



**2<sup>nd</sup> Grade Level**  
**Opinion: Using the Power of Reviews**  
**Unit 4**  
**8/11/13**

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**

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**Resource Materials**

See Separate Packet

## **Writing Unit of Study**

### **2<sup>nd</sup> Grade – Opinion Unit, Unit 4**

#### **Abstract**

Young children naturally speak in persuasive ways. It is as if they are natural salesman – arguing for a later bedtime, debating why they should be able to attend a special event or campaigning to be a proud owner of a pet. They give their opinions about books they read, places they visit, movies they watch, and video games they play. This natural tendency to argue for what they want or to share their viewpoints is elevated in this unit by teaching young writers that opinions must be substantiated with reasons.

By studying reviews in the real world, young writers learn categories to include in specific types of reviews, qualities of good writing that make reviews more interesting and compelling, specialized language and vocabulary, and how to research to give credibility to their pieces. Students love living the life of a reviewer and begin viewing the world around them in a new light. They further develop and strengthen their writing by cycling through the process of planning, revising, editing, and publicly sharing their opinions with a real audience.

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### Resources and Materials Needed

- Anchor Charts – See Immersion Information
  - A. Possible Charts
    - Characteristics of a Review
    - What Makes a Good Review
    - Categories for Specific Types of Reviews
    - Steps to Writing a Review

#### Mentor or Teaching Text

- Mentor Text – See Resource Materials Packet
  - Review mentor text (published and student authored work) - See Resource Materials Section
- 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 – Teacher Review
  - Session 2 – Teacher Review
  - Session 3 – Teacher Review
  - Session 11 – Teacher Review with catchy lead
  - Session 12 – Teacher Review with strong ending
  - Session 15 – Demonstration piece (teacher review or class review) on large paper or docu-camera
  - Session 17 - Demonstration piece (teacher review or class review) on large paper or docu-camera

#### Resources and Materials

- Chart paper and markers for anchor charts
- Writer’s Notebooks or Reviewer’s Idea Pad/Notebooks per student and teacher
- Shared Class Experience in which all students participate – this will be used as a model throughout the unit (e.g. school cafeteria, field trip, movie)
- Teacher Review – teacher will be modeling in various lessons using his/her own review
- Class Review – starts in lesson 3
- See Resource Materials Section for items want to duplicate for students and/or enlarge as a resource
- Review writing paper/template for drafting and final products – See samples in Resource Materials Section
- 3 different color highlighters or crayons for Mark Up Text activity and/or Session 8 – Writers draft the review...
- Colored pens for revision and editing work
- Cut up strips for partnership or small group work for Session 9 – Writers use specialized language... (See Resource 9)
- Reference materials such as beginning dictionaries (used for editing)
- Post-it notes
- 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. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum*. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2011-2012). *A Curricular Plan for the Writing Workshop, Grade 2*. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2009). *A Quick Guide to Teaching Second-Grade Writers with Units of Study*. Portsmouth, NH: Heinemann.
- Eggleton, Jill. (2001). *Rave Reviews*. Rigby - Sails Literacy Series
- Parsons, Stephanie. 2007. *Second Grade writers: Units of Study to Help Children Focus on Audience and Purpose*. Portsmouth, NH: Heinemann.
- Taylor, Sarah Picard. (2008). *A Quick Guide to Teaching Persuasive Writing*. Portsmouth, NH: Heinemann.

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### 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 Conferring –**

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.

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### 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: On-Demand Assessment**

**Part Two: Immersion Phase**

**Concept I: Writers use mentor text to understand how to express opinions on a variety of topics (immersion phase).**

See Immersion Phase explanation on subsequent pages.

**Part Three: Lesson Sequence Phase**

**Concept II: Writers develop opinions on topics of personal interest.**

Session 1 Writers will reread Reviewer's Notebooks and discuss possible seed ideas for a review.

Session 2 Writers will select a type of review and craft an opinion.

**Concept III: Writers plan, research, and rehearse their opinions for a particular kind of review.**

Session 3 Writers will elaborate with reasons by studying categories to discuss within a particular type of review.

Session 4 Writers will research information for each category and take notes (you may need two days for this teaching point).

Session 5 Writers will research information for each category and take notes (2<sup>nd</sup> day if needed for teaching point).

Session 6 Writers will interview others, take notes, and cite direct quotes.

Session 7 Writers will plan and rehearse for reviews by touching pages and/or sections.

**Concept IV: Writers write in compelling ways to convince an audience.**

Session 8 Writers will draft the review attending to structure/organization.

Session 9 Writers will use the voice and specialized language of a reviewer.

Session 10 Writers will use linking words and phrases to connect opinions and reasons.

Session 11 Writers will write catchy leads.

Session 12 Writers will write strong endings.

**Concept V: Writers revise and edit to make a piece more effective.**

Session 13 Writers will revise by learning from mentor text.

Session 14 Writers will use the specialized language of comparisons to inform readers.

Session 15 Writers will use a checklist to self-assess and decide how to revise.

Session 16 Writers will improve their pieces by sharing with writing partners.

Session 17 Writers will edit for capitalization of proper nouns.

Session 18 Writers will use an editing checklist.

**Concept VI: Writers go public to make an impact on their peers.**

Session 19 Writers will finalize their work and rehearse to go public with their reviews.

Session 20 Writers will reflect on their work and deliver their reviews to an audience.

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### Assessing 2<sup>nd</sup> Grade Writers: Opinion Common Core State Standards

<b>Session</b>	This assessment should be conducted prior to starting of first opinion unit. It should be done before the Immersion Phase.
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#### Materials

- Writing booklet suggestion: Use paper from opinion unit. Students should have access to additional pages if needed.

#### Assessment Explanation

It is suggested teachers conduct an on-demand writing assessment. The purpose of this assessment is to see what kind of writing students can produce on their own. Therefore, teachers do not guide students through the process. This is not a teaching day, but a day for students to show what they know about going through the steps of writing an opinion piece. Teachers will then analyze these writing pieces using a continuum or rubric. Please see K-2 Assessment Packet located in Atlas Rubicon under Assessment Tasks for on-demand guidelines, continuums links and rubrics. Data collected from analyzing this writing will allow teachers to begin to develop insight into what their young writers know and can do on their own; where they need additional help; and possible next teaching points.

#### Assessment Timeline

The following are guidelines. They may be adapted to meet building and district assessment plans.

Grade	Opinion Pre-Assessment	Opinion Post- Assessment
2nd	Prior to Unit 4- Opinion: Using the Power of Reviews	After Unit 4- Opinion: Using the Power of Reviews

#### Assessment Suggestion

Review these pieces alongside the opinion continuum that shows the developmental stages of writing, and names the qualities of writing that define each stage (see the K-2 Assessment Package, Lucy Calkins' new book *Units of Study in Opinion, Information, and Narrative Writing* Lucy Calkins with Colleagues from the Reading and Writing Project and [www.readingandwritingproject.com](http://www.readingandwritingproject.com) for continuums. Locate the child's on-demand writing within the scale. Use the continuum to develop future goals for your young writers.

#### Growth Comparison

Pre and post measures: Compare students' pre-assessment on-demand, final piece from final opinion unit, and the post-assessment administered after the final opinion unit to note growth over time.

The pre/post on-demand assessments show what students are able to do on their own. The final piece for the unit shows what students can do with teacher guidance. All three writing samples provide valuable information.

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### Immersion Phase

#### Background Information

##### **Concept I - Writers use mentor text to understand how to express opinions on a variety of topics.**

The purpose of the Immersion Phase is to help students develop a thorough understanding of the type of text they will be writing. The goal is to move students from *explorers* of a particular text type to *writers* of that text type. In this particular unit, students learn the purposes of Reviews, as well as the characteristic of well-written, real-life reviews. Basically, during this phase, students are thinking, How do these kinds of text tend to go?

