

## Lesson 7: Shared Writing: "Leave the Nest Up!" Opinion Paragraph



### CCS Standards

- **RI.1.1:** Ask and answer questions about key details in a text.
- **RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.1.8:** Identify the reasons an author gives to support points in a text.
- **W.1.1:** 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.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **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.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **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.1.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- **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 create a sign with an illustration and a reason to support an opinion. (RI.1.6, RI.1.7, RI.1.8, W.1.8)
- I can contribute to write the introduction, opinion statement, reason, and conclusion in our shared opinion paragraph. (W.1.1, SL.1.1, SL.1.2)

### Ongoing Assessment

- During the creation of the sign in Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.1.6, RI.1.7, and RI.1.8 (see Assessment Overview and Resources).

### Agenda

#### 1. Opening

A. Poem and Movement: “Feed the Birds” Two-Voice Poem (10 minutes)

#### 2. Work Time

A. Engaging the Writer: “Leave the Nest Up!” Sign (20 minutes)

B. Shared Writing: “Leave the Nest Up!” (20 minutes)

#### 3. Closing and Assessment

A. Reflecting on Learning (10 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In the Opening, students are introduced to a new two-voice poem that shares two opinions about whether to feed birds. Students will use this poem over the next three lessons. In this introductory lesson, students listen to the poem read aloud for basic comprehension and practice identifying determiners within the poem.
- In Work Time A, students review the Pale Male: Class Notes and select one compelling reason to support the opinion “Leave the Nest Up!” They use this reason to create a sign that includes the reason with an illustration. This activity scaffolds students as they prepare to help write a shared opinion paragraph in support of the same opinion.
- In Work Time A, students help write an opinion paragraph that supports the opinion “Keep the Nest Up!” This is the first of several lessons in which students more independently write the parts of an opinion paragraph about Pale Male’s nest.

### How this lesson builds on previous work:

- In Lessons 4–6, students learned how to use the language structure of determiners. In this lesson, students use this knowledge to locate determiners within the “Feed the Birds” two-voice poem.
- In Lesson 6, students analyzed an opinion paragraph model to understand the parts of an opinion paragraph. In this lesson, students use this knowledge to share in writing an opinion paragraph.
- In Lessons 4–6, students built out the Respectful Opinions anchor chart. In this lesson, they complete the anchor chart.

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

- Some students may find it challenging to select the most compelling reason from the Pale Male: Class Notes. Consider explicitly modeling for students how to choose a compelling reason from the reasons provided on the chart.
- Students may continue to find the terminology connected to the parts of an opinion paragraph challenging. Continue to use these words (introduction, opinion statement, reason, and conclusion) as frequently as possible and encourage students to do the same during conversations about writing these paragraphs.

**Down the road:**

- In this lesson, students select one compelling reason and help write a shared opinion paragraph that supports the opinion “Leave the Nest Up!” In Lesson 8, students are given another scaffolded release asking them to independently write an opinion paragraph that supports the opinion “Leave the Nest Up!” using a new reason.
- In Lesson 9, students will independently write an opinion paragraph to support the opinion “Take the Nest Down!” for their Unit 2 Assessment.

**In advance:**

- Pre-determine two groups for the Opening: feed the birds and don’t feed the birds.
- Preview the “Feed the Birds” two-voice poem to familiarize yourself with its determiners.
- Post: Learning targets and applicable anchor charts (see materials list).

**Technology & 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.
- Make a video of the read-aloud of the “**Feed the Birds**” two-voice poem during the Opening and post for families to watch at home to discuss vocabulary and practice reading fluently. Ensure that the chart with the poem can be seen and read along with in the video.

**Supporting English Language Learners**

Supports guided in part by CA ELD Standards 1.I.B.6, 1.I.B.8, 1.II.C.6, 1.I.C.10, and 1.I.C.12

**Important points in the lesson itself**

- The basic design of this lesson supports ELLs as they analyze a model to understand the structure and language needed to write an effective opinion paragraph about Pale Male’s nest, starting in this lesson. This lesson scaffolds to the Unit 2 Assessment on W.1.1.
- ELLs may find it challenging to stay focused during the reading of the “Feed the Birds” two-voice poem because it is a long text with no illustrations and many new vocabulary words that will not be discussed in this lesson (see levels of support and the Meeting Students’ Needs column).

**Levels of support**

*For lighter support:*

- Invite two student volunteers to model for the class how to respond to others’ opinions respectfully.

