

## Lesson Cycle

**Lesson Title/Topic:** 2<sup>nd</sup> Grade Reading

**Concept:** Understanding Fact and Opinion

**Standards/Rationale:** 110.4.b9E(ii)

<b>Learning Target:</b> The students will determine the difference between 6 fact and 6 opinions from a worksheet with 80% accuracy.	<b>Assessment:</b> Completed worksheet
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**Materials:** Anchor chart, sticky notes, big sticky notes, markers, ball that is soft

**Lesson Cycle: (Direct instruction)**

<b>The teacher will:</b>	<b>The student will:</b>
<b>Focus/Mental Set:</b> <ul style="list-style-type: none"><li>• Toss ball to different students to describe features such as color, softness, hardness, etc.</li><li>• Ask students different uses for a ball and personal experiences</li><li>• Ask individual students what their favorite movie is and if they believe it's the best.</li><li>• Ask student which is better vanilla or chocolate ice-cream and have them stand on either side of room depending on what was chosen</li></ul>	<ul style="list-style-type: none"><li>• Describe ball when tossed to them and toss back to teacher</li><li>• Share uses for a ball and a short personal experience with a ball</li><li>• Respond to question about favorite movie</li><li>• Stand on side of room indicating which flavor they chose and give the reason why they picked their chosen flavor</li></ul>
<b>Teacher Input:</b> <ul style="list-style-type: none"><li>• Introduce lesson terms: fact, opinion</li><li>• ESL comprehension strategy: content word wall – add lesson terms to word wall</li><li>• Define fact and opinion with anchor chart using clue words better, best, I like, I think, etc.</li></ul>	<ul style="list-style-type: none"><li>• Recite with class words added to word wall with meaning</li></ul>

<ul style="list-style-type: none"> <li>• Model to students with arms to make a “F” for fact and “O” for opinion and have them</li> <li>• Ask students questions for understanding</li> <li>• Have students write 2 facts on blue sticky notes and 2 opinions orange sticky notes and place them on T chart that is on board</li> <li>• Ask students why their sticky notes are placed correctly on fact or opinion side and check sticky notes for accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Stand and use arms to make shape of “F” and “O” while reciting the names fact and opinion</li> <li>• Answer questions when called</li> <li>• Write 2 facts on blue sticky notes and 2 opinions on orange sticky notes and place them on T chart when called on</li> <li>• Provide the clue word or words that support opinion or fact on sticky notes they placed on board</li> </ul>
<p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>• Have students in groups and writing on big sticky pad a T chart that they will fill out with their own facts and opinions that they come up with either about themselves or something in the class room</li> <li>• Have groups share with class their completed T chart</li> </ul>	<ul style="list-style-type: none"> <li>• As a group make a T chart on a big sticky pad and add facts and opinions that the group comes up with</li> <li>• Share with the class after 10 minutes their group facts and opinions and why they put them in each category</li> </ul>
<p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>• Have students with partners to complete worksheet</li> <li>• Monitor students and make sure they are using their partners for help</li> <li>• ESL comprehension strategy. Language development: have students verbally review the meaning of fact and opinion with partners</li> <li>• Provide worksheet with fact, opinion and blank spaces to place cut out pictures that have descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Work with partners to complete worksheet</li> <li>• Share with partner verbally meaning of fact and opinion</li> <li>• Cut out pictures with descriptions and placed them to correct label fact or opinion</li> </ul>
<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Ask the student to give an example of fact or opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to question by giving example</li> </ul>

<b>Options:</b>	
<b>Enrichment:</b>	<b>Reteach:</b>

<ul style="list-style-type: none"> <li>• Students may decide from two options for enrichment</li> <li>• Option 1: Crossword puzzle with clue words from anchor chart: best, better, I like, etc.</li> <li>• Option 2: Draw something in fictional and nonfictional form. Example: a real space ship and a space ship they can make up</li> </ul>	<ul style="list-style-type: none"> <li>• Video of fact and opinion <a href="https://binged.it/2GgUTbF">https://binged.it/2GgUTbF</a></li> <li>• Individual one on one with student breaking down fact and opinion into more detail and showing hands on objects in the classroom</li> </ul>
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**Modifications/Correctives:**

<p>Anxiety Disorder (504 Plan):</p> <ul style="list-style-type: none"> <li>• Allow extra time to come up with examples</li> </ul> <p>ADHD (504 Plan):</p> <ul style="list-style-type: none"> <li>• Sit close to teacher</li> </ul> <p>Autism (IEP):</p> <ul style="list-style-type: none"> <li>• Have student go to scheduled special education class</li> </ul>	<ul style="list-style-type: none"> <li>• Has option to submit example in writing instead of out loud.</li> <li>• Can ask for breaks from assignment</li> <li>• Can ask a partner for additional clarification</li> <li>• Take assignment to special education class to receive additional help</li> </ul>
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**References:**