

Lesson 8: Text-Based Discussion: Most Important Factors for Jackie Robinson's Success in Leading Change



CCS Standards

- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.



Daily Learning Targets

- I can effectively participate in a text-based discussion about which factors I think were most important to Jackie Robinson's success in leading social change. (RI.5.9, SL.5.1)
- I can review the key ideas discussed and draw conclusions. (SL.5.1d)

Ongoing Assessment

- Participation in text-based discussion (RI.5.9, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d)
- Discussion Notes Form: Jackie Robinson (SL.5.1c, SL.5.1d)

Agenda

1. **Opening**
 - A. Reviewing Learning Targets (5 minutes)
2. **Work Time**
 - A. Preparing for a Text-Based Discussion (10 minutes)
 - B. Participating in a Text-Based Discussion: Round I (15 minutes)
 - C. Participating in a Text-Based Discussion: Round II (15 minutes)
3. **Closing and Assessment**
 - A. Reflecting on Key Ideas and Drawing Conclusions (15 minutes)
4. **Homework**
 - A. Choose and respond to an opinion QuickWrite prompt from your Unit 2 Homework.
 - B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students participate in a text-based discussion to discuss their opinion on which factor was most important in Jackie Robinson's success in leading social change (RI.5.9, SL.5.1).

- The structure of this discussion follows the Fishbowl protocol, with two concentric circles, one observing the other as they participate in the discussion. Rather than providing feedback to a specific student, students provide feedback to the whole group for the whole group to learn.
- In this lesson, students focus on working to become effective learners, collaborating as they discuss in groups. They also focus on working to contribute to a better world, using their strengths to help others grow as they provide feedback on the discussion.

How it builds on previous work:

- Throughout the first half of the unit, students learned about different authors' opinions on which factor was most important in Jackie's success.

Areas where students may need additional support:

- Some students may find it challenging to speak aloud to the rest of the group and may require adult or peer support to say their ideas aloud.

Assessment guidance:

- Use the Grade 5 Collaborative Discussion Checklist to assess student participation in the discussion and provide feedback on students' Discussion Notes Form: Jackie Robinson (see Module 1 Appendix).
- Collect students' Discussion Notes Form: Jackie Robinson to add specific feedback for each student. Use your notes on the Grade 5 Collaborative Discussion Checklist to guide your feedback.

Down the road:

- Students will use their Preparing for a Text-Based Discussion: Jackie Robinson note-catcher and their Discussion Notes Form: Jackie Robinson when planning their opinion essay later in the unit.

In advance:

- Consider pre-determined groups for the discussion during Work Times A, B, and C.
- Post: Learning targets and applicable anchor charts (see Materials list).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6, 5.I.A.1, 5.I.A.3, 5.I.A.4, and 5.I.A.5

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing opportunities to use oral language in a structured way. They are also given the opportunity to receive helpful feedback. This will foster English language development as students struggle to communicate within an authentic and content-rich context.
- ELLs may find it challenging to keep up with the conversation during the text-based discussion because they may take longer to process spoken language. Consider teaching students phrases such as “I didn’t hear your comment the first time. Can you please repeat it?” to empower students to control the pace of the conversation. Additionally, students may feel nervous about speaking in front of the group. Consider including a norm about how there are no such things as mistakes when we try our best, and invite students to share comments in their home languages as well (see Meeting Students’ Needs).

Levels of support

For lighter support:

- During Work Times B and C, encourage students to use Goal 1 and 2 Conversation Cues with other students to extend and deepen conversations, think with others, and enhance language development. (Example: “Can you give an example?”)

For heavier support:

- Consider pre-writing observations on sticky notes and reading them aloud to students when distributing them to students in the outside circle during Work Times B and C. Students can choose ones that they feel apply to the conversation they observe.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students as they generalize skills that they learned from the previous lessons in Unit 2 to set themselves up for success during the text-based discussion in this lesson.
- **Multiple Means of Action and Expression (MMAE):** Some students may need additional support in self-monitoring during preparation for the text-based discussion. Support students’ self-monitoring by creating a checklist for students to use that includes reminders or goals for their preparation.
- **Multiple Means of Engagement (MME):** When introducing the Fishbowl protocol, some students may need additional support with expectations and motivation. Provide reassurance that they are sufficiently prepared for this exciting activity, which is a discussion for learning rather than a performance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *effectively, conclusions, evidence (L)*

Materials

- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Academic Word Wall (begun in Module 1)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ Vocabulary logs (begun in Module 1; one per student)
- ✓ Preparing for a Text-Based Discussion: Jackie Robinson note-catcher (from Lesson 7; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Discussion Norms anchor chart (begun in Module 1)
- ✓ Discussion Notes Form: Jackie Robinson (one per student)
- ✓ Sticky notes (two per student)
- ✓ Working to Contribute to a Better World anchor chart (begun in Module 1)
- ✓ Grade 5 Collaborative Discussion Checklist (for teacher reference; see Module 1 Appendix)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
- "I can effectively participate in a text-based discussion about which factors I think were most important to Jackie Robinson's success in leading social change."
- "I can review the key ideas discussed and draw conclusions."
- Remind students that the focus of this unit is considering which factor or factors was most important in Jackie Robinson's success, and that now it is their turn to share their opinion on which factor they think was most important to Jackie's success.
- Tell students that today, they will participate in a text-based discussion about their opinion of which factor was most important.
- Underline and use the Vocabulary strategies on the **Close Readers Do These Things anchor chart** to review and/or determine the meaning of the following words. Add any new Vocabulary to the **Academic** and **Domain-Specific Word Walls**, and invite students to add them to their Vocabulary logs.

