



## Opinion Writing Performance Task

## Teacher Version

<b>Grade</b>	<b>1</b>	<b>Title/Subject</b>	<b>The Best Class Pet</b>
--------------	----------	----------------------	---------------------------

The following sections are included in this Teacher Version:

- Process: Day 1, 2 and 3
- Pictures of Possible Pets
- Teacher Directions for Scoring Rubric
- Student Prompt and instructions

## Overview

On Day 1 students will engage in watching videos, shared reading and note-taking activities about three possible class pets. On Day 2, after the group activity, they will be directed to plan, and begin to draft an opinion writing piece about which animal they think would make the best class pet utilizing the information they read in the texts as well as notes they took during the shared lesson. On Day 3 students will finish their drafts, revise and edit their writing, and if they choose, produce a final copy.

## Process

## DAY 1: Shared Reading and Note-taking: Up to 40 minutes

## Step 1: Connect to Background Knowledge

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an opinion piece focused on the topic of pets for the classroom and what they like or don't like. Ask students to share their opinions orally. Show the pictures of the class pets in the prompt and ask:

*"Would you like to have one of these as a classroom pet? Which one do you think would be best? Why do you like it so much? Why don't you like the others?"*

For active engagement encourage pair or group sharing, before sharing out with whole group.

## Step 2: Accessing the Information

1. Explain: *"Now we will learn about each pet."* Show the videos and read each source, pointing out important facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet.
2. Lead a whole class discussion about the sources. You may draw a pictorial of each pet next to the text and make a word bank or label the drawing.
3. Choose your favorite class pet: Post the images and text about each pet around the room and have the students move to the image of the pet they think will be best for the classroom. Encourage students to talk about why they chose that pet in their small groups.



Have the class watch one of these videos on classroom pets:

**Hamsters:** 3.38 minutes

<http://www.ask.com/youtube?q=videos+on+hamsters+as+pets+for+kids&v=6vDRo2I4Ovs&qsrc=472>

**Rabbits:** about 4 minutes

<https://www.youtube.com/watch?v=pzSRFpa5CPc>

**Snakes:** 3.25 minutes (also multiple videos on various aspects of care)

[www.youtube.com/watch?v=60PPnEwdLjs](http://www.youtube.com/watch?v=60PPnEwdLjs)



## Opinion Writing Performance Task

### DAY 2: Planning and Writing a Draft: Up to 40 minutes

#### Clarify Expectations for the Writing Task:

**Explain:** *“Now you will have a chance to look at the sources, and plan your writing to explain to me why you like the class pet you chose.”*

Review the student directions and checklist for the writing assignment and give each student a sheet of blank paper for planning.

Tell students to begin planning their writing on the blank sheet of paper. You can remind them of planning strategies you have taught in your classroom such as outlining, lists, webs, or drawing. Don't provide a plan yourself just remind them of strategies for planning.

After about 10 minutes, pass out lined paper to students and tell them to begin their opinion writing piece. Students may take another 30 minutes to write about the pet they chose and why they think it makes to best animal for the classroom.

Collect all materials from Day 2.

### DAY 3: Up to 40 minutes

1. Allow students to access the sources, their notes, the classroom activity charts/key word lists, and their draft.
2. Direct students to re-read their draft from Day 2. Review the task using the student checklist poster. Suggest to students to add reasons and information to their opinion statement about which animal makes the best pet for the classroom.
3. When students are finished writing, remind them to reread and check for capitals and periods.
4. Collect all student writing materials.

#### Teacher Directions for Scoring Rubric:

Use the opinion writing rubric to score the writing and enter a score for each student into assessment log.



