

Date of Lesson:

Timeframe: 70 minutes

of students: 25

Grade level: 7

Age range: 12-13

Subject: Language Arts

WRITING AN OPINION PIECE

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

Language Arts

- Communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and topic;
- Proofread and correct final drafts, focusing on grammar, punctuation, spelling, and conventions of style;
- Use and spell correctly the vocabulary appropriate for this grade level;
- Use correctly the conventions specified for this grade level

Geography

- Locate and record relevant information from a variety of primary and secondary sources;
- Produce a report on the factors that affect the availability of natural resources in the future.
- Present and defend a point of view on how a resource should be used.
- Demonstrate an understanding of how human activity (e.g., mining) affects people and the environment.

PRE-ASSESSMENT

Students have studied different forms of sentences. Students have also studied topic/audience. This language arts lesson coincides with the Natural Resources Unit in geography and students therefore have prior knowledge of this content area. Students have learned about environment and interaction. Students may have to be reminded about how to format a letter.

OBJECTIVE

Upon completion of this lesson students will be able to compose an opinion piece based on a topic that relates to natural resources and how their use affects the environment using the supplied graphic organizers.

MATERIALS

Supplied by Teacher:

Handout showing letter format

Photocopies of Graphic Organizers

Textbooks and other classroom resources (books from library)

Supplied by Students:

- Writing paper, pens and pencils

PROCEDURES

Prior to class

Photocopy handouts

Ensure textbooks are in the classroom

Motivator (10 minutes)

1. Students will be asked to brainstorm possible topics. The list will be put on the blackboard.
2. Students will then review the format for an opinion piece.

Development (30 minutes)

3. Students will be given the assignment handout and required organizers.
4. Have class read aloud the assignment.
5. Each organizer will be examined in class.
 - i. Ideas Web
 - ii. Opinion Piece Outline
 - iii. Resources List
6. Students will then review the format for a letter.
7. The remainder of class time will be allotted to completing the assignment.

Closure (5 minutes)

Students will be given additional class time this week to complete their letter. Remind students that rough work and all organizers must be handed in with their assignment, including a bibliography that lists resources used.

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.
- **Seven Gifted Students** (class 712) – provide additional resources to allow more in-depth research (e.g. Internet); these students will be encouraged to send their letters to the respective newspapers.
- **Four ESL Students, 1 ESD Student** (class 711) – student’s work will be assessed based on their ESL/ESD stage. These students will be asked to complete one, to two, paragraphs less than the rest of the class. Depending on the stage of the student, for example, stage one, the assignment may be limited to filling out the graphic organizers.

ALTERNATIVES

Activity #1 - Should activities run more quickly than anticipated, students will be given additional time to work on their letters.

Activity #2 - Should activities run more slowly than anticipated, students will be given additional class time the following day to start work on this assignment.

ENRICHMENT

- **Seven Gifted Students** (class 712) – provide additional resources to allow more in-depth research (e.g. Internet)
- These students will be encouraged to send their letters to the respective newspapers.

REMEDIATION

- **Four ESL Students, 1 ESD Student** (class 711) – student's work will be assessed based on their ESL/ESD stage.
- These students will be asked to complete one, to two, paragraphs less than the rest of the class.
- Depending on the stage of the student, for example, stage one, the assignment may be limited to filling out the graphic organizers.

FOLLOW-UP:

The students will be given the opportunity to read and discuss their letters in class should time allow.

EVALUATION:**Formative:**

- Graphic Organizers – complete use of graphic organizers.
- Rough Copy – evidence of editing, dictionary and thesaurus use.
- Participation in the class discussion – brainstorming ideas.

Summative:

- Letter to the Editor will be marked, with the focus being on language arts conventions, style, and format and the concept of environment and interaction within natural resources for geography.