- *effectively* (in a way that is successful)
- *conclusion* (an opinion reached after careful thinking)

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working toward Same Learning Target) Invite students to discuss how they previously worked toward each learning target. (MMR, MME)
- For ELLs: (Stopping between Learning Targets) Consider stopping after each learning target has been read to ask students what they think they will be doing in this lesson. Invite students to rephrase each learning target in their own words to ensure comprehension.
- For ELLs: (Word Families) When reviewing the word *effectively*, ask students about the root word (*effective*). Say: "*Effective* is an adjective to describe something that is successful. *Effectively* is an adverb that describes how something is done."

Work Time

A. Preparing for a Text-Based Discussion (10 minutes)

- Invite students to retrieve their **Preparing for a Text-Based Discussion: Jackie Robinson note-catcher**.
- Tell students that before they can participate in the discussion today, they need to spend a few minutes reviewing the notes they made on their note-catchers in Lesson 7.
- Invite students to review their note-catcher and add any additional notes they want to share during the discussion.
- Focus students' attention on the **Working to Become Effective Learners anchor chart** and remind them specifically of the collaboration criteria. Remind students that because they will be working together to have a group discussion, they need to be conscious of working effectively with others.

Meeting Students' Needs

- For students who may need additional support with organizing their thinking for verbal expression: Consider meeting with students in advance so they can practice or rehearse what they would like to share during the discussion. (MMAE, MME)
- For ELLs: (Highlighting Key Evidence) In preparation for the text-based discussion, consider allowing time for students to work with a partner to highlight or underline key evidence on their note-catchers to support the reasons for their opinion. Invite them to focus on these key pieces of evidence during the text-based discussion.
- For ELLs: (Oral Practice) Invite students to orally practice sharing their opinion and evidence with a partner, using the sentence starters underneath each section of the note-catcher (see Lesson 7, *For heavier support*) to do so. Consider also displaying the following sentence frames for support and adding the introductory

elements (*In my opinion*,; *From my point of view*,) to the Introductory Elements chart (see Lesson 5, *For heavier support*):

- In my opinion, ____ is the most important factor in Jackie Robinson's success because ____.
- From my point of view, I think ____ is the most important factor in Jackie Robinson's success because ____.

Work Time

B. Participating in a Text-Based Discussion: Round I (15 minutes)

- Invite students to bring their Preparing for a Text-Based Discussion: Jackie Robinson note-catcher and gather in the middle of the room. Organize students in a Fishbowl protocol seating arrangement (a circle of students on the inside and a circle of students behind them, on the outside).
- Direct students' attention to the **Discussion Norms anchor chart** and briefly review it.
- Remind students that they will talk to each other about what they have been learning to answer the question:

"Which was the most important factor (or factors) for Jackie Robinson's success in leading social change?"

- Remind students that this will not be the same kind of conversation that they might have on the playground or at other times during the day.
- Using a total participation technique, invite responses from the group:

"Why might this conversation be different?" (more formal, talking to each other like we would talk to an adult)

- Distribute the **Discussion Notes Form: Jackie Robinson** and tell students that the top box on this form is for them to capture any questions they might want to ask so that they don't forget while they are waiting for a chance to speak. Emphasize that, during the discussion, they need only complete the top box, as they will fill in the other boxes after the discussion.
- Distribute **sticky notes** to students in the outside circle to record observations of norms on the Discussion Norms anchor chart. Tell students that as they observe, listen, and take notes on what takes place in the first round of the discussion, they should record *evidence* of discussion norms on their sticky notes. Consider using the following prompts:

"What are two stars, or two things this group did really well?"

"What is one step, or one thing this group could work on next time?"

- Be explicit that students are recording evidence demonstrated by the whole group, and that their comments should be kind, helpful, and specific so that the group can improve their performance in future class discussions.
- Focus students on the **Working to Contribute to a Better World anchor chart** and remind them specifically of the using strengths to help others grow criteria, and of what this looks and sounds like. Tell students that as they observe the discussion and make stars and steps notes on their sticky notes, they will be helping others to grow.
- Direct students to begin Round I of the discussion.

- If productive, use Goal 1 and 2 Conversation Cues to cue students to expand the conversation, give an example, listen carefully, and seek to understand.
- As students discuss, use the **Grade 5 Collaborative Discussion Checklist** to monitor student progression toward the learning targets. Quickly redirect and support students as needed, but avoid leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.
- After 15 minutes, refocus whole group.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for the students participating in the first round of the discussion to self-assess against the first learning target.

