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

*In this lesson, students will continue on using opinion vocabulary and structure. Students will be introduced to the OREO organizer to help students organize thoughts and ideas before beginning the drafting step in writing process. Students will be using the OREO to help them organize thoughts and reasons for liking a certain season.*

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

*Students should know and be able to:*  
  - Start to articulate opinions with evidence to support  
  - Express opinion in speaking and writing  
  - Use graphic organizer to help organize reasons and examples  
  - Use appropriate sentence starters in writing

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

*Opinion writing as a specific structure that needs to be followed. Because of this, students need a certain graphic organizer and a model to help them understand why they are using a different organization strategy. By using the OREO (Opinion, Reasons, Examples, Opinion) students will be able to organize thoughts before drafting an opinion piece. Students already have an understanding of stating their opinions using sentence starters; this lesson will help students take these thoughts and correctly arrange them in a way that when it is time to draft, it will form a successful opinion piece. A model of the OREO will be used to help students see how they should be organizing thoughts. A writing exercise will be given after students have successfully organized their thoughts to see if students are successfully forming and placing reasons and examples and using sentence starters as well.*

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

*Students will be asked to think of the best season and why*  
  - Whole class discussion  
  - Turn and talk  

*Students will pick a season and use evidence to support their reasoning. Students are required to use sentence starters when appropriate*  
  - OREO organizer (Attached)  
  - Writing assessment.
V. **Personalization:** Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning?

This lesson introduces a new graphic organizer that is new to writing. Because of this, I will be modeling the organizer with an idea that students will be using as well. In order for student to be successful in this lesson, a model needed to be used to show students each step of the OREO. Many of my students are visual learners so modeling on a large piece of chart paper will help them understand the concept better than just explaining the sheet. Turn and talks will be used during this discussion to help students such as Saja and Jason to hear what their partners have to say about opinion writing, sentence starters, and OREO. By hearing a peer put it in their own words, Saja and Jason will be able to connect to the lesson and feel more comfortable during the discussions. Saja and Jason are strategically put with high flyers during rug time, allowing the extra support on the rug. The OREO organizer will help all students organize their writing but especially students who struggle to think of reasons and examples as quickly as others. By giving an organizer that is easy to remember (OREO) and structured to help students go from the organizer right to writing the opinion piece.

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 minute</td>
<td>Listen to teacher</td>
<td>Remind students of the expectations for when there is learning on the rug.</td>
</tr>
<tr>
<td>2 minutes</td>
<td>Turn and talk</td>
<td>Ask students to turn and talk about “what does the word opinion mean?”</td>
</tr>
<tr>
<td>2 minutes</td>
<td>Turn and talk</td>
<td>Have students talk about sentence starters and examples</td>
</tr>
<tr>
<td>6 minutes</td>
<td>Listen to teacher</td>
<td>Explain to students that they will be introduced to the OREO method for Opinion writing</td>
</tr>
<tr>
<td>Time Frame</td>
<td>Activity Description</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>7 minutes</td>
<td>Turn and talk. Whole class discussion</td>
<td>Explain that students need to have three ideas that can be back up with support/examples</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Listen to teacher</td>
<td>Go through the OREO model with the students for “Winter”. Explain when stating opinion to use a sentence starter. Have students turn and talk about reasons why to like a season. Teacher explains reasons for liking winter. Explain to students they need to rephrase their opinion with a different sentence starter</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Listen to teacher. Work on OREO</td>
<td>Explain the OREO sheet to students. Have the work independently. Once done pass out an Oreo for each student</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Listen to teacher</td>
<td>Model how to use OREO when writing draft with ELMO</td>
</tr>
</tbody>
</table>
VII. List the Massachusetts Learning Standards this lesson addresses.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
   b) Provide reasons that are supported by facts and details.
   c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
   d) Provide a concluding statement or section related to the opinion presented.

VIII. Reflection

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

   In the past lessons, students have been working on what an opinion is and how to write an opinion piece. Students are very eager to share out their ideas and the OREO is a way to help organize these thoughts and opinions. This lesson was placed after sentence starts and a read aloud so students would get practice forming opinions the right way before organizing these thoughts. Students know that with opinion pieces they need to give reasons why they think a certain way; with these reasons need to come support and examples. This lesson was to show students they need sentence starters, reasons, and support along with organization. OREO was a fun and unique way to show students how to organize their writing; students seemed to understand the concept and were able to use the model to help with their own brainstorming. I used “what is your favorite season” because it was something all students could have an opinion on. I knew that a model would have to be used because it was a new strategy. It was hard for students to understand that the examples/support needed to match up with the reasons; when I asked for support for “hot chocolate”, many students shared out “winter is fun because of sledding”. I had to use further explain that we could use sledding but it was not support for drinking hot chocolate; once students understood this, they were able to respond with “marshmallows and sweet” for support. I knew this would be a struggle when students had to work independently so I made sure to walk around the classroom and assist students with connecting reasons with support; after a few conferences, students were able to grasp the connections. I noticed that many students were writing “I like…” for stating their opinions even though the beginning of the lesson was sentence starter reviews; because of this I had to review sentence starters and the importance of using them when introducing an opinion.
During writing the next day, students were asked to think about how they would start a draft of their favorite season prompt. I modeled on the ELMO how I would start my opinion piece. I encouraged students to use different sentence starters with their pieces; many students used “I believe”, “I think”, “Spring is better than summer because....”. It was nice to see that students were able to think of different ways to start their pieces other than the example I gave them. This lesson was to show students how to use the OREO properly so when they use it in future lessons, they will know how to organize their thoughts correctly.

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

I have been trying to focus on modeling more with the students to make sure they understand how to do the organizer. I thought students would understand the organizer if I made a larger version on chart paper; because the chart paper was not the exact same as the sheet passed out, some students were confused. Looking back at this lesson, I would use the ELMO to demonstrate how to use the OREO. Although I mentioned sentence starters during the instructions, I should have emphasized the importance of using a sentence starter because some students were not using them properly or at all.
Opinion Writing

Objective: I will use OREO to organize my thoughts on a book

Opinion: Give your opinion

Reason: Give a reason for having this opinion (think of the question Why?)

Example: Give an example that supports your opinion

Opinion: Restate your opinion