

Lesson Plan Template

Sara Bramblett

Grade: 5 th grade	Subject: Fact vs Opinion Word Study																								
Materials: Anchor poster 2	Technology Needed: Anchor poster 2																								
Instructional Strategies: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Direct instruction</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Guided practice</td> <td style="border: none;"><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Socratic Seminar</td> <td style="border: none;"><input type="checkbox"/> PBL</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Learning Centers</td> <td style="border: none;"><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Lecture</td> <td style="border: none;"><input type="checkbox"/> Modeling</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Technology integration</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Other (list)</td> <td style="border: none;"></td> </tr> </table>	<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning	<input type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Large group activity</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Hands-on</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Independent activity</td> <td style="border: none;"><input type="checkbox"/> Technology integration</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Pairing/collaboration</td> <td style="border: none;"><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Simulations/Scenarios</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Other (list)</td> <td style="border: none;"></td> </tr> </table> <p>Explain: We will be going over it together as a large group but each of the students will be writing it down on their own board.</p>	<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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Standard(s) ELA – 5.RL.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level 12 independently. ELA – 5.RL.1 Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:																								
Objective(s) By the end of the lesson the student will be able to identify the difference fact and opinion by writing down different statements from the story of two different sticky notes. Bloom's Taxonomy Cognitive Level: Identify	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)																								
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • When the students have a question, they will raise their hand and wait to be called on. • When they have to use the restroom, they ask the teacher and sign-out on the sign-out paper. • If they need to sharpen their pencil, they can get up and do so as long as it is not when the teacher is talking. • When they are in a transition period (between subjects) their voices should be below a 1. <ul style="list-style-type: none"> ○ If their voices are above a 2 ask them to start over and to not talk. • When another student is presenting or talking then other voices should stay quiet, and if someone starts to talk, the teacher should talk to them afterwards. • If a student is off topic or is struggling to participate then the teacher should ask them to stay after and cheer in with them. 	<ul style="list-style-type: none"> • Start <ul style="list-style-type: none"> ○ They will be starting out on the carpet in front of the front board. ○ They will be instructed to participate respectfully. ○ After the game they will be asked to move in groups to specific parts of the room. <ul style="list-style-type: none"> ▪ When they do move silently, they get to pick a number and place it on the board (it accumulates to a larger prize). ▪ There might be a little noise from them talking, if it gets too loud, ask them to start over. • Definition/explanation Instruction <ul style="list-style-type: none"> ○ During this time the students should be focused on the front board and not talking. 																								

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	<ul style="list-style-type: none"> ○ They will be staying at their seats and not moving around the classroom (unless to go to the bathroom, water, or get materials). ○ When the instructor asks a question then they are expected to raise their hands. <ul style="list-style-type: none"> ▪ If they fail to do so and shout the answer out, the instructor should remind them to raise their hands by asking them to do so. ○ If the students have a question, again they should raise their hands and wait to be called on. • Group engagement <ul style="list-style-type: none"> ○ During this time, they still need to listen to instruction, but they can talk to one another in their pods. <ul style="list-style-type: none"> ▪ Pods are their table group, which they already know. ○ Their voices, however, should be at an indoor level, 2-3. ○ When the instructor needs to get their attention back, they will say "eyes on me in five, four, three two and one." ○ When the activity is over they will put their materials away.
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Minutes	Procedures
30 seconds	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Have the students come to the front of the room, and have the anchor poster 2 ready on the computer but not yet on the board.
4 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • What if I were to tell you that squirrels are the worst animals alive because they are scary and they can attack people? Would you believe me? Would you be able to leave school and stop the first person you see, telling them 'SQUIRRELS ARE THE WORST ANIMAL ALIVE BECAUSE THEY ARE SO SCARY!' Would you be able to say that?" • Wait for the students to respond. "You wouldn't, right? What if I were to tell you that squirrels have tails, and they can climb trees. Would you be able to stop the first person when you leave school and say, 'SQUIRRELS HAVE TAILS AND THEY CAN CLIMB TREES!' Now I am not asking you to go and find someone to tell this too. But my second statement was more believable right? And that is because the second statement that I gave you was a fact, and a fact is a statement that can be proven to be true or false. My first statement was an opinion, and an opinion is a belief that may or may not be based on fact.
6 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • There are specific signal words for opinions, there is think / believe (which are verbs) or best / worst (adjectives). When you hear or read these words that can be an indication that it could be a statement of opinion. • Go over a fact and belief about school and then letting the students turn and talk about what they think. • "We only have ___ days of school left. I think this school year has been going so fast. Turn and talk to your elbow buddy about how those two statements are different." <ul style="list-style-type: none"> ○ Allow them a few seconds to talk to one another and then draw their attention back to the front. • Turn your attention back up here in 3, 2, 1. I overheard some of you talking and you are right, we can tell the first statement is a fact because of how the school calendar is set up. The school system

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	<p>lets us know that. The second statement is an opinion because i used the word think and how it is a statement based on my own idea."</p> <ul style="list-style-type: none"> • Have you guys heard of fact and opinion? Yup, so this week we will be going over fact and opinion starting with today. We are going to play a little game and then do a quick activity. • For this game I don't want to hear any talking, we are going to be silent, that way there is no distraction, and you can really think about your answer. Okay ready? In a second I am going to ask you to take your left hand, and silently place it over your eyes, no peeking. Then I am going to read a statement and if you think it is a fact, I want you to give me a fist or a rock in rock paper scissors (demonstrate a fist) if you think it is an opinion I want you to flatten out your palm like the paper in rock paper scissors (demonstrate a flat hand). <ul style="list-style-type: none"> ◦ Have the students do the hand jesters with you. • For example, if I heard 'I believe that the sky on a rainy day is beautiful' then I am going to lay my hand flat like this. I may agree with that statement, but the word 'believe' is an indicator that the statement is an opinion and not a fact. Or if I were to hear, 'Rain comes from clouds' I would put my hand into a fist. There are signal words in that statement, and I have learned before through science that rain does come from clouds. What are our questions?" • Let the students ask questions if they have any. Then ask the students to place their left hand over their eyes and put their right hand in front of them. After each student has done that task read off the list below, allowing a few seconds in between each one for the students to respond. While doing the activity, make sure to pay attention to see where each student is at. <ul style="list-style-type: none"> • George Washington was our first president. • I believe that George Washington was the best president. • He helped defeat America's worst enemy, the British. • British soldiers were called the red coats. • The thirteen colonies were originally a part of England. • To get to the 13 colonies from England, people had to cross the Atlantic Ocean. • I think that traveling over the Atlantic Ocean would not be fun because I would get so sick. • After the teacher has gone over the list with the students, have them open their eyes. The teacher will then go over what a fact and opinion is again just to clarify it. Then with the students go over the statements again. Emphasizing the signal words when the students hit them.
<p style="text-align: center;">10 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • The teacher will move into the next activity by saying, "Alright class now we are going to read a story together." • Pull up Anchor poster 2 on disappearing forests and go over it with the students reading it out loud. The teacher should have two different colors, one for facts and one for opinions. The teacher will read the first paragraph. After the first few sentences they will stop and go back to underline what they found. The two times should be the teacher leading and then the teacher will ask the students, with raised hands, which statements is which.
<p style="text-align: center;">5 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • After the teacher has gone over the anchor poster have the students move back to their seats in a quick and quiet transition. When they are back in their seats the teacher will say "Quick question, if I were to say that ketchup is red, would that be an opinion?" • The teacher will let the students answer with raised hands. The teacher will thank the class and then move onto the next topic.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Noticing and observing what they say to the game with their hands.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:</p>