

LESSON PLAN FORMAT

Lesson Plan: Develop an Opinion Piece on Topic Question, Week 4, Day 1 **Date:** Monday, December 18th

Estimated Time of Lesson Plan: 90 Minutes **Grade/Subject:** 2nd Grade/ELA Block

Organization of Student Learning: Whole-Group, Small Group, and Individual

Learning Objectives and Assessment:

<p>Objective 1: The student will be able to explain the main components, or layers, of an opinion piece and why each component is important to this style of writing.</p>	<p>Standard: WCS: 2.W.TTP.1 Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.</p>	<p>Assessment: X Formative <input type="checkbox"/> Summative</p> <p>Teacher will assess this learning standard using a quick check question and answer via Google Classroom (linked to Google Forms). Question will be multiple choice in which students will need to select the correct answer displaying the main components of an opinion piece and why they are important.</p>
<p>I Can...explain the main components of an opinion piece and why they are important.</p>		
<p>Objective 2: The student will be able to form a clear opinion statement on a given topic using previous knowledge, research, personal feelings, and peers.</p>	<p>Standard: WCS: 2.W.TTP.1 Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.</p>	<p>Assessment: <input type="checkbox"/> Formative X Summative</p> <p>Teacher will assess this objective based upon completion of this section on student's graphic organizer. Teacher will assess that student has one clear, written opinion statement that answers the topic question.</p>
<p>I Can...form an opinion on a given topic by using my personal feelings and previous research of topic.</p>		
<p>I Can...respond to a topic question by forming a clear opinion using personal feelings, previous research, and peers.</p>		
<p>Objective 3: The student will learn how to organize gathered facts and information to show evidence of opinion statement.</p>	<p>Standard: 2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Assessment: X Formative <input type="checkbox"/> Summative</p> <p>Teacher will assess learning standard through the facts and information student has highlighted within their research notebook to support their opinion statement.</p>
<p>I Can...chose the most important facts and information from my notes to support my opinion statement.</p>		

Leading Questions:

- What is opinion writing and why do authors compose opinion pieces?
- How are the components of an opinion writing piece like an "Oreo?"
- How can you form an opinion from a given topic using personal feelings and previous research?
- How can a graphic organizer help me to organize my facts and information into main ideas that support my opinion?
- Which graphic organizer best fits my writing style?
- How can peers and others help me throughout the writing process?

Materials and Resources:

- Teacher Materials: OREO PPT., SmartTV, Teacher Computer, E.L.M.O., OREO Graphic Organizer, Google Classroom, Google Forms, highlighter, and Student Notebook/Main Idea Organizer.
- Student Materials: Student Research Notebook, Research Binder, Main Idea Organizer, “OREO” PPT. and “OREO” Graphic Organizer, Google Classroom, highlighter, and Student Chromebooks.

Technology Use:

Teacher will utilize a pre-made Opinion Writing PowerPoint displayed on the SmartTV during whole group to introduce the lesson. Teacher will then use the E.L.M.O. to model how to successfully find gathered facts and information from research notebook to best support opinion statement. Students will answer a quick-check question via Google Forms found on the Google Classroom page to assess knowledge of objective #1. Students will have a choice as to which graphic organizer they want to use via Google Classroom or hard copy.

Set:

Hook Question/Statement? “Have you ever had an Oreo Cookie? What layers does an Oreo cookie have? Today, we are going to learn how the layers of an Oreo cookie can help us to understand the “layers” of an opinion piece. Once we have knowledge of how and why opinion pieces are composed, we will use our research, knowledge, and our personal feelings on coral reefs to help us develop a clear opinion statement on topic question.”

Instruction:

I Do: Teacher will state I Can statement #1 to prepare students for lesson and what they will be learning. Teacher will present Opinion Writing PowerPoint to students during whole group lesson. During the PowerPoint presentation, teacher will explain how thinking of the layers of an Oreo cookie can help us to remember the layers of opinion writing. Teacher will also answer the following leading questions: What is opinion writing and why do authors compose opinion pieces? How are the components of an opinion writing piece like an “Oreo?”

We Do: Turn and Talk: students will then discuss the main components of opinion writing and why they are important with a neighbor. Teacher will walk around and observe students who have an understanding of this question and those who need more assistance during small-group instruction. Teacher will then call on 1-2 pairs of students to answer this question aloud.

