

Online Resource 7.15 Third-Grade Lesson Example

Description of Unit: The unit requires learners to write an opinion piece.	Learning Intention, <i>I will . . .</i> Write an opinion piece.		
	Success Criteria:		
	Surface	Deep	Transfer
	<p>I will . . .</p> <ul style="list-style-type: none"> Identify a topic or issue that has differing opinions List evidence that supports different opinions on a topic Form an opinion on the topic (i.e., point of view) that you will support 	<p>I will . . .</p> <ul style="list-style-type: none"> Incorporate thesis into the introduction of the opinion piece Apply linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to link facts and details to the reason for opinions Apply contrasting connectives (e.g., <i>on the other hand, although, whereas</i>) to transition between opinions Summarize the rationale for your opinion in the closing 	<p>I will . . .</p> <ul style="list-style-type: none"> Compose a counter narrative to the topic
Leverage	<ul style="list-style-type: none"> The teacher places students into dyads to discuss forming opinions. Each dyad is given a card with two options (e.g., Lava v. Quicksand, Books v. Movies, Super Speed v. Super Strength). Each student in the dyad is tasked with forming an opinion for one of the options while the partner student takes on the opposing option. Next, the students are asked to write down why they think one option is better. Students then share their opinion with their learning partner. Next, the teacher stops the class and asks students to share their approach for forming an opinion. The teacher writes the ideas down so that all students can see the student-generated list. The teacher then asks the students to listen to a debate of the two options they were debating earlier via the podcast <i>Smash Boom Best</i>. After listening to the podcast, the teacher asks the students to discuss what strategies the debaters used to attempt to convince others of their opinions. The teacher adds these ideas to what the students originally had written. <i>Review the learning intention of the unit</i> <i>Review the success criteria for the lesson</i> <i>Review student current knowledge/ideas/questions</i> 		

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Link	<p>In this lesson, the teacher is aligning his or her instruction to clarify the surface, deep, and transfer expectations and preparing students to give and receive feedback to one another through the course of the unit.</p> <ul style="list-style-type: none">• <i>Align feedback, instruction, and learning strategies to surface, deep, and transfer</i>• <i>Align tasks to the surface, deep, and transfer</i>• <i>Focuses students on the “progress of learning”</i>
Lift	<ul style="list-style-type: none">• <i>Ask the students to write an opinion piece on a topic of their choice.</i>• <i>The teacher states that tomorrow (Lesson 2) the students will review opinion pieces from last year’s class and see if they have met the criteria that the students created during Lesson 1.</i>• <i>Ask students to add criteria to the writing of an opinion.</i> • <i>Summarize student learning relative to learning intentions and success criteria</i>• <i>Review individual performance and next steps in learning</i>