**Title:** Indoor Recess Game Opinion Writing Lesson

**Curriculum:** Writing

**Grade Level:** First Grade

**Purpose**

Students will write an opinion regarding what they feel would be the best indoor recess material to purchase for class use. Students will share their opinion on an online collaborative site and respond to each other’s opinion pieces.

**Description**

In the past when doing this learning activity, students would begin by learning the difference between facts and opinions. Afterwards, students would write an opinion piece about something that they are familiar with such as their favorite season or holiday. After several days of writing opinion pieces, the teacher would pose the real world problem that the class needs more materials for indoor recess and they should write their opinion about what the PTA should purchase for indoor recess use. Students would write their opinion and support their opinion with a logical reason. Once they were done writing and went through the whole writing process, students would publish their work by writing a final copy and draw a picture to match their writing. Then the students would take turns sharing their writing with the class over several days until all opinions were heard.

In this learning activity redesign, the students will sort facts and opinions about known topics using a flipchart on the Promethean Board. Afterwards, students will practice writing an opinion piece about their favorite book and support their opinion with logical reasoning. Once the students have gone through the writing process over several days (brainstorming, rough draft, editing, revising), the teacher will introduce the class to Kidblog. The teacher will model and explain that Kidblog will be a place where everyone in class can publish their writing and share it with the class simultaneously. Then students in the class will read each other’s posts and make comments to each other about their favorite books.

The teacher will give the class two days to work on this and explain that this will be a practice for the real world problem that the teacher will address in a few days.

Once the students have practiced and become familiar with Kidblog, the teacher will pose the real world problem of needing more materials for indoor recess. Students will be asked to write their opinions about what should be purchased and justify their opinions with logical reasoning. The students will then post their opinion writing to Kidblog and share what they feel should be purchased for indoor recess. Afterwards, students will comment on each other’s ideas. Students will have a choice of using Pixie, PowerPoint or Toondoo to make visual representation of their opinion writing and attach either the work or screenshot to Kidblog. After everyone has commented on at least 6 posts, the class will vote on the top 3 choices to make the final decision using Plickers cards.

**Objectives**

Here is a list of objectives that will be covered in different parts of the learning activity. To see which objectives correspond to each lesson, look at the activities chart below.

Common Core State Standards (CCSS):

[CCSS.ELA-LITERACY.W.1.1](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.W.1.5](http://www.corestandards.org/ELA-Literacy/W/1/5/)  
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

[CCSS.ELA-LITERACY.W.1.6](http://www.corestandards.org/ELA-Literacy/W/1/6/)  
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

