<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Sade, Nayrubi, Jenny, Aubrey, Jill</th>
<th>Grade/Subject:</th>
<th>3rd Grade</th>
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<tbody>
<tr>
<td><strong>Title of Experience/Topic:</strong></td>
<td>Our Solutions to Bullying</td>
<td><strong>Problem</strong> (framing words + person + action + audience):</td>
<td>Our school has seen an increase in bullying throughout our campus. It has led to high absences and physical altercations. How can we, as a class, design a plan to help reduce bullying at our school?</td>
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<td><strong>Time Frame:</strong> (number of sessions and length of sessions)</td>
<td>8 days - 70 minutes</td>
<td><strong>Content Standard(s):</strong></td>
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**Social Studies Strand 3: Concept 4:** Rights, Responsibilities, and Roles of Citizenship PO 1. Describe the rights and responsibilities of citizenship: a. good sportsmanship b. participation and cooperation c. rules and consequences d. voting PO 2. Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering). PO 3. Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy  

**3.RI.2:** Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.  

**3.SL.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.  

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  

b. Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  

d. Explain their own ideas and understanding based on the discussion.  

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2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

3.W.7: Conduct short research projects that build knowledge about a topic.

3.W.1: Write opinion pieces on topics or texts, using reasons to support one's point of view.
   a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that support the opinion.
   c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
   d. Provide a concluding statement or section.

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, and details.
   c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
   d. Provide a concluding statement or section.

ELL Standards

Speaking and Listening B-5: responding to academic discussions by sharing one’s view on facts, ideas and/or events using academic vocabulary.

Writing Applications B-6: writing a variety of functional text that address audience, stated purpose and context: • Letters • Thank-you notes • Messages • Invitations.

Speaking and Listening B-5: responding to academic discussions by sharing one’s view on facts, ideas and/or events using academic vocabulary.

Writing Applications B-6: writing a variety of functional text that address audience, stated purpose and context(experiment, textbook, guest speaker, video, Internet, etc.) for report/research.

Reading B-22: Locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)

Content Language Objective (Language Function + Content Stem + Supports):

SWBAT use language of justification and persuasion to write a letter that describes their program to help reduce bullying at their school using graphic organizers, sentence stems and think, pair, share.

Sub-Objectives:

Students will be able to describe what a being a good citizen means.
Students will be able to determine the main idea of text from their bullying research.
Students will engage effectively in a range of collaborative discussions with classmates.
Students will be conducting research on bullying to write their letter.
Students will discuss what a good citizen looks like.

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Students will get into groups and use the internet to research the cause and effect of bullying. Students will use the research they have done to create an anti-bullying plan. Students will be able to create a letter that presents an idea and justifies their thoughts. Students will be able to use graphic organizers to organize their ideas.

**Materials:**
- computers
- textbook
- graphic organizer
- pencil

**Vocabulary taught prior to the experience (Background):**
- Bullying
- Cause and Effect
- Justification

**Vocabulary developed during lesson:**
- Qualities of a good citizen
- Consequences
- bystander
- victim
- The bully

**Academic Conversation:**
What *language function* will students have the opportunity to practice? How will this language be explicitly taught? How will this language be applied and practiced?

**Introduction:**
Teacher will start off by asking... Have you ever had to give reasons as to why you wanted something to go your way? That’s called Justification!
Teacher will show the video https://www.youtube.com/watch?v=RglpDBiLnFo, and have students pay close attention as to HOW the boy tries to justify what he wants. Look for certain phrases, keywords.

As a class, talk about what the students saw in the story. Explain that all of those key components (reasons, more than just, “because i said so”, ......... All of that is justification
Why do we use the language of justification? Why is it important?

Teacher shows: Use sentence stems to give examples of how justification is used. Ex: “I really want a diamond ring for my birthday this year! The way that I would use my sentence stems to justify this is: I think I deserve a ring this year. My primary reason for thinking so is.....”

Students practice: Students will work collaboratively with their shoulder partner to practice the use of the language of justification by using sentence stems. They will think of something they really want, use a sentence stem to explain their reason, and be ready to share out loud with the class.

**Sentence Stems**
**Language of Justification:**
I believe this because...
My primary reason for thinking so is...
Perhaps the most convincing reason for this is...

**Establish the Problem:**
*How will prior knowledge be accessed? How will the problem be introduced to students? How will students inquire about the problem (optional planning tool attached)? How are students using language (reading, writing, listening, and/or speaking) and how are they being supported?*

**Day one:**

**Video:**  
https://youtu.be/Xq_yaGJueVA

Teacher will show the video on bullying. After the video, have a discussion with the students. How did that make you feel? What actions did you see the students do that would be considered bullying? Why do you think bullying is wrong? This part of the lesson would allow us to see what background knowledge the students already have about bullying.

