

WEEK 6 Day 5

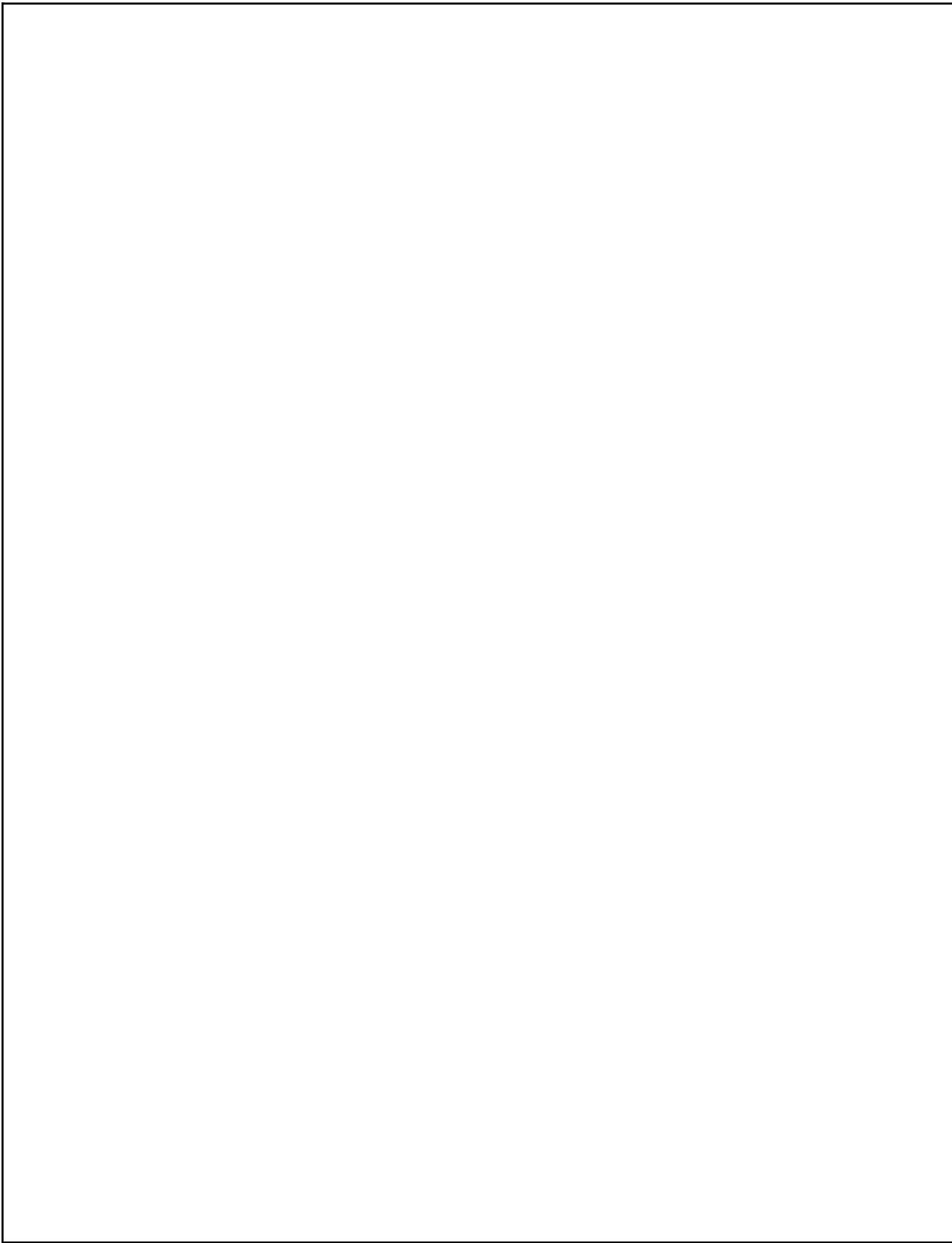
Text Talk
Turtle Tide: The Ways of Sea Turtles
 Read 2 of 2

Big Idea	Animals help their offspring survive in different ways.
Weekly Question	What dangers do animals encounter?
Content Objective	I can use key details from a text to describe the dangers to sea turtle hatchlings. (R.4.1.a, R.11.1.c, R.11.1.d, 1-LS1-1, 1-LS1-2)
Language Objective	I can determine the meaning of a tricky phrase. (L.1.4)
Vocabulary	<p>protect: to keep someone or something from being harmed</p> <p>danger: the possibility of harm</p> <p>survive: to stay alive</p> <p>protect: to keep someone or something from being harmed</p> <p>escape: to get away safely</p> <p>instinct: knowledge an animal is born with</p> <p>hatchling: an animal that has just come out of its shell</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Turtle Tide: The Ways of Sea Turtles</i>, Stephen R. Swinburne <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">What happens to sea turtles after they hatch?</p> <p style="padding-left: 40px;">How does this compare to the experience of other animal babies?</p>
Opening 1 minute	<p>Set a purpose.</p> <p style="padding-left: 40px;"><i>Today we will use key details from Turtle Tide to describe the dangers to sea turtle hatchlings.</i></p>

<p>Text and Discussion 12 minutes page 18</p>	<p><i>What has happened to the hatchlings?</i></p> <p><i>The text says “what had been one hundred was now twenty-two.” Why do you think the author wrote it in this way?</i></p>
<p>page 20</p>	<p><i>The sea turtles are animal offspring that are helpless, like other babies we have read about. Why do you the the author calls sea turtle hatchlings helpless?</i></p> <p><i>Here there is no parent to protect the turtles and keep them safe. What happens to them?</i></p> <p><i>How is what happens to sea turtle babies different than what happens to other animal babies we have read about?</i></p>
<p>page 22</p>	<p>Shallow water is water that is not deep.</p>
<p>page 24</p>	<p><i>How does the danger encountered with the shark actually draw more predators to the hatchlings?</i></p> <p><i>The text says “what had been one hundred now was only one.” What does this mean?</i></p> <p><i>After each encounter with danger, the author tells us how the turtles have gone from one hundred to a smaller and smaller number. Why did the author write in this way?</i></p>
<p>Key Discussion 6 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1. <i>What happens to sea turtles after they hatch?</i></p> <p>Prompt 2. <i>How does this compare to the experience of other animal babies? What does this make you think about animal babies and how they stay safe?</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: What dangers do animals encounter? Are there any essential ideas we want to add today?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: it is difficult to keep baby animals safe, people present dangers to animals, sea turtle nesting and hatching is risky, etc.</p>

