

## 6: 2nd\_ELA\_Puppy\_Main

- Teacher: I see. Is this group ready to learn? This group is ready to learn? This group is ready to learn? This group is ready to learn? We are all ready to learn. All right. What is our writing/learning target today? Can you all point for me where we will find our writing/learning target? Excellent.
- “student”, what is our writing learning target today?
- Students: Trying to make an opinion with supporting details.
- Teacher: Very nice. Let's all read our learning target.
- Students: I can write an opinion with supporting details.
- Teacher: Very nice. What kinds of words are we going to have to know in order to understand what we need to learn today? Student-4?
- Students: Opinion.
- Teacher: Opinion, yes. Opinion. Is there anything else that we need to learn or be need to know?
- Students: Details. Supporting.
- Teacher: Supporting details, right. These are some keywords within our learning target that we need to know. Can someone tell me what an opinion is? What is an opinion? “student”?
- Students: When someone thinks something is funny but other people don't.
- Teacher: Okay. Some people might not agree with what you think, right? Can someone else explain what opinion is in your own words? Student-3?
- Students: I'm going to make an example.
- Teacher: Okay. Make an example.
- Students: I like when rain falls and nobody doesn't.
- Teacher: Okay. Student-3 likes when rain falls. Raise your hand if you like when rain falls. Raise your hand if you don't like when rain falls. Okay. What would our supporting details be [00:02:00] for that opinion? Student-5?
- Students: Why you like when rain falls.
- Teacher: Right. Exactly. Why do you like when rain falls, Student-3? Why do you like that?

Students: Because it's wet.

Teacher: Okay.

Students: And it makes plants grow.

Teacher: It makes plants grow and it's wet. How many supporting details did she use?

Students: Two.

Teacher: She had two supporting details for her opinion on liking when rain falls. Why wouldn't you like when rain falls? Student-4?

Students: I cough and I get wet and sometimes I get sick.

Teacher: Okay. How many supporting details did Student-4 use.

Students: Three.

Teacher: What three did she use?

Students: Sick, cough, and getting wet.

Teacher: Okay. I heard three different words, but sick and cough sound like they belong together, so those are two that belong together. That's a good way to point that out, and what was your second one?

Students: I don't like getting wet.

Teacher: And you don't like getting wet. And Student-3 likes getting wet. That was a good supporting detail for her as well.

Today we are going to do exactly what you guys just talked about, on your own, but with a different topic. You guys used rainfall as a topic for your example that you just created on your own, and today we are going to use a different example. Great work.

I want you to turn it to your thinking buddy, and I realize there are some absent people today so Student-6 I'm going to ask you to come work with "student". And we have two, two, two, two. Student-7[00:04:00], you're going to work with Student-8 and Student-4. You three. Student-8, you can go sit by Student-4. You can stay. He'll scoot over a little.

Okay. My question that you guys are responding to is what is an opinion, and why is it important to have an opinion? And what is it used for? Why do we have opinions? Turn to your thinking buddy.

Students: Thank you.

Teacher: Why do you have an opinion? Why is it important to have an opinion for?

Students: So you can tell other people what you think.

Teacher: Yes. You get to share what you think with other people.  
And your own opinion.

Students: Because it's thinking about [inaudible 00:05:00].

Teacher: Yes, it could make you think about your own opinion and make you .. What if you ...

Students: Have something in common?

Teacher: Yes, then you would have something in common, and they persuaded you to think the same way as them. Very good.  
  
Have an opinion. "student".

Students: So other people can think it's great to do it.

Teacher: Okay. So you can share it with other people and then "student" is touching on persuading people, because he said you can convince other people to think like you. He's talking about the purpose of having an opinion being to persuade others. "student"?

Students: So people can go on your side.

Teacher: Okay. Kind of like persuading. When you get people to go on your side. And then, Student-9 and Student-11, we're talking about sharing. Do you want to talk about what you guys were talking about? Don't be shy. [00:06:00] What if you hurt someone else's opinion? What are you doing when you hear other people's opinion?

Students: Listen.

Teacher: You're listening, right, so you have to be open to hearing other people's ideas and opinions as well, and what could happen if you hear other people's opinions and agree with them? Student-10? That's okay. Student-11?