I Do: “Now that have the knowledge of how and why opinion pieces are composed, let’s find out how to compose our own opinion pieces.” **Teacher will state I Can statement #2 to prepare students for next part of lesson and what they will be learning.** Teacher will then state the opinion piece topic question to students and model how to form an opinion of that topic question by modeling the following:

- Personal feeling of topic question: teacher will think aloud to students to model this.
- Previous research: teacher will then model how to look back in research and find facts and information that connect to personal feeling or opinion statement. Teacher will model how to highlight those facts and information and then think-aloud to show students how those facts and information connect or support opinion statement.

We Do: Teacher will call on students to help find additional facts and information that support opinion statement. During this time, teacher and students will have opportunities to discuss how certain facts are more useful than others, how some facts disprove opinion statement, and what to do when you are unable to find facts and information supporting your opinion statement.

You Do: Quick-check: students will then complete an independent quick-check via Google Classroom to check for understanding of main components of opinion writing. Teacher will assess answers and take note of students who have not grasped this concept to further assist in small-groups. After quick-check students will then start highlighting facts and information within their own research notebooks. During this time, teacher will conduct small-group instruction of those observed needing more assistance during whole group lesson. Students will have about 20-25 minutes to independently work. After that time, teacher will give the option for students to work in research groups to discuss their opinion statement and supporting facts with each other. During this time, students will be able to use peers to help strengthen their opinion statement or assist each other in finding facts and information to support opinion statement.

Closure:

Teacher will call students back to whole group and re-state I Can statements and goals of daily lessons. Students will then share their opinion statement and supporting details with the class. Peers and teacher will provide feedback to student to help differentiate between a clear opinion statement/supporting facts and opinion statements/supporting facts needing

more work. Lastly, students will share challenges of today's lesson and what their plan is tomorrow to become more successful on concept.

Cross-curriculum Connections:

This lesson connects to the following standards:

- (1) **ISTE NETS-s Standards Global Collaborator 7c:** Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
 - (a) Students will be able to utilize peers within their research clubs to help them throughout the writing process and strengthen their writing.
- (2) **Reading WCS: 2.RI.KID.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
 - (a) Students will need to apply knowledge of this standard in order to form their own main topic, ideas, and supporting details of a multi-paragraph text.
- (3) **Science CS: GLE 0207.2.1** Investigate the habitats of different kinds of local plants and animals.
 - (a) Students will need to apply their knowledge of the research found regarding coral reefs and its habitat.

Differentiated Instruction:

Teacher will provide a variety of tools to help differentiate during lesson such as:

1. Student choice of using digital tools and resources.
2. Student choice of graphic organizer.
3. Variety of lesson delivery: whole group, small group, and independent.
4. Small-group instruction to further assist with development of opinion piece.
5. Advanced learners will be able to extend lesson by continuing to complete graphic organizer.
6. Advanced technology users can choose to type instead of write.
7. Emergent readers/writers will be given opportunities to co-author with peers.

ELL Modifications:

Teacher will provide a variety of accommodations for ELL students such as:

1. Peer co-authoring where students can work in pairs throughout the development of opinion piece to ensure focus of learning standard.
2. Voice-to-Text software to help student compose written expression of opinion.
3. Modified writing assignment in which student can focus more on learning standard of forming an opinion and less on the actual act of writing.
4. Small-group instruction or one-on-one instruction to further assist with development of opinion piece.
5. Coordination of ELL teacher's schedule to help student during this time.

SPED Modifications:

Teacher will provide a variety of accommodations for SPED students such as:

1. Choice of seating during whole-group instruction.
2. Verbal quick-check question and answer if student chooses not to utilize Google Forms
3. Small-group instruction to further assist with development of opinion piece.
4. Choice of graphic organizer to use for writing process
5. Peer co-authoring where students can work in pairs throughout the development of opinion piece to ensure focus of learning standard.
6. Student choice of developing opinion piece via computer or paper/pencil.
7. If needed, teacher will provide scribing for students who struggle with written expression.

Assignment:

Students will begin to develop opinion piece by using graphic organizer and finding the most important facts and information within notes that support opinion statement. For today's lesson, teacher will be assessing the completion of following components of graphic organizer:

- Written opinion statement using a complete thought.

Teacher will then assess that student has highlighted facts and information within notebook that support opinion statement.

