

<p>Mini Lesson Teaching Point: Writers use a graphic organizer to prewrite opinions.</p>
<p>Standards: W1, W7</p>
<p>Materials:</p> <ul style="list-style-type: none">• Set of teacher created fruit cards with a picture, facts, and a question about the fruit• Graphic organizer as provided
<p>Connection: <i>“We have been learning to write stories about our personal experiences and about topics that we researched. Today we are going to begin a new unit of writing that is about how you feel about a topic. Another name for this is your opinion.”</i></p>
<p>Teach/Model: Using the set of teacher created fruit flash cards, read a few to the students and model an “opinionated” response. (e.g., cards list qualities of each fruit and may ask students, “Do you like (fruit name)?”. Teacher models, “<i>Strawberries are red, have seeds, and are sweet. I like strawberries. This is my opinion.</i>” Pass out one card to each student and then, turn and talk reading the facts and asking each other the question on the card. You may do this whole group if necessary. Switch cards and repeat.</p>
<p>Active Engagement/Guided Practice: Draw a chart or list the favorite fruits. You might even group the students into favorite fruit groups. Rotating through the groups, help begin the graphic organizers.</p>
<p>Bridge to Independent Practice: <i>“You may work by yourself or with a partner to complete the details on your graphic organizer.”</i></p>
<p>Mid Lesson Teaching Point: <i>“Remember that you have many resources in the room to help you if you get stuck while you are filling out your graphic organizer.”</i></p>
<p>Closure/Share: Groups share their graphic organizer with the class. Encourage students to state an opinion.</p>
<p>Notes:</p>