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ECI 509

Lesson plan based on:
Nonfiction Craft Lessons
By Joann Portalupi & Ralph Fletcher

Lesson: Collecting “Dash Facts” on a Topic (p. 24)

Grade Level: First Grade

CCSS: W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Objectives:

- Students will be able to form an opinion about whether or not it is important to protect sea otters.
- Students will be able to support their opinion with valid facts based on a text.
- Students will be able to state their opinion, three reasons that support their opinion, and provide a sense of closure to their writing.
- Students will write in a friendly letter format.

Materials:

- What If There Were No Gray Wolves? by Suzanne Slade
- What If There Were No Sea Otters? by Suzanne Slade
- Graphic organizer (blank piece of paper folded into fourths)
- Pencil

Academic Language: Audience, Convince, Persuade, Opinion, Reason, Protect, Environmental Protection Agency

Procedure:

Introduce the topic:

Students will be in the beginning stage of learning about opinion writings. After introducing what an opinion is, the teacher will explain that our opinions need to be supported by valid facts, in order to really persuade our audience. The teacher will explain that facts are true statements, and that we will be finding facts in our nonfiction texts.

State: “Today we are going to learn more about writing our opinion in order to convince or persuade our audience to have our same opinion. We are going to write friendly letters to share our opinions and persuade others to help make the world a better place! We will be writing a

friendly letter to the Environmental Protection Agency stating our opinion about whether or not we believe it is important to protect sea otters. In order to support our opinion, we will need to find facts about sea otters in our text. While we are reading about sea otters, we are going to collect dash facts. Dash facts are important pieces of information about a topic.”

Share examples/model: Model collecting dash facts, using the text What If There Were No Gray Wolves? by Suzanne Slade.

Sate: “Today I am going to show you how to collect dash facts using the text What If There Were No Gray Wolves? by Suzanne Slade. Dash facts are important facts about a topic that we find in our text while we are reading. When we read a fact that is important and will help support our opinion, we are going to make a dash and jot it down in on this paper. This paper is folded into four pieces, so we will try to find four important facts that support our opinion. Since this is a quick dash fact, we will not need to write in complete sentences! We will simply jot down the most important information down. Watch as I jot down some dash facts about gray wolves as I read this text. This text is all about the gray wolves and what our world would be like if they disappeared.” Read pages 1-10. After reading page 10, say “Without gray wolves, white-tailed deer would begin to fill the forest. This is an important fact so I am going to jot it down as a dash fact. Watch as I write my dash fact (- *white-tailed deer would fill the forest*).” Continue reading. After reading page 13, model another dash fact (- *ground-level plants would be gone*). Continue reading. After page 14, model another dash fact (- *small animals would starve and be easy prey*). Continue reading. After page 16, model another dash fact (- *deer would run out of food and then they would disappear*).

Provide information: Explain the importance of dash facts and how they will help us write our reasons to support our opinions in our friendly letters. “As we write our friendly letters to the Environmental Protection Agency about whether or not we believe we should protect sea otters, these quick dashes will become important reasons that support our opinion. We want to persuade our audience to help make a change that will make our world a better place! In order to support our opinion, we will need to state at least three strong reasons about why our opinion is important. This means we will need to collect at least three reasons that support our opinions”

Guide practice: Provide students with opportunities to practice collecting dash facts using the text What If There Were No Sea Otters? by Suzanne Slade (Multiple copies will be needed. Students may need to work in groups or with a partner so that everyone has an opportunity to explore the text). As students are reading the text, monitor the dash facts that they write down. If students are writing down facts that do not support their opinion, guide them to reread the text and think about which facts are most important to help persuade their audience to believe their opinion.

Assess Learning: Students will be assessed on their completed friendly letter, stating their opinion, three facts/reasons to support their opinion, and providing a sense of closure. The

rubric provided will be used to assess students' writing. The section highlighted in yellow (Quick Dashes) will be the portion that is addressed in this specific lesson.

	Standard	Exceeding Standard (4)	At Standard (3)	Approaching Standard (2)	Below Standard (1)
Introduction	W1.1	Student wrote an elaborate introduction of their opinion and text.	Student provided one complete sentence introducing their opinion and the text.	Student included an incomplete introduction of their opinion or the text.	Student did not introduce their opinion or the text.
State Opinion and a Reason	W1.1	Student elaborated on their opinion and provided multiple reasons for their opinion.	Student included a clear opinion about the topic or book and a reason for their opinion.	Student included either an opinion or reason about the topic or book but not both or both were unclear.	Student did not include an opinion or reason about the topic or book.
Closure	W1.1	Student has an elaborated ending that persuades the readers to agree with their opinion.	Student has 1 sentence or thought that signifies the end of the opinion and reasons.	Student attempted to include closure however it's a vague sentence or thought.	Student has no closure and leaves the reader unclear about how they feel about the topic or book.
Dash Facts	W1.1	Student includes four facts that they collected using the "Dash Facts" strategy in order to support their opinion.	Student includes three facts that they collected using the "Dash Facts" strategy in order to support their opinion.	Student includes two fact that they collected using the "Dash Facts" strategy in order to support their opinion.	Student includes one or zero facts that they collected using the "Dash Facts" strategy in order to support their opinion.