Lessons:	Week 1: How do researchers find the most useful facts on a topic and keep them organized? Review research project materials and process. Researching Coral Reefs through "Inquiry Questions," and curiosity on topic.
Materials: Google Classroom Research Page, Driving Question Project Outline, KWLS Graphic Organizer, Investigation Planner, Research Binder, and notebook.	Day 1: Ask: How do researchers find the most useful facts on a topic and keep them organized? Introduce the topic and driving question. Look over assessment rubric and project presentation outline. Group in to research groups and have them fill out the team project planner.
	Day 2: Complete driving question project outline and KWLS Graphic Organizer. Talk about inquiry questions and how they help us to start the research process. Fill out investigation planner.
	Day 3: Review what resources they have inside of their binders and how they are useful.
	Day 4: Review "Digital Coral Reef Sources" document with them and explore sources together- located on Google Classroom Research Page
Week 1 Goal: understanding of driving question, unit project, and knowledgeable of sources.	Day 5: Have reading clubs sit together, go over their inquiry questions, the driving question, and where they plan to start researching.
Materials: Notebook, Research Binder, and Digital Sources.	Week 2: Why are Coral Reefs in Danger of Disappearing? Using a variety of sources to research driving question.
	Day 1: Choice of research and note-taking. Conference with one group.
	Day 2: Choice of research and note-taking. Conference with one group.
	Day 3: Choice of research and note-taking. Conference with one group.
	Day 4: Choice of research and note-taking. Conference with one group.
Week 2 Goal: completed majority of research, understand what a coral reef is, and why it is in danger.	Day 5: Check in-classroom discussion on their opinion of driving question and opinion piece question. Finish with additional research
Materials: Notebook, Research Binder, and Main Idea Graphic Organizer.	Week 3: How do researchers discuss and learn more about a topic with each other? Students will have a jigsaw discussion with other reading clubs, organize their notes into main ideas, and form complete thoughts from their notes.
	Day 1: Jigsaw Discussion with another reading club member. Whole group discussion on how jigsaw discussion went.
	Day 2: Organization of notes. Looking at reasons supporting opinion and supporting details through

	reader's eyes. Ask: is there more information you need? Teacher will model main idea and supporting details with various student notes.
	Day 3: Organization of notes. Looking at reasons supporting opinion and supporting details through reader's eyes. Ask: is there more information you need?
	Day 4: Organization of notes. Looking at reasons supporting opinion and supporting details through reader's eyes. Ask: is there more information you need?
Week 3 Goal: successful jigsaw discussion, organized notes into at least 3 main ideas with 3 supporting details to show opinion of driving question.	Day 5: Jigsaw discussion about main ideas, chapters, and organization of facts and information with another reading club student. Whole group check-in on what was successful and what we should work on.
Materials: Notebook, Research Binder, Main Idea Organizer, OREO PPT. and OREO Graphic Organizer.	Week 4: How can we form an opinion on a driving question and develop an opinion piece? Students will use graphic organizer to form a rough draft opinion piece on given topic, revise, edit, and publish.
	Day 1: Read through Opinion Writing Powerpoint, whole group model on OREO graphic organizer. Use another student's research notebook to model how to develop main ideas using graphic organizer.
	Day 2: Continue OREO graphic organizer-conference with students.
	Day 3: Continue OREO graphic organizer-conference with students.
	Day 4: Continue OREO graphic organizer-conference with students.
Week 4 Goal: understands the components of an opinion piece and has formed rough draft on prompt.	Day 5: Students will be at different areas of rough draft, have them continue on what they need to complete. Encourage sharing with peers.
Week 5 Goal: successful presentation of opinion with visual aid	Week 5: Why are visual aids important to use when presenting an idea? Students will create a visual aid and present their opinion piece. Students may choose to use a digital visual aid from these websites:
Materials: Visual Aid resources and all unit rubrics.	Day 1: Create Visual Aid
	Day 2: Create Visual Aid
	Day 3: Present
	Day 4: Present
	Day 5: Student self-reflection and assessment using the "Teamwork Rubric," "Pack Rubric," and "Project Presentation Assessment."

