

## Lesson 10: Speaking and Listening: Sharing Our Opinions Respectfully



### CCS Standards

- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.1.1a:** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.1.1b:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.1.1d:** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- **L.1.1h:** Use determiners (e.g., articles, demonstratives).
- **L.1.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.1.2a:** Capitalize dates and names of people.
- **L.1.2b:** Use end punctuation for sentences.
- **L.1.2d:** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- **L.1.2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- **L.1.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).



### Daily Learning Targets

- I can revise and edit my opinion paragraph using a checklist. (L.1.1, L.1.1d, L.1.2, L.1.2a, L.1.2bk, L.1.2d, L.1.2e, L.1.6)
- I can discuss my opinion about Pale Male's nest using a compelling reason to support my opinion. (SL.1.1, SL.1.1a, SL.1.1b)

### Ongoing Assessment

- During Work Time A, use the Opinion Writing Rubric to assess student progress on L.1.1, L.1.1a, L.1.1d, L.1.2, L.1.2a, L.1.2b, L.1.2e, and L.1.6. (see Assessment Overview and Resources).
- During Work Times B and C, monitor students' conversations for progress on L standards (L.1.1, L.1.1d, L.1.1h, L.1.6).

## Agenda

### 1. Opening

A. Engaging the Learner: “Two Sides of the Story” (5 minutes)

### 2. Work Time

A. Revising and Editing Our Writing: Unit 2 Assessment Opinion Paragraph (15 minutes)

B. Pinky Partners Protocol: What’s Your Opinion? (15 minutes)

C. Vote with Your Feet Protocol: What’s Your Opinion? (15 minutes)

### 3. Closing and Assessment

A. End of Unit Reflection (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In Work Time A, students revise and edit their Unit 2 Assessment opinion paragraph using the Unit 2 Assessment Revise and Edit Checklist. Depending on the needs of your students, consider emphasizing a specific area of the checklist that seems particularly pertinent.
- In Work Time B, students revisit the signs in their **Pale Male research notebook** from Lessons 7–8 and share them with teammates during the Pinky Partners protocol. This serves as a final exposure to the reasons for an opinion before students share their own opinion in Work Time C.
- In the Closing, students continue to reflect on the module guiding question: “Why should we care about birds?” Students discuss how sometimes we care for birds because they impact our lives. Recall that this is a continuation of the discussion that was started in Unit 1.

### How this lesson builds on previous work:

- Students have done extensive work with the “Two Sides of the Story” jazz chant. This lesson uses the chant as a fun way to practice fluency and give students a chance for movement.
- In Lesson 6, students analyzed a model of an opinion paragraph. In Lessons 7–8, they used the notes from their readings about Pale Male to make visuals to represent both opinions on Pale Male’s nest. In this lesson, students show their own opinion by voting on what should happen to Pale Male’s nest.

### Areas in which students may need additional support:

- Students may need more scaffolding to revise and edit their writing. Consider having the class or a small group work on one sentence at a time by inviting them to reread the sentence and then look for each aspect from the Unit 2 Assessment Revise and Edit Checklist in the sentence before moving on.
- The Closing references the ornithologist letter from Lesson 1. Consider quickly rereading the letter aloud before asking students to reflect.

### Down the road:

- Students will continue to practice vocabulary strategies and Language standards in Unit 3.
- Students will revisit the module guiding question in Unit 3 after learning about a new reason to care about birds.

**In advance:**

- Pre-distribute materials for Work Times A and B at student workspaces.
- Review the Vote with Your Feet protocol. (See the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets and applicable anchor charts (see materials list).

## Technology &amp; Multimedia

**Consider using an interactive whiteboard or document camera to display lesson materials.**

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

**Supporting English Language Learners**

Supports guided in part by CA ELD Standards 1.I.A.1, 1.I.A.3, 1.I.B.5, and 1.I.B.6

**Important points in the lesson itself**

- The basic design of this lesson supports ELLs by inviting them to apply what they have learned about using a checklist by giving and receiving feedback.
- ELLs may find the feedback and revision process challenging, because they will need to navigate reading work that is not theirs and attend to revisions based on the feedback of others. Make sure that ELLs understand the feedback and how to act on it (see levels of support and the Meeting Students' Needs column).

**Levels of support**

*For lighter support:*

- Preview the Unit 2 Assessment Revise and Edit Checklist.