Concept I is considered the immersion phase of the unit. The immersion phase should be completed before starting the mini-lesson sequence (Concepts II-VI). It is recommended that teachers spend several days on immersion activities prior to starting the unit. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of Reviews and started a Reviewer's Notebook. Teachers may want to keep their own Reviewer's Notebooks so they can model leading a Writerly Life and use it as a resource when writing their own reviews.

It is suggested that most immersion activities take place during reading. These activities may be done during read aloud, shared reading, or reading workshop. Students should continue to work in writing workshop on completing the previous unit of study while this immersion work is done. However, if time is available or needed in writing workshop, immersion activities may be conducted during that time too.

Most of these lessons follow an inquiry approach. Teachers should follow the lead of their students – notice, restate, and negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of different types of reviews. But most important, student should gain the understanding that claims are being stated and evidence is provided to support those opinions. Text selection should include published books as well as student authored work. Text should always be read first as a reader and discussed. Then, students reread the same text to study it through a writer's eyes.

##### **Through reading Reviews, student will develop a greater understanding of these areas:**

- A. Definition and purpose of Reviews**
- B. Characteristics of Reviews – Basically, during this phase, students are thinking, How do these kinds of text tend to go? Chart findings.**
  - 1. General noticings (qualities of good writing of well written Reviews)**
  - 2. How do introductions tend to go? What is included?**
  - 3. How does the middle or body tend to go? What is included?**
  - 4. How do conclusions/endings tend to go? What is included?**
  - 5. Author's Craftsmanship**
- C. Possible Review topics and identify how writers gather ideas (lead a Writerly Life – always searching for things to write about from our everyday lives)**

##### **Some important ideas to focus on during this phase and throughout the unit:**

- Reading like Writers – Writers first read like readers – read to enjoy and comprehend a text. Then, writers reread familiar text to study how the author wrote it – what are interesting things we notice about how the author crafted words; how did the author choose to structure different parts of the text; how did the writer include qualities of good writing; etc. In other words, students read like writers and discern what an author did and why. In simple terms, we guide students to chart the following: A. Notice – What do you notice the author did?, B. Name – What is this called?, C. Why – Why did an author intentionally make that decision? (More advanced students may also discuss if they had ever seen that technique before and where, as well as try the technique with a class or student sample)

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

- Realizing that the key question a reviewer asks, *How do I really feel about this (book, movie, game, etc.)?*
- Identifying the characteristics of reviews.
- Commenting that a review can be used to try and persuade or inform others.
- Identifying the opinion and support within reviews.
- Identifying the purpose and audiences for different reviews.
- Identifying how reviewers gather information – research.
- Identifying the various categories for different types of reviews.
- Identifying how to effectively craft a review using qualities of good writing and specialized language.
- Identifying the typical organizational structure of a review.
- Seeing how different authors provide an opening and closure to their reviews.
- Etc.

#### Sample of Immersion Activities:

- Study selected reviews. Read reviews of books, movies, games, and places that children know well so this can help them see what is (and what is not) included in a review. See list of possible Mentor Reviews for 2<sup>nd</sup> graders in Resource Materials Packet. (highly recommend this activity).
- Study different aspects of reviews and develop anchor charts. Possible anchor charts: 1) characteristics (see suggestions in section 1, letter B above), 2) what makes a good review (qualities of good writing that make it interesting for the reader), 3) categories for specific types of reviews (see information below under Study and Sort Reviews), 4) steps to writing a review (this will be created as the unit progresses), etc. See Resource Materials Packet: Resource I-A, Background Information on Reviews – Teacher Resource (highly recommend this activity).
- Study and sort reviews – Discuss what information each kind of review tends to contain (e.g. book review vs. movie review vs. restaurant review vs. video game review, etc.) Identify each review type’s categories, see Resource Material Section: Resource I-B, Types and Categories of Reviews. This information will be used in Session #3 – Elaborate with reasons by studying categories to discuss within a particular type of review. (highly recommend this activity).
- Mark Up Text activity – Have students markup text to help them discover the structure of reviews. See Resource Packet: Resource I-C, Mark Up Text Example.
- From studying the categories of different types of reviews, teachers should develop templates for various kinds of reviews. These could be used by students as a rehearsal and/or note taking tool for whichever type of review they choose to write. See Resource Materials Packet: Resource I-D for Sample Review Templates (modify items included based on what students discover).
- Have students keep a Reviewer’s Notebook – a place to collect ideas for what they may want to review, opinions of these items, possible categories, reasons for their opinions, etc. Typically, when students read mentor reviews it triggers ideas for things they would like to review. Students will use their Reviewer Notebooks in Session 3 – Writers reread Reviewer’s Notebooks and discuss possible seed ideas for a review. (highly recommend activity).
- Notice different types of rating scales (e.g. thumbs, faces, stars). Create rating scale samples to be used in Session 2 – Writers select a type of review and craft an opinion. Decide on rating explanations and possible symbols to correspond.
- Plan and engage in a class shared experience that later can be used for the whole class review (e.g. class field trip, visit to school cafeteria, view a movie, etc.).
- Learn to lead the Life of a Reviewer (e.g. how do they do their work, how do they research, how do they organize their information, etc.).
- Study specialized language and vocabulary used in reviews, make a reference list.
- Invite guest speakers – local critic who can share tips.
- Rehearse reviews – (e.g. touch pages on which they will write and say aloud the words they want to write, pretend they are a critic and tell an audience their thoughts, etc...).

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### Options for teaching about categories:

- Main Idea to Details – Give category and have students fill in details (e.g. appearance → decorations, cleanliness, table tops).
- Detail to Main Idea – Discover details included in reviews and have them grouped into a main idea/category. *What information is given in reviews? How can we group these items into a general category?* (e.g. decorations, cleanliness, table tops → appearance).

#### Shared Writing

Teachers may also want to focus on small moment stories during shared writing and co-create small group or whole class text. Shared writing is in addition to writing workshop. Shared class text may be used throughout the unit.

#### Important Note:

Studying and more importantly teaching craft takes knowledge and experience. It is highly recommended prior to teaching this unit teachers read the following professional resources to learn more about immersion and the teaching of craft:

- Calkins, Lucy. (2009). [A quick guide to teaching second-grade writers with units of study](#). Portsmouth, NH: Heinemann. (Especially chapter October – Raising the Level of Narrative Writing with Authors as Mentors)
- Calkins, Lucy and Amanda Hartman. (2003). [Authors as Mentors](#). Portsmouth, NH: Heinemann.
- Ray, Katie Wood. (2006). [Study driven: A framework for planning units of study in writing workshop](#). Portsmouth, NH: Heinemann.
- Ray, Katie Wood and Lisa Cleaveland. (2004). [About the authors: Writing workshop with our youngest writers](#). Portsmouth, NH: Heinemann. There is also an [About the Authors](#) DVD.
- Ray, Katie Wood. (1999). [Wondrous words: Writers and writing in the elementary classroom](#). Portsmouth, NH: Heinemann. (top priority)

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Immersion Phase, Continued**

**Lesson Plan Template for Immersion Phase**

<b>Session</b>	<b>1</b>
<b>Concept</b>	
<b>Teaching Point</b>	

<b>Materials</b>	
•	•

**Outline immersion lesson:**

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Immersion Phase, Continued**

**Lesson Plan Template for Immersion Phase**

<b>Session</b>	2
<b>Concept</b>	
<b>Teaching Point</b>	

<b>Materials</b>	
•	•

**Outline immersion lesson:**

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Immersion Phase, Continued**

**Lesson Plan Template for Immersion Phase**

<b>Session</b>	<b>3</b>
<b>Concept</b>	
<b>Teaching Point</b>	

<b>Materials</b>	
•	•

**Outline immersion lesson:**

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Immersion Phase, Continued**

**Lesson Plan Template for Immersion Phase**

<b>Session</b>	4
<b>Concept</b>	
<b>Teaching Point</b>	

<b>Materials</b>	
•	•

**Outline immersion lesson:**

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Immersion Phase, Continued**

