

## Lesson Plan

# Opinions About the \$100 Laptop

<b>1</b>	<b>Subject</b> <ul style="list-style-type: none"><li>• Literacy Development</li><li>• Social Science</li></ul>									
<b>2</b>	<b>Unit</b> <p>Technology</p>									
<b>3</b>	<b>Overview</b> <p>Students read an article about humanitarian aid, using the Click, Click, Clunk Strategy. The strategy use is key, as understanding of the material is necessary before an opinion is given. The students must form an opinion based on the questions posed in the introduction of the reading. A graphic organizer is used to guide students through writing opinion statements and to help them make strong arguments.</p>									
<b>4</b>	<b>Materials</b> (Describe if checked and attach if applicable.) <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Learning Materials: Reading – The \$100 Laptop</li><li><input checked="" type="checkbox"/> Multimedia: Internet</li><li><input checked="" type="checkbox"/> Strategies: Click, Click, Clunk; Clarifying, Questioning, Summarizing, or Reciprocal Reading</li><li><input checked="" type="checkbox"/> Websites: <a href="http://www.readwritethink.org/materials/persuasion_map/">http://www.readwritethink.org/materials/persuasion_map/</a> , <a href="http://laptop.org/">http://laptop.org/</a></li><li><input checked="" type="checkbox"/> Other: follow up video – <i>Born Into Brothels</i></li></ul>									
<b>5</b>	<b>Learning Objectives</b> <ul style="list-style-type: none"><li>• Students effectively use Click, Click, Clunk Strategy to monitor comprehension</li><li>• Students write opinion statements and justify these opinions</li><li>• Students respond personally to information about a new technology meeting global needs</li></ul>									
<b>6</b>	<b>Types of Activities</b> (Check all that apply.) <table><tr><td><input checked="" type="checkbox"/> Advanced Organizer</td><td><input checked="" type="checkbox"/> Brainstorming</td><td><input checked="" type="checkbox"/> Whole Group Activity</td></tr><tr><td><input checked="" type="checkbox"/> Explicit Instruction</td><td><input checked="" type="checkbox"/> Writing</td><td><input checked="" type="checkbox"/> Discussion</td></tr><tr><td><input checked="" type="checkbox"/> Reading</td><td><input checked="" type="checkbox"/> Web</td><td><input checked="" type="checkbox"/> Technology</td></tr></table>	<input checked="" type="checkbox"/> Advanced Organizer	<input checked="" type="checkbox"/> Brainstorming	<input checked="" type="checkbox"/> Whole Group Activity	<input checked="" type="checkbox"/> Explicit Instruction	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Web	<input checked="" type="checkbox"/> Technology
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## 7 Teaching and Learning Activities – Step by Step

<b>a</b>	<b>Pre-Activities</b> <span style="float: right;">15 – 30 minutes</span> 1) Introduce the Click, Click, Clunk Strategy or review the strategy just prior to reading. 2) Discuss the following ideas: developing vs. developed nations, cost of education in Canada, education funding per student
<b>b</b>	<b>Activities</b> 1) Handout or write on whiteboard the following questions (from the intro of the reading): What if every child in the world—even in the poorest of countries had access to a computer and the Internet? Would the world suddenly be a better place? Is it really possible? 2) Before discussing the answers to the questions, discuss the questions to be sure they are understood fully – summarize, “what is being asked here?”, clarify – “what does the word <i>it</i> refer to in the question ‘Is it really possible?’”, question / prediction – “do you expect the answers to be given in this reading?” 3) Point out that statements and questions like this at the beginning of a reading are designed to prep the reader for what is coming, and that good readers take time to think about them before jumping into the reading. 4) Now, invite students to discuss with you what the answers might be. 5) Handout the reading – The \$100 Laptop – read using Click, Click, Clunk strategy (read and model strategy with the whole class if it is relatively new to students, or allow students to read silently and monitor their understanding) 6) Discuss the Clunks: Since the reading is short, and you have discussed the beginning of the intro, the entire reading can be completed before discussing Clunks. 7) Discuss clunks and suggest Fix-up strategies, such as rereading, using your background knowledge, or looking at the surrounding sentences. 8) Check understanding by asking students to clarify certain sections – if they are unclear, have them identify Clunks; use Think-Alouds to help students understand. 9) Revisit the questions from the intro – Clarify “did the reading answer the questions?” “Why or why not?” Ask students to provide evidence from the text 10) Discuss opinions and whether anyone’s opinions has changed. Stress that although opinions are personal, they are more easily accepted if they are supported by facts or other evidence. 11) Introduce the task of Expressing Opinions Supported by Facts. Present the intro questions on a handout with a graphic organizer that guides students through stating an opinion, giving three reasons for the opinion, and three facts to support each reason OR use classroom computers and the ReadWriteThink Persuasion Map tool to outline an opinion. Options: a) students can use internet and other references to find facts b) remind students that their own experiences can be used as facts for this level of opinion writing –(i.e. we all used computers in my grade 2 class and it didn’t help me get any smarter or be a better reader)