	Save this chart for use in Week 8.
Closing 1 minute	<i>Today we learned more about what happens to sea turtles after they hatch. We added this information to what we have learned about how baby animals stay safe.</i>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.11.1.c Use the illustrations and details in a text to describe its central idea.</p> <p>R.11.1.d Compare and contrast two texts on the same topic.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>1-LS1-1. Use evidence to explain that different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</p> <p>1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Can children describe what happens to sea turtles after they hatch?</p> <p>Can children synthesize information about how sea turtle hatchlings and other baby animals stay safe?</p>

Notes



Text Talk U2 W6 D5

Unit 2: Animals Surviving and Thriving

WEEK 6

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Boston Birds”	<ul style="list-style-type: none"> ● Shared Reading text on chart and/or slides ● pointer
Teacher Groups	Strategic small group instruction	<ul style="list-style-type: none"> ● as needed
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● “The Little Turtle” child copies ● individual book bags
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 6 image (bobcat and rabbit, map) ● Week 6 prompt and recording sheet ● sand timers ● drawing tools
	Listen and Respond: <i>Turtle Tide</i>	<ul style="list-style-type: none"> ● audio recording and technology ● <i>Turtle Tide</i> book ● <i>Turtle Tide</i> conversation prompts
Vocabulary	Draw for Meaning <i>offspring, parent, safe, protect, camouflage, hatchling</i>	<ul style="list-style-type: none"> ● Week 5 Weekly Words cards ● Draw for Meaning sheets
Science Literacy	How are animal traits the same and different among siblings?	<ul style="list-style-type: none"> ● Week 6 prompt, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> ● Week 6 Fluent Reader’s Challenge sheets ● sand timers ● Fluent Reader’s Challenge directions card
	Say It, Build It, Write It	<ul style="list-style-type: none"> ● Week 6 Say It, Build It, Write It sheets ● Say It, Build It, Write It directions card
	Name It, Write It, Mark It	<ul style="list-style-type: none"> ● Week 6 Name It, Write It, Mark It sheets ● Name It, Write It, Mark It directions card
	Trick Word Memory	<ul style="list-style-type: none"> ● Week 6 Trick Word Memory cards ● scissors ● Memory directions card

Stations U2 W6

WEEK 6

Shared Reading
“Boston Birds”

Weekly Question	What dangers do animals encounter?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the poem for whole group reading.● “Boston Birds” slides● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>This week we are learning about dangers to animals.</i></p> <p><i>Our Shared Reading text this week is a poem called “Boston Birds.” Let’s read about two kinds of birds who live in a city known as Boston. Before we read it, we’ll practice identifying, blending, and segmenting sounds.</i></p>
Phonological Awareness 6 minutes	<p>Isolate and identify sounds.</p> <p><i>We have been learning about glued sounds. We tap glued sounds with three fingers together because there are three different sounds, but they are said so close together that we call them “glued.”</i></p> <p>Use the large sound cards to review glued sounds /ang/, /ing/, /ong/, and /ung/.</p> <p><i>What initial sound do you hear in “long”?</i> <i>What glued sound do you hear?</i></p> <p><i>What initial sound do you hear in “wings”?</i> <i>What glued sound do you hear?</i> <i>What sound of the suffix -s do you hear?</i></p> <p>Blend sounds to make a word.</p> <p><i>We are going to blend sounds together to make a word that we’ll see in our text.</i> <i>Listen to these sounds: /l/... /ung/... /z/. Now say and tap the</i></p>

	<p><i>sounds, then blend them.</i></p> <p><i>How many sounds are there? Let's tap and blend together. Remember that glued sounds are tapped with three fingers at once. What's the word? [lungs]</i></p> <p><i>What sound of the suffix -s do you hear?</i></p> <p>Segment sounds. <i>Now we're going to segment the sounds in a word. Say "sing" after me; then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Now let's say each sound slowly while we all tap the sounds, using three fingers for the glued sound. /s/... /ing/</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word "building?" Let's say it and feel the chin drops. Now say it and clap the word. Show me on your fingers the number of syllables.</i></p>
<p>Shared Reading 12 minutes</p>	<p><i>I know from the title that this poem will be about birds found in the city of Boston.</i></p> <p>Model reading the poem on the chart paper.</p> <p>Invite children to echo read the poem, stanza by stanza. Then invite children to chorally read the full poem, slowing down the pointer to allow children to decode words such as "wings," "honk," "nest," "sing," as well as other ccvc/cvcc words and words with glued sounds.</p> <p>Identify and highlight words in the poem with glued sounds. <i>Which words in this poem have glued sounds?</i></p> <p>Check for understanding of key vocabulary. <i>What do the geese do with their wings?</i> <i>How do the wrens sing?</i></p> <p>Connect the poem to unit content. <i>How are these birds' bodies adapted for survival?</i></p> <p>Highlight high frequency words. <i>Which high frequency words that you know do you see in this song?</i></p> <p>Select one child to stand and point as the class chorally reads one more time.</p>

Closing 1 minute	<i>You will continue to practice reading this poem in the Reading Station.</i>
Standards	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>R.3.1.b Decode regularly spelled one-syllable words.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children blend phonemes?</p> <p>Do children segment phonemes?</p> <p>Can children read words with glued sounds?</p> <p>Listen to children chorally read.</p> <p>Do children read with appropriate phrasing and expression?</p>
Daily Practice	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● Children take dictation on whiteboards with words spelled with glued sounds and words ending with suffix -s. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with glued sounds by changing the initial, medial, or final phonemes. For example, sing→ ring→ rang→ bang ● Children add suffix -s to base words to form plural words and to make subject-verb agreement.

Notes



Shared Reading U2 W6

Name: _____

Boston Birds

Wings spread wide
Up to the sky,

Wild geese honk
As they fly by.

Building a nest
Up in a tree,

Wrens open their lungs
To sing sweet songs for me.

Turtle Tide: The Ways of Sea Turtles Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What are some of the dangers sea turtle hatchlings face?