**Lesson Plan Template for Immersion Phase**

<b>Session</b>	5
<b>Concept</b>	
<b>Teaching Point</b>	

<b>Materials</b>	
•	•

**Outline immersion lesson:**

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	1
<b>Concept II</b>	Writers develop opinions on topics of personal interest.
<b>Teaching Point</b>	Writers reread Reviewer’s Notebooks and discuss possible seed ideas for a review.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Writer’s Notebooks or Reviewer’s Idea Pad/Notebooks per student (see resource section)</li> </ul>	<ul style="list-style-type: none"> <li>• Chart paper</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Put the 3 criteria on chart paper or a docu-camera.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>This past week we’ve been living the life of reviewers...Today, I’ll teach you how to look back at your Reviewer’s Notebook to pick a seed idea to explore for a review.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Watch me as I go back, reread and make a decision on which notebook entry I may want to develop into a review. I am going to make my decision based on 3 things:</i> <ul style="list-style-type: none"> <li>- <i>Do I have strong feelings about ____?</i></li> <li>- <i>Do I have enough information and knowledge about this ____?</i></li> <li>- <i>Will others be interested in reading about this? Demonstrate using a think aloud, go over a couple of entries and select one or two that fit the criteria</i></li> </ul> </li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Now turn to your partner and talk about the things you noticed I discussed when I talked about which topic/item I might want to review.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Now it’s your turn to look through your own notebook and locate ideas that you may want to write a review. Remember look through the lens:</i> <ul style="list-style-type: none"> <li>- <i>Do I have strong feelings about ____?</i></li> <li>- <i>Do I have enough information and knowledge about this ____?</i></li> <li>- <i>Will others be interested in reading about this? Mark those pages with a post-it note. Try and select two possibilities.</i></li> </ul> </li> <li>• Have students select two of their possibilities and make an entry for each in their writer’s notebooks (or reviewer’s notebook) about their opinion what they know about each topic (e.g. Topic area – Here’s what I know...)</li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>After-the Workshop Share</b>	<ul style="list-style-type: none"> <li>• <i>Share with your partner one of your possible ideas for a review and why you selected this one.</i></li> </ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	2
<b>Concept II</b>	Writers develop opinions on topics of personal interest.
<b>Teaching Point</b>	Writers select a type of review and craft an opinion.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper and markers for anchor charts</li> <li>• Writer’s Notebooks or Reviewer’s Idea Pad/Notebooks per student (see resource section)</li> <li>• Shared Class Experience completed – This should have been done during the Immersion Phase. Class will practice writing different components of a review using this topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart of rating scale for Shared Class Experience – column for each rating scale.</li> <li>• Post-it notes</li> <li>• Teacher Review – teacher will be modeling in various lessons with his/her own review – select area to review different from class shared experience, e.g. restaurant.</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• At the end of the session, students share with teacher what type of review they want to work on so teacher can put class into groups (e.g. restaurant reviewers, computer game reviewers, movie reviewers, etc.) Students may turn in their notebooks and/or orally tell the teacher.</li> <li>• Teachers should approve the area each student wants to review - Is this something the student has strong feelings? Is this something the student has enough knowledge?, Will s/he be able to gather further information, if needed? If not, the student may need to go with to his/her 2<sup>nd</sup> review choice.</li> <li>• Teacher makes a list on chart paper of these groups for the following day’s lesson.</li> <li>• Once students have background experience in forming opinions from kindergarten and first grade, this lesson could be a mid-workshop teaching point for Session 1.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Yesterday we discussed how we make decisions on what might be a good review to write and we each came up with two possible reviews... Today I’ll teach you how to take that review idea and form an opinion on it.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Remember in Immersion we developed a rating scale to show our opinions about things. We decided that we would use... explain rating scale (select a rating explanation and then a graphic to represent each rating, - e.g. thumbs up if our overall recommendation was yes, thumbs to side (straight hand) if our recommendation was so-so or maybe, and thumbs down if our recommendation was no).</i></li> <li>• Other options:             <ul style="list-style-type: none"> <li>○ Smiley face, straight face, sad face</li> <li>○ stars</li> <li>○ symbols that match the type of review.</li> </ul> </li> <li>• <i>Watch me as I form an opinion for my review. Yesterday I decided to do my review on _____.</i> Teacher should select a review that is different from the one that will be written as the whole class shared experience.             <ul style="list-style-type: none"> <li>○ Example of a think aloud if the review was about a restaurant the teacher visited: <i>I ask myself, ‘How do I really feel about xxx name of restaurant)?’ Hmmm...I loved the feeling when I walked in the door and looked around and saw my friends. The tables were decorated with checkered table cloths and the place looked clean. I smelled pizza that day and my mouth watered... How would I rate this experience? I’d give it a thumbs up (or a smiley face) because overall I thought this restaurant was a good place to eat. This symbol shows my opinion of xxx.</i> Put symbol on top of writer’s notebook page or review’s idea pad.</li> </ul> </li> </ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plans – Session 2, Continued**

<p><b>Active Engagement</b></p>	<ul style="list-style-type: none"> <li>• Teacher will choose items or situations in which the students are familiar (e.g. shared movie experience, shared field trip experience, familiar read-alouds, etc.) and ask them to think about, <i>How do I really feel about _____?</i> Then, give it a rating: a thumbs up (yes), thumbs to side (ok), or thumbs down (no) to indicate their opinions.</li> <li>• Examples:             <ul style="list-style-type: none"> <li>○ <i>Would you recommend I read _____ to next year's class?</i> (a previous read aloud selection)</li> <li>○ <i>We just went on a field trip to _____. Would you recommend this to another person?</i></li> <li>○ <i>In gym class you studied xxx, should second graders spend more time on this?</i></li> <li>○ Etc...</li> </ul> </li> </ul>
<p><b>Link</b></p>	<ul style="list-style-type: none"> <li>• <i>Now go back to your seat and look at the two possible ideas you selected for a review. Think about, 'How do I really feel about _____?' Then, mark the top of that page with your rating. This shows your opinion of the item/place.</i></li> <li>• Shared Class Experience - Explain how you want them to put their tally mark (post-it note with name) under the column that corresponds to their opinion of the shared class experience.</li> </ul>
<p><b>Independent Writing and Conferring</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>After-the-Workshop Share</b></p>	<ul style="list-style-type: none"> <li>• <i>Share with your partner your opinion/rating for both your items. Then, select one you want to focus on for your review. Put a star on that page.</i></li> <li>• Discuss results of the class tally on the shared class experience.</li> </ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	3
<b>Concept III</b>	Writers plan, research, and rehearse their opinions for a particular kind of review.
<b>Teaching Point</b>	Writers elaborate with reasons by studying categories to discuss within a particular type of review.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Chart paper and markers for anchor charts</li> <li>Writer’s Notebooks or Reviewer’s Idea Pad/Notebooks per student (see resource section)</li> </ul>	<ul style="list-style-type: none"> <li>Class Review – based on a shared experience the class will practice writing different components of a review</li> <li>Resource I-B – Types and Categories of Reviews and/or chart based on this information developed during the Immersion Phase</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>This is a lengthy lesson, some of this work could be done during reading time.</li> <li>During independent writing time, meet with each group and review what they discussed for each category and provide feedback.</li> <li>Options for teaching about categories (follow format used in Immersion Phase):             <ul style="list-style-type: none"> <li>A. Main Idea to Details – Give category and have students fill in details (e.g. appearance → decorations, cleanliness, table tops).</li> <li>B. Detail to Main Idea – Discover details included in reviews and have them group them into a main idea/category. <i>What information is given in reviews? How can we group these items into a general category?</i> (e.g. decorations, cleanliness, table tops → appearance).</li> </ul> </li> <li>Teacher Review – teacher will be modeling in various lessons with his/her own review – select area to review, e.g. restaurant.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Yesterday you picked an idea for a review and decided how you felt about it...Today, I’ll show you one way writers can give reasons to support their opinions. Reviewers, each of you are to study and think about categories specific for their type of review.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>When people give opinions they need to provide support or evidence for their opinions. In reviews, we look at different categories as a way to share our reasons or provide support for our claims. Let’s revisit the charts we developed when we read different types of reviews during our Immersion Phase and see what categories and information we noticed were included in these different kinds of reviews.</i></li> <li>Review charts developed during the Immersion Phase for different types of reviews and categories included within each. (These were found by studying categories within sample mentor reviews - see Resource Materials Section: Resource I-B, Types and Categories of Reviews).</li> <li>Model with teacher review (e.g. restaurant example) how one would select a category and then think through what type of information may be included under that category (e.g. appearance – <i>I could study/discuss: cleanliness, decorations, ample seating, etc...</i>).</li> <li>Do several examples.</li> </ul>

