



1st Grade
Opinion, Writers Write Opinion Letters
for Social Action
Unit 5
08/11/13

Writing Unit of Study
1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

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Abstract

In this unit, we build on the letter writing experiences developed in the kindergarten opinion letter. We teach children how to channel their natural abilities of persuasion into letters designed to state an opinion and to make a difference in the world. Letter writing begins with believing you have something to share with someone and that people are interested in hearing others' points of view. We begin by telling children that what they have to say is important and matters.

One goal of this unit is to teach children that writers can do more than complain about a problem, they can imagine solutions and write to enhance those reasons. Another goal is that writers can use letters as a vehicle to state their opinions and reasons in ways that convince an audience in a compelling way. This unit of study moves beyond teaching lessons on greetings and paragraphing. The focus is on *content*.

After supportive mini-lessons and conferring, we want students to have the same self-reliance and productivity in this unit as they have had in any other unit. Students will envision ideas for persuasive letters through various immersion activities. They will have opportunities to generate multiple opinions on a variety of topics/issues and select an issue that tugs at their heart. Students will then orally plan and rehearse their topics by stating their opinions, providing reasons and suggesting a possible solution. Lastly, students will put their thoughts and arguments out into the world as they mail their letters.

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Resources and Materials Needed

Mentor or Teaching Text

- Anchor Charts – See Immersion Information
 - Home, School, Neighborhood
 - Touch Organizer
 - Transitional Phrases
 - Closure Stems
- Mentor Texts – See Resource Materials Packet. Please note: Any of the following text may be replaced by an available text that has similar qualities.
 - Dear Melanie letter (resource packet #2) or see <http://www.unitsofstudy.com/workshophelpdesk/teaching.asp>
 - Mrs. Talish letter (resource packet #3) or see <http://www.unitsofstudy.com/workshophelpdesk/teaching.asp>
 - Dear Mrs. Werdle letter (resource packet #4)

Books with letters and opinion features:

- *Click, Click, Moo: Cows That Type*, Doreen Cronin
- *I Wanna Iguana*, Karen Orloff
- *Dear Mrs. LaRue*, Mark Teague
- *Corduroy Writes a Letter*, Alison Inches (based on character created by Don Freeman) (no longer in print-check local library)
- Student and teacher authored work

Books that contain letters:

- *Dear Annie*, Judith Caseley
- *Jolly Postman*, The Janet and Allan Ahlberg
- *Dear Mr. Blueberry*, Simon James
- *Dear Juno*, Soyung Pak

- Teacher and class sample story/stories – The following items will be targeted in the unit, so write a variety of text that lend themselves to teaching into these items:
 - Session 1 - Name things in variety of places (home, school or neighborhood)
 - Session 2 – Form an opinion
 - Session 3 – Possible audiences
 - Session 4 – Reason to convince their audience, Teacher sample letter started (so that they can add onto it when they develop their reason)
 - Session 5 – Include solution, Teacher sample letter
 - Session 6 – Add more reason to support their opinion, Teacher sample letter, Dear Melanie letter (resource packet #2), Mrs. Talish letter (resource packet #3)
 - Session 8 – Use transitional phrases to link ideas/reasons, Teacher sample letter, Dear Melanie letter (resource packet #2)
 - Session 9 – Use mini-moment to support their opinion, Teacher sample letter, Dear Melanie letter (resource packet #2), student letter with reasons
 - Session 10 – Choose words to help show what happened, Teacher sample letter, Dear Melanie letter & Dear Mrs. Werdle letter (resource packet #2 and #4)
 - Session 11 – Include additional solution(s) to make their opinion more compelling, Teacher sample letter, Dear Melanie letter & Dear Ms. Talish letter (resource packet #2 and #3)
 - Session 12 – Provide closure, Teacher sample letter, Dear Werdle letter & Dear Ms. Talish letter (resource packet #3 and #4)
 - Session 14 – Capitalization and punctuation

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Resource and Materials

- Blank Immersion Charts
- Chart paper and markers
- Technology Link: The Red Wagon Foundation- www.littleredwagonfoundation.com
- Tiny Topics Notebooks
- Tiny pencils on strings (golf pencils work great)
- Teacher sample letter/s for modeling purposes
- Touch organizer (resource packet #1) for every student
- Purple pens for editing and revision
- Publishing Stationary
- Crayons, colored pencils, markers
- Stamps to send letters (if needed)
- Envelopes
- Select Celebration Idea before starting the unit. Explain to students early on how their work will be shared. This should motivate them to do their personal best.

Professional Resources

- Calkins, Lucy. (2011-2012). *A Curricular Plan for the Writing Workshop, Grade 1*. Portsmouth, NH: Heinemann.
- Calkins, Lucy and Pessah, Laurie. (2003). *Nonfiction Writing: Procedures and Reports*. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum*. Portsmouth, NH: Heinemann.

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Why a Script?

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a writing coach by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

Additional lesson information:

Share Component –

Each lesson includes a possible share option. Teachers may modify based on students' needs. Other share options may include: follow-up on a mini lesson to reinforce and/or clarify the teaching point, problem solve to build community, review to recall prior learning and build repertoire of strategies, preview tomorrow's mini lesson, or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project). See Resource Materials Packet for more information – Some Possibilities for Purposeful Use of the Share Time.

Mid-Workshop Teaching Point –

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students' needs.

Assessment –

Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)

Independent Writing and Confering –

Following the mini-lesson, students will be sent off to write independently. During independent writing time teachers will confer with individual or small groups of students.

Balanced Literacy Program (BLP) –

A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

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Overview of Sessions – Teaching and Learning Points

Alter this unit based on students' needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

Part One: Immersion Phase

Concept I: Writers use mentor text to understand how to express opinions.