Hilton PBL Unit Outline

- 1) **Unit Introduction:** Students will gain a deeper understanding on how to research non-fiction texts surrounding global problem (disappearing coral reefs) through various tools. Students will then collaborate with a group of peers to create a solution to the global problem of disappearing coral reefs from non-fiction research findings. Through inquiry, research, and problem-solving, students will gain understanding of how communities work together to solve problems in hopes of creating a more positive impact on the environment in which we live.
 - a) **Unit topic:** Non-Fiction Research Unit using Reading Clubs. Unit Resources and Driving Question used from Reading A-Z PBL Unit Pack: <https://www.readinga-z.com/project-based-learning/project-based-learning-packs/>
 - b) **Grade level:** Second Grade
 - c) **Length of unit (two weeks minimum):** 5 weeks
 - d) **Driving question, problem statement/question:** How can communities use technology to solve the problem of disappearing coral reefs? Driving question pulled from the Reading A-Z PBL learning pack: <https://www.readinga-z.com/project-based-learning/project-based-learning-packs/>
 - e) **Description of learning group:** 20 Second Grade Students.
 - i) **Detailed description of group to receive instruction:** classroom is made up of 20 second grade students, ages 7-8 years old. The classroom consists of 11 boys and 8 girls. DRA reading levels range from 18-28. There are three Tier 3 students that receive additional reading and math services outside of the classroom, two Tier 2 students, and 7 advanced students. There is one student who has an IEP due to slight speech impairments and receives speech services. No other classroom disabilities; however, a large amount of classroom students have very high energy making them more apt to kinesthetic/high-sensory learning.
 - ii) **Demographics of both group and school:**
 - Classroom Demographics:** 4- African American, 1- ESL Background, 2- Indian, 1-Caucasian/African American, 13- Caucasian. No free and reduced lunch/low-income families.
 - School Demographics:** 761 K-5th graders. 17:1 teacher/student ratio. 18% minority (mostly Asians), under national average of 35% minority. 51% male and 49% female. Around 2% free and reduced lunch, under the TN free and reduced lunch average around 50%. Data found from: <https://www.publicschoolreview.com/edmondson-elementary-school-profile>
- 2) **Unit Goals and Objectives**
 - a) **Goals correlated to National and/or State content standards, ISTE NETS-s or other approved content are standards (for non-educators)**
 - i) **ISTE NETS-s Standards:**
 - (1) **Empowered Learner 1c:** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

(2) Knowledge Constructor 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

(3) Global Collaborator 7c: Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

b) Objectives linked to standards, goals and assessments

i) Reading Standards:

(1) Lucy Calkins Unit 6-Non-Fiction Reading Clubs- school wide mentor reading program.

(2) WCS: 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

(3) 2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.

(4) 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.

ii) Writing Standards:

(1) WCS: 2.W.TTP.1 Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.

(2) 2.FL.SC.k With prompting and support, link sentences into simple, cohesive paragraph with a main idea and topic.

(3) 2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(4) 2.W.PDW.5 With guidance and support from adults respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.

iii) Science/Social Standards:

(1) WCS: GLE 0207.2.1 Investigate the habitats of different kinds of local plants and animals.

(2) Correlate with SS (in Quarter 3) 2.18 Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys.

(3) GLE 0207.2.2 Investigate living things found in different places.

3) Lesson Plan

a) One daily lesson plan following LU format – one day from the two weeks: see attached document on Blackboard.

b) Two week unit plan – brief outline of lessons for each day

Lessons:	Week 1: How do researchers find the most useful facts on a topic and keep them organized? Review research project materials and process. Researching
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	Coral Reefs through "Inquiry Questions," and curiosity on topic.
Materials: Google Classroom Research Page, Driving Question Project Outline, KWLS Graphic Organizer, Investigation Planner, Research Binder, and notebook.	Day 1: Ask: How do researchers find the most useful facts on a topic and keep them organized? Introduce the topic and driving question. Look over assessment rubric and project presentation outline. Group in to research groups and have them fill out the team project planner.
	Day 2: Complete driving question project outline and KWLS Graphic Organizer. Talk about inquiry questions and how they help us to start the research process. Fill out investigation planner.
	Day 3: Review what resources they have inside of their binders and how they are useful.
	Day 4: Review "Digital Coral Reef Sources" document with them and explore sources together- located on Google Classroom Research Page
Week 1 Goal: understanding of driving question, unit project, and knowledgeable of sources.	Day 5: Have reading clubs sit together, go over their inquiry questions, the driving question, and where they plan to start researching.
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	Day 2: Continue OREO graphic organizer-conference with students.
	Day 3: Continue OREO graphic organizer-conference with students.
	Day 4: Continue OREO graphic organizer-conference with students.
Week 4 Goal: understands the components of an opinion piece and has formed rough draft on prompt.	Day 5: Students will be at different areas of rough draft, have them continue on what they need to complete. Encourage sharing with peers.
Week 5 Goal: successful presentation of opinion with visual aid	Week 5: Why are visual aids important to use when presenting an idea? Students will create a visual aid and present their opinion piece. Students may choose to use a digital visual aid from these websites:
Materials: Visual Aid resources and all unit rubrics.	Day 1: Create Visual Aid
	Day 2: Create Visual Aid

	Day 3: Present
	Day 4: Present
	Day 5: Student self-reflection and assessment using the "Teamwork Rubric," "Pack Rubric," and "Project Presentation Assessment."

