

Exploring Comprehension & Collaboration

Write a Speech

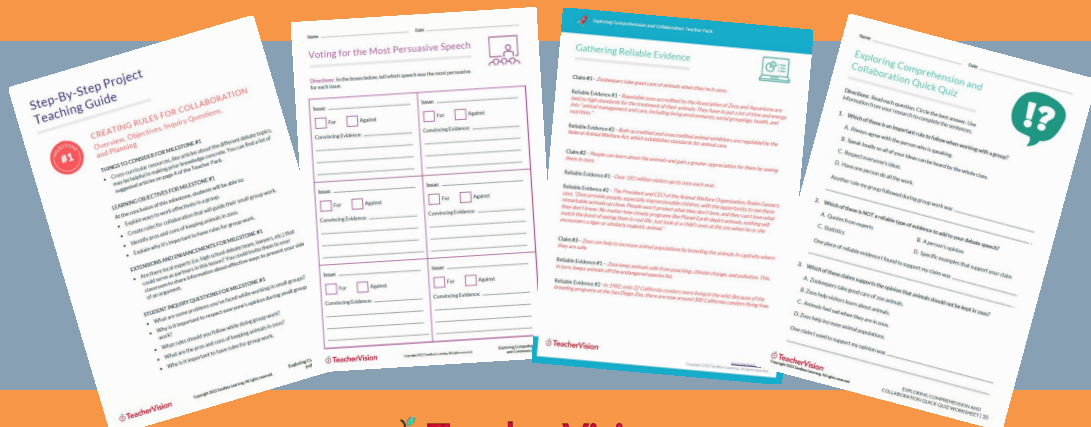


ELA Project-Based Learning Grade 3

Learn How to Work Well in a Group

Gather and Evaluate Evidence

Write a Debate Speech



Lesson Plan: Exploring Comprehension and Collaboration

ABOUT THIS PROJECT-BASED LESSON

This project-based learning unit is designed to teach and reinforce the concepts in a Grade 3 ELA unit on comprehension and collaboration and can be used in conjunction with existing curriculum materials.

The project is divided into 5 Milestones; each Milestone includes a self-contained student project activity. Done in sequence, the Milestones connect to enable students to produce a comprehensive capstone activity.

The minimum suggested duration for completing this project is 5 class periods. However, it is completely flexible and can be lengthened or shortened as necessary, based on available class time and interest level.

HOW TO USE THIS TEACHING GUIDE

Each Milestone for this project-based learning unit includes detailed daily activities presented in step-by-step order, with teaching notes, instructional guidance, and page references to resources and materials included in the Teacher Pack and Student Pack.

Daily activities are organized for you as follows:

- **Prepare (Bell-ringer/opener activity)**
Use these short opening activities at the beginning of class.
- **Present (Lecture/model)**
Use this portion of the lesson to deliver new subject material and project information, and to model any instructions or activity required for Produce or Participate elements.
- **Produce (Student project work)**
Use this portion of the lesson to allow students to work independently or in small groups on activities and other project elements.
- **Participate (Student/group share)**
Use this portion of the lesson to allow students to share out any project, research, or presentation materials.
- **Practice (Homework/assessment/independent)**
Use this optional portion of the lesson, if desired, to give students homework activities.

Standard Alignment

- CCSS.ELA-LITERACY.RI.3.6 - Distinguish their own point of view from that of the author of a text.
- CCSS.ELA-LITERACY.W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.
- CCSS.ELA-LITERACY.W.3.7 - Conduct short research projects that build knowledge about a topic.
- CCSS.ELA-LITERACY.SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.3.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Step-By-Step Project Teaching Guide



CREATING RULES FOR COLLABORATION

Overview, Objectives, Inquiry Questions, and Planning

THINGS TO CONSIDER FOR MILESTONE #1

- Cross-curricular resources, like articles about the different debate topics, may be helpful in making prior knowledge concrete. You can find a list of suggested articles on page 4 of the Teacher Pack.

LEARNING OBJECTIVES FOR MILESTONE #1

At the conclusion of this milestone, students will be able to:

- Explain ways to work effectively in a group.
- Create rules for collaboration that will guide their small group work.
- Identify pros and cons of keeping animals in zoos.
- Explain why it's important to have rules for group work.

EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #1

- Are there local experts (i.e. high school debate team, lawyers, etc.) that could serve as partners in this lesson? You could invite them to your classroom to share information about effective ways to present your side of an argument.

STUDENT INQUIRY QUESTIONS FOR MILESTONE #1

- What are some problems you've faced while working in small groups?
- Why is it important to respect everyone's opinion during small group work?
- What rules should you follow while doing group work?
- What are the pros and cons of keeping animals in zoos?
- Why is it important to have rules for group work.

ASSESSMENT FOR MILESTONE #1

- **Formative Assessment for Individual Activity:** Check each student's "Getting Ready for Group Work" printable on page 3 of the Student Pack.
- **Formative Assessment for Group Activity:** Allow each group to share one good thing and one bad thing about zoos.
- **Summative Assessment:** Have the students complete the response printable on page 6 of the Student Pack for the Inquiry Question, "Why is it important to have rules for group work?"

Student Pack

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Teacher Pack

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Project Activities for Milestone #1: Creating Rules for Collaboration

PREPARE (Bell-ringer/opener activity)

Have the students think about a time when they had to work with a group. Work together to brainstorm a list of problems they've faced during small group work, such as one person doing all the work, group members talking about other things, etc. Tell the students that today they're going to make rules for small group work that will help them overcome these obstacles.

PRESENT (Lecture/model)

Tell the students that the classroom rules are there to make sure everyone can learn. Rules, like raising your hand before you speak, make sure everyone has a chance to talk. It prevents everyone from speaking at the same time and allows others to listen carefully to the person who is talking. Have the students turn and talk about why the other classroom rules are important.

Explain that we also need rules when we're working with groups. We might not have to raise our hands when there are only 4 people, but we need to be respectful of others and their opinions.

PRODUCE (Student/group project work)

Give each student the "Getting Ready for Group Work" printable on page 3 of the Student Pack. Have them answer the questions independently.

Put the students in groups of 4. Have them spend about five minutes discussing their answers to the questions on the "Getting Ready for Group Work" printable.

At the end of the five minutes, give each group the "Rules for Collaboration" printable on page 4 of the Student Pack. Have them work together to create 5 rules for their group when they are working together.

Create a class list of rules for group work. Allow each group to share their ideas, and listen for overlap among the groups' responses. Create an anchor chart by writing 5 rules that you want your class to use when they work in groups. You can find a sample list of rules on page 5 of the Teacher Pack. Display it in the classroom. Have the groups keep their "Rules for Collaboration" printable on their desks while they work so they remember the rules.

PARTICIPATE (Student/group share, group activity)

Tell the students that they are going to practice using the rules for collaboration. Give them the "Zoos or No Zoos" printable on page 5 of the Student Pack. Have them discuss the pros and cons of zoos. They should practice taking turns while speaking and respecting their classmates' opinions while discussing the good things and the bad things about zoos.

Formative Assessment: Allow each group to share one good thing and one bad thing about zoos.

PRACTICE (Homework/independent work/extensions)

Give each student the writing response template on page 6 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: "Why is it important to have rules for group work?"

ASSESSMENT

Formative Assessment for Individual Activity: Check each student's "Getting Ready for Group Work" printable on page 3 of the Student Pack.

Formative Assessment for Group Activity: Allow each group to share one good thing and one bad thing about zoos.

Summative Assessment: Have the students complete the response printable on page 6 of the Student Pack for the Inquiry Question, "Why is it important to have rules for group work."



LOOKING AT BOTH SIDES OF AN ARGUMENT

Overview, Objectives, Inquiry Questions, and Planning

THINGS TO CONSIDER FOR MILESTONE #2

- You may want to hang each group’s “Rules for Collaboration” printable near where they will be working. That way, they will always be able to refer to them during their group work.

LEARNING OBJECTIVES FOR MILESTONE #2

At the conclusion of this milestone, students will be able to:

- Explain pros and cons of recess being longer.
- Choose a debate topic and identify pros and cons of it.
- Work collaboratively to identify the three strongest reasons for and against a debate topic.
- Explain how they followed their rules for collaboration to choose three pros and cons.

EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #2

- Could you play the game “Five Good Reasons” with your class? This will help them think quickly about the benefits of a situation. Start by putting your students into pairs. Give each pair of students a piece of paper and pencil or a whiteboard and marker. Give them a topic to discuss and 3 minutes to write five good reasons for it. You can find a list of topic ideas on page 6 of the Teacher Pack.

STUDENT INQUIRY QUESTIONS FOR MILESTONE #2

- What are the pros and cons of recess being longer?
- What are the pros and cons of your debate topic?
- What are the three strongest reasons for and against your debate topic?
- How did you use your rules for collaboration to choose the three best pros and cons?

ASSESSMENT FOR MILESTONE #2

- **Formative Assessment for Individual Activity:** Check each student’s “Planning for a Debate” printable on page 7 of the Student Pack.

- **Formative Assessment for Group Activity:** Circulate as the groups work. Listen in to their discussions to see if they are following the rules for collaboration.
- **Summative Assessment:** Have the students complete the response printable on page 9 of the Student Pack for the Inquiry Question, “How did you use your rules for collaboration to choose the three best pros and cons?”

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Teacher Pack

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Project Activities for Milestone #2: Looking at Both Sides of an Argument

PREPARE (Bell-ringer/opener activity)

Write the question “Should we have a longer recess?” on the blackboard. Have the students turn and talk with a partner about this question. Have them share their ideas and their reasons explaining why it should or shouldn’t be longer. Write them on the blackboard.

Most of them will probably say that they want longer recess. Tell them that it’s also important to think about the other side of the argument. Have them think about reasons someone might say that recess should be shorter. Add these ideas to the blackboard.

PRESENT (Lecture/model)

Tell the students that they will be working with their group to think of the pros and cons of an issue. Have them take out their “Zoos or No Zoos” printable from Milestone #1. Have them look through the ideas they wrote in the “Pros” column. Have them put stars next to the three reasons that they think are the most persuasive. Have the students share their ideas. As a student shares an idea, have the rest of the students raise their hand if that idea was also on their paper. If a large number of students agree that it’s a good reason to keep animals in zoos, write it on a piece of chart paper. Repeat these steps with the cons until you have 3 strong ideas on each side. You can find a sample “Pros and Cons” chart on page 7 of the Teacher Pack.

PRODUCE (Student/group project work)

Have the students meet with their groups. Show them the list of debate topics on page 8 of the Teacher Pack. Have them work together to choose one they would like to research. Remind them to follow their rules for collaboration as they make their decision. If possible, have each group choose a different debate topic.

Once the groups have selected their topic, give each member of the group the

“Planning for a Debate” printable on page 8 of the Student Pack. Have them brainstorm pros and cons independently.

PARTICIPATE (Student/group share, group activity)

Have the students meet with their groups. Give each student the “Pros and Cons” printable on page 8 of the Student Pack. The group members should work together to share their ideas and choose the three best reasons for each side of the argument.

Formative Assessment: Circulate as the groups work. Listen in to their discussions to see if they are following the rules for collaboration.

PRACTICE (Homework/independent work/extensions)

Give each student the writing response template on page 9 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: “How did you use your rules for collaboration to choose the three best pros and cons?”

ASSESSMENT

Formative Assessment for Individual Activity: Check each student’s “Planning for a Debate” printable on page 7 of the Student Pack.

Formative Assessment for Group Activity: Circulate as the groups work. Listen in to their discussions to see if they are following the rules for collaboration.

Summative Assessment: Have the students complete the response printable on page 9 of the Student Pack for the Inquiry Question, “How did you use your rules for collaboration to choose the three best pros and cons?”



RESEARCHING DEBATE TOPICS

Overview, Objectives, Inquiry Questions, and Planning

THINGS TO CONSIDER FOR MILESTONE #3

- If your students haven't done a lot of research on the Internet, use the "How to Do Good Research" printable on page 10 of the Student Pack to teach them the steps for researching online.

LEARNING OBJECTIVES FOR MILESTONE #3

At the conclusion of this milestone, students will be able to:

- Identify misinformation on the Internet.
- Gather reliable information to support the claims for their debates.
- Explain how they decided if information on websites was reliable.

EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #3

- Could you have the students watch the video "[Evaluating Websites \(for Elementary Students\)](#)"? This will give them more tips for finding reliable information while they're doing their research. Have them complete the "Evaluating Websites" printable on page 11 of the Student Pack.