- Immersion 1 Writers read mentor text as writers to discover the characteristics of Opinion Letters.
- Immersion 2 Writers reread mentor text as writers to discover characteristics of Opinion Letters.
- Immersion 3 Writers reread mentor text as writers to discover techniques used for effective Opinion Letters.
- Immersion 4 Writers reread mentor text as writers to discover techniques of effective Opinion Letters.
- Immersion 5 Writers reread mentor text to better understand persuasion.

Part Two: Lesson Sequence Phase

Concept II: Writers generate and develop opinions on social issues.

- Session 1 Writers notice and name things that matter to them in a variety of places (home, school or neighborhood).
- Session 2 Writers form an opinion.

Concept III: Writers plan and rehearse opinions providing supportive reasons and a possible solution.

- Session 3 Writers choose a topic, form an opinion and think about the appropriate audience for something they want to make better.
- Session 4 Writers think about reasons and then choose their very best reason to convince their audience.
- Session 5 Writers don't just complain about an issue, they include a solution.
- Session 6 Writers think about their best reason and then add more reasons to support their opinions.
- Session 7 Writers use tools to help them remember the parts of an opinion letter.

Concept IV: Writers write in a compelling way to convince an audience.

- Session 8 Writers use transitional phrases to link ideas and reasons.
- Session 9 Writers can use examples to support their opinions.
- Session 10 Writers carefully choose words that help show what happened.
- Session 11 Writers include additional solutions(s) to make their opinions more compelling.
- Session 12 Writers provide closure to their opinion letters.

Concept V: Writers revise and edit to make their pieces more effective.

- Session 13 Writers improve their pieces by sharing with their writing partners.
- Session 14 Writers check for correct capitalization and punctuation.

Concept VI: Writers go public to make an impact in their world.

- Session 15 Writers choose a piece to improve.

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Immersion Phase

Session	Immersion Sessions 1-5
Concept I	Writers use mentor text to understand how to express opinions.
Teaching Points	<ul style="list-style-type: none"> • Writers read mentor text as writers to discover the characteristics of Opinion Letters. • Writers reread mentor text as writers to discover the characteristics of Opinion Letters. • Writers reread mentor text as writers to discover techniques used for effective Opinion Letters. • Writers reread mentor text as writers to discover techniques of effective Opinion Letters. • Writers reread mentor text to better understand persuasion.

Materials	
<ul style="list-style-type: none"> • Blank Immersion Charts • Opinion Letter Mentor Text • Technology Link: The Red Wagon Foundation- www.littleredwagonfoundation.com 	<p>Mentor Text</p> <p>Books with letters and opinion features</p> <ul style="list-style-type: none"> • <u>Click, Clack, Moo: Cows That Type</u>, Doreen Cronin • <u>I Wanna Iguana</u>, Karen Orloff • <u>Dear Mrs. LaRue</u>, Mark Teaque • <u>Cordouroy Writes a Letter</u>, Alison Inches (based on character created by Don Freeman) • Student and teacher authored work <p>Books that contain letters:</p> <ul style="list-style-type: none"> • <u>Dear Annie</u>, Judith Caseley • <u>Jolly Postman</u>, The Janet and Allan Ahlberg • <u>Dear Mr. Blueberry</u>, Simon James • <u>Dear Juno</u>, Soyung Pak

Tips	<ul style="list-style-type: none"> • If your students need practice with letter writing, think about practicing during your morning message or writing letters during interactive writing
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Instructional Purpose of Immersion for Opinion Letters: Writers write Opinion Letters for social action	<p>The purpose of this immersion is to develop a working definition of Opinion Letters and identify characteristics of well written pieces. Basically, students are thinking about, What are the essential characteristics of Opinion Letters? and, What other techniques do authors use to craft an Opinion Letter? The goal is meant to move students from <i>explorers</i> of Opinion Letters to <i>crafters</i> of Opinion Letters. Concept I is considered the Immersion Phase and is meant to be done before beginning the Concepts II-V.</p> <p>It is suggested that most immersion activities take place during read aloud and/or shared reading. These lessons follow an inquiry approach; therefore, there are no specific mini-lessons. Teachers should follow the lead of their students—notice, restate, negotiate what they say in order to bring</p>
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Immersion Phase – Continued

Instructional Purpose of Immersion for Opinion Letters: Writers write Opinion Letters for social action - Continued	<p>meaning and understanding. This is a time for students to notice the characteristics of Opinion Letters and view them through a writer’s lens. Text selection should include published books as well as student authored work.</p> <p>There is no one right way of immersing students in published authors’ work; there is a basic tenet that it should be a co-constructed inquiry</p>																														
Immersion Session 1 (read aloud)- Writers read mentor text as writers to discover the characteristics of Opinion Letters	<p>This session will focus in on the structure of Opinion Letters embedded in mentor texts. Choose one of the mentor texts to read, while charting noticings. If students don’t notice all elements the first day of immersion or if they have some incorrect elements listed, it is okay. The anchor chart will be revised again on day 2 of Immersion.</p> <table><tr><th colspan="5">Opinion Letters</th></tr><tr><th></th><th>Name/Photocopy of Mentor Text</th><th>Notice</th><th>Name</th><th>How it helps the reader/writer</th></tr><tr><td rowspan="6">Characteristics of an Opinion Letter (found in ALL mentor books)</td><td rowspan="6"></td><td>They are writing to someone.</td><td>Greeting/Audience</td><td>It helps the writer identify who can help them make a change.</td></tr><tr><td>They tell what they want.</td><td>Opinion</td><td>It tells the reader what they think or how they feel.</td></tr><tr><td>They say why they should get what they want.</td><td>Reason(s)</td><td>They help the writer convince their audience to make a change.</td></tr><tr><td>They thanked them for reading their letter. They asked them to write back.</td><td>Closing</td><td>It helps the writer end their letter smoothly.</td></tr><tr><td>They tell who the letter is from.</td><td>Signature</td><td>It tells the reader who wants a change to be made.</td></tr><tr><td>There are different parts. It’s not like a story.</td><td>Letter format: Greeting, body, closing, signature, date (optional)</td><td></td></tr></table>	Opinion Letters						Name/Photocopy of Mentor Text	Notice	Name	How it helps the reader/writer	Characteristics of an Opinion Letter (found in ALL mentor books)		They are writing to someone.	Greeting/Audience	It helps the writer identify who can help them make a change.	They tell what they want.	Opinion	It tells the reader what they think or how they feel.	They say why they should get what they want.	Reason(s)	They help the writer convince their audience to make a change.	They thanked them for reading their letter. They asked them to write back.	Closing	It helps the writer end their letter smoothly.	They tell who the letter is from.	Signature	It tells the reader who wants a change to be made.	There are different parts. It’s not like a story.	Letter format: Greeting, body, closing, signature, date (optional)	
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Immersion Phase – Continued