4) Voice & Choice

a) Describe opportunities for students to express choice (topics, products, use of time, etc.)

- i) **Week 1:** I am allowing students to pick one person that would like to work with during this unit. However, since I am integrating reading/research groups, I am going to place pairs of students together that I feel would be most beneficial together and include various reading levels. Also during week 1, students will be able to create their own "Inquiry Questions," instead of teacher generated ones to ensure curiosity and motivation to learn more. Lastly, students will be given a variety of resources in which they can choose which ones to use and research.
- ii) **Week 2:** Students will be able to work at their own pace this week to gather facts and information and have the opportunity to choose which resources they would like to use. I will be conferencing with groups of students throughout the week to offer guidance and support if needed.
- iii) **Week 3:** During our jigsaw discussion, students will be able to choose which peer they want to pair up with from another research group. Students will also be given the freedom to work at their own pace when gathering facts, information, opinion of driving question, reasons to support their opinion, and when to gather more information to further support their opinion. I will provide check-ins periodically throughout the week, just to make sure my students are lost in the process and on track.
- iv) **Week 4:** Although students will not be given free-range to choose their own Opinion Piece prompt, they will be able to choose which opinion piece graphic organizer they want to use to begin their rough draft. I have posted 3 different types online that I feel will be beneficial to the various levels of writers I have in my classroom.
- v) **Week 5:** Students will be able to choose how they create their visual aid. I will have three choices that include: traditional poster, digital poster board, and "Chatterpix," which is a way they can upload an image and then digitally record themselves explaining their visual aid. I may also mention the idea of using Google Slides to create a slideshow with audio recordings, or even a Padlet, but I feel it is always best to start small with lower-level students and let ideas grow rather than introduce too much up front.

5) Instructional Strategies & Inquiry

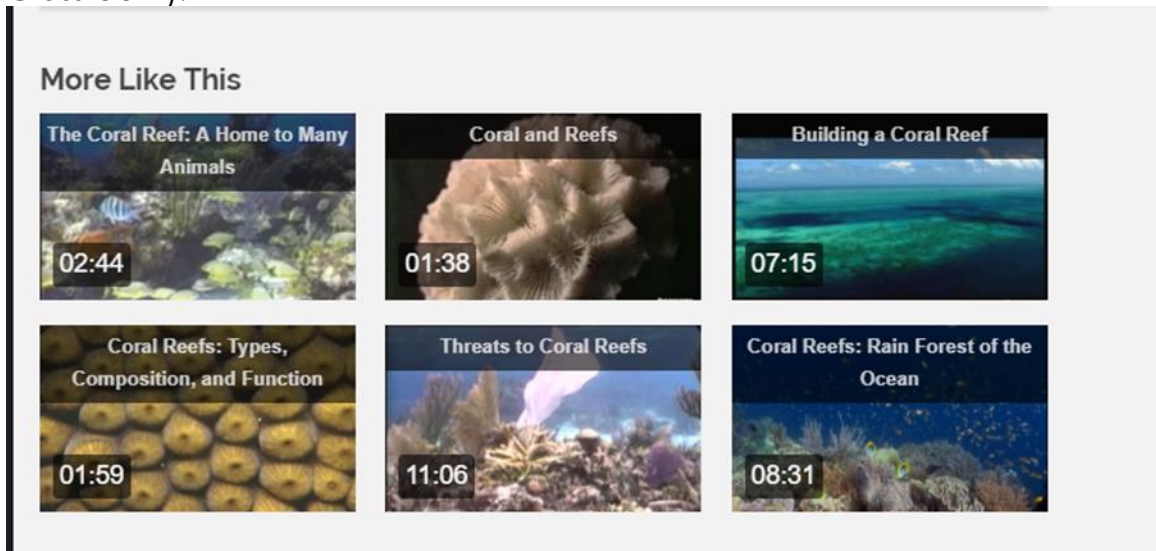
- a) **Direct instruction (whole class):** students have previous knowledge of research process and will not have as much direct instruction as usual.