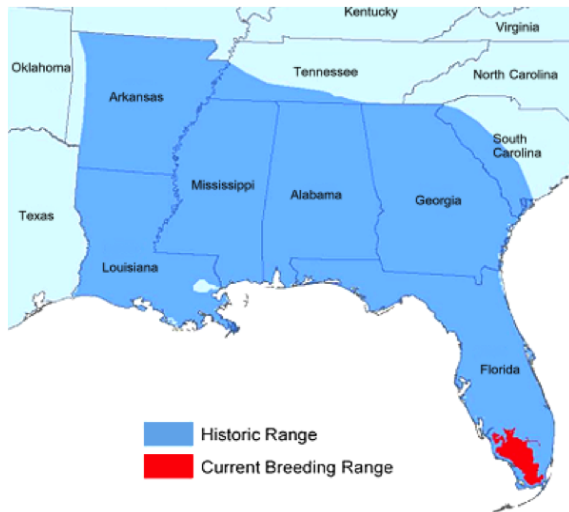
Turtle Tide: The Ways of Sea Turtles

Question 2

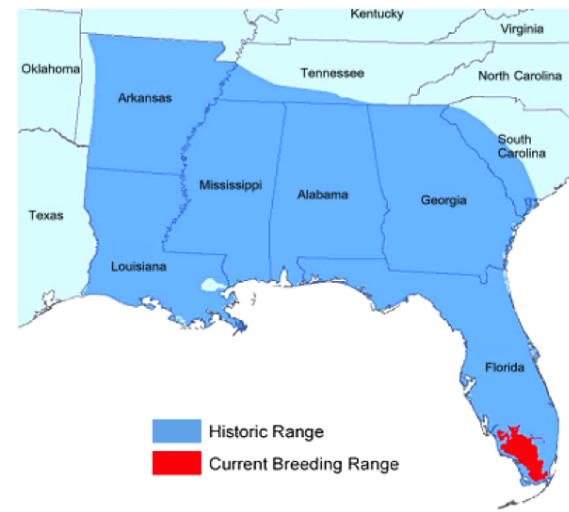
What time of day is most dangerous for baby sea turtles: daytime or nighttime? Why?

Turtle Tide: The Ways of Sea Turtles

Talk, Draw, Talk Week 6



<https://users.cs.fiu.edu/~flynnj/cats/lynxies/>
<http://blogs.ifas.ufl.edu/wecdept/2016/05/11/>



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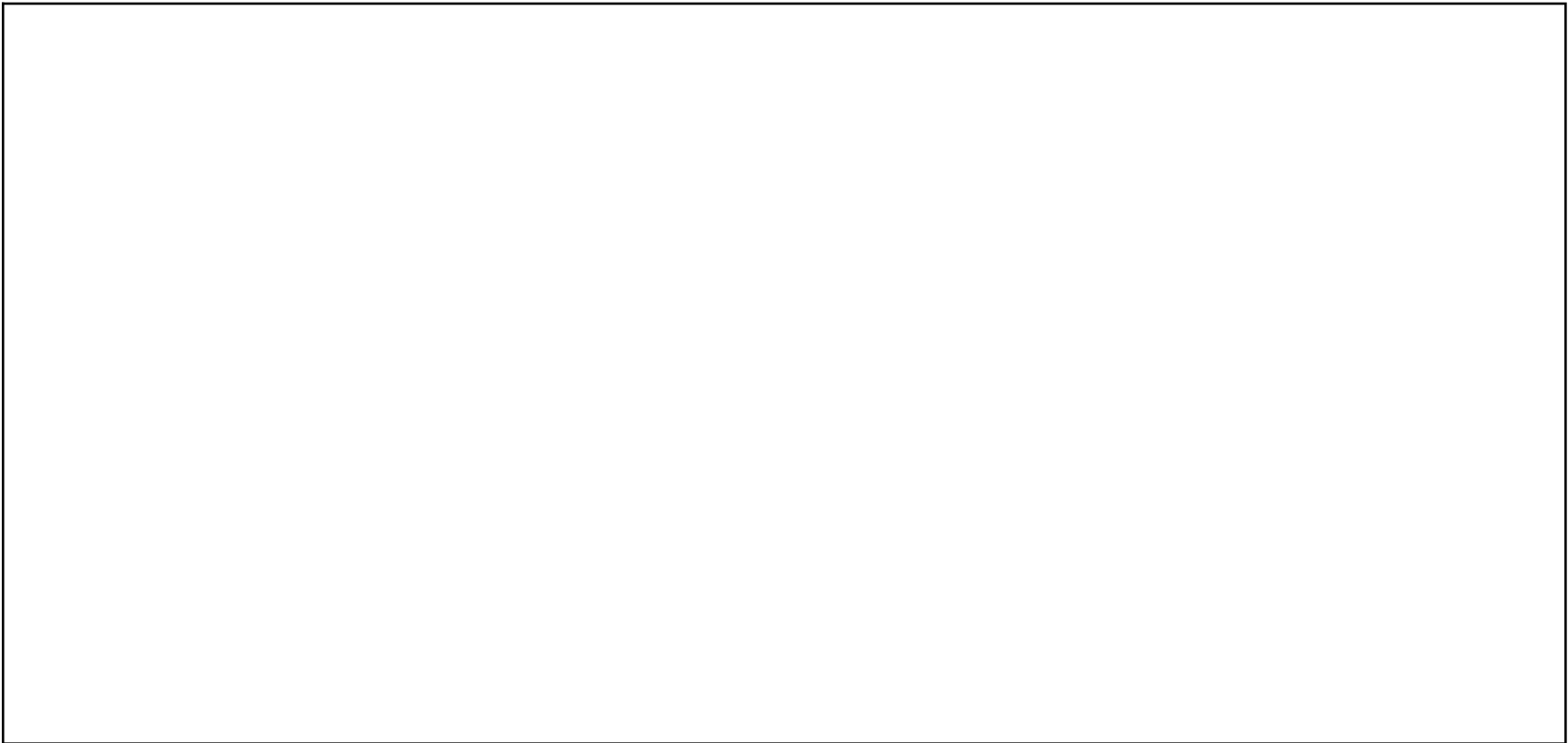
Listening & Speaking Station U2 W6.1

Name: _____

Talk Draw Talk

Look carefully at the images. In the first image, a rabbit is in danger of being caught by a lynx. In the second image, we see that the Florida panther is in danger because its habitat has shrunk. Draw a picture of another animal in danger.

Talk with your partner about your drawing.