<div>Immersion Session 2 (read aloud)- Writers reread mentor text as writers to discover the characteristics of Opinion Letters (continuation of day 1)</div>	<div>Select and read a new mentor text and continue adding to and/or revising anchor chart of noticings to arrive at a working definition of Opinion Letters.</div> <table><tr><th colspan="5">Opinion Letters</th></tr><tr><td></td><td>Name/Photocopy of Mentor Text</td><td>Notice</td><td>Name</td><td>How it helps the reader/writer</td></tr><tr><td rowspan="6">Characteristics of an Opinion Letter (found in ALL mentor books)</td><td rowspan="6"></td><td>They are writing to someone.</td><td>Greeting/Audience</td><td>It helps the writer identify who can help them make a change.</td></tr><tr><td>They tell what they want.</td><td>Opinion</td><td>It tells the reader what they think or how they feel.</td></tr><tr><td>They say why they should get what they want.</td><td>Reason(s)</td><td>They help the writer convince their audience to make a change.</td></tr><tr><td>They thanked them for reading their letter. They asked them to write back.</td><td>Closing</td><td>It helps the writer end their letter smoothly.</td></tr><tr><td>They tell who the letter is from.</td><td>Signature</td><td>It tells the reader who wants a change to be made.</td></tr><tr><td>There are different parts. It's not like a story.</td><td>Letter format: Greeting, body, closing, signature, date (optional)</td><td></td></tr></table>	Opinion Letters						Name/Photocopy of Mentor Text	Notice	Name	How it helps the reader/writer	Characteristics of an Opinion Letter (found in ALL mentor books)		They are writing to someone.	Greeting/Audience	It helps the writer identify who can help them make a change.	They tell what they want.	Opinion	It tells the reader what they think or how they feel.	They say why they should get what they want.	Reason(s)	They help the writer convince their audience to make a change.	They thanked them for reading their letter. They asked them to write back.	Closing	It helps the writer end their letter smoothly.	They tell who the letter is from.	Signature	It tells the reader who wants a change to be made.	There are different parts. It's not like a story.	Letter format: Greeting, body, closing, signature, date (optional)	
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<div>Immersion Session 3 (read aloud)- Writers reread mentor text as writers to discover techniques used for effective Opinion Letters</div>	<div>Select teacher and student authored social action letters for this session. Also, revisit text chosen on day one or two of Immersion that has some of the following techniques. Reread the text, noticing and charting techniques used for effective Opinion Letters. Although your students may have many valid noticings, we want to make sure that during the next two days, all of the techniques of effective Opinion Letters listed on the anchor chart below are noticed (even if noticings are teacher directed). This is a time when we are scaffolding by good questioning (intonation plays a key role in questioning). <i>What do you notice on this page? What are the words telling us? Could it be that the author wanted to ____? What do you think?</i></div> <table><tr><th colspan="5">Opinion Letters</th></tr><tr><td rowspan="4">Techniques Used in Effective Opinion Letters (found in SOME mentor books)</td><td rowspan="4"></td><td>They tell how to help solve the problem or how to make a change.</td><td>Solution(s)</td><td>It helps the reader think about a possible way to help make a change and/or solve the problem.</td></tr><tr><td>It tells a story in the letter.</td><td>Mini-moment</td><td>It helps the reader make their point.</td></tr><tr><td>Words that help go from one part to another.</td><td>Transitional words/phrases</td><td>They can help connect the writer's reasons.</td></tr><tr><td>They use lots of details to tell what happened.</td><td>Show not Tell</td><td>It helps the reader create a picture in their mind and connects to their feelings.</td></tr></table>	Opinion Letters					Techniques Used in Effective Opinion Letters (found in SOME mentor books)		They tell how to help solve the problem or how to make a change.	Solution(s)	It helps the reader think about a possible way to help make a change and/or solve the problem.	It tells a story in the letter.	Mini-moment	It helps the reader make their point.	Words that help go from one part to another.	Transitional words/phrases	They can help connect the writer's reasons.	They use lots of details to tell what happened.	Show not Tell	It helps the reader create a picture in their mind and connects to their feelings.											
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Immersion Phase – Continued

