

Name of Lesson: Ira Sleeps Over

Topic: Evaluative Thinking Process

Gifted Standard and element(s):

Standard 3: Students will evaluate and solve a variety of authentic problems.

G1CG3

- a. Explore critical thinking skills through the process of evaluative thinking.
- b. Explore the evaluative thinking process.
- c. Explore and use a variety of given strategies to resolve problems.
- d. Solve given problems and dilemmas in various contexts and disciplines.
- f. Develop verbal and nonverbal communication skills to share evaluative thinking.
- g. Collaborate with peers in the evaluative thinking process.

Common Core Georgia Performance Standards:

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- c. Ask questions to clear up any confusion about the topics and texts under discussion.

ELACC1SL3: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Essential Question(s):

What is Evaluative Thinking?

Lesson Questions:

What is the difference between a problem and a dilemma?

How can collecting factual information or considerations help me with the evaluative thinking process?

What is the importance of considerations?

Lesson Summary:

As a part of the Evaluative Thinking Process, students need to be able to analyze a problem (what are the details about the situation) and rank the solutions (judge and decide which is best to least). Students need to know what things must be considered to effectively analyze a problem and determine which is the best solution. First, students will discover the difference between a problem and a dilemma. They will brainstorm situations they have had and classify them as problems or dilemmas. When resolving a problem or dilemma students will understand that certain facts must be considered first. Students will be read the story Ira Sleeps Over and discover the problem Ira faced. Students will understand what is meant by "considerations" in terms of what is needed to resolve problems and/or dilemmas. Students will create a "T-chart" to organize the considerations that Ira needed to think about in order to solve his problem. Students will then apply this strategy when determining the considerations they will need to think about to resolve other authentic problems.

Assessment Description/Performance Task:

Constructed response

Informal assessment

Performance task

Selected response

Brief Description of Assessment:

Jordan the Judge and "The Way to Evaluative Thinking" sign post can be reviewed. Point out that some of the steps in the Evaluative Thinking Process require students to be able to analyze a problem and to determine (by ranking) the best solution. In order to do this, students need to be able to identify things to be considered to help them make the best choice. Students will create "T-charts" for considerations for Ira Sleeps Over, "What Do I Want for a Snack" and their own authentic problem. Students will reflect on their learning by answering the question, "How do considerations help us make decisions?" as their "Ticket out the Door". All assignments will be placed in student's **iPETS interactive journal**.

Instructional Methods:

- *Hook/Activator:* Have two large pieces of paper or poster board hanging on opposite ends of the room. Have one labeled "Problems" and the other labeled "Dilemmas." *Have you ever been in a situation where you needed some kind of help or someone's help? Share your experience with your elbow partner in one sentence. Each person will write their experience down on a piece of paper (give students a few minutes to discuss and record their experience). When you have an experience or are in a situation where you need help, it can also be called a problem or a dilemma. Let's look at what those two words mean. (display definitions)*
Dilemma – a situation requiring you to choose between two or more equally undesirable choices
Problem – a question asked for the purpose of either finding a solution or to have a discussion to clarify something.

Here is a situation I had once. I was trying to figure out what I should wear to the football game this weekend. My friends were over and were trying to help me. Would this be considered a problem or a dilemma? Why or why not? Discuss this with your elbow partner.

Another situation I had was I broke my mom's favorite vase. She was not happy! She said I would either have to do extra chores to pay for it or I would grounded and have to miss my friend's party. Would this be considered a problem or a dilemma? Why or why not? Discuss this with your elbow partner.

Now, look at what you wrote down...Is it a problem or is it really a dilemma? Discuss with your elbow partner and be prepared to share your evaluative thinking. Allow each pair to share their problem or dilemma with the class and justify which one it is. Have class give thumbs up or thumbs down if agree or disagree. If students disagree, discuss why it should be changed. When students have come to an agreement, have them place their paper on the appropriate poster, "Problems" or "Dilemmas."