Listening & Speaking Station U2 W6.1

Week 6 Prompt

How are animal traits the same and different among siblings?	Date _____ Weather _____ Temperature _____
How are animal traits the same and different among siblings?	Date _____ Weather _____ Temperature _____
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Science Literacy Station U2 W6

Name: _____

Fluent Reader's Challenge

Tom sang **my** song **to the** kids.

What was that big bang?

Try to run that long hill.

Kim will sing at **the** shop.

Why did Bob hang this up?

The king **has** had bad luck.

My ring did not fit Meg.

What is the thing in this jug?



Minutes:

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

Word Work Station U2 W6

Name: _____

Say It	Build It	Write It
--------	----------	----------

why		<hr/> <hr/> <hr/>
by		<hr/> <hr/> <hr/>
my		<hr/> <hr/> <hr/>
try		<hr/> <hr/> <hr/>
where		<hr/> <hr/> <hr/>

Name: _____

Say It	Build It	Write It
--------	----------	----------

these		<hr/> <hr/> <hr/>
then		<hr/> <hr/> <hr/>
there		<hr/> <hr/> <hr/>
here		<hr/> <hr/> <hr/>
use		<hr/> <hr/> <hr/>











Skills:
Recognize and read grade-appropriate irregularly spelled words.

Name: _____

Name It	Write It	Mark It
---------	----------	---------

Look at the picture. Name the object. Write the word.
Box the glued sound.

Word Bank							
ring	fang	wings	song	lungs	running	king	song

  _____ ----- _____	 _____ ----- _____	 _____ ----- _____
 _____ ----- _____	 _____ ----- _____	 _____ ----- _____
 _____ ----- _____	 _____ ----- _____	 _____ ----- _____

Skills:
Know and apply grade-level phonics and word analysis skills in decoding words.

Name: _____

Trick Word Memory

these	try	when	what
there	what	why	try
were	these	here	were
here	when	why	there

Skills:

Recognize and read grade-appropriate irregularly spelled words.

WEEK 6 Lesson 1

Science and Engineering: Parents and Offspring
Similarities and Differences

S & E Big Ideas	Animals inherit traits from their parents. Offspring look very similar to their parents. Offspring do not look exactly the same as their parents.
S & E Guiding Question	How are parents and their offspring the same and different?
Content Objective	I can make observations to tell how young animals are like, but not exactly like, their parents. (1-LS3-1)
Language Objective	I can describe how offspring are the same and different from their parents. (SL1.1)
Vocabulary	inherited trait: A characteristic that is passed down from a parent to its offspring offspring: The baby of a plant or animal
Materials and Preparation	<ul style="list-style-type: none"> ● Animals and Their Offspring ebook (https://read.bookcreator.com/qYbzMeDUkjdrxZQL09VLw2VBeEF3/5we0CE9bSqOIKoW0Ak49rA/GXUd39-FRcyYOWvnQUIBhg) ● devices, at least 1 per small group ● Investigating Animal Traits sheet, 1 per child and 1 enlarged copy for teacher modeling ● Optional: hard copies of books with pictures of animals and their babies
Opening 1 minute	<i>Today, we will explore how baby animals, or offspring, are similar to their parents, but not exactly the same.</i>
Investigation 20 minutes	Show the Compare and Contrast animal traits worksheet and review each of the components. Show children the Animals and Their Offspring ebook and describe how they will use the book. <i>When it's your turn to investigate, you'll use this book. Our guiding question is, "How are parent animals and their offspring the same and different?" You will use this chart to record your observations.</i>

	<p><i>First, you will write the name of the animal. In the next column, you will write how the offspring and parents are the same. In the last column, you will write about how they are different. Let's do one together.</i></p> <p>Go to the last page of the book, Resource Sources. Click on the book <u>Baby Animals in Ocean Habitats</u> and read the table of contents. Ask children to identify which pages they might find information about babies in the ocean.</p> <p><i>I notice that it says, "Arctic babies" on page 12, so I'm going to flip to that page to go directly to the information I want to find. On this page, I see polar bears, seals, and narwhals. We're just going to choose one animal to begin. I'll write the word narwhal on my recording sheet in the first column. That's the name of the animal. Look closely at that photograph. How is the parent the same as its offspring?</i></p> <p>Invite children to share what they notice in common and record 1-2 ideas in the second column. Then ask children to share how they are different and record 1-2 ideas in the third column.</p> <p><i>Now that we've done one together, it's time for you to go do your own observations. At the end of our lesson, we'll come back together to share what we've learned!</i></p> <p>Provide each child with a sheet and access to the digital book and/or physical books about animals and their babies. As children work, circulate around the room to provide support and help facilitate learning.</p>
<p>Discussion 7 minutes</p>	<p>Invite children back to the meeting area with their papers.</p> <p>Turn and Talk.</p> <p><i>Turn to your partner and tell them about one of the animals you researched. What's the animal, how are the parents and offspring the same, and how are they different?</i></p> <p><i>What traits of your animal help protect it from danger? Do they have special markings or camouflaged fur? Do they have special adaptations like claws or sharp teeth?</i></p> <p>Invite a few children to share what they learned from their partner with the rest of the class.</p>
<p>Closing</p>	<p><i>Today, we made observations that offspring look like, but not exactly like their parents. When you go to your Station, you will have an opportunity to write more about this.</i></p>
<p>Standards</p>	<p>Practice 3: Planning and carrying out investigations</p>

	<p>Practice 8: Obtaining, evaluating, and communicating information</p> <p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <p>SL1.1 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>RI1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>
Ongoing assessment	<p>While children are working, circulate around the room to make note of any children who are having difficulty with the following:</p> <ul style="list-style-type: none">● Identifying traits that are the same or different● Choosing traits rather than other facts in the text● Understanding how the chart works for recording information

Notes



Science and Engineering U2 W6 L1

Adapted with permission for Maine Public Schools

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Investigating Animal Traits



Compare and Contrast

Animal	Similarities	Differences

Name: _____

Unit 2: Animals Surviving and Thriving

WEEK 6 Lesson 2

Science and Engineering: Black Bears and Their Offspring

S & E Big Ideas	Different animals have different ways of bringing up their offspring.
S & E Guiding Question	How do different animals take care of their young/offspring?
Content Objective	I can gather information about how black bears care for their young. (1-LS1-2)
Language Objectives	I can discuss how animals care for their offspring based on information presented in a video and in a text. (SL.1.2)
Vocabulary	offspring: a new plant or animal produced by a parent young: offspring, babies den: winter home for bears and the cubs cub: a baby bear prey: to catch and eat something
Materials and Preparation	<ul style="list-style-type: none">● Black Bear Epic Book (https://www.getepic.com/book/40837029/black-bears?utm_source=t2t&utm_medium=link&utm_campaign=content&share=1442962358)● projector and screen Or the book can be assigned to children in Epic to follow along.
Opening 1 minute	<i>We are learning about how animals care for their offspring, also called their young, or babies. Today we'll read a book to learn how black bears care for their offspring. Has anyone seen a black bear before?</i>

