

KINDER MELD LESSONS ALIGNED TO CCSS

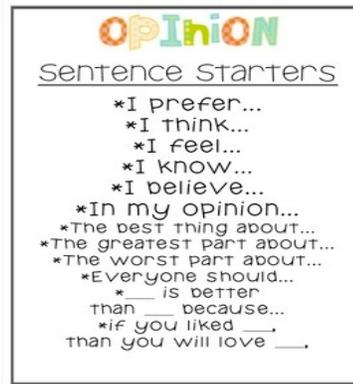
	DAY 1
Common Core Objective(s)	CCSS.ELA-Literacy W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book.
Essential Question “Big Idea”	What is opinion writing? What is an opinion?
MELD Lesson Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy	Students will participate in a cold write of an opinion.
Access Strategy(ies) / Protocols Incorporated into this lesson	Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols
Materials / Resources	Writing Paper, pencils, crayons, MELD Diagnostic Screener, i-PADs, if students are accustomed to using them for writing
Instructional Strategies:	<p>Whole Group:</p> <ul style="list-style-type: none"> • Gather students on the rug or near the front of the room. • The teacher will say to students, today you are going to draw a picture and write about your favorite animal. • The teacher will say to students, “I want you to think about your favorite animal.” • After giving students time to think of their favorite animal the teacher will conduct a Whip Around so that each student can share his or her favorite animal. • Then have students think-pair-share with their partner why it is their favorite animal. • Writing Prompt: Draw a picture of your favorite animal and write about the animal you chose. • Directions to students: Draw your favorite animal and tell why it is your favorite animal. • The teacher will then ask a few students to repeat the directions to check for understanding. <p>Independent Work:</p> <ul style="list-style-type: none"> • The students will return to their seats and receive their writing materials. • The teacher will then reread the prompt and the directions and set the students to task. • Students will draw and write to express their opinion.

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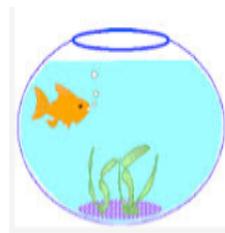
	Small Group: Grammar Pre-Assessment MELD Diagnostic Tool: If you haven't already done so, administer the MELD Diagnostic Tool to students one student at a time in order to pre-assess the Language Rules that will need to be targeted during Grammar Mini-Lessons.
Formative Assessment	Teachers will use students' writing to assess their needs. Teachers will check to see that students' drawing coordinates with their opinion.
Differentiation Intervention/Enrichment	Teachers will use the results of the Pre-Assessment to determine the types of differentiation that will be needed.

DAY 2	
Common Core Objective(s)	CCSS.ELA-Literacy W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book.
Essential Question "Big Idea"	What is an opinion? What is opinion writing?
MELD Lesson Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy	Students will understand that an opinion is the way you think or feel about something. The students will understand how to tell their opinion and how to make their drawings show what they mean.
Access Strategy(ies) / Protocols Incorporated into this lesson	Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols, Academic Vocabulary Development
Materials / Resources	Opinion Poster and Sentence Starter Poster in (Supplemental packet), Writing Paper, Pencils, Crayons, i-pad, if students are accustomed to using them for writing
Instructional Strategies:	<p>Whole Group:</p> <ul style="list-style-type: none"> • Gather students together on the rug or near the front of the room. • Teacher will say, "Sometimes we think or feel a certain way about something that is an opinion." <p style="text-align: center;">What is an Opinion? An opinion is the way you think or feel about something.</p> <div style="text-align: center;"> </div>

- State that opinions are beliefs that people have about things and that we must tell people why we feel that way.
- Teacher will then model different ways to express your opinion (See Sentence Starter handout)



- Introduce opinion writing by activating students' thinking about a topic. What is your favorite thing to do at recess?
- The teacher will conduct a Whip Around so that each student can share his or her favorite thing to do at recess.
- The teacher will then model how to state a reason why it is their favorite thing to do at recess.
- The teacher will then have students think-pair-share with their partner a reason for their choice.
- Teacher will model writing an opinion. The teacher will model drawing a picture that coordinates and provides support for the sentence. (See example below)



I like fish because they can swim.

Independent Practice:

- Tell students it is now time for them to tell their opinion.
- Teacher will say today you are going to draw a picture and write about your favorite thing to do at recess.