Students: You might think the same way they do.

Teacher: You might change your mind and actually think the same way as them. What are some reasons why you would change your mind and think that way about them? What would make you change your mind?

Students: If it's more exciting.

Teacher: If it's more exciting.

Students: If it's more active.

Teacher: If it's more active and you like that kind of thing.

Students: Or if it's boring and some people think it's boring.

Teacher: Okay. So there are reasons behind why they have their opinions.

Okay. What I need from you now, when I give you the signal I need you to come to the rug.

I really like how this front row is sitting down. I need for the second row and the third row to follow. Very nice. Okay. Good. Nice and quick. Can anyone tell me what this word is? Student-11?

Students: Opinion.

Teacher: Opinion. Can we all read this word?

Students: Opinion. [00:08:00]

Teacher: Can someone tell me why I wrote this on this card? Student-10?

Students: So you can memorize it?

Teacher: So you can see it a lot and memorize it and just look at it, and it will be a sight word. Something important to know. Where am I going to put this? Can you point to where I'm going to put this, Student-8? Where am I going to put this? Look at what everyone else is doing.

Students: Over there.

Teacher: What is that?

Students: The word wall.

Teacher: Our word wall. We're going to put this on our word wall, and where am I going to put on our word wall?

Students: The O.

Teacher: The O. Why am I going to put it under O?

Students: Because it starts with the O.

Teacher: Right. It starts with an O, so any time you look at the Os, you'll see the opinion word up there. So that will be up there for you. It's an important word to know. Today you are going to be writing your own opinion piece. We talked about which one it would belong in. Why would we write an opinion? Student-12?

Students: To persuade.

Teacher: Persuade, right. We're going to be persuading each other about why we think the things that we think, and we're going to share our reasons behind it. And maybe you'll have some influence on someone else's opinion, and maybe you can change it. You have that power as writers, okay, but you have to share your ideas. What we're going to do today is focus on main ideas and details with an opinion writing piece. Thank you. We already talked about this. Just now we talked about this.

An opinion is what you think or how you feel about something that can't be proven. It's not a fact, right. So someone else might not agree with you. It is going to be persuasive writing to convince someone with reasons, so the supporting detail, the reasons, to think the same way as you. So can someone tell me what this word is? [00:10:00] Student-13?

Students: Puppies.

Teacher: Puppies. Can everyone read this word for me?

Students: Puppies.

Teacher: Why do you think this is circled? Student-14?

Students: Because we're going to write about it?

Teacher: Right. It's going to be our topic. We're going to be talking about puppies. That's going to be the subject for your writing piece today. So you are going to tell me your opinion on puppies and why you think that way with supporting details. Right now what I want you to do is to turn to your neighbor and tell them how you feel about puppies. How do you feel about puppies? "student" turn to "student".

Student-3 look at Student-11. There you go.

I heard you say cute, so you have two opinions that are very different.

They can be irritating. You can turn them into a positive, though. You can say they're irritating, but maybe they can grow up, and when they grow up they won't be irritating. You can teach them, so when you write your supporting detail that can be something that you show that can be a positive thing. Cool. Good ideas.

Okay. 3,2,1, sharing's done. I want you to think about what you and your partner said. We are going to share as a whole class after you write down your own opinions, okay. I

don't want you to influence too many people in our classroom with your opinion yet until we show it on our chart.

So what I'm going to do is ...

Students: Pick a person?

Teacher: Did someone move my materials? Student-10, did you move my materials that were here?

Students: It's up there.

Teacher: Thank you. Okay. We have two different color sticky notes. One color is going to be for your opinion. You will all get on purple [00:12:00] sticky note and that will be your opinion. You all will get three blue sticky notes. Why do you think you'll get three blue sticky notes? What do you think?

Students: Because it's for the details.

Teacher: Please raise your hand and not shout out. There are people waiting to say exactly what you just said. Yes, the details. You are going to write your details. This is kind of a small sticky note, so I am not expecting a lot of words. It can be very simple. I'm only going to give you 5 to 10 minutes to do this. So you all talked about what your opinion is, and I want you to give me the reasons behind your opinion and then we're going to come back together and talk about what your main idea and details are. Any questions?