*For heavier support:*

- Add visuals to the poem to help students understand details in it. (Examples: Draw a picture of seeds, nuts, and corn. Draw a mouse eating bird food.)

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson offers a variety of visual anchors to cue students' thinking. For those who may need additional support, consider creating additional or individual anchor charts for reference. Additionally, continue to chart student responses during whole class discussions to aid with comprehension.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of their responses.
- **Multiple Means of Engagement (MME):** Continue to provide prompts and sentence frames for those students who require them to be successful in peer interactions and collaboration. Also support students in sustaining effort and/or attention by restating the goal of the activity.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

#### Review:

- illustration, compelling, contribute, (L)

### Materials

- ✓ "Feed the Birds" two-voice poem (new; teacher-created; see supporting materials)
- ✓ Determiners anchor chart (begun in Lesson 4)
- ✓ Pale Male: Class Notes (completed in Lesson 5; one to display)
- ✓ Pale Male research notebook (from Lesson 2; added to during Work Time A; page 4; one per student)
- ✓ Pale Male research notebook (from Lesson 2; example, for teacher reference)
- ✓ Crayons (class set; variety of colors per student)
- ✓ Parts of an Opinion Paragraph anchor chart (begun in Lesson 6)
- ✓ Shared Writing Template: "Leave the Nest Up!" (one for teacher modeling)
- ✓ Shared Writing Template: "Leave the Nest Up!" (example, for teacher reference)
- ✓ Respectful Opinions anchor chart (begun in Lesson 4; added to during the Closing; see supporting materials)
- ✓ Respectful Opinions anchor chart (begun in Lesson 4; example, for teacher reference)

## Opening

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### A. Poem and Movement: “Feed the Birds” Two-Voice Poem (10 minutes)

- Gather students whole group.
- Remind students that in the last unit they were introduced to a two-voice poem.
- Tell students that today they will learn a new two-voice poem written from the perspective of somebody who likes to feed birds and another person who does not like to feed birds.
- Display the **“Feed the Birds” two-voice poem** and point out the headings under each column.
- Tell students that these headings represent the two different opinions from the two characters.
- Using a total participation technique, invite responses from the group:  
*“What are the two opinions in this two-voice poem?” (feed the birds; don’t feed the birds)*
- Read the “Feed the Birds” two-voice poem aloud.
- Using a total participation technique, invite responses from the group:  
*“What is this poem mostly about?” (a person who likes to feed birds and another person who doesn’t like to feed birds)*  
*Conversation Cue: “What, in the text, makes you think so?” (Responses will vary.)*
- Direct students’ attention back to the poem and focus them on the underlined words.
- Tell students that these underlined words are determiners that help the reader understand which thing you are talking about in a sentence.
- Direct students’ attention to the **Determiners anchor chart** and remind them that they have learned how to use these determiners throughout this unit.
- Ask:  
*“Which determiners are underlined?” (this, that, these, those)*
- Reread lines 4–5 aloud. Point to the word *this* in both lines.
- Ask:  
*“Does this mean that the house is close by or far away?” (close by)*  
*“Why did the author use the word this instead of these?” (because it is referring to one house)*
- Reread line 8 aloud. Point to the word *those*.
- Ask:  
*“Does those mean that the feeders are close by or far away?” (far away)*  
*“Why did the author use the word those instead of that?” (because it is referring to more than one feeder)*  
*Conversation Cue: “How does our discussion add to your understanding of determiners? I’ll give you time to think and discuss with a partner.” (Responses will vary.)*
- Tell students that now they will split up into two groups, one representing each opinion.
- Move students into two pre-determined groups: feed the birds and don’t feed the birds.

- Tell students that you are going to reread the poem. Each group should listen to their own side. Students on each side should pay attention to the determiners.
- Tell students:
  - When you read the words *this* or *that*, they should hold up one finger.
  - When you read the words *these* or *those*, they should hold up two fingers.
  - When you read the words *this* or *these*, they should point their finger(s) down to the ground.
  - When you read the words *that* or *those*, they should point their finger(s) away from them.
- Think aloud to model this process, using the line: “The feeder is ready for you at this house.”
  - Say:  
*“I listened to the line and heard the word this, so I should hold up one finger and then point my finger to the ground.”*
  - Say:  
*“Let me listen to the next line.”*
- Reread the poem aloud and invite students to use their fingers to act out the determiners found in the two-voice poem.
- Tell students that in the next lesson they will read the poem again and think more about the two opinions.