<p>Text and Discussion video</p> <p>15 minutes</p>	<p><i>I'm going to read the text. Be sure to listen to the parts that talk about how the mother bear cares for her young. Remember, caring for offspring includes feeding and teaching them how to stay safe.</i></p> <p>Read the book to the children. Draw attention to the parts that discuss how cubs are fed and kept safe.</p>
<p>Key Discussion 10 minutes</p>	<p><i>Throughout this text, we see that animals use their environment to keep their babies safe. What examples did we see?</i></p> <p>Add ideas to the Weekly Question chart.</p>
<p>Closing 4 minutes</p>	<p><i>Today we learned about how black bears care for their offspring. Think for a moment: what do these animals do that humans also do to care for their babies?</i></p> <p>Harvest a few responses and affirm children's connections.</p>
<p>Standards and Practices</p>	<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>
<p>Ongoing assessment</p>	<p>What clues do children use to understand the meaning of texts in various forms? What do they draw from video, text, and illustration?</p> <p>Take note of children's contributions to the group discussion. What information are they gathering? How do they build on the ideas of others?</p> <p>During the closing discussion, pay special attention to comments about how the children feel cared for by parents.</p>

Notes

WEEK 6 Studios



What dangers do animals encounter?

Children continue activities from previous weeks until the project is introduced (after reading *Sea Turtles* on Day 3). Tissue Paper Collage is introduced in the Art Studio.

Day 3: Planning the Sea Turtle Project

Children plan how to communicate their ideas about protecting sea turtles and about what other animals need to survive and thrive. Specific work in the studios will depend on projects taken on by each small group.

Big Idea	Humans can play a role in animals' survival.
Materials and Preparation	<p>Tissue paper collage may be introduced for exploration in the Art Studio during a Studios session preceding Day 3.</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none">● Tissue Paper Collage procedure● heavy drawing paper or cardstock● tissue paper, various colors and especially blues, purples, and greens, cut into pieces approximately 4 inches square● paintbrushes, preferably with broad brushes● liquid glue● plastic or glass cups <p>Dilute the glue to a mixture of about two thirds glue to one third water, stirring with a paintbrush. Provide one cup of glue mixture for each workspace, for each child or pair of children.</p> <p>Make a collage before introducing it to the children to understand challenges children might face and to produce an example for children to see.</p>

Read the Sea Turtle Project Introduction (Unit 2 Introduction documents). Consider the variety of activities that might be proposed by and to the children and the implications of realizing each one.

- Sea Turtle Project Introduction slides
- chart paper

Prepare the following Sea Turtle Project Plan.

Sea Turtle Project Plan		
Names	Project Idea	Studio and Materials

- Sea Turtle Project Planning sheets, one for each group
- writing tools
- Studios prompts
- observation sheets

Refresh each studio’s bin with all materials introduced so far. If children are continuing previous work in addition to project work, make sure they have those needed tools and materials.

Identify a space such as a table or group of shelves where children can save and revisit their work over the course of the three weeks.

Make sure tools and materials in all studios are accessible, including Beautiful Stuff.

Opening and Text

Slides 1 and 2

This morning during Text Talk we learned about dangers that sea turtles face.

Show and read the first two Sea Turtles Project Introduction slides. Pause on slide 2 to allow children to consider the sign.

What do you notice? What are these signs communicating to people?

Slides 3 and 4

This question is a challenge to us: What actions can we take to help protect sea turtles?

	<p><i>During our Writing lessons, you will be writing letters to convince your families to use reusable bags instead of plastic bags. What else might we do?</i></p>
<p>Project Planning</p>	<p>Refer to the Project Plan chart.</p> <p><i>Just like we did for the Book Access Project, we'll organize ourselves with a plan for the different projects you would like to work on in each studio to help protect sea turtles.</i></p> <p>Think, Pair, Share.</p> <p><i>Take a moment to think: What do I want to do to help protect sea turtles? What would I like to communicate to others, and how could I do that?</i></p> <p><i>Turn and talk to a partner about what you would like to do.</i></p> <p><i>Let's write down what you are thinking about the project on our class Project Plan.</i></p> <p>Gather ideas from the children and record them in an organized way on the Project Plan chart. Note that more than one project may be undertaken in a given studio, with adequate space and materials.</p> <p><i>When you get to your work space with your group, you'll begin by filling out this Project Planning sheet.</i></p>
<p>Facilitation</p>	<p>Help children get settled into groups and studios. Distribute a Sea Turtle Project Planning sheet to each group.</p> <p>As children work, support their thinking, writing, and collection of materials. The first session is likely to be primarily planning, organizing, and gathering in order to begin hands-on work in successive sessions.</p> <p>Use the following boxes to record the kinds of work children are pursuing, in order to assess work and plan for subsequent sessions in the studios.</p> <p>Facilitate careful, intentional work by asking children questions about their plans, processes, collaborations, changes in course, and successes.</p>
<p>Closing Studios</p>	<p>Throughout the span of these three project weeks, occasionally hold short, whole group meetings to describe work unfolding in each studio and to make any needed adjustments. Hold Thinking and Feedback meetings often enough so that each group benefits from peer suggestions, as well.</p>

Art



Representing an Underwater Habitat

Objective:

I can create a work of art using a new material to represent an underwater habitat.

Process:

Working individually or in pairs, or in a small group on large paper, children use the Tissue Paper Collage procedure to represent water.

Facilitation:

How will you show water?

What do you notice about how these materials work?

Ongoing Assessment:

How do children approach the material?

What are their sensory responses, and what might help them use the material more comfortably?

What qualities of water do they capture?

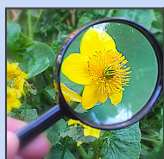
What vocabulary do they use to describe their work in reference to the process?

Thinking and Feedback Possibilities:

Children might gather feedback on how effectively they used tissue paper collage to represent water.