Once you get your sticky notes you may go to your desk and write down your opinions. When you are done writing down your opinions and your main idea, you can come put it on your chart the way I did. What we doing right now? Someone raise your hand and tell me what we're going to be doing. "student"?

Students: We're going to write three reasons and the main idea.

Teacher: Good. Three reasons and the main idea. You are going to go back to your desk and write them. What are you going to do after you write them?

Students: Put them up there on the chart.

Teacher: In what way?

Students: The way you put it.

Teacher: Excellent listening. Wait. You need your purple one too. Try not to touch the back too much because then it won't be sticky anymore.

Students: I thought we had three.

Students: Yes, she gave me three.

Teacher: Thank you. “student” and “student”, meet me at my table, please.  
With a pencil.

Students: Thank you.

Teacher: You're welcome. [00:14:00]

Students: Thank you.

Teacher: You're welcome.

Students: Thank you.

Teacher: You're welcome.

If you have more than three supporting details, that is awesome. You can come and get more if you need. They will be up on the board by the timer. I'm coming for you.

Okay, make sure you're not sharing your ideas right now with your neighbor, because you already had a chance to talk about it and now it's your chance to write about it independently. You have 7 minutes on the timer.

Do you have a different opinion?

Students: Puppies are nice.

Teacher: Okay. You think puppies are nice, so that is going to be your main idea. Now you need to have three reasons about why you think they're nice and cute. Why do you think puppies are nice?

Students: Some people don't like puppies, and some people like puppies.

Teacher: I know, and you said that you like puppies because they're nice. What ways are they nice?

Students: I want to put this in there. [00:16:00]

Teacher: Why do you think they're nice?

Students: They came in a pet store.

Teacher: Okay. Some come from a pet store, right? Not all of them. They can come from a pet store. Why is that nice?

Students: If there was a cat then they would sit by them.

Teacher: Yes, but we are talking about puppies. I'm going to write puppies are nice. Are nice too, and then you put ...

Students: Are nice.

Teacher: Puppies are cute. Why do you think puppies are cute?

Students: Because puppies are good?

Teacher: Why are they good?

Students: Because people try to get puppies.

Teacher: But why are they cute, though?

Students: Because.

Teacher: What if I think that they are not cute? How are you going to tell me that they are? How are they cute? Can you describe for me why they're cute? Can you help him think about why they're cute? Do you think puppies are cute too? Why? What makes them cute?

Students: Because puppies are nice.

Teacher: Yes, you said that. Why are they cute and nice?

Students: Because puppy is nice pets. [00:18:00]

Teacher: What makes them nice pets? What do they do, what do they look like that makes them cute and nice?

Students: They're little?

Teacher: They're little. Puppies are little. Why is that cute?

Students: Because.

Students: I know.

Teacher: Okay, what?

Students: Because the puppy, and if someone has a puppy then they feel sorry about them.

Teacher: Why do they feel sorry about them?

Students: If the puppies are hungry and they don't have food and water and they're going to ...

Teacher: Okay. Keep going. I'm listening. I'm writing down what you're saying. Sometimes puppies need food and water, and people feel safe with them because they're not too big, right? That is a supporting detail for how they are nice.

Right. Why are they cute?

Students: Because puppies play with little kids.

Teacher: Okay. So that's another one of your supporting details that describes how they are cute. We need to help "student" with one more supporting detail.

Students: Okay.

Teacher: Why else are puppies cute?

One more minute. I see some of you ...

Students: [00:20:00] Because puppy loves to play.

Teacher: Yes, we have the playing part. What about how else do they look cute? Can you describe puppies and what they look like?

Students: If you lost a puppy then they have more at the pet store.

Teacher: That's how easy they are replaceable to you? Sometimes puppies are irreplaceable, though, because they steal your heart.

Students: I love puppy, because we take our pet somewhere like store or like the porch.

Teacher: Okay. So when you take a puppy to a place how do people feel about it?

Students: They feel excited.

Students: Good.

Teacher: People feel good? Why do they feel good?

Meet me on the rug. Put your ideas on the anchor chart.

Students: Because puppies are cute.