STUDENT INQUIRY QUESTIONS FOR MILESTONE #3

- How can you identify misinformation on the Internet?
- What steps can you take to make sure the information you find is reliable?
- What reliable evidence can you find to support your side of the debate topic?
- What are two things you did to make sure the information you found was accurate and reliable.

ASSESSMENT FOR MILESTONE #3

- **Formative Assessment for Individual Activity:** Check each student's "Gathering Reliable Evidence" printable on page 13 of the Student Pack.
- **Formative Assessment for Group Activity:** Allow each pair to share a quote, statistic, or example they found to support their claims.
- **Summative Assessment:** Have the students complete the response printable on page 14 of the Student Pack for the Inquiry Question, "What are two things you did to make sure the information you found was accurate and reliable?"

- **Summative Assessment:** Have the students complete the “Exploring Comprehension and Collaboration Quick Quiz” on page 10 of the Teacher Pack. Use the “Exploring Comprehension and Collaboration Answer Key” on page 11 of the Teacher Pack to correct the assessments prior to starting Milestone #4.

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Project Activities for Milestone #3: Researching Debate Topics

PREPARE (Bell-ringer/opener activity)

Tell the students that the next step in preparing for their debate is to do some research. They need some facts to support the claims they wrote on the “Pros and Cons” printable in Milestone #2.

Tell the students that they are going to practice finding some facts the author of an article used to persuade us to help save the Pacific Northwest Tree Octopus. Give the students the link to the “[Save the Pacific Northwest Tree Octopus](#)” article. They can read it independently or with their small groups. Have them use it to answer the questions on the “Reasons to Save the Tree Octopus” printable on page 12 of the Student Pack.

After the groups have worked for about 15 minutes to find the reasons it’s endangered and ways to help it, have them stop and answer the question at the bottom of the page. Bring the class back together and discuss their answer to this question. See if any students are questioning the existence of the Pacific Northwest Tree Octopus.

Reveal that this is a completely made-up animal, and there is no such thing as a tree octopus. Remind the students that they have to be very careful when they are researching online because not all the facts they find are true.

PRESENT (Lecture/model)

Tell the students that today they are going to learn some ways to check the accuracy of information online. Show them the video “[How to Evaluate Sources for Reliability](#).” Work with the students to find evidence that the tree octopus article is fake. Click on the links at the bottom of the article, and point out that all of the linked articles are by the same author and on the same website. Also look at the very bottom of the page where it tells the author’s name and says that he’s not associated with any school or educational organization. That’s a clue that this is not a reputable website.

Tell the students that today they are going to use the Internet to find evidence to support the claims they made on the “Pros and Cons” printable. Show the students the “Sample Pros and Cons” printable on page 7 of the

Teacher Pack or the list of pros and cons you created in Milestone #2.

Tell the students that it's time to pick a side of this argument. Explain that you're going to find evidence to support the pro side of this issue, that animals should be kept in zoos. Tell them that even if you don't completely agree with this, you can find evidence to support any side of an argument.

Use the articles "[Should Zoos Still Exist?](#)," "[Are Zoos Ethical?](#)," and "[Zoos - Top 3 Pros and Cons](#)" to model finding reliable evidence to support the claim that zoos should exist. Remind the students to look for quotes from experts, statistics that support their reasons, and specific examples from reliable sources. You can show them the "Sample Gathering Reliable Evidence" printable on page 9 of the Teacher Pack.

PRODUCE (Student/group project work)

Have the students meet with their groups. They should divide themselves from one group of 4 into two groups of 2. Each pair of students should pick one side of the argument to research. Once the groups have made these decisions, give each pair the "Gathering Reliable Evidence" printable on page 13 of the Student Pack.

Have the students work with their partners to research their side of the debate. They can use the Internet, or you can provide printed copies of the articles that are linked on page 4 of the Teacher Pack.

PARTICIPATE (Student/group share, group activity)

Have the students get back into their groups of 4. They should discuss the reliable information they found to support their side of the argument.

Formative Assessment: Allow each pair to share a quote, statistic, or example they found to support their claims.