Immersion Session 4 (read aloud) - Writers reread mentor text as writers to discover techniques of effective Opinion Letters (continuation of day 3).	Repeat Immersion Day 3: Revisit text chosen on day one or two of Immersion. <table><tr><th colspan="5">Opinion Letters</th></tr><tr><td rowspan="4">Techniques Used in Effective Opinion Letters (found in SOME mentor books)</td><td></td><td>They tell how to help solve the problem or how to make a change.</td><td>Solution(s)</td><td>It helps the reader think about a possible way to help make a change and/or solve the problem.</td></tr><tr><td></td><td>It tells a story in the letter.</td><td>Mini-moment</td><td>It helps the reader make their point.</td></tr><tr><td></td><td>Words that help go from one part to another.</td><td>Transitional words/phrases</td><td>They can help connect the writer’s reasons.</td></tr><tr><td></td><td>They use lots of details to tell what happened.</td><td>Show not Tell</td><td>It helps the reader create a picture in their mind and connects to their feelings.</td></tr></table>	Opinion Letters					Techniques Used in Effective Opinion Letters (found in SOME mentor books)		They tell how to help solve the problem or how to make a change.	Solution(s)	It helps the reader think about a possible way to help make a change and/or solve the problem.		It tells a story in the letter.	Mini-moment	It helps the reader make their point.		Words that help go from one part to another.	Transitional words/phrases	They can help connect the writer’s reasons.		They use lots of details to tell what happened.	Show not Tell	It helps the reader create a picture in their mind and connects to their feelings.
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		They use lots of details to tell what happened.	Show not Tell	It helps the reader create a picture in their mind and connects to their feelings.																			
Immersion Session 5 (read aloud)- Writers reread mentor text to better understand persuasion.	<p>Students often have difficulty understanding the concept of persuasion. Take some time to revisit and/or reread the mentor text focusing in on the parts and specific words that help the characters persuade their audience.</p> <p>Some prompting questions could be:</p> <ul style="list-style-type: none">• What does the author want?• What words do the authors use to get what they want?• Think of a time in your life that you wanted something. What words did you use to try and get what you wanted? <p>Although the unit contains five days, it doesn’t mean that teachers stop going back to these books and rereading them as the unit progresses. But it is critical before starting unit lessons (Concept II), that students have had at least these five days of immersion.</p>																						

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	1
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	2
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	3
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	4
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	5
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Lesson Plan

Session	1
Concept II	Writers generate and develop opinions on social issues.
Teaching Point	Writers notice and name things that matter to them in a variety of places (home, school or neighborhood).

Materials
<ul style="list-style-type: none">• Tiny Topic Notebooks• Tiny pencils on strings (golf pencils work great)• Home, School, Neighborhood: Divided into three columns – Anchor Chart

Tips	<ul style="list-style-type: none">• Class walk: choosing to take your students on your observation walk during a very busy time of the day (transitions such as: lunch and recess) will easily provide your students with ideas for their notebooks.• Observation walk Ideas: bulletin boards, hallways, cafeteria, playground.• Tiny topics notebooks: steno notebooks, stapled booklets, tie a string to them, make sure you stress that they keep it in their writing folder.• Take the notebooks out of the classroom: lunchroom, recess, and home extends the list of topics your students will gather.
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Connection	<ul style="list-style-type: none">• Teacher makes a connection to a social issue that matters to him/her and reminds students they also have things in their lives they wish to change for the better.• Teachers says, <i>Writers, there are things in our life we want to make better and sometimes we find these things at home, at school, or in our neighborhood.</i>• Teacher makes a connection how they can find social issues that matter in many different places.
Teach	<ul style="list-style-type: none">• Teacher demonstrates brainstorming things in their lives that they may want to make better.• Teacher thinks aloud and says, <i>As I was looking around my house, the school, and my neighborhood, I found many things that I want to make better.</i>• Teacher jots one idea for home, school, and neighborhood on chart paper that is divided into three columns (home, school and neighborhood).• Teacher rereads chart and jots several ideas in her own tiny notebook.
Active Engagement	<ul style="list-style-type: none">• <i>We go through our lives paying attention to what we see and we think, ‘How can this be even better?’ Now, when we get an idea, we can jot it in our notebooks. Today we are going to take a walk around our school noticing and jotting down things we would like to change for the better.</i>• Teacher hands the students their own tiny topic notebook (can put on strings as a necklace with tiny pencils).• As students walk around the school, teacher thinks aloud but also shares students’ ideas (teacher may want to do some pre-thinking about stops before starting the walk).• Add additional ideas to class chart after walk.

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Lesson Plan – Session 1, Continued

Link	<ul style="list-style-type: none">• <i>Writers, we have been paying a lot of attention to what we see and hear that we want to change. As you go off to write today, I want you to reread your notebook and continue adding ideas. Remember that we can gather ideas from home, school or our neighborhood.</i>• Students will jot ideas in provided tiny topic notebook.• This lesson might need to be revisited.
Mid-workshop Teaching Point	
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Teacher has students bring their tiny topic notebooks to the carpet area.• On an anchor chart s/he has already listed the common topics they wrote in their notebooks while walking around the school (during Active Engagement).• Teacher asks for new ideas that can be added to the chart.• Because this lesson may be repeated over several days, ideas can be added and children can be shown how to use the chart to help get ideas.

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	2
Concept II	Writers generate and develop opinions on social issues.
Teaching Point	Writers form an opinion.

Materials
<ul style="list-style-type: none"> Tiny Topic Notebooks

Tips	<ul style="list-style-type: none"> If students are having difficulty, this may be a good time to have a conference in which you refer back to a mentor text.
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Connection	<ul style="list-style-type: none"> Teacher reminds students of an important classroom event, emphasizing strong emotional reactions. Example: <i>Remember when all of our classroom recess balls were flattened and you wanted new ones? You were so upset that we held a classroom meeting about it. Some of us had opinions about how to fix the problem.</i>
Teach	<ul style="list-style-type: none"> Teacher tells students that everyone has an opinion about things that matter to them. Our opinions can be different . When we have an opinion, we say, <i>I think/feel</i> _____. Using the story from the connection, the teacher points out that students did have an opinion when they said, <i>I think the PTA should buy us new balls because we don't have anything left to play with when we're outside on recess. AND/OR, I feel that we should bring in our own balls because we were the ones who ruined them and the PTA shouldn't have to buy us new ones.</i>
Active Engagement	<ul style="list-style-type: none"> Teacher has the students return to their own notebooks and choose one idea from which to form an opinion. When students are ready they can gesture (example: thumbs up, hand flashing for light bulb, etc.).
Link	<ul style="list-style-type: none"> Teacher restates that writers form an opinion. Teacher tells students to continue rereading the ideas that matter to them in their tiny topic notebooks; they can now use words like, <i>I think/feel</i> _____, to express their opinion. Students will jot an, <i>I think/feel</i> _____, statement next to their idea.
Mid-workshop Teaching Point	<ul style="list-style-type: none">
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Teacher has students sit with their partners and share their opinions. As students are sharing, teacher listens in for good examples. S/he then brings the group back together and has several partnerships share out.