Teacher: Okay. We're going to come back to this, okay. Let's go to the rug. Because we're not done with this we're not going to put these on the chart until we're done, okay.

Students: Okay. I meant to help more.

Teacher: But you can come up with more ideas when we discuss it with everyone.

Students: Okay.

Teacher: Okay. Beat the timer.

I know you didn't know.

Students: Are we not going to leave our opinions on our table?

Teacher: Yes. Good question. Okay. I see a lot of ideas. Let me move mine that don't have anything on them. [00:22:00]

We are going to read a few examples, and then I'm going to let you go write your opinion piece on puppies. You had lots of ideas, "student". Okay. I'm going to read a few of these and then if you are stuck when you are writing you can come up and look at some of the other details and form your own words to match your opinion. Because what if you think puppies are cute and then you come up here and it says it's hard to take care of puppies? Does that match your opinion? No, it doesn't. Make sure it makes sense.

All right. I see the word adorable up here. That's an amazing word, and I see some supporting details about why they're adorable. I see that they have little paws. Does that make them adorable?

Students: Yes.

Teacher: Yes. Melts my heart. Their bark is sweet. How does a puppy bark? It is like little small barks. Yes, their voice is cute. Their eyes look like stars. Is that what you said? Stars? Their eyes shine like stars. It makes them look adorable. They're playful, and they look like a teddy bear. I know Nani looked like a teddy bear when she was a puppy.

Those are really good descriptive words. I can visualize it, and that tells me how they're adorable. That's not all about what they look like. She also talked about how they are playful and how they sound. Those are [00:24:00] three different categories. You could put how they look, how they sound, and how they act as being adorable. Good details.

Okay. Another. Let's do one that is opposite of playful and cute and adorable. This one says hard to take care of. How many of you agree that puppies are hard to take care of? Puppies can be a handful. Let's look at the reasons why. Reason one. He even has them labeled. It is hard to take care of puppies because they pee on everything. They don't care where they go to the bathroom. That's true. Reason two, it is hard to take care of puppies because they go doo doo on the floor.

Students: Yes.

Teacher: So those details kind of match, right? Because they both have to do with what?

Students: Using the bathroom.

Teacher: Using the bathroom, so that can be combined. Reason three, it is hard to take care puppies because you have to train them.

Students: Yes.

Teacher: Yes, you have to train them on their behavior. Reason four, it is hard to take care of puppies because you have to feed them. You have to be responsible. Yes, you have to take care of them. Reason five, it is hard to take care of puppies because they always lick your face. They distract you, and some of you may think that's a cute quality, but some people don't like to be licked on the face. It's a preference. It's a personal preference, right?

Students: It's your opinion.

Teacher: One more. It's your opinion, that's right. Good. Good use of our vocabulary word. Reason six, it is hard to take care of puppies because they jump on you. I heard jumping, I heard training, and I heard licking. That all has to do with one thing. Can you tell me what has to do with?

Students: How you take care of them.

Teacher: Yes, that does have to do with that, but what part of being hard to take care of this have to do with? [00:26:00]

Students: Training.

Teacher: Training them. That's one detail, and you can describe that one detailed by talking about jumping, maybe barking, too much or all the time when you're trying to sleep. They can yip all night long, right? So that all has to do with behavior, and then you have the responsibility detail and you also have bathroom. So those are three different details, and you describe them with multiple sentences, right?

Students: Yes.

Teacher: Very good. Let's move on to our ... Thank you all for writing. Look at these are some ideas you guys made. I'm going to use "student"'s example for our graphic organizer.

Students: We're doing graphic organizer?

Teacher: Yes. You're not going to get these sticky notes back. I expect you to know your opinions pretty well, and if you change your opinion just now, that's fine. But you're still going to write an opinion and why, with details, you think that way. So his main idea about

puppies is they are hard to take care of. That's his main idea. He's going to write his introduction about that. What could an example of his introduction be?

You know what? It's hard without the prompt, and I haven't even shares that with you yet. Let me get that. Can you hand me that graphic organizer right there? Yes, that pile. That whole pile.