Alternatively, they can share strategies or frustrations in using the medium.



Science and Engineering







Designing Habitats (Beautiful Stuff)

Continues from the previous week

Objective: I can design an animal habitat that includes everything it needs to survive and thrive, including water, food, and shelter.

<p style="text-align: center;">Art</p> 	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		
<p style="text-align: center;">Building</p> 	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		

<p>Drama</p> 	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		
<p>Library</p> 	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		

<p>Science and Engineering</p> 	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		
<p>Writing and Drawing</p> 		
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		

Art Studio

What do we want to communicate about sea turtles?

Which materials will we use?

Building Studio

What do we want to communicate about sea turtles?

Which materials will we use?

Drama Studio

What do we want to communicate about sea turtles?

How will we do that?

Library Studio

What do we want to communicate about sea turtles?

What do we need to learn more about?

Science and Engineering Studio

What other animals might live in this habitat?

Writing and Drawing Studio

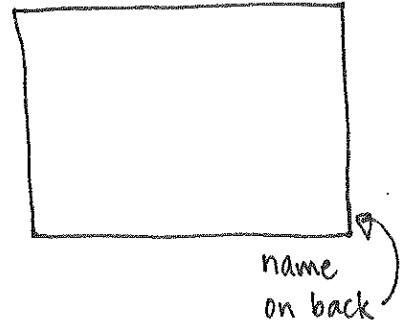
What do we want to communicate about sea turtles?

How will we do that?

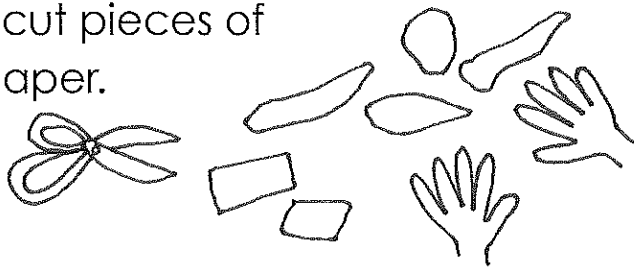
Tissue Paper Collage

- Materials:
- 1 piece of heavy paper
 - many pieces of colored tissue paper
 - 1 paintbrush
 - 1 cup of liquid glue mixed with water
-

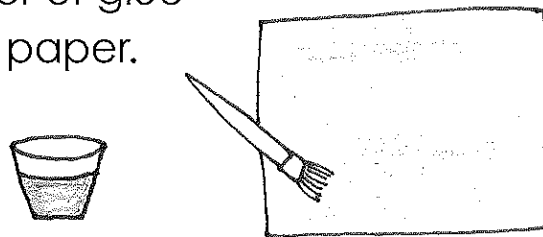
1. Choose a piece of heavy paper.



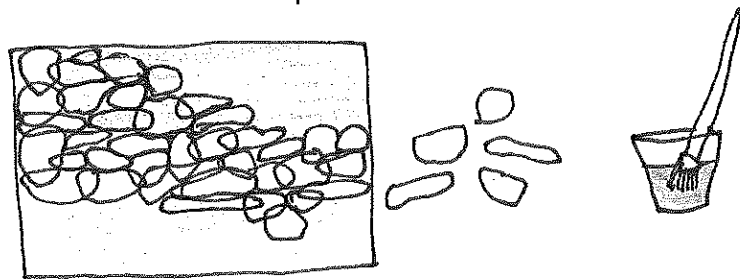
2. Tear or cut pieces of tissue paper.



3. Brush a light layer of glue onto the heavy paper.



4. Press pieces of tissue paper flat onto the heavy paper. Overlap the pieces to blend the colors. Brush more glue as needed to keep it wet, but not too wet.



5. Brush glue over the whole collage.

Sea Turtle Project Planning

Names: _____

Our plan:

Studio: _____

Materials needed:

_____	_____
_____	_____
_____	_____
_____	_____

September 28, 2017

Dear Lino,

You should put away your Bristle Blocks when you are done playing with them. The blocks are very pointy, and they can hurt people's feet. When you stepped on a block the other day, you fell over crying because it hurt so much and left a mark on your foot!

When you don't put away the Bristle Blocks, you have a hard time finding what you need. Last time you wanted to build you were frustrated because you could not find enough blocks to build the house you were imagining.


Please remember to clean up the Bristle Blocks. You will protect the family's feet and be able to find everything you need to play!

Love,
Mommy

Writing Argument

Deconstruction: Argument Stages

Content Objective	I can identify the stages of an argument. (W.3.1.b)
Language Objective	I can orally make an argument, supported by reasons. (W.3.1.b, SL.1.1)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>stages: the parts of a piece of writing</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>convince: to persuade</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p>reason: why the audience should do or think something</p> <p>evidence: facts and details used to support reasons in an argument</p> <p>purpose: the reason for doing or creating something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Argument Stages slides ● projector and screen ● Argument Letter, child copy, one (half sheet) for each child ● Argument anchor chart images: mentor texts and stages Cut apart the images. ● chart paper <p>Prepare the following Argument anchor chart. (Note: Stages images will be added during the lesson.)</p>

	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Argument</p> <p>Purpose: to convince someone to do something; to convince someone to think something</p> <p>Examples:</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="border: 1px solid black; padding: 5px; font-size: 8px;"> <p style="text-align: right;">September 28, 2017</p> <p>Dear Lina,</p> <p>You should put away your Bristle Blocks when you are done playing with them. The blocks are very pointy, and they can hurt people's feet. When you stepped on a block the other day, you fell over crying because it hurt so much and left a mark on your foot.</p> <p>When you don't put away the Bristle Blocks, you have a hard time finding what you need. Last time you wanted to build a house, you were frustrated because you could not find enough blocks to build the house you were imagining.</p> <p>Please remember to clean up the Bristle Blocks. You will protect the family's feet and be able to find everything you need to play!</p> <p style="text-align: right;">Love, Mommy</p> </div> </div> <p>Stages:</p> </div> <p>On the whiteboard, write We should go to the _____ Studio today, because _____.</p>
<p>Opening 1 minute</p>	<p><i>Today we will read an argument letter. We will talk about the stages, or parts, of this argument.</i></p>
<p>Deconstruction 20 minutes</p> <p>slide 1</p>	<p><i>First let's read the letter together. I will project the letter, and you can follow along with your own copy.</i></p> <p>Distribute children's copies of the letter. Then, read the letter, having children follow along and whisper-read words they know.</p> <p><i>Who wrote this letter? Who is the audience?</i></p> <p><i>What is Mommy trying to convince Lina to do? Point to where you think the thesis of the letter is. Remember, the thesis of an argument is when the writer states what she is trying to convince the audience to do.</i></p>
<p>slide 2</p>	<p><i>This is the thesis of the letter.</i></p>
<p>slide 3</p>	<p><i>Here is a chart that looks like the one we used when we discussed the stages of The Big Bed. Here at the top it says "Thesis."</i></p> <p>Read the thesis and have children check that this is the part of the letter they identified.</p>