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	<ul style="list-style-type: none"> • The teacher will also explain to students that their drawing should coordinate with their opinion. For example if they say their favorite animal is a dog because they can catch a ball. Their picture should show a dog with a ball. • Encourage students to write a sentence or words under the picture. But also let them know if they need help you can help them write words under their picture. <div style="text-align: center;"> <p>_____</p> <p>-----</p> <p>Name: _____</p>  <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> </div> <p>Grammar Mini-Lesson: (10 minutes)</p> <ul style="list-style-type: none"> • Use the results from the MELD Diagnostic Tool to guide you on the spelling, punctuation, capitalization, and grammar rules you'll address during your grammar mini-lessons. • You can use the California Treasures Writing and Grammar Intervention Guide's Section on Linguistic Differences to find the lessons that can be used to help SELs understand how to compare and contrast the way a particular grammar rule is used in Home Language and School Language.
Formative Assessment	Informal observation of students during writing time and dictation. Checking to see if student drawings support their opinion.
Differentiation: Intervention/Enrichment	Sentence frames: I like _____ because _____.

	DAY 3
Common Core Objective(s)	CCSS.ELA-Literacy W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book.

<p>Essential Question “Big Idea”</p>	<p>What is opinion writing? What is an opinion?</p>
<p>MELD Lesson Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy</p>	<p>Students understand its ok to have their own opinion. Student will understand that they can support their ideas, but must respect the opinions of others.</p> <p>The students will understand how to tell their opinion and how to make their drawings show what they mean.</p>
<p>Access Strategy(ies) / Protocols Incorporated into this lesson</p>	<p>Advanced Graphic Organizer, Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols, Academic Vocabulary Development</p>
<p>Materials / Resources</p>	<p>Opinion Poster, Picture of foods (in supplemental packet), Circle Map, Writing Paper, Pencils, Crayons, i-PADs, if students are accustomed to using them for writing</p>
<p>Instructional Strategies:</p>	<p>Whole Group:</p> <ul style="list-style-type: none"> • Gather students together on the rug or near the front of the room. • The teacher will say, “Do you remember when we studied about opinion writing yesterday? Raise a righteous hand to tell me what you can remember about an opinion.” The teacher will allow several students to respond. • The teacher will then take out the opinion writing that he/she modeled the day before. The teacher will remind students the importance of their words/sentences coordinating with their drawing. • Teacher will remind students that everyone has an opinion about things that matter to them and that our opinions can be different from others and that you can agree or disagree with someone else’s opinion. Teacher will tell students that their choice is their own opinion and when they state their opinion, there is no right or wrong answer. <div data-bbox="841 1367 1247 1829" data-label="Image"> <p style="text-align: center;">You can agree or disagree with someone else’s opinion.</p> </div>

- Teacher will then show students pictures of food to generate their opinions.
- The teacher will tell students to look at the pictures of food and to think about which one they like the best.



- The teacher will then conduct a Whip Around to poll/tally each student's favorite food.
- The teacher will then have students think-pair-share with their partner why that's their favorite food.
- The teacher will then Pick A Stick to have several students tell what their favorite food is and why.
- The teacher will then chose his/her favorite food and model thinking out aloud and completing a Circle Map with reasons why. (Model using a food that is not one of the foods pictured.)

Small Group:

- Teacher will put students in groups according to which food they like best.
- In small groups students will use Give One Get One to share why they like that particular food the best.

Independent Work:

- Tell students it is now time for them to tell their opinion.
- Distribute writing paper to students.
- Tell students that they need to create a drawing that reflects/supports the reason that is their favorite food.
- Make sure to let students know the importance of their sentence and drawing coordinating.

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<p>Formative Assessment</p>	<p>Students' writing. Use these sentences to determine the topic for tomorrow's Grammar mini-lesson.</p>
<p>Differentiation: Intervention/Enrichment</p>	<p>Sentence frames for students to use during discussion and during writing.</p>

	<p>DAY 4</p>
<p>Common Core Objective(s)</p>	<p>CCSS.ELA-Literacy W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book.</p>
<p>Essential Question "Big Idea"</p>	<p>What is opinion writing? What is an opinion?</p>