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	3
Concept III	Writers plan and rehearse opinions providing supportive reasons and a possible solution.
Teaching Point	Writers choose a topic, form an opinion and think about the appropriate audience for something they want to make better.

Materials
<ul style="list-style-type: none"> Tiny Topic Notebooks

Tips	<ul style="list-style-type: none"> Creating an anchor chart of possible audiences can support students that tend to choose the same audience over and over again (example: principal, kindergarteners, janitor, recess attendants, etc.).
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Connection	<ul style="list-style-type: none"> Teacher reminds students that yesterday they formed opinions from their tiny topic notebooks. <i>Today, we are going to learn that you can use those notebooks to choose one topic, form an opinion, and think about who is the best person you would write to in order to make a change.</i>
Teach	<ul style="list-style-type: none"> Teacher models by flipping through his/her own personal tiny topic notebook and thinking aloud about the topic choice and opinion. <i>I think I am going to choose this topic...and I think/feel that....</i> Teacher continues to model through a think-aloud, choosing the best person to write to in order to make a change. <i>Hmm, who would be the best person I could write to? I could write to ____, but ____ is better.</i> Teacher begins to write a letter that s/he will add onto during the session. Make sure as you add onto your letter that you don't go beyond the teaching point.
Active Engagement	<ul style="list-style-type: none"> Students will choose one topic from their tiny topic notebooks, state their opinion, and decide who is the best person to write to in order to make a change. Students gesture (ex: thumbs up, hand flashing for light bulb, etc.) once topic, opinion, and audience are chosen. Students share with partner.
Link	<ul style="list-style-type: none"> Teacher instructs students to begin to give letter writing a try, thinking about who they are going to write to and their topic.
Mid-workshop Teaching Point	<ul style="list-style-type: none">
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Teacher has students sit in groups of four. Each student in the group shares by using the stem, I am writing to _____ because _____.

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	4
Concept III	Writers plan and rehearse opinions providing supportive reasons and a possible solution.
Teaching Point	Writers think about reasons and then choose their very best reason to convince their audience.

Materials
Teacher sample letter started (so that they can add onto it when they develop their reason)

Tips	<ul style="list-style-type: none"> Pulling a strategy group on this day will cut down on individual conferences. At-risk writers may have difficulty choosing their best reason while still keeping it linked to their topic and opinion.
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Connection	<ul style="list-style-type: none"> <i>Yesterday we thought about our topic and opinion and then wrote to the best person to help us make a change.</i> <i>Today you are going to learn that the person you are writing to will want to know the reason you want a change. Writers think about their reasons and then choose the one that is the best, or the most convincing.</i>
Teach	<ul style="list-style-type: none"> Teacher revisits her own example from day 3 and models how to develop convincing reasons that support their opinion. List possible reasons.
Active Engagement	<ul style="list-style-type: none"> Students refer to letter from previous day and think about reasons that support their opinion. Share.
Link	<ul style="list-style-type: none"> Teacher restates that writers think of reasons to convince their audience.
Mid-workshop Teaching Point	<ul style="list-style-type: none"> Model how to go back, think about the reasons and select the very best. <i>The ‘best’ reason is the one that would be most likely to convince this person to make a change. Put an * next to it.</i> Teacher restates that writers provide their very best reason to convince their audience, <i>As you try writing a letter, think about your audience, topic, opinion, and your best reason.</i> Have students review their list and select the best reason to include in their letters. Put a * by best reason.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> This might be a good time to share a conference from a student that you worked with during independent writing time. This doesn’t have to be a perfect conference, but you will make the other students successful through your scaffolding. When sharing out, it is important to downplay your involvement and highlight the student’s accomplishment.

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	5
Concept III	Writers plan and rehearse opinions providing supportive reasons and a possible solution.
Teaching Point	Writers don't just complain about an issue, they include a solution.

Materials	
<ul style="list-style-type: none"> Teacher sample letter 	

Tips	<ul style="list-style-type: none"> <u>I Wanna Iguana</u>, mentor text gives the best examples of solutions. Think about using this text in conferences or in a mid-workshop share if many students are experiencing difficulty.
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Connection	<ul style="list-style-type: none"> <i>Yesterday we talked about how writers include their very best reason.</i> <i>Today we will learn that writers often offer the reader a solution to the problem.</i>
Teach	<ul style="list-style-type: none"> Teacher rereads letter (make sure you have added the reasons from previous lesson), thinks aloud, and writes a solution to offer to the person(s) they are writing to using the language, <i>I really want to solve this problem. Here are some ways..., or, Here is how you can help me..., or, Here is how we can make this better...</i>
Active Engagement	<ul style="list-style-type: none"> Students reread their letters, close their eyes, and think about one possible solution. When they have an idea, dismiss them to write. Teacher may want to spend a few minutes with the children who are having a difficult time thinking of a solution.
Link	<ul style="list-style-type: none"> Teacher restates that writers come up with a solution for their argument, <i>As you go off today, try writing a letter thinking about your opinion, audience, best reason and a solution.</i>
Mid-workshop Teaching Point	
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Teacher has students work with their partners. The speaker tells the listener their solution then the listener restates the solution and gives feedback. Roles are switched.