slide 4	<p><i>The highlighted part of the letter is the first paragraph. Point to the first paragraph on your sheet, and we will read it together. As we read, think about the reason Mommy gives.</i></p> <p>Read the paragraph together. <i>What is Mommy’s reason here?</i></p>
slide 5	<p><i>In this paragraph, Mommy gives one reason for why Lina should clean up her bristle blocks. She says that they are pointy and can hurt people’s feet. Then, she adds more to support her reason by including evidence. Evidence is facts or other details that give more information about a reason. Here, the evidence is that Lina fell over crying after stepping on a pointy bristle block.</i></p>
slide 6	<p><i>Now let’s take a look at the second paragraph. Please point to the second paragraph, and we will read together. As we read, think about the reason Mommy gives, as well as the evidence used to support it.</i></p> <p>Read the paragraph together. <i>What is Mommy’s reason here?</i> <i>What evidence does she give to support it?</i></p>
slide 7	<p>Point to the second reason and evidence on the chart.</p>
slide 8	<p><i>The third paragraph includes the reinforcement of the thesis, when Mommy says her thesis again, but in a new way. Point to the third paragraph. As we read together, listen for the reinforcement of the thesis.</i></p> <p>Read the paragraph together. <i>What does Mommy say here?</i></p>
slide 9	<p>Indicate the Reinforcement of the Thesis in the chart.</p>
	<p>Introduce the Argument anchor chart. <i>We know that the purpose of argument is either to convince someone to do something or to think something.</i></p> <p><i>Here are images showing the two mentor texts we’ve read: The Big Bed and the letter to Lina.</i></p> <p><i>Now let’s add some information about the stages of argument. Arguments begin with a thesis that introduces what the writer is trying to convince someone to do or think.</i></p> <p>Add the thesis card to the chart.</p>

	<p><i>Then the writer includes reasons to support the thesis. Writers use more than one reason to support their thesis. On this card, we can see images of the four reasons the daughter gives Daddy in The Big Bed.</i></p> <p>Add the reasons card to the chart.</p> <p><i>Reasons are then supported by evidence. The daughter provides evidence that the bed is crowded by drawing a picture of all three of them in bed, with Daddy squished in the corner.</i></p> <p>Add the evidence card to the chart.</p> <p><i>At the end of the argument, the writer states the thesis, but in a new way. At the end the daughter is saying that sleeping on a cot will make Daddy happy.</i></p> <p>Add the reinforcement of the thesis card to the chart.</p>
<p>Individual Construction 10 minutes</p>	<p><i>Now we are going to continue practicing arguing. You are going to try to convince your partner to go to a particular Studio today.</i></p> <p>Refer to the sentence frame on the board.</p> <p><i>Your thesis will be: We should go to the _____ Studio today...</i></p> <p><i>Think about which Studio you think you and your partner should go to.</i></p> <p><i>Now, the second half of the sentence sets you up to begin giving reasons for why you should go to that Studio. Say, for example, that you want to go to the Art Studio. You could say, "We should go to the Art Studio today, because we need to finish our animal art."</i></p> <p><i>Think of one or more reasons why you should go to that Studio today, considering what might appeal to your audience—your partner.</i></p> <p><i>When you are ready, you may begin, with one partner arguing at a time.</i></p> <p>After all children have had a chance to argue to a partner, bring the class's attention back together. Have several children share their experiences, and whether or not their partners' arguments changed their opinions.</p>
<p>Closing 1 minute</p>	<p><i>Today we read an argument letter to learn about its stages.</i></p> <p><i>Tomorrow you will begin to plan for the arguments you will write.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners</p>

	about Grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	Reflect on the deconstruction. Were children able to follow along on their copies? Which stages of argument were easy for children to identify? Which were challenging? Observe and make note of children’s oral arguments. Do they include reasons? Evidence? Are they appealing to their audiences?

Notes



Writing U2 W6 D1

September 28, 2017

Dear Lina,

You should put away your Bristle Blocks when you are done playing with them. The blocks are very pointy, and they can hurt people's feet. When you stepped on a block the other day, you fell over crying because it hurt so much and left a mark on your foot!

When you don't put away the Bristle Blocks, you have a hard time finding what you need. Last time you wanted to build, you were frustrated because you could not find enough blocks to build the house you were imagining.

Please remember to clean up the Bristle Blocks. You will protect the family's feet and be able to find everything you need to play!

Love,
Mommy

September 28, 2017

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Please remember to clean up the Bristle Blocks. You will protect the family's feet and be able to find everything you need to play!

Love,
Mommy

Writing U2 W6 D1



Writing U2 W6 D1

Argument anchor chart images

mentor texts



September 28, 2017

Dear Lina,

You should put away your Bristle Blocks when you are done playing with them. The blocks are very pointy, and they can hurt people's feet. When you stepped on a block the other day, you fell over crying because it hurt so much and left a mark on your foot!

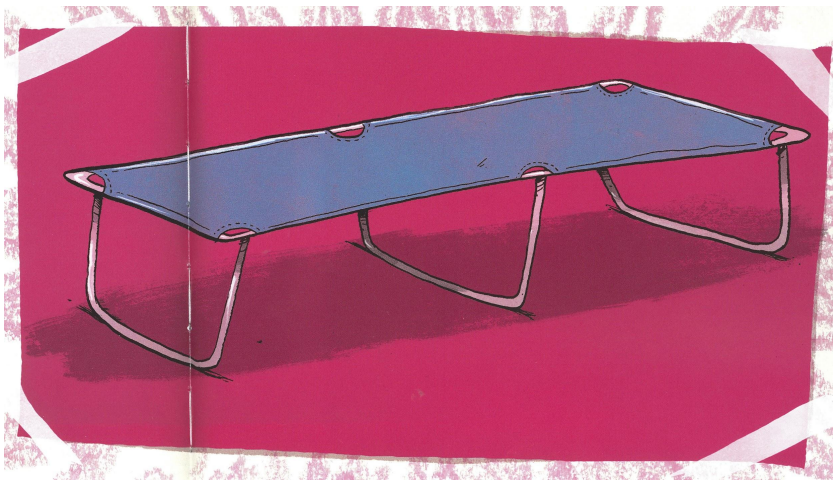
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Please remember to clean up the Bristle Blocks. You will protect the family's feet and be able to find everything you need to play!