# HAMSTERS





Opinion Writing Performance Task

# RABBITS



©Warren Photographic



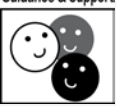
Opinion Writing Performance Task

# SNAKES





## Opinion Writing Performance Task

Grade		1		Opinion Writing Rubric	
Level	OPINION WRITING		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Uses many descriptive words</li> <li><input type="checkbox"/> Writes many complete sentences</li> <li><input type="checkbox"/> Writes several reasons for opinion</li> </ul>		<p><b>Mostly correct</b> use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Consistently spells grade level appropriate words correctly</li> <li><input type="checkbox"/> Capitalizes holidays, product names, and geographic names</li> <li><input type="checkbox"/> Uses an apostrophe to form contractions and possessives</li> </ul>		<p><b>Guidance &amp; Support</b></p>  <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Read aloud or shared reading</li> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Vocabulary word bank</li> <li><input type="checkbox"/> Shared or interactive writing</li> <li><input type="checkbox"/> Graphic organizer</li> <li><input type="checkbox"/> Language frames</li> </ul>
	3 Meets	<p><b>OPINION WRITING (W1)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write opinion piece about a topic or book (W1)</li> <li><input type="checkbox"/> Introduces the book or topic and states an opinion</li> <li><input type="checkbox"/> Supplies a reason for the opinion</li> <li><input type="checkbox"/> Provides some sense of closure</li> </ul> <hr/> <p><b>WRITING PROCESS (W5-W8)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WGASFA *</b> Adds details to strengthen writing as needed (W5)</li> <li><input type="checkbox"/> <b>WGASFA *</b> Uses a variety of digital tools to write and publish writing (W6)</li> <li><input type="checkbox"/> <b>WGASFA *</b> Recalls information from experiences or gathers information from provided sources to answer a question (W8)</li> </ul>		<p><b>Adequate</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prints all upper- and lowercase letters (L1a)</li> <li><input type="checkbox"/> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (L1j)</li> <li><input type="checkbox"/> Capitalizes dates and names of people (L2a)</li> <li><input type="checkbox"/> Use end punctuation for sentences (L2b)</li> <li><input type="checkbox"/> Use commas in dates and to separate single words in a series (L2c)</li> <li><input type="checkbox"/> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (L2d)</li> <li><input type="checkbox"/> Spells untaught words phonetically (L2e)</li> </ul>	
2 Almost Meets		<ul style="list-style-type: none"> <li><input type="checkbox"/> Names topic or book and gives opinion</li> <li><input type="checkbox"/> Includes unclear reason for opinion</li> <li><input type="checkbox"/> Does not include closure</li> <li><input type="checkbox"/> <b>WGASFA *</b> Adds few or no details</li> <li><input type="checkbox"/> <b>WGASFA *</b> Recalls little information from sources</li> </ul>		<p><b>Limited</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes most uppercase and lowercase letters correctly</li> <li><input type="checkbox"/> Writes mostly simple sentences, and may rely on patterned sentences to write</li> <li><input type="checkbox"/> Uses some end punctuation marks correctly</li> <li><input type="checkbox"/> Spells some words phonetically</li> </ul>	
	1 Does Not Meet	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes few or no attempts to write</li> <li><input type="checkbox"/> Provides no opinion or no details</li> </ul>		<p><b>Infrequent</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes no or few attempts at correct spelling</li> <li><input type="checkbox"/> Has many errors in capitalization</li> <li><input type="checkbox"/> Writes no or few complete sentences</li> <li><input type="checkbox"/> Makes no or few attempts at end punctuation</li> </ul>	

- **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments ([www.smarterbalanced.org](http://www.smarterbalanced.org)) using the California Common Core Standards at [www.cde.ca.gov](http://www.cde.ca.gov).

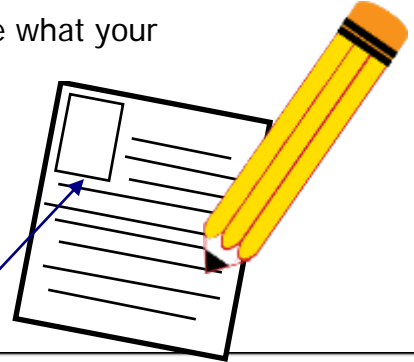


## Opinion Writing Performance Task

Student Version			
Grade	1	Title/Subject	The Best Class Pet

As you think about what we just read, write to explain to me what your opinion is about which pet is best for our classroom.

- Name your opinion piece.
- Introduce your topic and state your opinion.
- Write **at least 2 reasons** to support your opinion.
- End with a **concluding** sentence about your opinion.
- You can look at the sources and our key word list to help you with your writing.
- You may want to draw a picture on the planning page to help you with your thinking.
- Do not copy sentences** from the sources.
- Does your writing make sense?