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### Lesson Plan – Session 3, Continued

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• <i>Now let's do the same with our shared class experience (e.g. school cafeteria, movie, field trip, etc.) .</i></li><li>• Select categories that correspond to that type of review and guide the class through discussing information that may be included.</li><li>• Make a chart that reflects the class' thinking.</li><li>• Please Note: This active engagement will need more time than usual, therefore, give less time to independent writing for this lesson.</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Get into your Review Groups based on the type of review you will be writing. As a group think through <u>each</u> category listed. Discuss the types of information you may want to study and discuss for each category. Use the chart corresponding to your review to help you think about different categories for your review type. Pick a recorder. Brainstorm what types of things may go under each category. Have that person jot down notes on post-its and stick it right under each category on your group's chart. Example:</i><ul style="list-style-type: none"><li>○ Type of Review – Restaurant; Category – Food; Information about Food – list on post-it notes possible areas to study/discuss, taste, appearance, selection, etc.</li></ul></li><li>• <i>Before you begin, go back to the mentor text for your type of review and reread it. Jot down the categories that are included. Please note:</i><ul style="list-style-type: none"><li>○ Through sharing in groups, students should gain background knowledge about each category</li><li>○ Rereading of mentor text could also occur during reading time</li><li>○ Video game group may need further assistance with their categories and information within them.</li><li>○ May invite a knowledgeable gamer to assist them (e.g. older student, parent, etc...)</li></ul></li><li>• <i>After group has had sufficient time to work, provide time for students to work independently.</i></li><li>• <i>Now go back to your seats and take out your Reviewer's Notebooks. Look at your entry through the lens of a ___ or ___ or ___ reviewer. Think about which categories you would like to include in <u>your</u> review. Make a list. Look at how much information you already have on that category. You may find for some categories you have a lot of information, for some only a little bit of information or for other categories no information. This will help when you work as a group.</i></li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Student will share their questions and findings in their designated review groups.<ul style="list-style-type: none"><li>- What categories do they want to include in their review?</li><li>- What type of information did they have about their area?</li><li>- What categories did they have a lot, some or no information?</li></ul></li></ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	4
<b>Concept III</b>	Writers plan, research, and rehearse their opinions for a particular kind of review.
<b>Teaching Point</b>	Writers research information for each category and take notes (may need 2 days for this lesson).

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper and markers for anchor charts</li> <li>• Writer’s Notebooks or Reviewer’s Idea Pad/Notebooks per student (see resource section)</li> <li>• Simplify steps in student language and put on chart paper</li> </ul>	<ul style="list-style-type: none"> <li>• Class Review – based on a shared experience the class will practice writing different components of a review</li> <li>• Resource I-D, Sample Review Templates</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Put teacher review and class review notes on chart paper or enlarge so can use in a shared setting.</li> <li>• Put steps on chart paper from Teach section in student friendly terms and display.</li> <li>• Some students may need steps divided into two parts and done over two days. Session 5 is devoted to this same teaching point.</li> <li>• Make plans for each group to do further research, for example: Have video game, book or movie available for viewing or playing.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Yesterday your group discussed how you might provide reasons for your opinion through the use of categories. Your team discussed categories you might use for your review and what type of information may be shared for each category. You also looked at how much information you already have for each category...Today you will learn how to collect information for a review.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Show how there are templates for each type of review based on the information that was co-constructed for each type of review studied during the Immersion Phase, (see resource section: Resource I-D, Sample Review Templates).</li> <li>• Model using the teacher’s review. Select the template for the teacher review (e.g. restaurant).</li> <li>• Demonstrate using this template how you will fill in information for some of the categories based on notes in your Reviewer’s Notebook and what you already know about the area under review (e.g. school cafeteria).</li> <li>• Revisit the concept of note taking from previous work in reading, content area subjects and writing.</li> <li>• Possible steps (put steps on board/chart paper – modify by putting in student friendly terms):             <ol style="list-style-type: none"> <li>1. Read template and think about the categories.</li> <li>2. Reread your Reviewer’s Notebook page/s to see what information you already have.</li> <li>3. Fill in those sections on the template.</li> <li>4. Relook at the template and decide if there are any areas that you already know about but didn’t jot notes about them in your Reviewer’s notebook. If so, add that information.</li> <li>5. Decide which categories need more information.</li> <li>6. Put an asterisk * by areas where more information is needed.</li> <li>7. Develop a plan for researching those areas.</li> <li>8. Do research.</li> <li>9. Take notes.</li> </ol> </li> <li>• Explain how you will go and do further investigation for areas needing more information</li> <li>• You will develop a plan of what to specifically look for based on the areas you put an *, this plan will help save time</li> <li>• Discuss how you will do further research on those areas and take notes.</li> </ul>

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### Lesson Plan – Session 4, Continued

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• Practice steps using the shared class experience. Distribute the corresponding template for the class shared experience to partnerships.</li><li>• Provide guided practice, <i>In partnerships:</i> (may want to put steps on board/chart paper – modify by putting in student friendly terms):<ol style="list-style-type: none"><li>1. <i>Read handout (template) and think about the categories.</i></li><li>2. <i>Reread Reviewer’s Notebook page/s to see what information is there.</i></li><li>3. <i>Fill in those sections on the handout (template).</i></li><li>4. <i>Relook at the handout and see if there are any places where you could add information based on what you already know. Add that information.</i></li><li>5. <i>Decide which categories need more information.</i></li><li>6. <i>Put an asterisk * by areas where more information is needed.</i></li></ol></li><li>• May have partnerships just talk through each of the steps, then share as a whole class</li><li>• Teacher acts as scribe</li><li>• As a whole class, based on above steps:<ol style="list-style-type: none"><li>7. <i>Develop a plan for researching those areas.</i></li><li>8. <i>Do research.</i></li><li>9. <i>Take notes.</i></li></ol></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Now you will go back to your seats and follow these steps for your area under study. You will be working in your Reviewer groups, so help one another. I will give each person a handout (template) that matches your type of review. Work through steps 1-7. Once you are done, check with me. After I give you the okay, you can start researching. Please turn to your partner and tell them what you are going off to do. Use the chart to help you.</i></li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Select 2-3 students to share their notes and plan for further research.</li></ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	5
<b>Concept III</b>	Writers plan, research, and rehearse their opinions for a particular kind of review.
<b>Teaching Point</b>	Writers research information for each category and take notes (2 <sup>nd</sup> day if needed).