Okay. I'm going to reprint it, because I don't know where it is right now, but basically your family is thinking about getting a puppy. You need to tell me how you feel about that. Do you want it? You not want it, and why? And give reasons. I'm going to get that for you [00:28:00] so you can see it when you're writing, but the introduction needs to be responding to the prompt. What would his introduction be?

Students: Taking care of puppies is hard.

Teacher: Taking care puppies is hard. That's his main idea, but the prompt is how do you feel about your family getting a puppy? So his opinion is I don't want a puppy, because taking care of them is hard, right?

Students: Yes.

Teacher: Taking care of puppies is hard. He has some details. It's hard to take your puppies because they pee on things. It's hard to take care of puppies because they go doo doo on the floor. That has to do with the same thing so we're going to group them together. It is hard to take care of puppies because we have to train them. That is a behavior one so that's different. Well, you have to train them to go to the bathroom, right?

Students: Yes.

Teacher: So that would be a good transition into behavior. It is hard to take your puppies because you have to feed them. That's a responsibility one. It is hard to take care of puppies because they always lick your face. Where would that go? This one's responsibility. What's this one?

Students: Behavior.

Teacher: Behavior. Licking is a behavior. And the last one is it's hard to take care of puppies because they jump on you.

Students: Behavior.

Teacher: That's a behavior, good. So you're going to group your ideas based on three topics. You can describe them into details and then you're going to write your conclusion. What would your conclusion be for this one? Go ahead.

Students: This is why I don't want a puppy.

Teacher: This is why I don't want a puppy. I don't want to be responsible for this little thing, this little life.

Students: If it dies.

Teacher: And then when it dies it's sad. That's another detail. You guys have so many great ideas. I want to see your writing. So what you're going to do today, the only thing you're going to do today is write what you just did on sticky notes into your graphic organizer. Do you need to write anything up here?

Students: No.

Students: Just cross it out.

Teacher: Why not? Why don't you need to write anything up here?

Students: It'll take up your time.

Teacher: If you're still struggling with [00:30:00] narrowing your main idea, you can write your three opinions and then two opinions and then just choose one if you're there. If you already have your opinion like "student" already had his, you can put it in the bottom. You can skip these steps. This is for you if you need it. Then what could a title be? Student-13?

Students: How you don't want or want ...

Teacher: Family pet? That could be one. Family puppies, and then this to be why you do or don't want one. When I give you the signal you can return to your desk, and my paper passer will give you your graphic organizer.

You guys earned two letters. Thank you. I cannot believe I can't find that.

Okay. Here is our prompt. I'm going to read it to you and then you are going to read it with me. "student" is still handing out papers, but you're able to still look up here. Look up here. Prompt. Your family is thinking about getting a puppy. How do you feel about puppies? What would you do to persuade or convince your family to get or not to get this puppy? Write a letter to your parents about why you should or shouldn't get a new puppy. Make sure to use reasons [00:32:00] to support your opinion which is what we have been talking about.

So the genre of your writing piece is an opinion. The author's purpose is to persuade. Student-3, clip down. Audience are your family members or your parents, right, because that's who you're writing a letter to. The text type is a friendly letter which we won't get to today. You're going to do that next lesson. Today all I expect from you is to fill out your ideas. I'm going to give you 10 minutes to do that independently. Let's real quick read this together, the prompt, so that you know exactly what you're writing about. I need everyone's eyes up here. Pencils are down. Okay.

Students: Your family is thinking about getting a puppy. How do you feel about puppies? What would you do to persuade ...

Teacher: Okay stop. Sorry. We're waiting. I want everyone's eyes up here. Waiting. We are going to start here. Go.

Students: What would you do to persuade or convince your family to get or not to get a puppy? Write a letter to your parents about why you should or shouldn't get a new puppy. Make sure to use reasons to support your opinions.

Teacher: Dayton, got it? Okay. You have 10 minutes. The prompt is up here if you forget. Here is the timer. Question. Yes? [00:34:00]

Students: Can we get shouldn't or should?

Teacher: Yes. You can pick whichever your opinion is. Really quick lets review the rubric. I know. We're going to get started in a minute, but we are looking at the six exceptional. This is where we want to be for our ideas. You want this one. I have supporting details that are on topic, makes sense, and exact. You want to stay on topic all of the time, and you want examples and details. This is what we're focusing on today. Any questions? Good.