### Be sure to...

- Use **capitals** at the beginning of sentences
  - Capitals** for dates and names of people
  - Use **end points** at the end of your sentences **.!?**
  - Check your spelling
  - Try to use complete sentences
- Fix your mistakes.
  - Make sure to leave spaces between your words.
  - Use your neatest handwriting.

**Billy's Writing**

This is about my writing.

I have to use capitals at the beginning of my sentences and an end point at the end.

Sometimes I make mistakes but I can fix them!

I am a good writer.

Good work!





## Opinion Writing Performance Task

## Student Reading Text

Grade	1	Title/Subject	The Best Class Pet - Hamster
-------	---	---------------	------------------------------

## Facts about Hamsters for Kids

*Article has been abbreviated: adapted from <http://www.livestrong.com/article/197655-facts-about-hamsters-for-kids/>  
Last Updated: Mar 17, 2011 | By Alia Butler*

Types of hamsters include Syrian hamsters, (teddy bear hamsters), or dwarf hamsters, which are smaller and always have short hair. Before adding a hamster to the classroom, children must be sure that they are ready to invest the time, energy and money it will take to provide a hamster with a good quality life.

### Living Alone

Hamsters tend to prefer to live by themselves. While several hamsters can be kept in the same cage, it is not generally recommended unless they are dwarf hamsters, in which case they can live in same-sex pairs. Syrian hamsters tend to be territorial creatures and may fight with other hamsters that live too close by.

### Housing

Since their cage is the only place a hamster will live, it is important to invest in a large enough cage to provide space to spread out and get exercise. Keep the hamster cage away from direct heat sources such as sunlight, fireplaces and heat vents.

### Food

Hamsters can store their food in pouches along their cheek. Hamsters have fast metabolisms and do require constant access to food and water. Hamsters should eat about a tablespoon of seeds or pellets on a daily basis with a regular supplement of fresh fruits such as apples or raisins and vegetables such as cauliflower.

Note: All children under 8 years of age should only handle a hamster with adult supervision according to the Humane Society.





## Student Reading Text

Grade	1	Title/Subject	The Best Class Pet - Rabbits
-------	---	---------------	------------------------------



Pointing Kids in the Right Direction

<http://www.kidpointz.com/parenting-articles/tweens-teens/social/view/pet-care-rabbit-kids/>

*This article has been abbreviated*

## Caring for Pet Rabbits with Kids

Rabbits make great pets for kids. Kids really enjoy helping take care of rabbits, but before you get a rabbit, explain to your kids that pet care takes time and energy.

### Basic Supplies to Purchase

- Rabbit hutch
- Litter and pan
- woodchips
- Solid wood chew toys
- Water bottle

### Cages for classroom rabbits:

A large wire cage with a door that can be left open works great for a classroom bunny. Once students know how to act around the rabbit, the rabbit can freely hop around the classroom and will return to the cage to use the litter for eliminating and to get food and water.

### Caring for a Pet Rabbit

Be sure to look for feed pellet brands that offer both flavor and variety. You don't want to eat the same thing every day and neither does your pet. Fresh vegetables and fruits should also be offered every day to keep your pet healthy and happy. Your bunny's teeth are continuously growing, and wooden chew toys will help keep them the right size.

### Interaction with Your Pet Rabbit

Your rabbit needs attention just like any other living thing. Groom and play with him on a regular basis. If you wish to transport your rabbit, carry him as you would a football. This makes him feel more secure. Keep a firm grip when setting him down to prevent injury. When grooming or petting your bunny, don't place your hands or fingers under his chin.



Student Reading Text			
Grade	1	Title/Subject	The Best Class Pet - Snake



*Article abbreviated*

<http://www.uvma.org/snakes/top-snake-articles/are-snakes-suitable-pets-for-children.htm>

## Keeping a Snake as a Pet

I have certainly found keeping snakes has encouraged me to read and learn and make friends when asking pet store owners and other snake keepers for advice. This can surely only be good for children.

Snakes have additional benefits such as the small amount of time required each week on maintenance so they can be easily managed around school and homework.

They are generally safe for children to handle (though supervision is always recommended) and once set up are easy to keep.

Snakes are also a great way to teach a child responsibility.

They will live much longer than a hamster or gerbil - 10 years or more is not unusual.