Teacher: This lesson is a product of our data talks as a team. In second grade we have baseline data, common assessments for beginning, middle and end. At the beginning of the year we make a smart goal, and the second graders showed growth needs and ideas and organization in their writing. At the beginning of the year we made a smart goal about their growth targets. They have individual goals and we have a grade-wide team goal. Our common language within our team is discussing writing, and our ideas and organization within that, we have a rubric and there's different criterion.

This lesson is based on that data, we are using that for driving instruction. Within our ideas rubric there's a main idea and details category, and we also want to make sure that we're focusing on different kinds of genres. An opinion writing piece is the genre that we're working with, and the main goal is for students to know how to support their opinions using supporting details.

As a grade level this week we're focusing on that, on main idea and details, and then we have a common assessment at the end of the week to makes sure that students ... it's a formative assessment to make sure students understand how to support their main ideas with an opinion writing. We'll come together next week as a team and discuss how the lesson went throughout the week.

Each teacher wants to teach it a little bit differently, [00:02:00] so we discuss teaching strategies. This lesson is my teaching strategy and how I'm going to be checking for understanding throughout the week, but the Friday assessment is going to be common throughout the whole grade level. We'll come together, gather the data, and see which lessons worked about the best and why, and we'll compare data.

The student outcomes are going to be, for this lesson we're just focusing on a pre-write stage. I want students to understand how to organize their ideas. That's another part of their goal for the year, is organization. We've talked about that lot. I'm expecting them to understand the graphic organizer already, prior knowledge of how to use that, and I'm expecting them to use transitions. We will touch base on that, but it's not the key focus of this week. We're only grading on the one target area.

The learning outcome is the final product of the writing piece, but today's final outcome is just being able to develop ideas onto a pre-write graphic organizer that we all use. It's scaffolding, so we're grading on this one piece today.

I model a lot, so modeling is going to be key with this lesson. Then we have a lot of non-verbal cues and just the clear, everyday behavior management that I have in my classroom. [00:04:00] They know how to sit in, I'll say learner's position, you'll probably hear that a lot. Then I use hand signals, and we sit on the rug a certain way every single time. I talk about values a lot. I'm pointing over there because they're on the wall. Whenever someone's showing that they are valuing our values they get to move their clips up.

There's individual incentive and there's a class-wide incentive; whenever the whole class is working together I point it out, and you'll see a key that moves up there. They're almost to the treasure chest. When they get to the treasure chest we get a class party.

The beginning of the lesson, I'm going to be asking them what opinions are and why we have opinions, what we use opinions for. Then we're going to talk about the author's purpose, which is a reading comprehension strategy that we've used in the past. I want them to read as writers, kind of connecting those two areas. I'm going to ask them what opinion writing, the purpose of that as authors, because they are going to be the authors. That's the pre-discussion that we're going to have as a class, and individually they have thinking buddies so they'll discuss it with their thinking buddy.

Then throughout the entire lesson we're going to talk about how we're organizing our ideas in different ways. You're going to see some visuals, some color coding, the graphic organizer that we use. We're going to see how we organize it on an anchor chart. There's lots of different [00:06:00] times that we can discuss main idea and details and why we use them.

This lesson is engaging for students because they love the content that we're working on. They can talk to each other about it very easily because they have a lot of experience with it. The whole isn't to have an opinion on puppies really, it's about how we organize our opinion and thoughts about puppies. I want the content to be the less focus, so I picked something that they have a lot of knowledge in so that they can focus on the task, which is organizing their ideas and creating their own ideas based on a content area that they are familiar with.

The content within this lesson, I've made this because my students talk about puppies a lot. The whole lesson is about puppies and their opinion on puppies, and we had a discussion already yesterday about puppies just to build background knowledge. Today I told them to come prepared with their opinion and some supporting details on why they feel that way about puppies, and then there will be a prompt. Which they haven't been prepared with. They don't know the prompt yet.