All right. "student" and "student" meet me at the back. Be right there, sweetie.

Students: What's the title going to be?

Teacher: You choose. What do you think the title's going to be?

Students: Puppy.

Teacher: Sure. It's your title.

Do you know why I moved your clip down? Why?

Students: Because [inaudible 00:35:08]

Teacher: Yes. What do I expect from you?

Students: To not.

Teacher: Right. So what can you do now to show me that you know how to fix it? Staying on task, and then if I notice that you're staying on task you can move your clip back, okay? It's very simple. All right.

Students: What's the topic?

Teacher: What do you think? What were we talking about over there?

Students: Puppies.

Teacher: Okay. You're going to need your graphic organizer, okay?

Students: Told you.

Teacher: Go grab it.

Students: Do you have a dog?

Teacher: Over there, that made you think about how they're cute? [00:36:00]

Students: Puppies are cute when they're a puppy.

Teacher: Yes, but why are they cute, though?

Students: Because they have little paws.

Teacher: They have little paws. You kind of wrote that here too, right? They have little paws. That goes with this detail, so I'm going to keep that here. They have little paws.

Students: I know how to do that.

Teacher: Okay. What is another idea?

Students: Outside with his friend.

Teacher: Okay. That could be true, but does that have to do with being cute? We want to stay on topic. Yes?

Students: Puppies play with little boys.

Teacher: Okay. We said that. You said that they're cute because they play with little kids and they are little so that is kind of cute, right? How else are they cute, though?

Students: Puppy likes small kids because puppies are nice and they're cute and they love to bring puppy at ...

Teacher: So you said you can bring puppies places. How do people react when they see puppies?

Students: They can see puppies when ...

Teacher: What do they do when they see the puppies? Yes, you're doing it. Do it again. Pretend you saw a puppy. What would you look like?

Students: Like happy.

Teacher: Okay, so you can take puppies to different places, and why is that cute?

Students: Puppy loves [00:38:00] to play with ...

Teacher: Student-3, I'm watching. I'm waiting.

Students: Puppy loves to play with their grandpa or ...

Teacher: But why is that cute when you take them somewhere? Let's focus on taking them somewhere. How is that cute when you get to take them places?

Students: Good.

Teacher: Why is it good?

Students: Because kids want to take their puppy with them.

Teacher: Okay. You said earlier that it makes people happy when they say puppies. Can you show me what you look like when you see a puppy?

Students: I smile.

Teacher: You smile. How do you look when you see a puppy to show that you're happy to see it?

Students: Good.

Teacher: How do you look? Show me with your face.

Students: I'm happy.

Teacher: Show me with her face. You're smiling too.

Students: Do you watch a scary movie? I watched this scary movie at the movie. They killed one dog.

Teacher: That's very sad. That's the opposite of happy, isn't it? That's too bad.

Okay. What we're going to do is we're going to write, we're going to copy our ideas into these areas. So you're going to copy your main idea here and then you're going to copy these right here. These are your three details.

Students: Put these on the paper?

Teacher: Yes, but you're going to write it, okay. Go ahead and copy what I wrote right here. It says puppies are nice. That's your opinion. Your opinion is puppies are cute, so write it there. Puppies are cute. You got it right. [00:40:00]

Students: That's right there. Okay.

Teacher: Nice. Now you're going to write your supporting details into the bubbles.

Students: But how could it fit?

Teacher: You're going to write really small. These are the reasons why you think they're nice so you can write your reasons.

Students: How can it fit?

Teacher: You're going to have to write kind of smaller than that to make it fit, okay.

Students: A little bit smaller.

Teacher: Okay.

Students: Do you have a TV?

Teacher: "student", you okay?

Students: Is this a ...

Teacher: You said puppies are cute. Don't forget your period. Then you said puppies can play with little kids, and that's why they're cute, right? So write puppies can play with little kids.

Food. Puppies need food. [00:42:00] Okay. I'm going to go check on them, okay.

Can I read your ideas?

Students: Yes.

Teacher: You look like you're done. What does that say?

Students: Fuzzy.

Teacher: Oh, fuzzy. Cool. This is why I want a puppy. So you answered the prompt. You do want a puppy, right?