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<p>MELD Lesson Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy</p>	<p>Students will learn how to conduct a close read.</p>
<p>Access Strategy(ies) / Protocols Incorporated into this lesson</p>	<p>Advanced Graphic Organizer, Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols, Academic Vocabulary Development</p>
<p>Materials / Resources</p>	<p><i>The Beach</i> handout and <i>The Park</i> handout (in supplemental packet), 2 Circle Maps</p>
<p>Instructional Strategies:</p>	<p>Whole Group:</p> <ul style="list-style-type: none"> • Gather students together on the rug or near the front of the room. • Introduce the concept of Close Read to students in a way that you think they will understand. • The teacher will explain to students that they are going to have to decide which place they enjoy more, the beach or the park and to help them decide they will listen to a story about each place. • The teacher reads the passage <i>The Beach</i> aloud to students. <div style="text-align: center;">  <p>The Beach</p> <p>It is fun to go to the beach. We like to play in the water and let the waves splash us. Sometimes we make castles in the sand. It is also fun to look for shells at the beach. Last year we went fishing there and caught seven fish. This year we are going to try water skiing at the beach. We love playing at the beach!</p> </div> <ul style="list-style-type: none"> • The teacher will then re-read <i>The Beach</i> aloud to students telling students to listen closely to the reasons the beach is fun. • The teacher will then pose text-based comprehension questions to students. • The teacher will have students think-pair-share their responses to the text-based questions. • The teacher will then complete a Circle Map about <i>The Beach</i> having students give reasons from the passage why the beach is fun.

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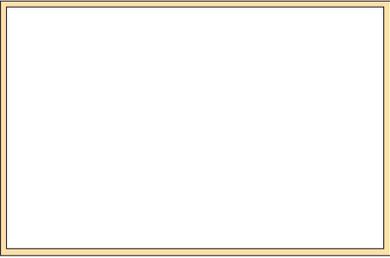
	<div style="text-align: center;">  <p>The Park</p> <p>The park is a fun place. There is so much to do at the park! We like climbing up the tall slide and going down fast. It is also fun to climb on the jungle gym and hang upside down. When we swing on the swings, we feel like we are touching the sky! Sometimes we play kickball or baseball at the park. It is very fun to play at the park.</p> </div> <ul style="list-style-type: none"> • Then the teacher reads the passage <i>The Park</i> aloud to the students. • The teacher will then re-read <i>The Park</i> aloud to students telling students to listen closely to the reasons the park is fun. • The teacher will pose text-based comprehension questions to students. • The teacher will have students think-pair-share their responses to the text-based questions. • The teacher will then complete a Circle Map about <i>The Park</i> having students give the reasons from the passage why the park is fun. • Remind students that that they are going to have to decide which place they enjoy more because they will draw and write about the place they choose tomorrow. <p>Grammar Mini-Lesson:</p> <ul style="list-style-type: none"> • Use the writing samples collected at the close of yesterday’s lesson to lift some sentences that can be used for a proofreading mini-lesson. • Do not use examples of Home Language during a proofreading lesson, those are to be used during a revision lesson.
Formative Assessment	The lesson wrap-up.
Differentiation: Intervention/Enrichment	You may need to give students a sheet of paper so they can take notes and or draw as you are reading the passages.

	DAY 5
Common Core Objective(s)	CCSS.ELA-Literacy W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book.
Essential Question “Big Idea”	What is opinion writing? What is an opinion?

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<p>MELD Lesson Objective(s): Utilizing MELD methodologies to support mastery of school language and literacy</p>	<p>Students will understand how to tell their opinion and how to make their drawings show what they mean.</p>
<p>Access Strategy(ies) / Protocols Incorporated into this lesson</p>	<p>Advanced Graphic Organizer, Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols, Academic Vocabulary Development</p>
<p>Materials / Resources</p>	<p><i>The Beach</i> handout, <i>The Park</i> handout, Circle Maps from Day 4, Writing Paper, Pencils, Crayons, i-PADs, if students are accustomed to using them for writing</p>
<p>Instructional Strategies:</p>	<p>Whole Group:</p> <ul style="list-style-type: none"> • Gather students together on the rug or near the front of the room. • The teacher will tell students “Today you are going to write an opinion piece that answers this question: In your opinion, which place do you enjoy more, the beach or the park?” • Re-read each passage aloud to the students. • The teacher will then have students think-pair-share with their partner which place they enjoy more. • The teacher will then have students think-pair-share with their partner reasons why they enjoy the place they chose. • The teacher will then Pick A Stick to have several students share their responses. <p>Independent Practice:</p> <ul style="list-style-type: none"> • The teacher will tell students “It is time for you to tell your opinion by drawing a picture and writing about which place you enjoy more the beach or the park?” • The teacher will tell students to make sure to pick either the beach or the park and to draw and write words/sentences about why the like that place. • The teacher will also tell students that he/she can help them write words under their picture to tell more about their choice. • The teacher will remind students that a good opinion piece will have a drawing that matches their word/sentences.

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<p>Formative Assessment</p>	<p>Teacher will use students' writing to assess their needs and to see if they understand how to state their opinion.</p>
<p>Differentiation: Intervention/Enrichment</p>	<p>Students may dictate words/sentences to teacher about their drawing.</p>