*For heavier support:*

- Model using the Revise and Edit Checklist to revise a volunteer student's work. Display the revised version next to the original version and ask students to notice and share what is different about each one.

**Universal Design for Learning**

- **Multiple Means of Representation (MMR):** Continue to ensure that all students have access to the directions in each activity and feel comfortable with the expectations. Consider engaging in a clarifying discussion about the directions or creating an outline of the steps for each activity.

- **Multiple Means of Action and Expression (MMAE):** This lesson includes independent writing time, during which some students may need additional support building their writing stamina. Support them in building their persistence and effort by providing scaffolds that create an environment that is conducive to writing.
- **Multiple Means of Engagement (MME):** Support students in feeling successful with writing by allowing them to celebrate writing goals. Continue to celebrate students who meet their writing goals, whether they involve length of text or sustained writing time.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

#### Review:

- compelling (L)

### Materials

- ✓ "Two Sides of the Story" (from Lesson 2; one to display)
- ✓ Unit 2 Assessment Revise and Edit Checklist (from Lesson 8; one to display; see Assessment Overview and Resources)
- ✓ Unit 2 Assessment Opinion Paragraph (completed in Lesson 9; one per student)
- ✓ Pale Male research notebook (from Lesson 2; pages 4–5; one per student)
- ✓ Respectful Opinions anchor chart (begun in Lesson 5)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)
- ✓ Vote with Your Feet Protocol anchor chart (new; teacher-created; see supporting materials)
- ✓ Opinion posters (one of each to display)
- ✓ Vote with Your Feet Protocol anchor chart (example, for teacher reference)
- ✓ Module Guiding Question anchor chart (begun in Unit 1, Lesson 9; added to during the Closing; see supporting materials)
- ✓ Module Guiding Question anchor chart (begun in Unit 1, Lesson 9; example, for teacher reference)

### Opening

#### A. Engaging the Learner: "Two Sides of the Story" (5 minutes)

- Gather students whole group.
- Display **"Two Sides of the Story."**
- Tell students they will get to say and act out the jazz chant again.
- Follow the pre-established routine to say the chant.
- Repeat the process as time permits, using new groups for the birdwatchers and neighbors.

### Meeting Students' Needs

- For ELLs: (Student Modeling) Invite a student to lead the chant by clapping the four-beat rhythm of the chant.

## Work Time

### A. Revising and Editing Our Writing: Unit 2 Assessment Opinion Paragraph (15 minutes)

- Direct students to the posted learning targets and read the first one aloud:  
***"I can revise and edit my opinion paragraph using a checklist."***
- Display the **Unit 2 Assessment Revise and Edit Checklist**.
- Remind students that they have used the checklist before with their writing.
- Tell students that they will take time to revise and edit their opinion paragraph from Lesson 9 using the checklist to help them.
- Share with students that revising and editing their work makes it easier for readers to understand their writing.
- Read through the checklist to remind students what to revise and edit.
- Use a routine established in Module 3 to transition students back to their workspaces.
- Invite students to take a pre-distributed Unit 2 Assessment Revise and Edit Checklist and their **Unit 2 Assessment opinion paragraph**.
- Tell students that reading work aloud sometimes helps to find areas to revise.
- Invite students to turn to an elbow partner and label themselves A and B.
- Post and review the following directions:
  1. Partner A reads aloud his or her paragraph while partner B listens.
  2. Partner A marks a couple of places to revise based on the Unit 2 Assessment Revise and Edit Checklist and feedback from partner B.
  3. Switch roles and repeat Steps 1–2.
- Invite all students to revise their paragraph.
- Circulate to help students identify areas to revise.
- Collect Unit 2 Assessment opinion paragraphs and invite students to stand for a quick game of Bird Simon Says.

### Meeting Students' Needs

- For ELLs and students who may need additional support with planning: (Using an Editing Checklist) Mark with a sticky note places in students' writing that they might consider revising. (MMAE)
- For ELLs and students who may need additional support with strategy development: (Using a Checklist) Review the Unit 2 Assessment Revise and Edit Checklist to remind students what to revise. Tell students that they will take time to revise their writing to make it easier for readers to understand their writing. (MMAE)

