher will then choose his/her favorite field trip and model completing a Circle Map with reasons why.



Small Group/Pairs/Independent:

- Teacher will put students in groups according to which field trip they like best.
- In small groups students will collaboratively create an advertising Poster with reasons why they like that particular field trip the best.
- Close the day with students presenting their posters of their chosen field trip.

Whole Group:

- Have students review their posters from Day 8 about their chosen field trip.
- Use the Raise A Righteous Hand protocol to discuss the essential questions: What is an opinion? What is opinion writing?

Small Group:

- Give the students a copy of an opinion writing sample (teacher created) and an opinion writing rubric (teacher created or see sample below)

Opinion Writing Rubric 1st Grade



Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you introduce the topic you are writing about?	No, I didn't introduce my topic at all.	Well, I somewhat introduced my topic.	Yes, I introduced my topic.	Yes, I introduced my topic in a very creative way!
Did you clearly state your opinion?	No, I didn't state my opinion at all.	Well, I somewhat stated my opinion.	Yes, I stated my opinion.	Yes, I clearly stated my opinion in a very creative way!
Did you supply a reason to support your opinion?	No, I didn't supply a reason to support my opinion.	Well, I somewhat supplied a reason to support my opinion.	Yes, I supplied a reason to support my opinion.	Yes, I supplied MANY reasons to support my opinion in a very creative way!
Did you provide a sense of closure?	No, I didn't provide a sense of closure at all.	Well, I somewhat provided a sense of closure.	Yes, I provided a sense of closure.	Yes, I provided a sense of closure in a very creative way!

DAY 9	<ul style="list-style-type: none"> • Have the students read the sample text then have them highlight or annotate the text for the rubric criteria. • Repeat the process with a second sample text. (teacher created) <p>* Close the day by having students share out the four parts of the text that are needed in order to met the criteria of the rubric.</p>
DAY 10	<p style="text-align: center;"><u>Lesson Activities</u></p> <p>Whole Group:</p> <ul style="list-style-type: none"> • Review the essential questions and the four parts of opinion writing that are needed in order to met the criteria of the rubric from Day 9. • Tell students it is now time for them to write their opinion about the field trip they believe is the most engaging field trip for first graders. • Distribute a graphic organizer to students and the grading rubric. <p>Small Group:</p> <ul style="list-style-type: none"> • Give students the opportunity to research their chosen field trip via the library, internet or use the notes from their Virtual Field Trip Passports on Day 7. <p>Independent Work:</p> <ul style="list-style-type: none"> • The students will return to their seats and receive their writing materials. Students will write their favorite field trip and three reasons why it is their favorite using an opinion writing graphic organizer.
Culminating Task-	<p><u>Writing Prompt:</u> What do you believe is the most engaging field trip for first graders? Support your opinion with evidence from your research.</p> <p>Extension activities:</p> <p>Create a brochure of your favorite field trip. Create a postcard from your favorite field trip. Create a T-shirt from your favorite field trip. Create a commercial or iMovie about your favorite field trip.</p>