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper and markers for anchor charts.</li> <li>• Writer’s Notebooks or Reviewer’s Idea. Pad/Notebooks per student (see resource section)</li> <li>• Simplify steps in student language and put on chart paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Review – based on a shared experience the class will practice writing different components of a review.</li> <li>• Resource I-D, Sample Review Templates</li> </ul>

<b>Teaching Point</b>	<ul style="list-style-type: none"> <li>• Writers research information for each category and take notes. (2nd day if needed).</li> <li>• See Day 4 for lesson information.</li> <li>• Give students time to research their areas under study, they may do this individually or in their review groups.</li> <li>• Teacher should rotate meeting with each group.</li> <li>• Other possible activities for students to do if they finish before writing workshop is done:             <ul style="list-style-type: none"> <li>○ Revisit mentor text and study how the writer put all the information together</li> <li>○ Illustrate pictures for the review</li> <li>○ Write about their favorite part – notebook entry</li> <li>○ Meet with partner , share information, get feedback</li> <li>○ Work with cross-grade level buddy and get feedback</li> <li>○ Brainstorm possible catchy titles for review – see mentor text for ideas</li> <li>○ If some students need additional assistance, pull them in a guided writing group and model how to research using the teacher review</li> </ul> </li> </ul>
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**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	6
<b>Concept III</b>	Writers plan, research, and rehearse their opinions for a particular kind of review.
<b>Teaching Point</b>	Writers interview others, take notes, and cite direct quotes.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper and markers for anchor charts</li> <li>• Writer’s Notebooks or Reviewer’s Idea Pad/Notebooks per student (see resource section)</li> <li>• Resource 6A – Interview Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Resource 6B – Interview Sheets for Reviewers</li> <li>• Resource 6C – Interview Homework for Reviews</li> <li>• Class Review – based on a shared experience the class will practice writing different components of a review.</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Tonight take their Interview Questions sheet home and practice interviewing with family members.</li> <li>• They may conduct the actual interview if the family member has background knowledge of the area under study or they can just practice the art of interviewing.</li> <li>• Provide time during the day for students to interview people or help them plan when they can interview outside of class if need be.</li> <li>• Homework option - See resource section: Resource 6C Interview Homework for Reviews.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Yesterday we researched information for our reviews and took notes like Reviewers do. Today we will practice how reviewers use quotes from people to add elaboration or more support/information to their reviews.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Model with a few mentor texts, for example: Crumbs Bake Shop – Simplified version - <i>When you walk in..., said a customer.</i> or Family Fun at Cracker Barrel – <i>My sister said, I liked shopping even better than the food.</i> Cracker Barrel – <i>My sister said, I liked shopping even better than the food.</i> see sample review mentor text for 2<sup>nd</sup> graders.</li> <li>• Discuss how quotes add another means of support to a review, as well as, makes it more interesting.</li> <li>• <i>What type of questions might the reviewer have asked those two people to get those answers? Let’s make a list of questions we might ask people if we want to add a quote to our class review. (e.g. Why did you like/dislike this ____? What would you recommend? What was your favorite part? What advice would you want to give to another person about ____?)</i></li> <li>• Develop list of possible open-ended questions on chart paper (e.g. What is your opinion of ____? Why?).</li> <li>• Show interview paper students may use (see resource section: Resource 6A Interview Questions or Resource 6B Interview Sheet for Reviews).</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Remember when we had our shared experience xxxx? Talk with your partner what are some questions you might ask someone that was there?</i></li> <li>• Share as a class and generate a list of possible questions.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Today, you will go off and live the life of a Reviewer. Using your special Interview Questions page, write down some questions you could ask someone about your area. Think of who you might interview. Remember this person must have experience with your topic area.</i></li> <li>• Provide time for students to practice interviewing.</li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>• In their designated review groups share their questions.</li> </ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	7
<b>Concept III</b>	Writers plan, research, and rehearse their opinions for a particular kind of review.
<b>Teaching Point</b>	Writers plan and rehearse for reviews by touching pages and/or sections.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Chart paper and markers for anchor charts</li> <li>Review writing paper/template per student – See Resource 7A – 7E for options or develop your own writing template or use loose leaf paper.</li> </ul>	<ul style="list-style-type: none"> <li>Class Review – based on a shared experience the class will practice writing different components of a review</li> <li>Writer’s Notebooks or Reviewer’s Idea Pad/Notebooks per student (see resource section).</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Have students gain additional practice by Review writing paper/template – Resource 7A – 7E or develop your own writing template or use loose leaf paper orally sharing with cross-age buddy and/or taking home and practicing with family.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Yesterday we learned about how reviewers interview and gather quotes to add to their reviews... Today we will practice how reviewers orally rehearse their pieces before they write, just like we do when we write small moment stories.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Share the paper they will be using to write their reviews (see Resource Materials Section: Review Paper Options, pp. 7A – 7E or develop your own template or use loose-leaf paper).</li> <li><i>Watch me as I touch the pages/sections of our review paper. I am saying aloud (‘writing-in-the-air’) the words that I might eventually write in each section. I am practicing how that section might go before I put words on the page. Each section could be a category. Remember it is important we orally rehearse before we write (perhaps use metaphor to how actors and actresses rehearse lines and movement before they produce a play or an athlete goes through plays at practice over and over again prior to game day)...</i></li> <li>Model with teacher review.</li> <li>Walk them through the sections/categories for the class review on the selected paper.</li> <li>Give each student a copy.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Now it is your turn to try it with a partner. Partner A point to the first section and say that part aloud. Partner B you do the second section, and so forth. Try it with our xxx example (shared class experience).</i></li> <li>Have some reviewers orally rehearse in front of the whole class for various sections.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Using your special Review paper, practice how you point to a section and orally rehearse what you might write for that part. Remember you are only saying it out loud. No one is writing. If you don’t like how it sounds remember a good writer goes back and tries it a different way and maybe even another way. Think of it like trying on different outfits to go to a party. You try on a bunch to see which one you like the best.</i></li> <li>After students have had time to practice independently, have them work with a partner, <i>Now you will have a chance to orally rehearse with a partner by touching your pages/sections.</i></li> <li>Depending on time have them practice with more than one partner.</li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>Have students orally rehearse with a partner by touching pages and sections.</li> <li>Remind students the importance of practicing before drafting - writers can try it one way and then another.</li> </ul>

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### Lesson Plan – Session 7, Continued

Independent Writing and Conferring	<ul style="list-style-type: none"><li>•</li></ul>
After-the-Workshop Share	<ul style="list-style-type: none"><li>• Teacher picks 2-3 children to share their oral rehearsals by touching pages and sections</li></ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	8
<b>Concept IV</b>	Writers write in compelling ways to convince an audience.
<b>Teaching Point</b>	Writers draft the review attending to structure/organization.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper and markers for anchor charts</li> <li>• Writer’s Notebooks or Reviewer’s Idea Pad/Notebooks per student (see resource section)</li> <li>• Review writing paper/template (see resource section)</li> </ul>	<ul style="list-style-type: none"> <li>• Class Review – based on a shared experience the class will practice writing different components of a review</li> <li>• Mentor Text – Published Reviews and Student Authored Work</li> <li>• 3 different color highlighters or crayons</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• This is a lengthy and important lesson.</li> <li>• Suggest this lesson be done in reading <i>and</i> writing workshop.</li> <li>• If some students need additional assistance, pull them in a guided writing group and model again with the teacher review.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Yesterday you rehearsed your review by touching the sections on the page...Today we will revisit the different parts of a review or its structure/organization.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>A review is like a narrative. It has a beginning, middle and end.</i> Teacher displays a mentor text such as Crumbs Bake Shop – Simplified version or Family Fun at Cracker Barrel (see sample review mentor text for 2<sup>nd</sup> graders).</li> <li>• Teacher reads, thinks aloud and boxes the beginning/introduction, middle/body and ending/conclusion in different color highlighters (e.g. yellow - beginning/introduction, pink - body/middle, green -ending). <i>Now let’s Mark Up the parts of the text again. As a class let’s look for different ways the writer organized this piece...What did you notice about the beginning?</i> (catchy lead, states opinion, sometimes tells reasons will discuss in review, sometimes tells intended audience, etc...).</li> <li>• <i>What did you notice about the middle or body?... Let’s refer to our Categories of Reviews chart.</i></li> <li>• Teacher reads the categories on the chart and ideas under each part.</li> <li>• Then the teacher connects the body to the categories.</li> <li>• Teacher helps class to note how each category has a different paragraph or section.</li> <li>• Teacher thinks aloud and circles the various categories, such as background, food, appearance/atmosphere, service and overall experience with a blue highlighter.</li> <li>• Label different sections.</li> <li>• <i>What did you notice about the ending?</i> (close, often restates the opinion, may do a comparison, etc...)</li> <li>• <i>Do you see how a narrative structure and review structure are very similar? How?</i> teacher points out that the highlighted circles are found in similar areas of the review.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Let’s pretend we are drafting about xxx (shared class experience). What could we write in the introduction? Turn and tell your partner. What could we write in the body/middle? Turn and tell your partner? What could we write at the end? Turn and tell your partner.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Now it is your turn to draft your review on this drafting paper. Remember, your reviews will have a beginning, middle and end. Use your notes to guide what you will include in your Review, especially the body.</i></li> </ul>