**Content Standards**

**Reading:** Students are locating specific information on bullying.

**Writing:** Students are using a writing a variety of functional text that addresses their main audience, stated purpose and context.

**Listening/Speaking:** Students are responding to discussions by sharing their views on bullying by using the academic vocabulary words.

**ELL Standards:**

**Reading:** Determining the main idea of the a text they read about bullying and paraphrasing the key details and explain the supporting details.

**Writing:** Conduct research that builds on their topic knowledge. Write an opinion piece about bullying using reasons to support your opinion on that specific topic. Add definition and details to your opinion piece.

**Listening/Speaking:** Engage in collaborative discussions building other students ideas about Bullying.

Teacher will let students know that as a class, the principal has chosen us to create the best plan/program to diminish bullying in our school. The increase of bullying that has happened over the year has caused an increase in absences, physical altercations, and visits to the office. It is our responsibility to get the school back on track and create a safe and positive environment in our school. The teacher will also let them know that once everyone has completed their plan, they will be presenting it to the the principal, the principal will then choose the most effective plan and implement it the next school year.

**Creating the Experience:**

*How will students work together to develop and present solutions? How are students using language (reading, writing, listening, and/or speaking) and how are they being supported?*

**Day 2:** Teacher will start this lesson by teaching them about good citizenship. She will show them a video showing what good citizenship looks compared to bad citizenship. They will get a graphic organizer where they can write down the examples of good citizenship that they learn about by watching the video.
The students will be able to think, pair, share about different ways they can be a good citizen in the classroom. The teacher will end the lesson by allowing students to share out loud the different ideas they came up with for being a good citizen in the class.

Day 3:
On this day, students will get to into groups of three to four students and collaboratively create their own plan to decrease the bullying in our school.
Students will get the opportunity to go online and research anti-bullying tactics and solutions.
They will be provided a graphic organizer to jot down their thoughts, ideas, and findings as a group.

Day 4:
On day three, each group will meet with the teacher for small group conferencing about their thoughts. They will explain where they plan on going next with their chosen program. If they don’t have an idea on where to go next, this time will serve for answering any questions or guiding students towards a proper plan with their ideas. Students will be reminded to incorporate their language of justification to explain why their believe their plan should be chosen.

Day 5:
Based on the research the students have done on anti-bullying tactics and solutions as well as the conferences they have had with their teacher, they will begin to design a plan to effectively reduce bullying at their school. Students will refer to their Day 2 graphic organizers as well as be provided with a new “If this happens/then this action will be taken” graphic organizer that will assist them in organizing their plan.

Day 6: Once the students have created their plan they will put together a small skit that displays it. The students will act out someone being bullied as well as the plan in action, for the rest of the class. This will allow the students to see/feel if their plan will actually be effective. At the end of the skit, the students will give a brief explanation of their plan, using their language of justification sentence stems, to explain to the class why they believe their plan is effective. The rest of the class will then have the opportunity to give them feedback on the effectiveness or ineffectiveness of certain parts of their plan. From there, the students will either keep or tweak their plans.

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<th>If this type of bullying happens:</th>
<th>Then this action will be taken:</th>
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Day 7: Students will work on their letters that they will present to the principal. They will use examples that they learned on the previous days in class and use the feedback that they got back from the teacher. They will use the vocabulary words and the graphic organizer on the notes they took during class. Once they are done writing their letters, they will present their letters as a group to the class.

Day 8: Students will present their final paper to the principal in their groups. Once students get done reading their letters about how to prevent bullying in school, they will give their letters to the principal so that the principal can look over them to figure out a plan to decrease bullying in the school.

Evaluate:
When and how will you use formative and summative assessments to measure student progress and learning (content and language)?

Formative -
- Students will work collaboratively with their shoulder partner to practice the use of the language of justification by using sentence stems.
- Students will have an oral discussion as a class after watching a bullying video. (share thoughts, comments, personal experiences.)
- Students will write on their graphic organizer, examples of good citizenship while they watch a video.
- They will share out loud the different ideas they came up with for being a good citizen in the class.
- Students will collaborate in groups to do research on bullying on the internet using their graphic organizers. (find tactics/ strategies and research that will help them justify why their plan is the best.
- Engage in collaborative discussions building other students ideas.
- Use graphic organizer to take notes on ideas, and findings.
- Small group conferencing with their teacher, discussing plan and research.
- They will put together a small skit that displays their plan, in their groups.
- Present skits on bullying to class.
- The whole class will give feedback on effectiveness and ineffectiveness of each of their groups skits demonstrating their plan.

Summative- final letter to principal
The final assessment will be a letter to their principal, justifying why their anti-bullying plan should be the chosen one. They will have to describe with great detail what anti-bullying tactics and solutions their plans consist of. Each of the members in each group are expected to have collaborated and written a section of the letter. Finally, present it to their principal.
Problem:

- How will students inquire about the problem?
- What skills do students need to present the solution?