Meeting Students' Needs

- For students who may need additional support with comprehension and motivation: Invite students to share with an elbow partner how they followed discussion norms during previous Fishbowl protocol. (MMR, MME)
- For ELLs: (Transparency: Language for Different Purposes) Be clear that the language students are encouraged to use during the text-based discussion is not more accurate than informal communication or other English varieties; rather, it is language that is more appropriate for engaging in an academic conversation in English.
- For ELLs: (Demonstrating Student Roles) Before beginning the text-based discussion, quickly demonstrate the student roles: the inside circle language, both circles' protocols, and how to use the note-catchers and sticky notes.
- For ELLs: (Providing Lines of Dialogue) Write lines of dialogue on the Collaborative Discussion anchor chart to illustrate what effective participation sounds like. (Example: "I read ____ in the text, so that makes me think ____.")
- For ELLs: (Home Languages) Invite students to share kind, helpful, or specific comments in their home languages. Example: "How do you say *excellent point* in Spanish?" (*excelente punto*)

Work Time

C. Participating in a Text-Based Discussion: Round II (15 minutes)

- Ask students to switch places with their partners so that those who were sitting in the outside circle are now sitting in the inside circle.
- Review the Discussion Norms anchor chart and invite students originally sitting on the outside of the circle to help you give feedback to the exiting group. Consider using the following prompts:
 - “What are two stars, or two things this group did really well?”
 - “What is one step, or one thing they could work on next time?”
- Discuss strategies that might help the next group be more successful in this area.
- Distribute several sticky notes to students in the outside circle so they can record stars and steps of discussion norms.

- Direct students to begin Round II of the discussion.
- As students discuss, use the Grade 5 Collaborative Discussion Checklist to monitor students' progression toward the learning targets. Quickly redirect and support students as needed, but avoid leading the conversation. Remind students that their questions and comments should be directed to one another, not the teacher.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for the students participating in this round of the discussion to self-assess against the first learning target.

Meeting Students' Needs

- For ELLs: (Errors) As students interact, jot down samples of effective communication. Also, jot down one or two common language errors (pervasive, stigmatizing, critical). Share each of these with the class, allowing students to take pride in the effective communication and correct the errors.

Closing and Assessment

A. Reflecting on Key Ideas and Drawing Conclusions (15 minutes)

- Refocus students on the discussion question:
 - “Which was the most important factor (or factors) for Jackie Robinson’s success in leading social change?”
- Turn and Talk:

“What key ideas did the group discuss to help answer this question?” (Possible scaffold: Say: “Recall that key ideas are the main ideas. They might be the ideas that came up multiple times, were voiced by multiple students, or were discussed for a long time.”)
- Cold call students to share out. As students share, capture their responses on the board and invite them to record their responses in the Key Ideas box on their Discussion Notes Form: Jackie Robinson.
- Turn and Talk:

“Thinking about the key ideas that were discussed, what conclusions are you now drawing in answer to the question? How would you answer the question now?”
- If productive, cue students to agree, disagree, and explain why:

“Do you agree or disagree with what your classmate said? Why? I’ll give you time to think and write.” (Responses will vary.)
- Invite students to record their ideas in the My Conclusions box on their Discussion Notes Form: Jackie Robinson.
- After 10 minutes, refocus whole group.
- Direct students’ attention to the Discussion Norms anchor chart.
- Turn and Talk:

“Referring to the criteria on the Discussion Norms anchor chart, what are two things you personally did well?”

“Referring to the criteria on the Discussion Norms anchor chart, what are two things you would personally like to do better during the next text-based discussion?”

- Invite students to record at least one goal in the My Goals for the Text-Based Discussion box on their Discussion Notes Form: Jackie Robinson.
- Collect the Discussion Notes Form: Jackie Robinson from students.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target, and to self-assess how well they collaborated and used their strengths in this lesson.

Meeting Students' Needs

- For students who may need additional support with written expression: Consider supporting students' expressive skills by offering partial dictation or sentence stems as students organize their ideas for their conclusions. (MMAE)
- For ELLs: (Verb Tense: Reinforcing) Reinforce students' understanding of how verb tenses convey meaning by focusing their attention on the present progressive verb tense *are you + drawing* when asking students about their conclusions. Invite students to explain the meaning this verb tense conveys and why it is important that it is stated in the present progressive. (The present progressive conveys continual action; it is important that it is stated in the present progressive because it means that students are continuing to form their opinions, considering the evidence from the text-based discussion to do so.)
- For ELLs: (Supporting Student Reflections) Some students may struggle to think of something that they did well because they might not have the language for it, or they may find it boastful. Reassure students that they have a reason to be proud of themselves. Give students kind and specific feedback to model such reflection and to boost their confidence. Allow students to rephrase the feedback with an "I" statement.

Homework

A. Choose and respond to an opinion QuickWrite prompt from your Unit 2 Homework.

B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, a family member, or a student from Grades 4 or 6, or record an audio response. (MMAE)