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### Lesson Plan – Session 8, Continued

<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Exchange papers with a partner. Each person should box up their partner's paper. Put a yellow box around the introduction/beginning, a pink box around the middle or body, and a green box around the ending. Look at how hard you have worked! This is fun! Yea!</i></li></ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	9
<b>Concept IV</b>	Writers write in compelling ways to convince an audience.
<b>Teaching Point</b>	Writers use the voice and specialized language of a reviewer.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper and markers for anchor charts</li> <li>• Writer’s Notebooks or Reviewer’s Idea Pad/Notebooks per student (see resource section).</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor Text – Published Reviews and Student Authored Work.</li> <li>• Resource 9 – Specialized Language Activity (cut up strips for partnership or small group work).</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Cut up strips for partnership or small group work prior to lesson – See Resource 9.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Yesterday you worked so hard on your draft... Today we will learn how to use the special language of a Reviewer.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Select different mentor text and highlight how the writer did not use general words to share information but used specialized language that corresponds to that type of review, for example: Use mentor text, Crumbs Bakery or Fun at Cracker Barrel, and highlight language related to the review: <i>Remember when the reviewer of Crumbs Bakery didn’t just say, ‘I walked in and saw cupcakes.’ He said, ‘One of the first things you will notice is the sweet smell of cupcakes and the beautiful display cases. I opened the door, noticed the familiar smell of vanilla and chocolate...’ The review was trying to paint pictures in the reader’s mind. The reviewer was showing, not telling. Now look at this section and listen...Special vocabulary – bakery, shelves, smell, whiff, fresh-baked air, display, perfect amount, ___ but not too___, workers, etc. ...You can do the same thing in your review. (or read a mentor text that matches the type of review for the class shared experience).</i></li> <li>• Take notes of specialized language the class may want to add to the class review.</li> <li>• If students need more assistance, model using teacher review.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• Teacher will pass out sorting page titled Specialized Language for this activity (see resource section: Resource 9 Specialized Language Activity) <i>Now I am going to give you a sorting mystery to solve! In your group:</i> <ol style="list-style-type: none"> <li>1. <i>Please read these reviewer’s quotes.</i></li> <li>2. <i>Talk together and sort the sentences into five grouping (restaurant, video game, tourist spot, movie or book piles).</i></li> <li>3. <i>Take turns to point out which word/s gave away the mystery! That will be the language evidence.</i></li> </ol> </li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>I have 1 or 2 reviews for each group. With a partner, read that review and underline/circle special language that reviewer used. Think about what you might want to include in your review.</i></li> <li>• <i>As you take more notes today add some special language that matches <u>your</u> type of review. Make a list of special vocabulary like we did for our class review. You can even add sentences you might want to use. You may get together with fellow reviewers from your group and discuss ideas.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>• Do a Share Symphony where each person selects one specialized language part (word, phrase or sentence) they plan to use in their review.</li> <li>• Go around in the circle and each person says their words, phrase or sentence/s aloud.</li> </ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	10
<b>Concept IV</b>	Writers write in compelling ways to convince an audience.
<b>Teaching Point</b>	Writers use linking words and phrases to connect opinions and reasons.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper and markers for anchor charts</li> <li>• Writer’s Notebooks or Reviewer’s Idea Pad/Notebooks per student (see resource section)</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor Text – Published Reviews and Student Authored Work</li> <li>• Resource 10 – Linking Words</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Students can put linking words on mini post-it notes and put them on their draft, this makes it obvious where they added words/phrases.</li> <li>• It is suggested to highlight and discuss linking words during reading time. Develop an anchor chart from reading as students find them. This chart could be used for this lesson.</li> <li>• For a sampling of linking words (see resource section: Resource 10 Linking Words).</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Yesterday you used the voice and language of a reviewer... Today I will teach you how to use transitional words in your writing to connect opinions and reasons. Using transition words helps to organize your thoughts.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Watch how I locate the transition words in the <u>Crumbs Bakery – long version</u> (or another mentor text).</i></li> <li>• Teacher reads the review sentence by sentence.</li> <li>• After each sentence the teacher thinks aloud about transitional words to highlight (e.g. one of the first things, and, then, they also, whether, etc...)</li> <li>• Discuss how transition words link the opinion and reason, as well as, signals the reader that a new idea will be shared.</li> <li>• Really emphasize <b>also</b> and <b>because</b> (please note: listed in the common core state standards).</li> <li>• <i>Now we will add these words to our class chart titled, Linking Words.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>I am going to give you a Review to locate transitional words. Use <u>Family Fun at Cracker Barrel</u> (or another mentor text). Use a highlighter and find transitional words or phrases. Highlight the transitional words you find. Remember to try and find the words from our chart. Think about how this word is linking ideas. Be prepared to share one transition word and how it links the author’s opinion to a reason or signals a new idea.</i></li> <li>• Share findings and discuss the purpose of that word in the review.</li> <li>• Teacher adds more transitional words that were found to the class chart.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Now it is your turn to connect your ideas by adding transition words to your draft. Look over our list and decide what will make sense in your piece. Think about using the word ‘also’ and ‘because’.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>• <i>Exchange papers with your partner. Find their transition words.</i></li> <li>• Teacher may want students to read sentences where they use transition words.</li> <li>• Discuss how the word/s connect the opinion to a reason or how it signals a new idea.</li> </ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	11
<b>Concept IV</b>	Writers write in compelling ways to convince an audience.
<b>Teaching Point</b>	Writers write catchy leads.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper and markers for anchor charts</li> <li>• Mentor Text – Published Reviews and Student Authored Work .</li> <li>• Teacher Review</li> </ul>	<ul style="list-style-type: none"> <li>• Class Review – based on a shared experience the class will practice writing different components of a review.</li> <li>• Resource 11 – Catchy Leads</li> <li>• Develop a chart with lead types and examples from mentor text studied.</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Develop a chart prior to the lesson with lead types and examples from mentor text studied.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Yesterday you used transitional words and phrases to signal the reader that there is a new idea or to connect your opinion to a reason... Today I will teach you how to write three different leads so you have a choice of which one to use to introduce your piece and grab your reader’s attention.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Review purpose and importance of leads from earlier studies in reading and writing.</li> <li>• Re-iterate the importance of rehearsing and drafting different types of leads to select the very best one.</li> <li>• Explicitly Tell &amp; Show examples of different types of leads from mentor text studied (before lesson, prepare a chart with lead types and examples) – The following were typical leads found from the mentor text used in this unit:             <ul style="list-style-type: none"> <li>○ <b>Quote from a character, a reader, author or customer:</b> <i>This is the best vanilla cupcake I ever had, said a little boy sitting at the table next to me at Crumbs Bakery on the Upper West side. I agreed.</i></li> <li>○ <b>Give an Opinion:</b> <i>Ben and Jerry’s is famous for ice cream, Starbucks for coffee, and in my part of New York City, Crumbs is famous for cupcakes.</i></li> <li>○ <b>Question:</b> <i>Do you love cupcakes?</i></li> <li>○ <b>Illustrate the Reviewer’s Credibility:</b> <i>I love cupcakes and eat several every day. So trust me when I say Crumbs is the best place in New York City for cupcakes!</i></li> </ul> </li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Let’s try out different leads for our class review (e.g. pretend we just got back from our cafeteria and are going to write a review). Partner 1: Look over the leads list. Pick one lead you want to try. Turn to your partner and orally rehearse (tell) him/her your lead. Partner 2: Respond to partner 1 and tell what kind of lead you think your partner just tried. Let him/her know if the lead was catchy. Now, partner 2: Look over the lead list. Pick a different lead you want to try. Turn to your partner and tell him/her your lead. Partner 1: Respond to partner 1 and tell which lead you think s/he did and if the lead was catchy.</i></li> <li>• Teacher should write some lead options from the class on chart paper, this could be done during independent writing time or later in the day.</li> <li>• Student can use this chart as a reference tool when working on their pieces.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Now it’s your turn to try different types of catchy leads in your review. Remember today and every day you can write catchy leads. You can fold paper like this or use special leads paper. (see resource section: Resource 11 Catchy Leads).</i></li> </ul>