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	6
Concept III	Writers plan and rehearse opinions providing supportive reasons and a possible solution.
Teaching Point	Writers think about their best reason and then add more reasons to support their opinions.

Materials	
<ul style="list-style-type: none"> • Dear Melanie letter (resource packet #2) • Teacher sample letter • Mrs. Talish letter (resource packet #3) 	

Tips	<ul style="list-style-type: none"> • Having students work side-by-side with their writing partner can help them generate additional reasons
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Connection	<ul style="list-style-type: none"> • <i>Writers, I have read all your letters and I noticed you've been putting in your best reason. When we want our readers to REALLY listen to us, we want our best reason to come first. In order to make our case for the change even stronger, we can talk up our ideas by giving lots of reasons.</i>
Teach	<ul style="list-style-type: none"> • Teacher reads the Dear Melanie letter (resource packet #2) all the way through once. • <i>Watch how I point out and count the different reasons that Alexandra uses in her letter.</i> • Place a number next to each reason on the Dear Melanie letter. • Teacher uses his/her letter to again show concept.
Active Engagement	<ul style="list-style-type: none"> • Use the Mrs. Talish letter (resource packet #3). <i>This is a letter from another class that needs your help.</i> • Teacher reads the letter aloud. • <i>Hmm...there is only one reason here. Turn and talk and see if you can help by giving more reasons.</i>
Link	<ul style="list-style-type: none"> • Teacher says, <i>As you reread your letter today, make sure you start with your best reason first and then add other reasons to make your argument even more convincing.</i>
Mid-workshop Teaching Point	
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • This share is done at their seats. • <i>You are all such amazing writers---I saw you finding or adding more reasons. Hold up your piece of writing and put your finger next to where you added another reason.</i>

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	7
Concept III	Writers plan and rehearse opinions providing supportive reasons and a possible solution.
Teaching Point	Writers use tools to help them remember the parts of an opinion letter.

Materials	
<ul style="list-style-type: none"> • Touch organizer for every student (see Resource Packet #1) • Touch Organizer (Anchor Chart) – may add coding marks G= Greeting, O=Opinion, R=Reasons, S= Solution, C=Closing, SS=Signature/Salutation 	

Tips	<ul style="list-style-type: none"> • You may want to take the touch organizer to a print shop and get it enlarged poster size • Copying the touch organizer on cardstock helps with durability. • Do not laminate, as students will be writing on organizer to add coding system in future lessons. • It is suggested to remind students each day at independent writing to take out their touch organizers and actively use them to check their letters.
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Connection	<ul style="list-style-type: none"> • <i>Last night I reread all your letters and wow you have been doing a great job. I noticed that some of the letters did not include all the parts we have learned about so far (greeting, opinion, best reason, and solution). Today we are going to use a tool that can help us remember.</i>
Teach #1 Cross-check	<ul style="list-style-type: none"> • Teacher demonstrates how to use the touch organizer to cross-check for a greeting, opinion, best reason, and solution. Review terms as needed. • Teacher thinks aloud how this will help check the letters.
Active Engagement	<ul style="list-style-type: none"> • <i>Now, I am going to reread my letter. As I reread I want you to touch the parts of the organizer.</i> • <i>Turn and talk with your partner about how the organizer can help you.</i>
Teach #2 Coding	<ul style="list-style-type: none"> • <i>Now I am going to show you a way I used the organizer and marked my letter to show all the parts.</i> • Teacher uses the coding system (see suggested codes below) and marks up her text while thinking aloud G= Greeting, O=Opinion, R=Reasons, S= Solution, C=Closing, SS=Signature/Salutation. • May put coding on enlarged touch organizer so can use as a reference.
Active Engagement	<ul style="list-style-type: none"> • Teacher has students sit next to partner. • Working together, students code their personal touch organizer based on teacher's coding system. • It's important to have one coding system whether you use unit's suggestion or create your own.
Link	<ul style="list-style-type: none"> • <i>As you go off today go back and use the tool and our codes to help you identify the missing parts.</i>
Mid-workshop Teaching Point	<ul style="list-style-type: none"> •
Independent Writing and Conferencing	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • As you walk around look for someone who found they were missing a part and added it in and have them share with the group. • If you didn't have anyone who did this during your share time have your students turn and talk then share out with group what they could do if they found they were missing a part?

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	8
Concept IV	Writers write in a compelling way to convince an audience.
Teaching Point	Writers use transitional phrases to link ideas/reasons.

Materials
<ul style="list-style-type: none"> • Dear Melanie letter (resource packet #2) • Transitional Phrases (Anchor Chart) • Teacher sample letter

Tips	<ul style="list-style-type: none"> • Embedding transitional words in daily directions within the classroom is helpful. • Putting transitional words on sentence strips (located next to the word wall) for student use is helpful.
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Connection	<ul style="list-style-type: none"> • <i>We know that in order to make our letters convincing we must include reasons. Today we are going to learn how special words can help connect our reasons. Last night as I was rereading the Dear Melanie letter I thought WOW I can use some of these words in my letter.</i>
Teach	<ul style="list-style-type: none"> • Teacher rereads Dear Melanie letter and points out special words that Alexandra uses (one reason, another reason, and the final way). • Teacher begins anchor chart that includes the words from the Dear Melanie letter but also talks through and lists other special words (this is important because... for example..., also..., one day..., this shows that..., in addition to..., first, next, then, last, finally) as she does this, she reflects and thinks aloud about her own letter. • Teacher can go back to his/her letter to provide further demonstration.
Active Engagement	<ul style="list-style-type: none"> • Students reread their letter and look for special words. • Students turn and talk to share the special words they have found in their own letter (add to anchor chart).
Link	<ul style="list-style-type: none"> • Teacher restates that we can use special words to help connect our reasons. <i>As you go off today, make sure you include those special words like _____ in your letters. Also, you may go back and add transition words to some of the draft letters you already have written.</i>
Mid-workshop Teaching Point	
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • Find a student(s) who added some transitional words and have them share with class.

