

Lesson Plan: Changing Opinions

- Overview: This lesson encourages students to form opinions based on what they know, and then how to change their opinions when they learn more.
 - Resources & Preparation
 - The book *Gaston* by Kelly DiPucchio and illustrated by Christian Robinson
 - Potentially the book *Another* by Christian Robinson (see follow-up activities)
 - pencils
 - paper
 - white board, chalkboard, or flip chart and markers.
 - Instructional Plan
 - State Objectives:
 - ELA: 2.1.R.1 Students will actively listen and speak using appropriate discussion rules.
 - ELA: 2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.
 - ELA: 2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.
 - ELA: 2.2.R.1 Students will locate the main idea and supporting details of a text.
 - ELA: 2.3.W.3 OPINION Students will express an opinion about a topic and provide reasons as support.
 - Student Objectives:
 - Students will form an opinion.
 - Students will locate supporting details in the book to help form their opinion.
 - Students will discuss their opinions respectfully.
 - Students will learn how to change their opinions once they acquire new information.
1. Begin reading the book *Gaston*. Pause and ask students if it looks like Gaston belongs in the poodle family.
 2. Ask students to write down or discuss their reasons why. Make sure the answers are either written individually or displayed where they can see them. Encourage them to only use things from the text or illustrations.
 3. Have students write their opinion about Gaston and Antoinette once they meet together in the park. Do they think that Antoinette and Gaston are in the wrong families? This can be done individually or written on the board for everyone can see.
 4. Read until Antoinette and Gaston have interacted with their new families. Ask the students if their opinions have changed or stayed the same. Have them provide examples from the text or illustrations to back up their opinion.

5. Finish reading the story. Ask students to revisit their opinions again. Have they changed? If so, that is perfectly fine.
6. Reiterate that getting new information about an opinion and changing accordingly can be helpful. The point is not that they were initially wrong, but that they were able to have a more informed opinion when they learned more about the situation.
7. Help students who have not changed their opinion revisit the story. If they believed Gaston should be with the poodles from the beginning, ask how they knew initially that Gaston belonged with his poodle sisters? If they think Gaston still belongs with the other bulldogs, ask why they think that? Encourage them to use only things in the text or illustrations as proof.
8. Either:
 - a. Show them *Another* by Christian Robinson (a wordless picture book) and have them write an opinion on what the story is about based on the illustrations.
 - b. Allow them to choose their own book and write their initial opinion and see if it has changed or not by the end of the book.
- Additional Resources
 - <https://www.whatihavelearnedteaching.com/writing-an-opinion-how-we-do-it-in-our-classroom/>