

Figure 5.3 Lesson Plan for Third Grade Using a Fishbowl Technique

<p>Assessed Need: I have noticed that my students need: <i>Extended discussion experiences to synthesize information.</i></p>
<p>Standard(s) Addressed: Oral Language 3.1: The student will use effective communication skills in group activities. Reading 3.7: The student will demonstrate comprehension of information from a variety of print and electronic sources.</p>
<p>Text(s) I Will Use: <i>Puss in Boots and Jack and the Beanstalk</i></p>
<p>Learning Intention for This Lesson: We will state our opinions and furnish evidence to support them. We will consider the opinions of others to make ethical decisions.</p>
<p>Success Criteria for This Lesson: After listening and participating in the fishbowl, I will write my opinion and use evidence to support it</p>
<p>Direct Instruction:</p> <p>Model: Strategies/skills/concepts to emphasize</p> <p>Set the purpose: Form an opinion and supply evidence to address the question: <i>Is it ever okay to lie and steal?</i></p> <p>Provide a review of the fishbowl technique, modeling active listening and discussion behaviors.</p> <p>Inside circle and outside circle will be used, and everyone will have a turn in the inside circle.</p> <p>Review how to tap in / tap out of the inner circle to join and exit the discussion.</p> <p>Demonstrate listening behaviors (track the speaker, don't interrupt, use a friendly facial expression).</p> <p>Demonstrate discussion behaviors, and remind students of sentence frames we have been using. (For example, I agree/disagree with ____ because _____. I would like to add on to ____'s idea _____. Can you tell us more about your idea?)</p> <p>Guide and Scaffold: Questions to ask</p> <p>Central question: <i>The heroes in these two fairytales lied and stole. Is it ever okay to lie and steal? Why or why not?</i></p> <p><i>Are there times when rules should be broken?</i></p> <p><i>Is a good intention enough?</i></p> <p>Assess: These are the students who will need further support</p> <p><i>D'Andre, Rachel, Rico, and Ashleigh will have modified text versions of these stories.</i></p>

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Dialogic Instruction:

Teacher-Directed Tools

I'm going to use this carefully, as I want the students to take a lead on the discussion. However, if a misconception arises that they can't resolve on their own, I will ask focusing questions to come to an understanding of the concept or idea.

Student-Led Tools: Fishbowl discussion: IS it ever okay to lie and steal?

Janette and Darius are the moderators for this discussion. Make sure they have a list of possible clarifying questions to ask when needed. They will keep time (5 minutes per circle session) until all students have participated in the inner circle. I will sit with the outer circle to encourage student leadership of this discussion.

Assess: These are the students who will need further support

Listen and watch for any students who are having difficulty in explaining their opinion, and prompt the moderators if needed to pose additional questions.

Feedback Opportunities: Keep track of the number of times each student contributes to the discussion. Share this individually with students after the session. If there are students who have not yet contributed near the end of their fishbowl, share the data with them and prompt them to participate.

Independent Learning and Closure:

Closure: Moderators Janette and Darius will summarize the fishbowl discussion at the end and provide a list of points, pro and con, that were discussed. I will then review the learning intention and success criteria for the lesson, and move students back to their tables for independent writing.

Independent Learning: Now that you have read *Puss in Boots* and *Jack and the Beanstalk* and have participated in the fishbowl discussion, write a 100-word essay that (1) explains your opinion, (2) provides evidence to support your opinion from your experiences, and (3) uses at least one other example that came from another student.

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