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	9
Concept IV	Writers write in a compelling way to convince an audience.
Teaching Point	Writers can use examples (mini-moment) to support their opinions. (advanced lesson)

Materials
<ul style="list-style-type: none"> • Student letter with reasons • Dear Melanie letter (See Resource Packet #2) • Teacher sample letter

Tips	<ul style="list-style-type: none"> • It is not an expectation that all students include an examples (or mini-moment) in their Opinion Letters. This is an exceeding expectation, although, it is an important lesson that should not be missed because it scaffolds work that students will do in later grades.
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Connection	<ul style="list-style-type: none"> • <i>Yesterday after reading your letters, I noticed that you added some reasons to convince your reader. (use a student's letter if available).</i> • Teacher continues, <i>As I reread the 'Dear Melanie' letter I noticed she did an interesting thing. She included a mini-moment or an example to help make her point.</i>
Teach	<ul style="list-style-type: none"> • Teacher reads Dear Melanie letter and thinks aloud how Alexandra decided to include an example to better explain her problem. This helped to make the letter stronger. • Teacher rereads the part of the letter that has an example while students close their eyes and visualize what's happening. • Teach should add an example to their letter (can have it ready in advance).
Active Engagement	<ul style="list-style-type: none"> • Students reread their letters and think about an example from real life that really happened to illustrate the problem. A prompt for this may be, <i>Think of an example or a mini-moment from your life that shows this problem. Then write 2-3 sentences explaining the example by telling what happened. The example should SHOW support for why the reader should take some action.</i> • Students gesture, example: thumbs up, hand flashing for light bulb etc...once they have thought of an example. • Students turn and talk with a partner telling the problem that needs to be solved and the mini-moment or example they plan to write to illustrate their point. • Teacher may want to spend a few minutes with those children who are having a difficult time generating an example.
Link	<ul style="list-style-type: none"> • <i>In addition to stating your reasons, you can use an example to help the reader picture the problem.</i>
Mid-workshop Teaching Point	<ul style="list-style-type: none"> • Remind students of revision techniques that would help them to add large portions of text to their opinion letters (e.g. flap, cut and paste/tape, dot and arrow, etc.).
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • Today share a conference with a student where you helped them develop an example to insert in their letter, talking about how their reasons were convincing but another way to convince is to add an example, a prompt for this might be <i>can you think of a time...</i>

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	10
Concept IV	Writers write in a compelling way to convince an audience.
Teaching Point	Writers carefully choose words that help show what happened.

Materials	
<ul style="list-style-type: none"> Dear Melanie letter (See Resource Packet #2) Teacher sample letter Dear Mrs. Werdle letter (See Resource Packet #4) 	

Tips	<ul style="list-style-type: none"> Referencing the show not tell lessons done previously in other units or visualization lessons in reading workshop may be helpful.
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Connection	<ul style="list-style-type: none"> <i>Listen to the mini moment _____ added to her piece. It certainly made the letter come alive. But I also noticed she chose words to show not tell. Today we are going to revisit our letters for word choice.</i>
Teach	<ul style="list-style-type: none"> Teacher rereads Dear Melanie letter aloud. Teacher thinks aloud and says, <i>Alexandra could have said I saw two kids in a fight, but instead she said, I saw one kid grab another by her shirt and throw her against the gate.</i> <i>Another example of showing not telling is when Alexandra said, 'It makes me want to cry when I see this stuff.' She didn't say, 'It makes me sad.'</i> Teach demonstrates with own letter.
Active Engagement	<ul style="list-style-type: none"> Teacher reads the Dear Mrs. Werdle letter (resource packet #4). She stops at the part that says, <i>...we get along together a lot.</i> Ask students to turn and talk about how to show with their words what getting along together would look like, (example: We play Barbies. We share our toys and never argue over things, etc...)
Link	<ul style="list-style-type: none"> <i>As you write today, find a few places where you can add or change words to show not tell to create a picture and help your reader connect to your feelings.</i>
Mid-workshop Teaching Point	
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Choose several students who changed their words from telling to showing.

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	11
Concept IV	Writers write in a compelling way to convince an audience.
Teaching Point	Writers include additional solution(s) to make their opinions more compelling.

Materials	
<ul style="list-style-type: none">• Dear Melanie letter (resource packet #2)• Teacher sample letter• Dear Ms. Talish letter (resource packet #3)	

Tips	<ul style="list-style-type: none">• <i>I Wanna Iguana</i>, mentor text is great for referring back to multiple solutions• Not all problems lend themselves to multiple solutions.
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Connection	<ul style="list-style-type: none">• <i>As I read your letters, most of you are giving one solution to solve the problem. Today, we are going to learn that sometimes we need more than one solution to help our readers decide to make a change.</i>
Teach	<ul style="list-style-type: none">• Reread Dear Melanie letter.• Point out how Alexandra uses three possible solutions to help the reader decide to make a change.• Demonstrate with your letter adding an additional solution.
Active Engagement	<ul style="list-style-type: none">• Reread Dear Ms. Talish letter or student sample from your classroom, highlight the one solution.• Students turn, talk and brainstorm other possible solutions.
Link	<ul style="list-style-type: none">• <i>As you go off to write today, see if you could include another possible solution to help your reader decide to make a change.</i>
Mid-workshop Teaching Point	
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• This might be a good day to highlight someone who has done some good problem solving during writing workshop.

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	12
Concept IV	Writers write in a compelling way to convince an audience.
Teaching Point	Writers provide closure to their opinion letters.

