**Solar Lesson Plan Format**

**Age Level: 2nd Grade**

**Subject(s) Area: Language Arts, Math**

**Materials Needed: Book “The Day the Crayons Quit”, writing materials to include paper, graph**

**S**tandards**:**

**2.W.1** \*Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.\*

2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

**O**bjectives**:**

* **The student will ask and answer questions related to the story.**
* **The student identify what the word “persuade” means.**
* **The student will understand what makes up an opinion piece of writing.**
* **The student will be able to illustrate an opinion piece of writing.**
* **The student will be able to solve problems using information from the bar graph.**

**L**earning Activities:

* Show the students the cover of the book and ask them why they think the crayons quit (will talk to desk partner).
* Bring class back together and draw two sticks and ask those students why the crayons quit – will write these responses on the board.
* Start reading the book.
* Will introduce the word “persuade” – I will ask to see if any student can tell me what this word means. Will ask if the students think Duncan is being persuaded in any way?
* Middle of the book ask the students if they think the crayons have a good reason to quit. Will talk to desk partner and then two students will share with the class.
* End of the story, will ask the students if they will look at their crayon box a little differently now and maybe use all of their crayons instead of the same ones daily. Have students think about this quietly and then will call on a few students to share.
* Now that the students have seen how the crayons were trying to persuade Duncan to use them differently, I will have the students each select a color of their choice for the opinion piece of writing.
* Student will write: My favorite color is (I like or don’t like) because (reasons). I think that (color) is the best crayon ever! Or I am happy that (color) is a part of my crayon box. – will write the prompt on the board to get the students started.
* If time permits, will have a few students read what they wrote.
* The students will color in their favorite color on the bar graph. We will use the bar graph to write word problems and solve the problems, such as how many students total like blue, pink, and orange.

**Required Vocabulary: Define persuade – cause someone to do something.**

**Instructional Methods: Modeling, partner work, thinking quietly**

**A**ssessment:

**Formative: Monitoring the questions that are answered throughout the read aloud. Will ask the students to show me thumbs up, thumbs down if they think they understand what we are writing about.**

**Individual assessment: Will be sure that they have thumbs up and will also walk around the room to see if they are working on their piece – if not, this would be a good indication that they do not know what is expected and will then review with them.**

**Summative: Will review the writing piece to be sure they have all the elements – opinion, reason, the linking word, and a conclusion.**

Reflection:

I thought the lesson went well even though most of the students heard the book before. They were all engaged in the story and willing to answer questions and even ask questions. I felt that the writing piece went okay, but I should have put my example on the board so the students had something to look at. I also need to think ahead and have an activity ready for those who finish rather quickly. This could include having them watch for their desk partner to finish up and share with them. I could have closed or wrapped up the book/lesson better by giving an opinion about what was to follow (which was Saint Bingo in this case). A few more things I need to be aware of are first, I should have given the students more examples of opinions. This would have made it easier for some of the students, especially those who do not catch on quickly. Secondly, when I introduced the new word (persuade), I should have followed up with the word later in the story. I think this would have helped the students draw a connection with the word. I enjoyed this lesson with the students. I felt I did a good job with using varied expressions throughout the book which is why the students remained engaged throughout the entire book. It was amazing to see their interactions with the story provided that it was Halloween day. This is a great group of students!

I will be finishing up my math lesson on Wednesday when I teach the students about arrays. I think this piece matched up well with our math lesson for the week.

Once I reviewed the summative assessment for the writing piece, the students did seem to get the opinion, linking word, and reason. I had some of the students struggle with the conclusion, so would open the opportunity for another teachable moment on conclusion to a writing piece. I would do this with their next writing piece that I would assign them to do.

We worked with the graphs today during math. Being we were talking about arrays, I asked the students to look at the first sheet, then the second sheet to see if there were any arrays. There were none. Then I asked the students to look at both sheets to see if there were any arrays, and by combining the two sheets, there were two different arrays and the students picked them out right away. I was able to teach this way today because I had the two smaller groups and it worked really well. The students were able to identify the arrays right away.

Rubric:

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| Paper will contain **all 4** elements listed below:  Opinion  Linking word (because)  Reason  Conclusion | Paper contains **3** of the elements listed below:  Opinion  Linking word (because)  Reason  Conclusion | Paper contains **2** of the elements listed below:  Opinion  Linking word (because)  Reason  Conclusion | Paper contains only **1** element listed below:  Opinion  Linking word (because)  Reason  Conclusion |
| 4 | 3 | 2 | 1 |

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