- i) Week 1, Days 1-3: teacher will introduce unit, unit/presentation rubric, driving question, model kwls chart, and review all research resources (including components on Google Classroom).
 - ii) Week 2, Day 5: teacher will model/conduct a whole group discussion on student's findings and opinion of driving question.
 - iii) Week 3, Day 2: teacher will model how to organize or form main ideas from driving question and find supporting details from gathered facts/information.
 - iv) Week 4, Day 1: teacher will present PowerPoint presentation on Opinion Writing and model how to use graphic organizer.
 - v) Week 4, Days 3 and/or 4: teacher will model how to transfer thoughts from graphic organizer into a rough draft paper.
 - vi) Week 5, Day 3: teacher will review presentation expectations with students.
- b) Cooperative learning (small group or partner) – discuss responsibilities:** students will be placed within research groups and each be given a specific role within that group. Groups will be given the choice to assign group roles without teacher assistance. A list of possible roles will be provided to help students in deciding which roles they would like to have. All students have a responsibility to participate daily within their research group, provide positive feedback to peers, complete summative assessments, research using multiple sources, gather facts/information, form an opinion of the driving question and writing prompt, and create a final presentation (as specified on rubric). Students will be given the choice as to when they need feedback/assistance from peers and may utilize peers as much as possible. Students will also be given the opportunity throughout the unit to discuss findings with another research group member.
- c) Problem solving or inquiry:** students will be researching the driving question, “How can communities use technology to solve the problem of disappearing coral reefs?” Students will also be completing their own “Inquiry Question Planner,” in which students can create questions from their own curiosity to research.
- d) Technology – student: research, production, presentation:** students will be given a variety of technology to use throughout unit such as:
- i) Student Chromebooks for research
 - ii) Google Classroom with links to online research sources, digital research resources (articles, interviews, and classroom handouts), digital graphic organizers, and digital literature.
 - iii) Digital quick-checks of various lessons via Padlet or Google Classroom.
 - iv) Choice of typing presentation opinion piece.
 - v) Choice of creating a digital visual aid for their presentation.
- e) Independent work:** students will be given time during each ELA block to work independently. Although students will be working within research groups throughout the unit, students will be expected to turn in independent assignments to assess knowledge of learning standards and progression throughout unit.
- f) Focus on diversity:** during research of this topic, students will be able to see how communities around the world will be affected from given problem. Students will then be able to discuss how the location and resources available to various communities affect possible solutions.

6) Instructional Aids and Resources

a) Text (and other reference materials) (What you use to develop unit)

- i) Unit Resources and Driving Question used from Reading A-Z PBL Unit Pack: <https://www.readinga-z.com/project-based-learning/project-based-learning-packs/>.
- ii) Coral Reef Website: <https://www.reefrelief.org/>
- iii) "Go Scholastic" dashboard app used for online research source.
- iv) "Chatterpix" app can be used to help create visual aid for unit presentation.
- v) Discovery Education Videos (links to each video will be uploaded to Google Classroom):



b) **Literature selections (title, author):** Online literature comes from an online app, "Big Universe." Books listed below have been "assigned" to students through digital app.

- i) "Learn About the Earth: Coral Reefs" by Colleen Sexton
- ii) "What Lives in a Coral Reef" by Oona Gaarder Juntti
- iii) "Oceans Alive Corals" by Ann Herriges
- iv) "Life in a Coral Reef" by Kari Schuetz
- v) "The Coral Reef: A Giant City Under the Sea" by Stephen Person

c) Technology – teacher: presentation, management, production

- i) All materials will be uploaded into a Google Classroom created specifically for this unit. Students will have links to websites, digital books, digital videos, and all other resources.
- ii) Google Classroom will also be utilized as a way to conduct quick checks, teacher-student feedback, and peer feedback.
- iii) Students will also keep a unit binder with hard copies of all of their unit resources as well.

d) Resources used to develop PBL (i.e. articles, similar lessons, textbooks)

- i) Unit resources from Reading A-Z include: unit presentation rubric, overall unit rubric, investigation planner, team unit planner, teamwork rubric, peer review sheet, ask and answer kwls chart, driving question project outline, "Coral Reefs" pdf booklet (2 different reading levels for emergent and advanced readers), coral reef food web pdf, "Discover the Great Barrier Reef" pdf article, "Follow the Pollution" pdf timeline, "Life on a Coral Reef" pdf article, "Healthy Reefs" pdf article, "Coral Reefs Might Be

Saved" pdf article, "Interview with Mia Adreani" pdf article, "Underwater Medicine Cabinet" pdf article, and "Growing Coral in a Nursery" pdf article.

- ii) Original unit resources include: main idea graphic organizer, unit lesson plans, OREO graphic organizer, and Opinion Writing PowerPoint.