Materials	
<ul style="list-style-type: none"> Dear Ms. Talish letter (resource packet #3) Dear Mrs. Werdle letter (resource packet #4) 	<ul style="list-style-type: none"> Touch organizers (Anchor Chart) Closure Stems (Anchor Chart)

Tips	<ul style="list-style-type: none"> If students are having difficulty with understanding closure, role playing a telephone call may help students see that you don't just end a conversation without closure .
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Connection	<ul style="list-style-type: none"> <i>As I read your letters, I noticed some of your letters just ended. Today I will show you a way to end your letter smoothly.</i>
Teach	<ul style="list-style-type: none"> <i>Today, I am going to teach you one way to provide closure. You can ask for a response. Example: Please think about it. or Let me know.</i> Teacher posts possible language that would elicit a response on an anchor chart (as teacher notices more through conferring or sharing, add more options). Teacher demonstrates how to provide closure by using the Dear Ms. Talish letter how to do this.
Active Engagement	<ul style="list-style-type: none"> Revisit the Dear Mrs. Werdle letter. <i>Turn and talk with your partner how you would close this letter.</i>
Link	<ul style="list-style-type: none"> Teacher says, <i>This day and every day, when you are writing letters make sure your letters end smoothly. You can use your touch organizer to help you remember if you have a closing.</i>
Mid-workshop Teaching Point	
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Add to the closing anchor chart what they did in their own letters.

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	13
Concept V	Writers revise and edit to make their pieces more effective.
Teaching Point	Writers improve their pieces by sharing with their writing partners.

Materials
<ul style="list-style-type: none">• Touch organizers (Anchor Chart)

Tips	<ul style="list-style-type: none">• You will be doing a lot of partnership conferences today. You will sit, listen, and whisper in to support partnership revisions. It is important to remember the partnership strategies previously taught in other units.
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Connection	<ul style="list-style-type: none">• <i>I want to remind you that whenever writers are writing something important, we revise.</i>
Teach	<ul style="list-style-type: none">• Teacher models partnership revision by choosing one student to work with (selected student should be given a heads up).• Student reads their personal piece as the teacher uses the touch organizer.• Teacher responds, <i>You had all the parts, Something you missed...</i>• Teacher should also model prompting comments, <i>Where would you add that?</i>
Active Engagement	<ul style="list-style-type: none">• <i>Turn and talk with your partners. What did you see and hear when the partners were revising?</i>• Teacher listens in and coaches in and finally restates to the whole group, <i>I saw this...</i>
Link	<ul style="list-style-type: none">• <i>As you work with your partner today, you will take turns being the reader and 'teacher.' Check that both partners have all the important parts.</i>
Mid-workshop Teaching Point	
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Fishbowl with a partnership that is an exemplar of working together.

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	14
Concept V	Writers revise and edit to make their piece more effective.
Teaching Point	Writers check for correct capitalization and punctuation.

Materials	
<ul style="list-style-type: none"> • Mentor text or teacher letter with correct capitalization and punctuation in a letter • Purple pens for editing and revision • Editing checklist - optional 	

Tips	<ul style="list-style-type: none"> • Students should only be held responsible for conventions they have been taught. • Remember your word study block is a support that is necessary for both your reading and writing workshop. • An editing checklist can be an optional organizer you may want to develop for your students • Using purple pen for revision and editing is an easy way to spot changes.
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Connection	<ul style="list-style-type: none"> • <i>We certainly want to make our writing easier for our audience to understand so they help us make a change! One of the ways we did this was to check for the way a letter looks. Today we are going to look at another important part of making our letter clear for our reader---checking our capitalization and punctuation.</i>
Teach	<ul style="list-style-type: none"> • Using a mentor text the teacher notices and then cross checks with their letter or a student letter: <ul style="list-style-type: none"> ○ Capitalization in Dear ○ Capitalization of names of people (common core state language standard) ○ Capitalization of dates if used (common core state language standard) ○ Capitalization in Salutation (Love, Sincerely...) ○ Comma after greeting and salutation ○ Comma in dates (common core state language standard) ○ Use of end punctuation for sentences (common core state language standard)
Active Engagement	<ul style="list-style-type: none"> • Students should work in turn and talk partners instead of just opening it up to the class. • This makes more students responsible for the editing.
Link	<ul style="list-style-type: none"> • <i>As you edit your letters today, make sure you are helping each other check for correct capitalization and punctuation.</i> • Date- optional.
Mid-workshop Teaching Point	<ul style="list-style-type: none"> •
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • <i>As I was walking around I listened and noted good language partners were using to help each other edit. For example...</i>

Writing Unit of Study

1st Grade – Opinion, Writers Write Opinion Letters for Social Action, Unit 5

Lesson Plan

Session	15
Concept VI	Writers go public to make an impact in their world.
Teaching Point	Writers choose a piece to improve.

Materials	
<ul style="list-style-type: none">• Publishing Stationary• Crayons, colored pencils, markers	<ul style="list-style-type: none">• Stamps to send letters (if needed)• Envelopes

Tips	<ul style="list-style-type: none">• It is important to consider each individual child and make decisions on whether to have students rewrite their letters or not (base decision on readability, audience, student stamina and purpose).• Letters are usually not as time intensive to rewrite as some of the other genres.• If you would like students to address their own envelopes, have address slips ready and model addressing an envelope (or this can be done at home).• Remember our goal is not perfection.• Teachers cannot hold first graders accountable to spell words correctly that have not been taught.• Publishing is just going public.
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Connection	<ul style="list-style-type: none">• <i>We have been working so hard on writing letters so today you will choose one letter to send out into the world.</i>
Teach	<ul style="list-style-type: none">• You can show your finished letter and show the changes you made.• Show an anchor chart of ways to improve writing.
Link	
Mid-workshop Teaching Point	
Independent Writing and Conferring	<ul style="list-style-type: none">•
Active Engagement	<ul style="list-style-type: none">• <i>When you have a plan on how you want to improve your piece, give me a thumbs up.</i>