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### Lesson Plan – Session 11, Continued

<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Have students share their leads with partners. Partners should tell which lead they like the best and why.</li><li>• Revisit importance of trying different types before selecting one.</li></ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Review each type of lead and have selected students read a sample of that type.</li></ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	12
<b>Concept IV</b>	Writers write in compelling ways to convince an audience.
<b>Teaching Point</b>	Writers write strong endings.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper and markers for anchor charts</li> <li>• Mentor Text – Published Reviews and Student Authored Work</li> <li>• Teacher Review</li> </ul>	<ul style="list-style-type: none"> <li>• Class Review – based on a shared experience the class will practice writing different components of a review</li> <li>• Resource 12 – Strong Endings</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Develop a chart prior to lesson with ending types and examples from mentor text studied</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Yesterday you wrote catchy leads for your review...Today I will teach you how to write three different strong endings to close your review.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Review purpose and importance of endings and how they work in a review</li> <li>• Re-iterate the importance of rehearsing and drafting different types of endings to select the very best one</li> <li>• Explicitly tell and show examples of different ending types from mentor text studied, examples:             <ul style="list-style-type: none"> <li>○ <b>Repetition:</b> Repeat one’s opinion at the end. Simply say the same thing again. <i>This is the best vanilla cupcake I ever had.</i></li> <li>○ <b>End with a Rating:</b> Invent a rating system (stars, thumbs up or down, hearts, etc.) <i>I give this five stars!</i></li> <li>○ <b>End with a comparison to another restaurant, movie or game that is similar to or different from the one reviewed:</b> <i>If you love Dunkin Donuts, you will really love Crumbs Bakery...</i></li> </ul> </li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Let’s try out different endings for our class review. (e.g. Let’s pretend we just got back from our cafeteria...). Turn to your partner and brainstorm different ways we could end our review. Write-in-the-air possible endings.</i></li> <li>• Teacher should write some ending options from the class on chart paper, this could be done during independent writing time or later in the day.</li> <li>• Student can use this chart as a reference tool when working on their pieces.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Now it’s your turn to try different types of strong endings for your draft. Leave your reader with a lasting impression or opinion of your _____. Remember today and every day to conclude your piece with a strong ending. (see resource section: Resource 12 Strong Endings).</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• Have students share their endings with partners. Partners should tell which ending they like the best and why.</li> <li>• Revisit importance of trying different types before selecting one.</li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>• <i>Get back together in your review groups. Share 2 of your endings. Have the group give you feedback. Take their suggestions and make more revisions.</i></li> </ul>

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### Lesson Plan

<b>Session</b>	13
<b>Concept V</b>	Writers revise and edit to make a piece more effective.
<b>Teaching Point</b>	Writers revise by learning from mentor text (or using noticings from mentor text).

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Chart paper and markers for anchor charts</li> </ul>	<ul style="list-style-type: none"> <li>Mentor Text – Published Reviews and Student Authored Work</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>May want to add to steps on anchor chart – see Teach and Link sections</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Yesterday you worked on trying out different types of strong endings... Today I want to show you how to go back and reread our mentor text to get ideas for our Reviews.</i> Discuss importance of revisiting mentor text with the lens of rereading now to find something the author did they want to try.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>As students revise, invite them to reread mentor reviews carefully, this time reading not as first-time readers who want to understand the author’s message, but instead as writers who want to notice the author’s craft. A reader might notice the interesting word choices the author has made or a catchy phrase that lingers in the reader’s mind. Teach students to pause at sections of the review and think about some of these questions:             <ul style="list-style-type: none"> <li>What did the writer do that works?</li> <li>What is interesting about this review?</li> <li>What part of the book, restaurant, game or movie does the writer actually write about?</li> </ul> </li> <li>Model how you read mentor texts, point out things the author has done that you like, name it, and then imagine a place in your own writing where you could try the same writing technique.             <ul style="list-style-type: none"> <li>Example: <i>I noticed this sentence in xxxx Review, ‘This movie was made to entertain children but it also entertains adults.’ I think it is important for the reviewer to say who would like the movie, or book, or place. Maybe we could call this kind of sentence – target audience or who’s it for? Now let’s try it for our class review...</i></li> </ul> </li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>Read another section of a mentor text and have student talk with a partner answering those three questions.</li> <li>Share as a class some findings.</li> <li>Chart suggestions or underline items from previous chart done during the Immersion Phase.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Now go off and continue to learn from mentor text. Go back and select at least 2 of your favorite reviews. Study them. There were things the author did that made them your favorites. Use these guiding questions:</i> <ul style="list-style-type: none"> <li><i>What did the writer do that works?</i></li> <li><i>What is interesting about this review?</i></li> <li><i>What part of the book, restaurant, game or movie does the writer actually write about?</i></li> </ul> </li> <li><i>Then, take the ideas you discover, as well as, some of the ideas we put on chart paper and try it in your review. Remember we are revisiting work we’ve previously studied with the lens of what might I try.</i></li> <li>Remind students of what to do for each noticing:             <ol style="list-style-type: none"> <li>Name it</li> <li>Why writer did it</li> <li>Where you might try it</li> </ol> </li> </ul>

## Writing Unit of Study

### 2<sup>nd</sup> Grade – Opinion Unit, Unit 4

#### Lesson Plan – Session 13, Continued

<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Select a few children to share changes they made based on studying mentor text</li></ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	14
<b>Concept V</b>	Writers revise and edit to make a piece more effective.
<b>Teaching Point</b>	Writers use the specialized language of comparisons to inform readers.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart paper and markers for anchor charts</li> <li>• Colored pens</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor Text – Published Reviews and Student Authored Work</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Yesterday we revisited mentor text to get revision ideas... Today, you will learn another reviewer's technique – using comparisons. Watch as I show you how we can make comparisons to give readers a familiar frame of reference. This will help them make informed decisions.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Challenge students to use a stronger persuasive voice in their reviews rather than writing simple sentences such as, <i>I think you will like this movie.</i></li> <li>• Students can accomplish this by using comparisons to give readers a familiar frame of reference. Comparisons provide more information to support one's viewpoint.</li> <li>• Provide some language to help them to do so:             <ul style="list-style-type: none"> <li>○ <i>If you liked _____ then you will love _____.</i></li> <li>○ <i>Most kids who liked _____ also liked _____.</i></li> <li>○ <i>If _____ is a three star _____, then this is a _____ star _____.</i></li> </ul> </li> <li>• Using mentor text to highlight various examples.</li> <li>• Put some options on chart paper .</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Turn and talk to your partner about a comparison you may make in your review. Try it.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Today as you continue revising your piece, find a place that would make sense to add a comparison and try it.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>• Pick 2-3 children that added comparisons to their pieces to share with the class.</li> <li>• Put their comparisons on 8 ½ x 11 paper to display.</li> </ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	15
<b>Concept V</b>	Writers revise and edit to make a piece more effective.
<b>Teaching Point</b>	Writers use a checklist to self-assess and decide how to revise.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Demonstration piece (teacher review or class review) enlarged on chart paper or put on a docu-camera</li> <li>• Resource 15 – Revision Checklist Sample for Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Colored pens</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Many people added comparisons to their pieces and as a reader it helps us to better understand what people were reviewing... Today I will show you how to use a revision checklist to make further changes in your reviews.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Use teacher’s review or class review for the demonstration.</li> <li>• Select the appropriate revision checklist, (see resource section: Resource 15 Revision Checklist Samples for Reviews).</li> <li>• Put the demo piece on docu-camera or chart paper .</li> <li>• <i>Watch as I read through the checklist and make a decision about each item. I will decide what areas I am done with, where I need to add more and what still needs to be done...(example: Look, we haven’t added a comparison yet. What could we say?).</i></li> <li>• Teacher checks off the item/s on the checklist that the group worked on.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Turn and share an idea with your partner about what each item on the list means.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Today as you revise, use your checklist to go back over your review to see what areas you need to do or areas where you need to add more information. Use your revision pen to make these changes.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>• Pick 2-3 student to share that did an excellent job revising using the checklist.</li> </ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	16
<b>Concept V</b>	Writers revise and edit to make a piece more effective.
<b>Teaching Point</b>	Writers improve their pieces by sharing with writing partners.