PRACTICE (Homework/independent work/extensions)

Give each student the writing response template on page 14 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: "What are two things you did to make sure the information you found was accurate and reliable?"

ASSESSMENT

Formative Assessment for Individual Activity: Check each student's "Gathering Reliable Evidence" printable on page 13 of the Student Pack.

Formative Assessment for Group Activity: Allow each pair to share a quote, statistic, or example they found to support their claims.

Summative Assessment: Have the students complete the response printable on page 14 of the Student Pack for the Inquiry Question, "What are two

things you did to make sure the information you found was accurate and reliable?”

Summative Assessment: Have the students complete the “Exploring Comprehension and Collaboration Quick Quiz” on page 10 of the Teacher Pack. Use the “Exploring Comprehension and Collaboration Answer Key” on page 11 of the Teacher Pack to correct the assessments prior to starting Milestone #4.



PREPARING FOR A DEBATE SPEECH

Overview, Objectives, Inquiry Questions, and Planning

THINGS TO CONSIDER FOR MILESTONE #4

- The students will be presenting their debate speeches in Milestone #5. Some pairs may need extra time to finish their speeches and practice. If any students are absent, make sure they have a chance to practice the speech with their partner.

LEARNING OBJECTIVES FOR MILESTONE #4

At the conclusion of this milestone, students will be able to:

- Write a debate speech by using their claims and reliable evidence.
- Practice delivering their debate speeches.
- Evaluate their most convincing piece of evidence and explain why it will persuade the audience.

EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #4

- Could you have the students create a poster or a slideshow to use as a visual during their debate speech? They could add some pictures and some of their most convincing evidence to it.

STUDENT INQUIRY QUESTIONS FOR MILESTONE #4

- How can you use your claims and reliable evidence to write a debate speech?
- How can you and your partner work together to deliver your debate speech?
- What do you think is the most convincing piece of evidence you included in your speech? Why will it make the audience agree with you?

ASSESSMENT FOR MILESTONE #4

- **Formative Assessment for Individual Activity:** Check each student's "Debate Speech" printable on page 15 of the Student Pack.
- **Formative Assessment for Group Activity:** Listen in as the students practice their speeches, and offer feedback.
- **Summative Assessment:** Have the students complete the response printable on page 16 of the Student Pack for the Inquiry Question, "What do you think is the most convincing piece of evidence you included in your speech? Why will it make the audience agree with you?"

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Project Activities for Milestone #4: Preparing for a Debate Speech

PREPARE (Bell-ringer/opener activity)

Tell the students that they are going to prepare their debate speech. They will work with their partner to present their side of the argument, and the other pair will present the other side of the argument. Then, the class will judge which speech was more persuasive. Show the students the "[Parent vs. Kid: 8 Year Old Debates Her Mom for a Cell Phone](#)" video as an example of a debate.

PRESENT (Lecture/model)

Tell the students that they need to write and practice their speech before they can have a debate. Show the students the "Tips for a Good Debate Speech" printable on page 12 of the Teacher Pack.

Use the "Sample Debate Speech" on page 13 of the Teacher Pack or write your own debate speech to show the students how you turned your claims and evidence into a persuasive speech.

PRODUCE (Student/group project work)

Give each pair of students the "Debate Speech" printable on page 15 of the Student Pack. Have the students work with their partners to turn their claims and evidence into a good debate speech.

PARTICIPATE (Student/group share, group activity)

Have the partners divide up the information in their speeches so they each have a part to deliver to the class. Allow them to practice giving their speeches.

Formative Assessment: Listen in as the students practice their speeches, and offer feedback.

PRACTICE (Homework/independent work/extensions)

Give each student the writing response template on page 16 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: "What do you think is the most convincing piece of evidence you included in your speech? Why will it make the audience agree with you?"

ASSESSMENT

Formative Assessment for Individual Activity: Check each student's "Debate Speech" printable on page 15 of the Student Pack.

Formative Assessment for Group Activity: Listen in as the students practice their speeches, and offer feedback.

Summative Assessment: Have the students complete the response printable on page 16 of the Student Pack for the Inquiry Question, “What do you think is the most convincing piece of evidence you included in your speech? Why will it make the audience agree with you?”