## Work Time

### B. Pinky Partners Protocol: What's Your Opinion? (15 minutes)

- Direct students' attention to the posted learning targets and read the second one aloud:  
*"I can discuss my opinion about Pale Male's nest using a compelling reason to support my opinion."*
- Using a total participation technique, invite responses from the group:  
*"What is an opinion?" (what you think about something)*  
*"What is an important part of having an opinion?" (supporting it with a reason)*
- Turn and Talk:  
*"What is a compelling reason?" (a reason that is powerful and convincing)*
- Remind students that they chose a compelling reason to support each side of the issue when they created their signs.
- Point out the **Pale Male research notebook** already at their workspaces.
- Invite students to open their research notebook to pages 4–5 and read their signs to themselves.
- After 1 minute, tell students they are going to listen to the reasons for each opinion before they decide which opinion they agree with.
- Direct students' attention to the **Respectful Opinions anchor chart**.
- Read through a couple of the expectations on the chart to remind students how to listen and share their reasons with their peers.
- Tell students they are going to use the Pinky Partners protocol. Remind them that they used this protocol in Module 3 and review as necessary using the **Pinky Partners Protocol anchor chart**. (See the Classroom Protocols document for the full version of the protocol.)
- Invite students to stand up with their Pale Male research notebooks and guide them through the protocol by prompting them to share their compelling reasons with their partner.
- After students have shared with a few different partners, invite them to the whole group area with their **Pale Male research notebooks**.

### Meeting Students' Needs

- For students who may need additional support with sustained effort: During the protocol, support communication and engagement by organizing students with strategic partners to ensure that they have a strong, politely helpful peer model to support their efforts at sharing their compelling opinions. (MMAE, MME)



## Work Time

### C. Vote with Your Feet Protocol: What's Your Opinion? (15 minutes)

- Tell students they will get a chance to share their own opinion about what should happen to Pale Male's nest by participating in the Vote with Your Feet protocol.
- Using the **Vote with Your Feet Protocol anchor chart**, explain each step to the students:
  1. Point to the picture of the wall. Show students the opinion posters on the walls in the classroom and read them aloud.
  2. Point to the picture of the question mark. Tell students they will listen to the prompt that asks them for their opinion.
  3. Point to the picture of the walking person. Tell students they will look at the signs and walk slowly to the sign that shows their opinion.
  4. Point to the picture of the people talking. Tell students they will share with someone their opinion and the reason they have that opinion.
  5. Point to the picture of the group. Tell students they will come back together and talk as a whole group.
- Remind students to use the Respectful Opinions anchor chart as they are listening and sharing their opinion.
- Invite students to silently decide their answer to the question:
  - “Should Pale Male's nest stay up or be taken down?”
- Invite students to choose the sign in their notebook that supports their opinion.
- Guide students through each step of the protocol. Refer to the Vote with Your Feet Protocol anchor chart (example, for teacher reference) as necessary.
- When students come back together whole group, use a total participation technique to invite responses from the group:

*“What did you notice about how many people had a different opinion?” (Responses will vary depending on students' opinions.)*

*“What did you notice about the reasons people chose to support their opinion?” (Responses will vary depending on students' reasons.)*

*Conversation Cue: “How does our discussion add to your understanding of respect? I'll give you time to think and discuss with a partner.” (Responses will vary.)*

### Meeting Students' Needs

- For students who may need additional support with motivation: To provide additional processing time during the Vote with Your Feet Protocol, invite a few eager students to go first and to share reasons with the class supporting each response. Invite the remaining students to decide on their positions only after this model. (MME)

## Closing and Assessment

### A. End of Unit Reflection (10 minutes)

- Gather students whole group.
- Using a total participation technique, invite responses from the group:  
*“What was the question that the ornithologist wanted us to consider?” (Why do people have different opinions about birds?)*
- Emphasize that students have worked hard to study Pale Male.
- Direct students’ attention to the **Module Guiding Question anchor chart** and read the question aloud:
  - “Why should we care about birds?”
- Using a total participation technique, invite responses from the group:  
*“Why should we care about birds?” (Responses will vary, but should reference caring for birds because they impact our lives.)*  
*Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.” (Responses will vary.)*
- As students share out, summarize their responses on the anchor chart. Refer to the **Module Guiding Question anchor chart (example, for teacher reference)** as necessary.
- Tell students they will revisit the chart once more after they have learned a little more about birds in the next unit.

### Meeting Students’ Needs

- For ELLs: (Celebrating Learning) Consider giving feedback on what an ELL student did well. This will help the student to build his or her self-confidence and to identify and repeat the success next time.