7) Technicality

a) Meets rubric standards

8) Formative Assessments and Critique & Revision

a) Describe assessments (formative and summative)

- i) **Week 1 Formative:** Participation in research groups (positive feedback and interactions within research group and discussion of driving question within research group). **Week 1 Summative:** Completed KWLS Chart, Driving Question Project Outline, and at least 5 facts written down related to driving question.
- ii) **Week 2 Formative:** Use of various sources to find facts/information and participation in research groups and participation within jigsaw discussion. **Week 2 Summative:** 5-10 written facts related to driving question.
- iii) **Week 3 Formative:** Use of various sources to find facts/information and participation in research groups. **Week 3 Summative:** Completed Main Idea Graphic Organizer to show opinion of driving question.
- iv) **Week 4 Formative:** Positive feedback to peers on OREO organizer, organizing notes into complete thoughts/sentences. **Week 4 Summative:** Completed OREO organizer.
- v) **Week 5 Formative:** active listening during peer presentations, creation of visual aid, and positive feedback to peers. **Week 5 Summative:** Presentation of opinion piece and visual aid.

b) Student feedback

- i) Every week students will be given daily opportunities to sit with each other and provide peer feedback on sources, facts/information, and their opinion to the driving question. Students will also be given multiple opportunities to pair up and "co-author" while writing their opinion piece. After the presentation, students will be given an opportunity to share their thoughts with peers and the teacher about the unit through a self-evaluation/reflection assignment. Students will also be asked to review their peers on their participation throughout the unit.

9) Public Audience

a) Neighborhood, community, state, national or global implications

- i) Fisherman profit from healthy coral reefs sustaining life for fish.
- ii) Tourism around coral reef locations.
- iii) Global economy profiting from seafood/fish products.
- iv) Local coastal communities-protection from storms.

b) Presentation of results (how will they be shared and with whom)

- i) Students will present their findings to their peers, teacher, various parents, and other staff within the school (principal, vice principal, and coaches).

Non-Fiction PBL Unit	Non-Fiction Reading/Research Unit- Reading Clubs: Creating Deeper Connections to Non-Fiction
PBL Unit Driving Question and	https://www.readinga-z.com/project-based-learning/project-based-learning-packs/
Reading Standards	<p>Lucy Calkins Unit 6-Non-Fiction Reading Clubs WCS: 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.</p> <p>2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.</p>
Writing Standards	<p>WCS: Writing: 2.W.TTP.1 Write opinion pieces on topics or texts.</p> <p>a. Introduce topic or text.</p> <p>b. State an opinion.</p> <p>c. Supply reasons to support the opinion.</p> <p>d. Use linking words to connect the reasons to the opinion.</p> <p>e. Provide a concluding statement or section.</p> <p>2.FL.SC.k With prompting and support, link sentences into simple, cohesive paragraph with a main idea and topic.</p> <p>2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>2.W.PDW.5 With guidance and support from adults respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.</p>
Science/Social Studies Standards	<p>GLE 0207.2.1 Investigate the habitats of different kinds of local plants and animals. Correlate with SS (in Quarter 3) 2.18 Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys. GLE 0207.2.2 Investigate living things found in different places.</p>

Technology Standards:	Empowered Learner 1c: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Knowledge Constructor 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. Global Collaborator 7c: Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
Driving Question:	How can communities use technology to solve the problem of disappearing coral reefs?
Real-World Connection	Students will gain a deeper understanding on how to research a global problem through various tools and then collaborate with a group to create a solution that will help solve that global problem. Students will gain understanding of how communities work together to solve problems in hopes of creating a more positive impact on the environment around them.
Assessments:	Week 1: Formal: Ask and Answer Questions using "Investigation Question" graphic organizer. Research notebook to check for informal notetaking. Informal: Teacher observation of active role in group and responsible, efficient technology usage.
	Week 2: Formal: Non-fiction main idea graphic organizer, note-taking within research notebook highlights most important information, use of rubric checklist. Informal: teacher observation of active role in group including giving relevant feedback to peers on topic.
	Week 3: Formal: Rough Draft of opinion piece, including knowledge of revising and editing steps in writing process. Informal: teacher observations of co-authoring with peers to give feedback, transformation of informal notes to formal sentences, knowledge of how to organize research and formal sentences in sequential order according to opinion writing structure.
	Week 4: Formal: Published opinion piece answering driving question using unit rubric with visual aid.