### Meeting Students' Needs

- For ELLs and students who may need additional support with working memory: (Adding Visuals) Consider writing on the board what students need to do when they hear the different determiners. (Example: Write the words *this* and *that* and a picture of a hand holding up one finger.) (MMR, MMAE)
- For ELLs and students who may need additional support with comprehension: (Adding Visuals) Consider adding pictures to represent “feed the birds” and “don’t feed the birds” at the top of the corresponding columns of the poem to help students understand which lines in the poem each character is saying. (MMR)

## Work Time

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### A. Engaging the Writer: “Leave the Nest Up!” Sign (20 minutes)

- Gather students whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:  
*“I can create a sign with an illustration and a reason to support an opinion.”*
- Remind students that an *illustration* is a picture that explains.
- Tell students that today they will create a sign that supports the opinion to leave Pale Male’s nest up.
- Display the **Pale Male: Class Notes** and read the title aloud:
  - “What should happen to Pale Male’s nest?”

- Remind students that the first column lists reasons to support the opinion “Leave the Nest Up.” The second column lists reasons to support the opinion “Take the Nest Down.”
- Point to the reasons on the Leave the Nest Up column and read them aloud.
- Display page 4 of the **Pale Male research notebook**.
- Point to the area on the sign that reads: “The most compelling reason.”
- Define the word *compelling* (powerful and convincing).
- Tell students that they will now look at the reasons supporting the opinion “Leave the Nest Up” and select the most compelling reason.
- Turn and Talk:
 

*“What is the most compelling reason that supports the opinion ‘Leave the Nest Up?’” (Responses will vary, but may include: Tall buildings are good nesting places; hawks can find food in the city; people love watching birds.)*

*Conversation Cue: “Who can explain why your classmate came up with that response? I’ll give you time to think.” (Responses will vary.)*
- Select a few students to share out.
- Tell students they will:
  1. Select one compelling reason that supports the opinion “Leave the Nest Up.”
  2. Record this reason on the “Leave the Nest Up!” Sign template on page 4 of their Pale Male research notebook.
  3. Add an illustration that shows their reason.
- Briefly model how to select a reason from the Pale Male: Class Notes and how to write the reason. Demonstrate how to add an illustration. Refer to the **Pale Male research notebook (example, for teacher reference)** as necessary.
- Distribute the Pale Male research notebooks and **crayons** and transition students to their workspaces to begin.
- When 1 minute remains, give students a warning to finish up their writing and drawing.
- Refocus whole group and tell students to place their notebooks by their side so that they can use them during the next part of the lesson.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with organizing ideas for written expression: (Verbal Writing Practice) Allow students to discuss and rehearse the reason to leave the nest up that they chose from the Pale Male: Class Notes before writing. (MMAE)

## Work Time

### B. Shared Writing: “Leave the Nest Up!” (20 minutes)

- Refocus students whole group and offer specific, positive feedback on their work creating their sign in support of the opinion “Leave the Nest Up.”
- Direct students’ attention to the posted learning targets and read the second one aloud:
 

**“I can contribute to write the introduction, opinion statement, reason, and conclusion in our shared opinion paragraph.”**
- Focus students on the underlined word *contribute* in the learning target and review its definition (to give something). Remind students that in the past module they helped contribute ideas when they helped write a shared informative paragraph about feathers.
- Tell students that today they will help to create a shared opinion paragraph that supports the opinion to leave Pale Male’s nest up.
- Remind students that during the previous lesson they learned about the parts of an opinion paragraph.
- Direct students’ attention to the **Parts of an Opinion Paragraph anchor chart**.
- Read the heading aloud:
  - “Opinion writing informs the reader about what you think about a topic, supported with a reason.”
- Point to the heading Introduction and remind students that the introduction tells the reader what you are writing about, or your topic.
  - Turn and Talk:
 

