



## Opinion Writing Performance Task

## Teacher Version

Grade	K	Title/Subject	The Best Class Pet
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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 Instructions and Articles

## Overview

On Day 1 students will engage in watching videos, shared reading and note-taking activities about two 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 or both of these videos on classroom pets:

**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. In your writing, tell me which pet, a rabbit or a snake, do you like best and why.”*

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.



# RABBITS



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# SNAKES





### Opinion Writing Performance Task

Grade	K	Title/Subject	The Best Class Pet	
Level	OPINION WRITING		LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
<b>4</b> Exceeds	<input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Includes a reason for opinion <input type="checkbox"/> Uses some descriptive words <input type="checkbox"/> Writes multiple complete sentences		<b>Mostly correct</b> use of language conventions, and some above grade level skills used, for example: <ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Writes proper names with capital letters</li> <li><input type="checkbox"/> Consistently spells grade level appropriate words correctly</li> </ul>	<div style="text-align: center;">  <p>Guidance &amp; Support</p> </div> <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>
<b>3</b> Meets	<p><b>OPINION WRITING (W1)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draws, dictates, and/or writes an opinion about a topic or book (W1)</li> <li><input type="checkbox"/> Names the book or topic (W1)</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 (W5)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Explores digital tools to write (W6)</li> <li><input type="checkbox"/> Participates in shared research projects (W7)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Recalls information from experiences or gathers information from provided sources (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"/> Writes left to right and return sweeps (L1a)</li> <li><input type="checkbox"/> Uses spaces between words most of the time (L1c)</li> <li><input type="checkbox"/> Prints many upper- and lowercase letters (L1a)</li> <li><input type="checkbox"/> Capitalizes the first word in a sentence and the pronoun / (L2a)</li> <li><input type="checkbox"/> Recognizes and names end punctuation (L2b)</li> <li><input type="checkbox"/> Writes a letter or letters for most consonant and short-vowel sounds (L2c)</li> <li><input type="checkbox"/> Spells simple words phonetically (L2d)</li> </ul>	
<b>2</b> Almost Meets	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draws about topic</li> <li><input type="checkbox"/> Names topic or book but gives no opinion</li> <li><input type="checkbox"/> Includes simple sentences about topic</li> <li><input type="checkbox"/> May rely on copying from a patterned sentence</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"/> Begins to write from left to right and return sweeps</li> <li><input type="checkbox"/> Begins to space words correctly</li> <li><input type="checkbox"/> Writes uppercase letters are random or within words</li> <li><input type="checkbox"/> Uses only uppercase letters in writing</li> <li><input type="checkbox"/> Uses no or few end punctuation marks</li> <li><input type="checkbox"/> Spells some words phonetically</li> </ul>	
<b>1</b> 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 details</li> <li><input type="checkbox"/> Uses no or incorrect spacing between words</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"/> Uses random letters to represent print</li> <li><input type="checkbox"/> Makes no attempts at correct spelling</li> <li><input type="checkbox"/> Writes no complete sentences</li> <li><input type="checkbox"/> Writes in all directions or may just label drawing</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	K	Title/Subject	The Best Class Pet

Talk about class pets with your class. Now **tell me** which pet you like best and why.

Write about which class pet you like best.



- Write your **name** on your paper.
- Tell me which **pet you like best**.
- Tell me **why** you like this pet so much.
- Draw a picture** of your favorite pet.



Be sure to

- U**se a **CAPITAL** at the beginning of your sentences.

- Use an **end point** at the end of your sentences → **. ! ?**

- Try to spell the words you know correctly.
- Use complete sentences.
- If you see a mistake, fix it!
- Make sure to leave **spaces** between **your** words.
- Use your neatest handwriting.



Good work!





## Student Reading Text

Grade

K

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

*Articles are abbreviated and combined.*

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

and

<http://www.reptilesmagazine.com/Snakes/5-Great-Beginner-Pet-Snakes/>

## Keeping a Snake as a Pet

### Caring for Snakes with Kids

Snakes make great pets for kids. Kids really enjoy helping take care of snakes, but before you get a snake, explain to your kids that pet care takes time and energy. Remember, they will live much longer than a hamster or gerbil - 10 years or more is not unusual.

### Basic Supplies to Purchase

Usually a 20-gallon aquarium tank with a screened top, and under tank heat pad, a ceramic water bowl, two hides (paper towel roll and a commercial hide) and aspen substrate. No special lighting is required

### Caring for a Pet Snake

To feed them, pull them out and place them in their own separate shoebox where they both get a frozen/thawed rat pup or mice.

### Interaction with Your Pet Snake

Snakes can make great pets. They can be secretive or outgoing, depending on the individual snake and the species, and some of them are easy to care for. They are generally safe for children to handle (though supervision is always recommended) and once set up are easy to keep.