Students: Yes.

Teacher: His fur is soft. His fur is cute, his fur is fuzzy. So you only want a puppy because of the fur.

Students: Yes. It's fuzzy. I like it.

Teacher: So you said it's soft and his fur is cute. What makes the fur cute?

Students: Actually, I don't know why I said cute, I was wanting to say curly.

Teacher: Oh, curly.

Students: How do you spell [inaudible 00:42:58].

Teacher: Don't worry about spelling right now, okay? I will help you with spelling in the editing part.

Curly and then fuzzy. His fur is fuzzy.

Students: This is also my conclusion.

Teacher: I see your conclusion.

Your only reason that you're talking about is fuzzy, so you need to write the reason why I want a puppy is because the fur is fuzzy, because that's your main idea, right?

Students: For the ...

Teacher: For the introduction.

Students: This is why I want a ...

Teacher: Puppy. If you had lots of different details about why you wanted a puppy then that would be a good main idea, but because you only have one ...

Students: I want a fuzzy puppy.

Teacher: You can say ...

You can turn to your neighbor right now. I want you to turn your thinking buddy and read to them your reasons and your ideas and then you can write if your buddy is telling you some good [00:44:00] revisions. Okay? Let's see, Student-10 go back with "student". We're missing people. Go back to your desk, Student-10. Student-3, we're about to go to recess so you can go to the bathroom then. Right now you need to talk to Shad. Okay.

Students: TEACHER, I love puppies. Me and my mom like my puppy's ears.

Teacher: You're so cute. Did you write that?

Students: We talked about how puppies is adorable.

Teacher: Okay. So that's your main idea? They're adorable? What's your main idea? These are the ways about how I feel. Are you responding to the prompt when you say that? What's the prompt? What are you supposed to write about?

Students: Your family is thinking about getting a puppy.

Teacher: Right. You have to relate how you feel with your family getting a puppy, so how could you change that introduction?

Students: I think my family can get a puppy.

Teacher: Good. I think my family can get a puppy. Why?

Students: I put it right here.

Teacher: You can write it above this. I think my family should get a puppy because, and this is why. And this is how I feel. Good revisions.

How are you guys doing? You can write I want a puppy because I think they're cute. And what's your opinion? I don't want a puppy because, and you didn't finish your sentence yet.

Did you get your ideas?

Students: TEACHER, I erased the because.

Teacher: You want the because. You shouldn't erase it. Right because and then why. Your opinion. [00:46:00] It is fun to have a puppy. What's your conclusion? Right a C at the end, at the bottom and then write your conclusion. This is why I want a puppy. That's a great conclusion. That summarizes all of that. So he helped you with that part? He's a great partner. It's okay. That's why we have each other. Okay so you like the fluffy, soft fur? You like their little faces? That's so cute.

You have one minute. I'm timing you. Lets go. Shad move your clip up. First one ready in learner's position. That was amazing. Student-4 is second, Student-3 is third. Which group is going to be first? This front group, everybody move your clips up except Shad. Shad you already did. First group done. Good teamwork.

What did we learn today in writing?

Students: About puppies.

Teacher: What did you learn about writing today? Raise your hand. Raise your hand after you think about it. Student-4?

Students: Opinions and supporting details.

Teacher: Okay. How to write your opinion and using supporting details for your opinion. Turn to your neighbor and tell them what we learned today.

Awesome. Sorry. Keep talking. Good. Put this in your binder, okay?

Students: Okay.

Teacher: Awesome. What did we learn about writing? [00:48:00]

Students: Puppies.

Teacher: That was our topic talk, but what did we learn about writing? What was the key word?

Students: I forgot to fill this out.

Teacher: It's okay. Put it in your binder. I don't need that.

Students: About supporting details.

Teacher: What was our learning target?

Students: To write about an opinion

Teacher: Right. That's what we talked about, and how to support our opinions with our supporting details.

Okay, 3,2,1, sharing's done. I'm looking for learner's position. Awesome. Student-3's group line up for recess.

Students: [inaudible 00:48:49] order?

Teacher: Always. Student-4's group, line up for recess. "student's" group, line up for recess.