Guide/Model

Teaching Strategy:

- *Review the steps to the Evaluative Thinking Process. Explain that this process can be used to help solve problems. Part of this process requires us to be able to analyze the situation and to be able to rank our solutions by deciding which would be best. In order to do this, we need to consider what would help us make the best choice. Here's a story about someone who had a problem and how considerations helped him resolve the problem.*
- *I remember hearing about a boy named Ira, who was just about your age when he encountered a huge problem. He was asked to spend the night at his best friend Reggie's house. How many of you have ever spent the night at a friend's house? Well, this particular time, Ira was really worried about something and wasn't sure what to do about it. Let's read Ira Sleeps Over by Bernard Waber and see if we can determine what problem or dilemma Ira had and how Ira solved it.*
- *After reading the story, ask students to tell about Ira's situation. Ira couldn't decide whether or not to take his teddy bear to Reggie's house. Did Ira have a problem or a dilemma? How could you tell which one it was? Then have students (independent or in pairs) make a list of things Ira needed to think about to help him make his decision. These are called "considerations." Considerations can be good things (positive) or not so good things (negatives) you have to think about when making decisions. In order to organize the different considerations Ira had, we are going to complete a "T Chart." On one side of the "T," we are going to list the "Yes" or positive considerations. On the other side we will list the "No" or negative considerations.*
- *Reread the story. Have students write down considerations Ira had to think about as you read. As you are reading, you may want to stop and ask students if this new fact is a reason why Ira should or should not take his teddy bear to Reggie's house. Which side of the "T chart" should this go on?*
- *Here are some suggested considerations:*
On the "Yes" side –
 1. *Ira has never slept without his teddy bear before.*
 2. *Reggie is planning to tell scary ghost stories.*
 3. *Reggie has his own bear, and it has a baby name, too.*

On the "No" side –

1. Reggie will laugh and say Ira is a baby.
2. Reggie will laugh and say "Tah-Tah" is a baby name.

- Discuss with students the results on the "T-Chart." Which side has more reasons? Discuss whether or not any one of the considerations is more important than the others. When making a decision, some considerations are more important than others and therefore carry more weight. In Ira's case, not only are there more considerations on the "Yes" side but the most important consideration, the fact that Reggie has his own bear with a baby name, is on the "Yes" side. Ira should definitely have chosen to take his teddy bear and Jordan the Judge would have been satisfied with Ira's decision.

Independent

- Have students work with a partner to brainstorm considerations for the problem of "What Do I Want for an After School Snack". Some "yes" considerations might be: it's healthy, I can fix it myself, we have it, no cooking needed." Some "no" considerations might be: it's messy, cooking required, too expensive, smells bad, I'm allergic, not filling. When they complete this T-chart and have demonstrated competency, have students retrieve their "problem/dilemma" from posters from the earlier activity. Students can complete the "Brainstorming Considerations" T-chart to generate considerations for their own problem/dilemma. Students can explain how this will help them choose the best solution for their problem.

Reflection

Students will complete a "Ticket out the Door" answering the question "How do considerations help us make decisions?"

Differentiation:

- **More capable:** Students can add more facts and details to the "T" chart. Students can create their own problem and come up with considerations that relate.
- **Less capable:** Teacher will pull small group for additional support.

Materials for this Lesson:

- Poster board or large pieces of paper
- Ira Sleeps Over by Bernard Waber
- "Should Ira Take His Bear" T-Chart
- "What Do I Want for a Snack" T-Chart
- "Brainstorming Considerations" T-chart
- "Ticket out the Door"
- **iPETS** interactive journal

Vocabulary for this Lesson:

- Considerations
- Problem
- Dilemma
- T-chart

Name _____

Brainstorming Considerations

What do you think about, or consider, when you have to make a decision? What questions do you ask yourself? What considerations help you make the best choice?

List the considerations you think would be important to you if you had to make this decision:



What do I want for an after school snack?

"Yes"	"No"
1.	1.
2.	2.
3.	3.

Name _____

Should Ira
Take
His Bear?



What are the considerations?

Take the bear "Yes"	Leave the bear "No"
1.	1.
2.	2.
3.	3.

Name _____

Brainstorming Considerations

What do you think about, or consider, when you have to make a decision? What questions do you ask yourself? What considerations help you make the best choice?

Write your problem in the empty box below. Then list the considerations you think would be important in helping you make this decision.



"Yes"	"No"
1.	1.
2.	2.
3.	3.

|

Ticket Out The Door

How do
considerations
help us make
decisions?