<b>c</b>	<p><b>Post-Activities</b> <span style="float: right;">20 – 30 minutes</span></p> <p><b>Next Class</b></p> <ol style="list-style-type: none"> <li>1) students write out each reason and its associated facts on a cue card, large sticky note, or on separate sheets of paper</li> <li>2) identify who is pro One Laptop Per Child (OLPC) and who is against</li> <li>3) ask one student to read their reason and facts out loud</li> <li>4) Have those with opposing opinions find a statement that could be offered in argument</li> <li>5) start again with # 3)</li> </ol>
<b>d</b>	<p><b>Out of Class Assignment</b></p> <p>Discuss the 100 Laptop with others and ask their opinions. Report on their reactions.</p>
<b>e</b>	<p><b>Extension and Follow-up</b></p> <ol style="list-style-type: none"> <li>1) turn opinion statements into a paragraph</li> <li>2) build an essay outline based on the idea of three's – three reasons, three facts for each reason fits nicely into a 5 paragraph essay structure</li> <li>3) discuss and / or watch documentary <i>Born Into Brothels</i> – the poorly educated children of prostitutes in a developing country are given cameras and taught photography skills as a way of expressing themselves. Discuss what technology can do if put in the hands of children. Draw comparisons between the \$ 100 Laptop and cameras for children living in troubled circumstances.</li> </ol>
<b>8</b>	<p><b>Assessment</b> (Describe if checked and attach if applicable.)</p> <p><input checked="" type="checkbox"/> Self-Assessment: reflection on strategy use</p> <p><input type="checkbox"/> Rubrics: writing rubrics if paragraphs are written</p> <p><input type="checkbox"/> Portfolio: written statements</p> <p><input checked="" type="checkbox"/> Teacher Observations: participation of reading strategy, level of understanding of reading, level of thought in opinion statements; response to writing assignment; quality of writing</p>
<b>9</b>	<p><b>Reflection: What Worked and Why</b></p> <ul style="list-style-type: none"> <li>◆ The reading provides an excellent introduction to the website for OLPC by using similar icons, etc. – it becomes easy to move to the web for follow-up and extension</li> <li>◆ The reading is short, with enough challenge to use the Click Clunk Strategy and without danger of losing any momentum for focusing on either the content of the reading or the strategy</li> <li>◆ Click, Click, Clunk strategy works because it allows the reader to identify and fix-up all types of words – names, abbreviations, etc.; it helps to draw attention to a variety of content.</li> <li>◆ The post activity introduces the idea of debating without overwhelming students; opinions and debates are facilitated since students have already discussed their reasons and have facts at their disposal.</li> </ul>

# 10

## Tips for Teachers

- ◆ Take advantage of the short length of reading to make *everything* explicit – address all Clunks – students must see that the strategy works to identify challenges and work to clarify them
- ◆ These types of activities are ideal for literacy learners because they are authentic – many strategies are embedded, real topics are introduced and discussed, there are no right / wrong answers, opinions of global ideas are rooted in our personal experiences
- ◆ Remind students that the goal of being stronger readers is to have the opportunity to interact with all types of information – this is precisely the kind of information that struggling readers are rarely made aware of, and feel defensive about when they are put in situations to discuss them (similarly – political issues, global issues, literary references, often put struggling readers on the defensive, as they have limited means of exposure)