**“What is the problem that we are writing about?” (People wonder what to do with Pale Male’s nest.)**

**“What are the two opinions about this topic?” (The nest should stay up; the nest should come down.)**

**Conversation Cue: “Do you agree or disagree with what your classmate said? Why? I’ll give you time to think and write.” (Responses will vary.)**
  - As students talk, circulate and listen in to pre-select a few students to share out.
  - Invite one or two students to share out.
  - Based on the ideas students share, model how to write the introduction on the **Shared Writing Template: “Leave the Nest Up!”** Refer to the **Shared Writing Template: “Leave the Nest Up!” (example, for teacher reference)** as necessary.
  - Guide students in how to write two separate sentences that explain the problem and describe both opinions on the topic. (Example: People have different opinions about Pale Male’s nest. Should people leave it up or take it down?)
- Point to the Opinion Statement heading and remind students that the opinion statement tells the reader your opinion on a topic, or what you think about it.
  - Ask:
 

**“Look at your ‘Leave the Nest Up!’ Sign template on page 3 of the Pale Male research notebook that you completed earlier in the lesson. What was the opinion statement written at the top of the sign?” (Leave the nest up.)**

- Model how to write the opinion statement. Continue to refer to the Shared Writing Template: “Leave the Nest Up!” (example, for teacher reference) as necessary.
- Guide students in how to write the opinion statement as a complete thought, using the words “I think people should” at the beginning of the sentence. (Example: I think people should leave the nest up.)
- Point to the Reason heading and remind students that the reason tells the reader why you have the opinion. It is based on information from the text.
  - Turn and Talk:
 

***“Look at your ‘Leave the Nest Up!’ sign. What was the most compelling reason you chose that supported the opinion?” (Responses will vary, but may include: Tall buildings are good nesting places; hawks can find food in the city; people love watching birds.)***
  - As students talk, circulate and listen in to pre-select a few students to share out.
  - Invite one or two students to share out.
  - Based on the ideas students share, select one compelling reason and model how to write it.
  - Guide students in how to connect the reason with the opinion statement. Remind students that the opinion statement is connected to the reason using the conjunction because. (Example: I think people should leave the nest up because people love watching the birds.)
- Point to the Conclusion heading and remind students that the conclusion wraps up your paragraph and reminds the reader of your opinion.
  - Explain that the conclusion is often similar to the opinion statement.
  - Ask:
 

***“How might you restate the opinion?” (This is why I think people should leave the nest up.)***

***Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.” (Responses will vary.)***
  - Model how to write the conclusion.
  - Guide students in how to wrap up the paragraph and restating your opinion. (Example: This is why I think people should leave the nest up.)
- Reread the entire opinion paragraph to give students a vision for a cohesive opinion paragraph.
- Offer students specific, positive feedback on how well they used a compelling reason to support the opinion.
- Tell students that in the next lesson they will have a chance to practice writing their own opinion paragraph, supporting the same opinion with a different reason.

### Meeting Students' Needs

- For ELLs and students who may need additional support with verbal expression: (Using Sentence Frames) Provide the sentence frame “I think people should \_\_\_\_\_” for students to write their opinion statement. (MMAE)

- For ELLs and students who may need additional support with organizing ideas for written expression: (Verbal Writing Practice) Allow students to discuss and rehearse their opinion statement before writing. (MMAE)
- For ELLs and students who may need additional support with oral language: (Providing Thinking Time) Provide time for students to go back to their "Leave the Nest Up!" Sign template on page 4 of the Pale Male research notebook to reread the opinion statement written at the top of the sign and the most compelling reason students chose to support their opinion. (MMAE)

## Closing and Assessment

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### A. Reflecting on Learning (10 minutes)

- Gather students whole group.
- Direct students' attention to the Respectful Opinions anchor chart.
- Turn and Talk:
  - *"What does it look like to listen to others' opinions respectfully?" (calm face; facing the speaker; waiting patiently)*
  - *"What does it sound like to respond to others' opinions respectfully?" (We might say things like, "I hear what you are saying" or "Thanks for sharing.")*
- Point to the heading that says:
  - "Sharing my opinion respectfully"
- Follow the same routine from the Closing of Lesson 5 to complete the final row of the anchor chart. Refer to **Respectful Opinions anchor chart (example, for teacher reference)** as necessary.
- Thank students and offer specific, positive feedback on their work helping to complete the Respectful Opinions anchor chart. Tell students that they will reference this chart as they continue to share opinions with each other.

### Meeting Students' Needs

- For ELLs: (Using Anchor Charts) Reread the Respectful Opinions anchor chart once it has been completed.
- For ELLs: (Practicing Pronunciation) Invite students to focus on fluency as they say the sentences "I hear what you are saying" and "Thanks for sharing" with appropriate expression and intonation.