International Society for Technology and Education (ISTE) Standards

<http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf>

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

d. Contribute to project teams to produce original works or solve problems

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

b. Plan and manage activities to develop a solution or complete a project

c. Collect and analyze data to identify solutions and/or make informed decisions

d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

c. Demonstrate personal responsibility for lifelong learning

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems

b. Select and use applications effectively and productively

d. Transfer current knowledge to learning of new technologies

**Activities**

|  |  |  |
| --- | --- | --- |
| **Activities** | **Standards** | |
| **CCSS** | **ISTE** |
| Previous Learning  Before this learning activity, students had been working on writing facts on a given topic. Students will now transition from information writing to opinion writing. Students will write a fact and an opinion about a given topic to distinguish the difference. Students will discover through teacher modeling that a fact is a proven statement and an opinion one’s personal thoughts about a topic. | W.1.1 | N/A |
| Day 1  Students will sort facts and opinions from a flipchart on the Promethean board. Students will go back to their seats and write two opinion statements so the teacher can assess whether students understand the difference between facts and opinions. | W.1.1  W.1.6 | N/A |
| Day 2  The teacher will post the question, “what is your favorite book?” on the board. Students will take a few minutes to brainstorm and respond orally and teacher will write responses on the board. Afterwards, students will justify their thinking with logical support to a partner. Then, the teacher will ask several students what their partner said about their favorite book and why it was their favorite. The teacher will model an example on the board of her childhood favorite book (e.g. “My favorite children’s book is ‘There’s an Alligator Under My Bed.’ This is my favorite children’s book because it is about an alligator and alligators are my favorite animal. It is also my favorite because I think it has funny parts.”). The students will then go and write a rough draft of an opinion piece about their favorite book and write two reasons why it is their favorite. | W.1.1  W.1.5 | N/A |
| Day 3  The teacher will repost the question “what is your favorite book?” and the teacher’s response. The teacher will tell the students to make sure their opinions are supported with information. The teacher will then repost her example and ask the class if there is support for the opinion. The students will know that the first reason has support (e.g. “it is about an alligator and alligators are my favorite animal”), but that the second reason does not have support (e.g. “it has funny parts” without explaining what parts are funny). Now, the teacher will add to her response (e.g. “it has funny parts, such as when the boy puts candy and soda out for the alligator.”). The teacher will ask students to think about their writing, and that today, they will go back and edit with a partner to see what they should add to their writing to make sure their opinion is supported. The students will go edit with a partner using colored pencils to correct any improper writing conventions and to circle areas where the students need to add writing. The students will then take back their original paper and make the changes. The teacher will walk around and add support where needed. | W.1.1  W.1.5 | N/A |
| Day 4  One-to-one technology will be available in the form of laptops for each student being brought into the classroom, or the lesson will be done in the computer lab.  Now that students have added the missing information, the teacher will introduce Kidblog to the students. The teacher will explain to the students that Kidblog is a place for the students to collaborate and share ideas online, so they do not all have to sit and listen to each class member present one after the other. The teacher will also explain that it will allow students to respond to what other students wrote at the same time.  The teacher will have previously signed up for Kidblog (for those who don’t know how to sign up for Kidblog, see the supplementary materials on the website). The teacher will go to the class url on Kidblog.org. The teacher will show students how to login and change their password, if needed (for younger students I would recommend making their passwords the same as their name or something easy to remember, and not have them change it). The teacher will login and model the post about what is the teacher’s favorite book, which was shared previously in class. The teacher will go through each step (click on the “new post” button, create a title for the post, write the post in the big text box, save draft to make sure the writing is saved, and publish, so that others can view the writing. Once students understand the process, students will be given the class url. They will click on the link and login to Kidblog. They will create a new post about their favorite book and copy the writing they had done the day before. They will publish their post. The teacher will walk around and lend support where needed. For older students, one could hand out the directions for Kidblog. | W.1.1  W.1.5  W.1.6 | 1.b  2.a  2.b  2.c  5.b  5.c  6.a  6.b  6.c |