Unit Presentations:	Students will gain a deeper understanding on how to research a global problem through various tools and then collaborate with a group to create a solution that will help solve that global problem. Students will gain understanding of how communities work together to solve problems in hopes of creating a more positive impact on the environment around them. For unit presentation students will write an original opinion piece answer the question: "Are Coral Reefs in danger of disappearing?" Students will also create an original visual aid to go with their opinion writing piece.
Grouping of Students:	Includes 5 classroom reading clubs. Each reading club will be grouped as 1 emergent reader, 1 average reader, 1 average/high reader, and 1 high reader.
Materials Needed:	See folders within drive
Literacy Connections:	A-Z Reading Articles- located on drive, Big Universe Digital Books, and pulled library books.
Digital Resources	https://docs.google.com/a/myplace.wcs.edu/document/d/1ch2LRSbjD6KfTTVjAmKBLk1Nb2xy_SMkhZuHOOW1ilo/edit?usp=sharing
Lessons:	Week 1: How do researchers find the most useful facts on a topic and keep them organized? Review research project materials and process. Researching Coral Reefs through "Inquiry Questions," and curiosity on topic.
Materials: Google Classroom Research Page, Driving Question Project Outline, KWLS Graphic Organizer, Investigation Planner, Research Binder, and notebook.	Day 1: Ask: How do researchers find the most useful facts on a topic and keep them organized? Introduce the topic and driving question. Look over assessment rubric and project presentation outline. Group in to research groups and have them fill out the team project planner.

	Day 2: Complete driving question project outline and KWLS Graphic Organizer. Talk about inquiry questions and how they help us to start the research process. Fill out investigation planner.
	Day 3: Review what resources they have inside of their binders and how they are useful.
	Day 4: Review "Digital Coral Reef Sources" document with them and explore sources together-located on Google Classroom Research Page
Week 1 Goal: understanding of driving question, unit outcome, and knowledgeable of sources.	Day 5: Have reading clubs sit together, go over their inquiry questions, the driving question, and where they plan to start researching.
Materials: Notebook, Research Binder, and Digital Sources.	Week 2: Why are Coral Reefs in Danger of Disappearing? Using a variety of sources to research driving question.
	Day 1: Choice of research and note-taking. Conference with one group.
	Day 2: Choice of research and note-taking. Conference with one group.
	Day 3: Choice of research and note-taking. Conference with one group.
	Day 4: Choice of research and note-taking. Conference with one group.
Week 2 Goal: completed majority of research, understand what a coral reef is, and why it is in danger.	Day 5: Check in-classroom discussion on their opinion of driving question and opinion piece question. Finish with additional research
Materials: Notebook, Research Binder, and Chapter Organizer.	Week 3: How do researchers discuss and learn more about a topic with each other? Students will have a jigsaw discussion with other reading clubs, organize their notes into main ideas, and form complete thoughts from their notes.
	Day 1: Jigsaw Discussion with another reading club member. Whole group discussion on how jigsaw discussion went.

	Day 2: Organization of notes. Looking at reasons supporting opinion and supporting details through readers eyes. Ask: is there more information you need?
	Day 3: Organization of notes. Looking at reasons supporting opinion and supporting details through readers eyes. Ask: is there more information you need?
	Day 4: Organization of notes. Looking at reasons supporting opinion and supporting details through readers eyes. Ask: is there more information you need?
Week 3 Goal: successful discussion with peers on topic, organized notes into at least 3 main ideas with 3 supporting details for each	Day 5: Jigsaw discussion about main ideas, chapters, and organization of facts and information with another reading club student. Whole group check-in on what was successful and what we should work on.
Materials: Notebook, Research Binder, Reason Organizer, and OREO Graphic Organizer.	Week 4: How can we form an opinion on a driving question and develop an opinion piece? Students will use graphic organizer to form a rough draft opinion piece, revise, edit, and publish.
	Day 1: Whole group model on OREO graphic organizer. Use another student's project as an example.
	Day 2: Start on OREO graphic organizer- conference with students.
	Day 3: Continue OREO graphic organizer-conference with students.
	Day 4: Continue OREO graphic organizer-conference with students.
Week 4 Goal: understands the parts of an opinion piece and has formed rough draft on prompt.	Day 5: Students will be at different areas of rough draft, have them continue on what they need to complete. Encourage sharing with peers.

Week 5 Goal: successful presentation of opinion with visual aid	Week 5: Why are visual aids important to use when presenting an idea? Students will create a visual aid and present their opinion piece. Students may choose to use a digital visual aid from these websites:
Materials: Visual Aid resources and all unit rubrics.	Day 1: Create Visual Aid
	Day 2: Create Visual Aid
	Day 3: Present
	Day 4: Present
	Day 5: Student self-reflection and assessment using the "Teamwork Rubric," "Pack Rubric," and "Project Presentation Assessment."