

**Date of Lesson:**

**Timeframe:** 70 minutes

**# of students:** 25

**Grade level:** 7

**Age range:** 12-13

**Subject:** Language Arts

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## ***DEVELOPMENT OF OPINION PIECE SKILLS***

### ***CLASS 711***

**This lesson corresponds to the following portions of the Ontario Curriculum:**

#### **Language Arts – Reading**

- Identify various forms of writing and describe their key features;
- Read a variety of fiction and non-fiction materials for different purposes;
- Read aloud, showing understanding of material and awareness of the audience;
- Explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experiences
- Make judgments and draw conclusions about ideas in written materials on the basis of evidence

#### **PRE-ASSESSMENT**

Students have studied different forms of sentences. Students have also studied topic/audience. The format of an Opinion Piece was discussed yesterday, and therefore only a short review should be required today.

#### **OBJECTIVE**

Upon completion of this lesson students will be able to define the characteristics of an opinion piece and locate facts and opinions within the assigned opinion letter.

#### **MATERIALS**

**Supplied by Teacher:** Handout – “Delgado” Article and Organizer

**Supplied by Students:** Writing paper, pens and pencils

#### **PROCEDURES**

**Prior to class** - Photocopy handouts

#### **Motivator (5 minutes)**

Students will be asked to review the format of an opinion piece and redefine “fact” and “opinion”.

#### **Development (30 minutes)**

1. Have students take turns reading the article
2. Have students dissect the article showing where the different characteristics of an opinion piece are visible.
3. Explain to the class how to fill in the organizer that accompanies their article.
4. Ask students to complete the organizer that accompanies their article. **(15 minutes)**

**Closure (30 minutes)**

5. Students are required to hand in the organizer they have completed for their article.
6. The remainder of class time (**30 minutes**) will be devoted to the completion of their geography dictionaries.

**LIMITS & INTERVENTIONS**

- **TIME!** – I must keep students on track and within the time limits set out in my lesson plan. Ensure that students are not “dilly-dallying” so that the activity can be given its full amount of time for full effect.
- **Four ESL Students, 1 ESD Student** – the article used for this class is only one page, and requires lower reading, vocabulary and comprehension requirements than the article used for 712.

**ALTERNATIVES**

**Activity #1** - Should activities run more quickly than anticipated, students will be given the extra time to work on their dictionaries.

**Activity #2** - Should activities run more slowly than anticipated, students will not be given class time during language arts to complete their dictionaries.

**ENRICHMENT**

- These students can look at the article used for 712 in addition to the article read in class.

**REMEDIATION**

- **Four ESL Students, 1 ESD Student** (class 711) – student’s work will be assessed based on their ESL/ESD stage. The article used for this class is only one page, and uses more simplistic language. These students will be encouraged to use highlighters when reading their article
- Increased supervision of work may be required for some students.

**FOLLOW-UP:**

Tomorrow we will begin to compose our own opinion pieces using information gained from this lesson, and our Natural Resources unit.

**EVALUATION:****Formative:**

- Participation in the class discussion
- Reading aloud in class

**Summative:**

- Graphic Organizer’s will be marked for correct placement of opinions and facts and completeness (learning skills)