| Day 5  One-to-one technology will be available in the form of laptops for each student being brought into the classroom, or the lesson will be done in the computer lab.  The teacher will teach students how to post comments on other students’ posts. The teacher will login to Kidblog and use one of the student’s posts from the previous day. The teacher will model a comment to that post, and show students how to publish the comment.  (e.g. one student wrote “my favorit book is the amasin [Amazing] spider man. I klike [like] this book because therev[there] is ashin [action] like when spider man ataks [attacks] grin[green] goblin. Also I like it because thar [there] is los[lots] of col costoms [cool costumes] that the gine[green] goblin wers [wears].”  I added a comment, saying “I also like the amazing Spiderman. I think it is interesting how peter parker has to keep the secret that he is spiderman even from his family. It would be really hard to keep a secret from your mom or dad.”)  The teacher will tell students that to add comments to another post, click on “go to class blog.” They will be able to see the most recent posts, and a list of the blog directory.  Students will click on the title that you want to comment on. They will scroll to the bottom of the page and add a comment where it says to Leave a Comment. When done, press the “Submit Comment” button.  After providing directions, the teacher will have the students leave comments on other students’ posts. The teacher will be available to provide support for students as needed. | W.1.1  W.1.5  W.1.6 | 1.a  1.b  2.a  2.b  2.d  4.c  4.d  5.b  5.c  6.a  6.b  6.d |
| Day 6  The teacher will tell the students they have a problem. The PTA has money to purchase one item for indoor recess, and are asking teachers what would be the best thing to buy for indoor recess. The teacher will ask the students for their input as to what would be the best thing to purchase. The teacher will remind students to think logically, based on the limitations (such as cost and school policies that must be followed). Students will use think, pair, share to brainstorm ideas for possible indoor recess choices. The teacher will model an example on the board (e.g. “I think that marble maze materials would be good for indoor recess because many students can play with them. Another reason is because you can build a different maze each time, so the activity is different each time.”). Students will then go back to their seats and draft their opinion writing on what they think should be purchased for indoor recess. | W.1.1  W.1.5 | N/A |
| Day 7  The teacher will model editing with the class using her example, and remind the students about the previous editing activity with the favorite book activity, and the importance of supporting their writing. The students will then edit with a partner, switch back papers, and make the corrections. | W.1.1  W.1.5 | N/A |
| Day 8  One-to-one technology will be available in the form of laptops for each student being brought into the classroom, or the lesson will be done in the computer lab.  The teacher will model on Kidblog and post her opinion writing about what should be purchased for indoor recess. The teacher will also show students they can edit their posts after it has been posted by clicking on the edit button. It will bring them back to the writing screen, and when they make the changes, they can click the update button. The students will post their indoor recess opinion writing on Kidblog. The teacher will remind students to save the draft of their writing before publishing. | W.1.1  W.1.5  W.1.6 | 1.a  1.b  2.a  2.b  2.d  4.b  4.c  4.d  5.b  5.c  6.a  6.b  6.c |
| Day 9  One-to-one technology will be available in the form of laptops for each student being brought into the classroom, or the lesson will be done in the computer lab.  Students will be given an opportunity to post comments on their classmates’ blogs. | W.1.1  W.1.5  W.1.6 | 1.a  1.b  2.a  2.b  2.d  4.c  4.d  5.b  5.c  6.a  6.b  6.d |
| Day 10  One-to-one technology will be available in the form of laptops for each student being brought into the classroom, or the lesson will be done in the computer lab.  The teacher will explain to the students that they will be creating visual representations to accompany their opinion writing. The students will have a choice of creating their visual presentation using Pixie, PowerPoint, or Toondoo. The students are already familiar with using Pixie and PowerPoint, so they will have a lesson introducing them to Toondoo.  (If students are unfamiliar with Pixie or PowerPoint, tutorials can be found online PowerPoint 2013: <https://www.youtube.com/watch?v=_J62OpPKhIY>;  Pixie: <http://www.tech4learning.com/pixie/training>)  The teacher will go to Toondoo.com, and explain that Toondoo is used to create comic strips that can then be saved. The teacher will go through the process of creating a comic with the students, by modeling each of the steps. (For more information using Toondoo, see the tutorial information on the website). After modeling, the students will be given an opportunity to explore Toondoo and play around and get comfortable using the features | W.1.1 | 1.a  2.b  2.d  4.b  5.b  5.c  6.a  6.b  6.d |
| Day 11  One-to-one technology will be available in the form of laptops for each student being brought into the classroom, or the lesson will be done in the computer lab.  Students will use Pixie, PowerPoint, or Toondoo (using the teacher’s login) to create a visual for their opinion writing. | W.1.6 | 1.a  1.b  2.a  2.b  2.d  4.d  5.b  6.a  6.b  6.d |
| Day 12  One-to-one technology will be available in the form of laptops for each student being brought into the classroom, or the lesson will be done in the computer lab.  The teacher will model for students how to embed media onto Kidblog using the teacher’s example. The students will then embed their visual representations onto their posts in Kidblog. The teacher will be available to lend support when needed. | W.1.5  W.1.6 | 1.a  1.b  2.a  2.b  2.d  4.d  5.b  5.c  6.a  6.b  6.d |
| Day 13  One-to-one technology will be available in the form of laptops for each student being brought into the classroom, or the lesson will be done in the computer lab.  Students will have the opportunity to view others’ updated posts with the visual content and add any additional comments desired. | W.1.1  W.1.5  W.1.6 | 1.a  1.b  2.a  2.b  2.d  4.c  5.b  5.c  6.b |
| Day 14  The teacher will take the top three choices (based on comment feedback demonstrating student interest). The students will then vote using Plickers cards, and the teacher will inform the PTA of the class’s choice for indoor recess material.  (Students are already familiar with Plickers. For those who are not familiar with Plickers, see the tutorial here: <https://www.youtube.com/watch?v=Zwz7x0yySsY>) | W.1.6 | 2.a  5.b  6.b |

**Assessment**

Student Self-Evaluation Checklist – see attached

Indoor Recess Opinion Writing Rubric – see attached

Teacher will be monitoring throughout the process and reviewing students posts to assess student understanding, and will modify instruction accordingly.