<b>Materials</b>	
• Revision Checklist	• Colored pens

<b>Tips</b>	• Use revision checklist as a point of reference for modeling and guiding conversation
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Wow, yesterday xxx added xxx. Xxx made this change - xxx. Writers re-see and re-think their work... Real reviewers also share their ideas with their friends and fellow reviewers. Watch as I show you how you can be a peer reviewer too.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• Model with a student reading aloud his/her piece and giving a positive and a suggestion for improvement.</li> <li>• Model how to give one positive comment. Specifically name what reviewer did that was effective and why. Use revision checklist as a point of reference. Some examples are: <i>Look how xxx <u>compared</u> xxx to something a reader could know. This is helpful because... I noticed the way you started the <u>strong lead</u> by... This... Use sentence starters as: I noticed... or Look how..., then give reason why effective.</i></li> <li>• Model how to give one constructive criticism/suggestion for improvement             <ul style="list-style-type: none"> <li>- Specifically name what needs to be changed and explain why</li> <li>- Examples: <i>One thing you might consider changing... Have you thought about adding. What do you think about....I'm still wondering....</i></li> </ul> </li> <li>• <i>Remember peer reviewers you are giving one positive comment and one suggestion for improvement.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Turn and share with your partner and list off your hand the types of things you may want to look for in another person's review. Example: point to thumb – I could check out the lead. Point to index finger – I could look for transition words. Etc. See if you and your partner could name at least 10 different things you could discuss with your partner.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Today when you work with your partner, take turns sharing your pieces and give one positive comment and one suggestion for improvement. Person A goes first then person B. When you finish sharing, go off and revise based on your partner's suggestion/s.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>• Teacher will choose 2 partners that were actively engaged and share their work or fishbowl two partners that worked well.</li> </ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	17
<b>Concept V</b>	Writers revise and edit to make a piece more effective.
<b>Teaching Point</b>	Writers edit for capitalization of proper nouns and other items.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Colored pens</li> </ul>	<ul style="list-style-type: none"> <li>Put teacher review or class review on chart paper or docu-camera. Make sure sample has some capitalization errors to correct</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Yesterday we worked with partners to revise our reviews. Today we will edit for capitals and proper nouns.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>In the past when we edited our work we talked about capital letters. Share what you know about the use of capital letters. (e.g. only where they belong, at the beginning of sentences, not in the middle of words, etc.) Revisit items as:</i> <ul style="list-style-type: none"> <li>Capitalize the first word in a sentence (common core – K)</li> <li>Capitalize dates (common core – 1<sup>st</sup>)</li> <li>Capitalize names of people (common core – 1<sup>st</sup>)</li> </ul> </li> <li><i>Today we are going to learn a few more reminders about capitalization:</i> <ul style="list-style-type: none"> <li>Explain what a proper noun is and the types that may be found in reviews.</li> <li>Capitalize the first letter of people’s first and last names. (We call these proper nouns)</li> <li>Capitalize the first letter of each word in a restaurant’s name or a book, movie, or video title. (We call these proper nouns) (common core – 2<sup>nd</sup>)</li> <li>Don’t capitalize the little words such as <i>and</i>, etc. Give examples from some mentor reviews</li> <li>Capitalize holidays, geographic names, and product names. (common core – 2<sup>nd</sup>)</li> </ul> </li> <li><i>Watch as I touch each word and say it out loud. I ask myself, ‘Is this a proper noun? Is this the beginning of a sentence?’ If the answer is yes, with a special editing pen, I underline it 2 times which means I need to capitalize it. This is the proofreading symbol for capitalization.</i></li> <li>Make sure some of your own writing or the class piece has capitalization errors to correct</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Turn and talk with your partner and discuss whether or not we need to add a capital letter in the next line of the text.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>As you work today, use your editing pens to mark any capitalization needed, especially proper nouns.</i></li> </ul>
<b>Independent Writing and Conferring</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"> <li>Do a classroom walk.</li> <li>Have students display their revision and editing work to date.</li> <li><i>Walk around and notice all the wonderful work everyone is doing.</i></li> </ul>

**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	18
<b>Concept V</b>	Writers revise and edit to make a piece more effective.
<b>Teaching Point</b>	Writers use an editing checklist.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Resource 18 – Editing Checklist Sample – adjust based on students’ needs and common core target areas</li> <li>• Colored pens</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials such as beginning dictionaries</li> </ul>

<b>Teaching Point</b>	<ul style="list-style-type: none"> <li>• Writers use an editing checklist.</li> <li>• Develop a lesson based on what you have previously taught students about editing – CUPS: capitalization, usage, punctuation, and spelling.</li> <li>• Use the editing checklist they have used in the past but add items that pertain to reviews.</li> <li>• Have them follow the same procedures for editing that have been used in other units.</li> <li>• Common Core names that students consult reference materials, including beginning dictionaries, as needed to check and correct spellings – model as needed.</li> <li>• See Resource Materials Section: Resource 18 Sample Review Checklist for Editing.</li> </ul>
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**Lesson Plan**

<b>Session</b>	19
<b>Concept V</b>	Writers go public to make an impact on their peers.
<b>Teaching Point</b>	Writers finalize their work and rehearse to go public with their reviews.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Select based on final product choice.</li> </ul>	

<b>Teaching Point</b>	<p>The format of this lesson will depend on things such as:</p> <ul style="list-style-type: none"> <li>• Intended audience for this unit</li> <li>• Whether students are fancying up their work or putting it in a publishable format</li> <li>• Using the computer or handwriting</li> <li>• How they will be sharing their final pieces - Will students have the opportunity to publicly share their work or will it be put in book/magazine/newspaper form?</li> <li>• etc.</li> </ul>
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**Writing Unit of Study**  
**2<sup>nd</sup> Grade – Opinion Unit, Unit 4**  
**Lesson Plan**

<b>Session</b>	20
<b>Concept V</b>	Writers go public to make an impact on their peers.
<b>Teaching Point</b>	Writers reflect on their work and deliver their reviews to an audience.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Resource 20 – Student Reflections</li> </ul>	

<b>Teaching Point</b>	<ul style="list-style-type: none"> <li>• See comments on Day 19</li> <li>• Some ways teachers had students celebrate their work:             <ul style="list-style-type: none"> <li>○ Display on a website or other digital platform</li> <li>○ Share with another 2<sup>nd</sup> grade class or cross-age writing buddies</li> <li>○ Put on paper so looks like an official review – post</li> <li>○ Display reviews where intended audience may read them – e.g. bulletin board at restaurant or tourist spot, next to reading center, etc.</li> <li>○ Develop a Review Display Board</li> <li>○ Mail to intended audience</li> </ul> </li> <li>• See Resource Materials Section: Resource 20 Student Reflections</li> </ul>
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