DELIVERING DEBATE SPEECHES

Overview, Objectives, Inquiry Questions, and Planning

THINGS TO CONSIDER FOR MILESTONE #5

- You may want to find a podium or other official place for your students to stand when they deliver their speeches.

LEARNING OBJECTIVES FOR MILESTONE #5

At the conclusion of this milestone, students will be able to:

- Deliver their debate speeches to the class by using good public speaking practices.
- Vote for the most persuasive speech in each debate and cite evidence to explain their choice.
- Evaluate other groups' debate speeches to determine which one was the most persuasive and explain why it was so convincing.

EXTENSIONS AND ENHANCEMENTS FOR MILESTONE #5

- Could you record the students' debate speeches and post them on your website to allow family members to watch them?

STUDENT INQUIRY QUESTIONS FOR MILESTONE #5

- How can I use good public speaking practices to deliver my debate speech?
- Which speech in each debate was the most convincing and why?
- Which debate speech did you think was the most convincing? What did the speakers do to persuade you?

ASSESSMENT FOR MILESTONE #5

- **Formative Assessment for Individual Activity:** Check the students' "Voting for the Most Persuasive Speech" printable on page 17 of the Student Pack.
- **Summative Assessment:** Use the "Exploring Comprehension and Collaboration Project Rubric" on page 17 of the Teacher Pack to assess their debate speeches and presentations.
- **Summative Assessment:** Have the students complete the response printable on page 18 of the Student Pack for the Inquiry Question, "Which debate speech did you think was the most convincing? What did

the speakers do to persuade you?”

- **Summative Assessment:** Give the students the “Exploring Comprehension and Collaboration Summative Assessment” on page 15 of the Teacher Pack. Use the “Exploring Comprehension and Collaboration Summative Assessment Answer Key” on page 16 of the Teacher Pack to correct the assessments.

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Project Activities for Milestone #5: Delivering Debate Speeches

PREPARE (Bell-ringer/opener activity)

Tell the students that it’s time to present their debate speeches. Tell them you will go first. Read the “Sample Debate Speech” from page 13 of the Teacher Pack or the speech you wrote about why zoos are good. Then, show them the video “[Persuasive Speech: Why Animals Should Not Be Kept in Zoos.](#)”

Give the students the “Voting for the Most Persuasive Speech” printable on page 17 of the Student Pack. Tell the students they should vote only based on the information given in the speeches, not their personal opinion on the issue or which person they like more. Have them write “Zoos” as the issue in the first box and circle “For” if they thought your speech was more persuasive and “Against” if they thought the speech in the video was more persuasive. They should write the most convincing piece of evidence on the lines at the bottom of the box.

PRESENT (Lecture/model)

Use the “Oral Presentation Mini-lesson” on page 14 of the Teacher Pack to review good public speaking practices.

PRODUCE (Student/group project work)

Go one issue at a time, and allow the pairs of students to present both sides of each issue. Have the audience use the “Voting for the Most Persuasive Speech” printable to vote for the most persuasive speech in each debate.

PARTICIPATE (Student/group share, group activity)

Allow students to share their thoughts on the most persuasive speeches. Have them cite specific evidence that was the most convincing.

Summative Assessment: Use the “Exploring Comprehension and

Collaboration Project Rubric” on page 17 of the Teacher Pack to assess their debate speeches and presentations.

PRACTICE (Homework/independent work/extensions)

Give each student the writing response template on page 18 of the Student Pack and ask them to write an answer to the inquiry question for this Milestone: “Which debate speech did you think was the most convincing? What did the speakers do to persuade you?”

ASSESSMENT

Formative Assessment for Individual Activity: Check the students’ “Voting for the Most Persuasive Speech” printable on page 17 of the Student Pack.

Summative Assessment: Use the “Exploring Comprehension and Collaboration Project Rubric” on page 17 of the Teacher Pack to assess their debate speeches and presentations.

Summative Assessment: Have the students complete the response printable on page 18 of the Student Pack for the Inquiry Question, “Which debate speech did you think was the most convincing? What did the speakers do to persuade you?”

Summative Assessment: Give the students the “Exploring Comprehension and Collaboration Summative Assessment” on page 15 of the Teacher Pack. Use the “Exploring Comprehension and Collaboration Summative Assessment Answer Key” on page 16 of the Teacher Pack to correct the assessments.