1. Draw on the board:

|  |
| --- |
| I agree. |
| I disagree. |
| I don’t know. |

1. Ask for a volunteer to read you a sentence you give them. For example, “*My neighbors are too noisy.*”

Do a think-aloud. For example: “*Hmmm… my neighbors are sometimes quiet and sometimes noisy. But I don’t think they are too noisy. I disagree. I’m going to write the sentence in the box that says “I disagree.*” Write the sentence in the box that corresponds with your opinion.

1. Have another volunteer read a second sentence. Ask a student in the class for his or her opinion. Have that student write the sentence in the corresponding box.
2. Erase the sentences and ask all students to copy the Agree/Disagree/Don’t know table into their notebook (or hand out a print out).

Ask students what kind of sentences they put in each box (*if you agree, where do you write it?* . . . )

1. Read the first sentence and check that students are doing the activity as modeled. Make sure that students know that they might not write the sentences in the same box as someone else.
2. Continue with the rest of the dictation.
3. This activity might be followed by students writing the sentences on the board (especially if they have different opinions), by pair or small group discussion for students to share their opinions orally, or by changing the sentences they disagree with to sentences they do agree with. (“*My neighbors are not too noisy/My neighbors are too quiet/My neighbors are not noisy enough.*”)

**Dictation sentences**

My home is not big enough for my family.

American food is too salty.

English class is close enough to my home.

My boss is experienced enough.

My salary is not high enough to pay for nice things.

Tennessee is too hot in the summer.