Love,
Mommy

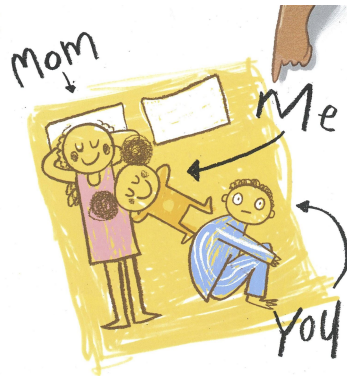
Writing U2 W6 D1

stages

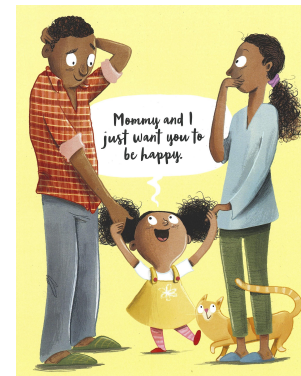


thesis: states what the writer is trying to convince the audience to think or do

reasons: support the thesis, appeal to the audience



evidence: supplies facts and details to support the reasons, appeals to the audience



reinforcement of the thesis: repeats the thesis in a new way

Writing U2 W6 D1

Unit 2: Animals Surviving and Thriving

WEEK 6 Day 2

Writing Argument
Deconstruction: Parts of a Letter
Deconstruction and Individual Construction: Audience

Content Objectives	I can identify the parts of a letter. I can plan for writing to a specific audience. (W.3.1.b)
Language Objective	I can discuss the choices writers make based on their audiences. (SL.1.1)
Vocabulary	convince: to persuade argument: a genre of writing whose purpose is to convince someone to do something or about something audience: an individual or group for whom a piece of writing is composed heading: the part of the letter that includes the recipient’s address and the date recipient: the person or people receiving the letter; the audience greeting: the beginning of a letter, where the audience is addressed body: the main part of the letter closing: the end of the letter, before the writer signs her or his name signature: the letter-writer’s name reason: why the audience should do or think something evidence: facts and details used to support reasons in an argument
Materials and Preparation	<ul style="list-style-type: none">● Argument Letter, child copy, one (half sheet) for each child● Argument Letter slides● projector and screen● children’s writing notebooks● writing tools
Opening 1 minute	<i>So far in our unit, we have learned a lot about animals, and this week we are discussing dangers to animals. Tomorrow during Text</i>

	<p><i>Talk we will read about dangers to a specific type of animal: sea turtles. Then, for the next few weeks, we will be thinking more about these dangers to sea turtles, and coming up with plans for how we can protect them. These plans will be part of our Sea Turtle Project, which we will talk more about tomorrow during Studios.</i></p> <p><i>Today we are going to begin planning for the part of the project that happens during Writing. You will be writing letters to convince your families to do something specific to help protect sea turtles. To begin planning for your argument letters, we are going to learn about the parts of a letter and begin coming up with ideas about the audience of your letters—your families.</i></p>
<p>Deconstruction 10 minutes</p> <p>slide 1</p>	<p><i>Yesterday we looked closely at this argument letter to understand its stages. Today we are going to look at it again, to identify the parts of a letter.</i></p> <p>Distribute children’s copies of the letter.</p> <p><i>A letter begins with a heading, the part of the letter where the letter writer writes the date, and sometimes the recipient’s address. The recipient is the person or people to whom the letter is written.</i></p> <p><i>Point to the part of the letter that you think is the heading. Why do you think that is the heading?</i></p>
<p>slide 2</p>	<p><i>After the heading is the greeting. In the greeting, the letter writer addresses the audience.</i></p> <p><i>Letter writers use different types of greetings, but “Dear” is a common one. This letter uses “Dear” for a greeting. Point to the greeting.</i></p>
<p>slide 3</p>	<p><i>The body of the letter is the main part of the letter, that includes its message. Point to the body of the letter.</i></p>
<p>slide 4</p>	<p><i>Letters end with a closing. The closing signals the end of the letter, before the letter-writer signs her or his name.</i></p> <p><i>There are different types of closings. If someone is writing a more formal letter, he might use “Sincerely.” If someone is writing a friendly letter to a family member, he might use “Love.”</i></p> <p><i>Point to the closing. What closing does Mommy use? Why does she use this closing? [she is writing to her daughter] Mommy really thought about her audience when she chose the</i></p>

	<p><i>closing “Love.”</i></p> <p><i>The last part of a letter is the signature. A signature is someone’s name, often written in a fancy or special way. This letter is typed, and Mommy did not sign it in a fancy way, but it does say “Mommy.” Point to the signature.</i></p>
<p>Deconstruction 8 minutes</p> <p>slide 5</p>	<p><i>We talked about the importance of audience in an argument a few days ago. We looked back at The Big Bed and discussed what choices the daughter made based on her audience—Daddy. We also generated reasons for different audiences about why first graders should do Studios.</i></p> <p><i>Let’s take a look back at the letter to see what choices Mommy made when writing to her audience—her four-year-old daughter. Think about her choices as we read together.</i></p> <p>Read the letter, having children follow along and whisper read words they know.</p> <p><i>What choices did Mommy make because she knew she was writing to Lina? [signed the letter “Love,” wrote about Lina’s experiences]</i></p> <p><i>Because she is Lina’s Mommy, she says “You should” at the beginning of the letter. A parent can tell a child what she should do. However, if I was writing a letter to the principal, I probably would not write “You should,” because it sounds bossy, and I am not the principal’s boss.</i></p>
<p>Individual Construction 10 minutes</p>	<p><i>Now you will plan for writing to your own audience. You can write to any member of your family. Think about who you would like to convince to help sea turtles.</i></p> <p>Show a blank notebook page.</p> <p><i>At the top of your page, you will write your audience: Mom, Grandma, Uncle—whoever you choose.</i></p> <p><i>Below you will sketch and write some things that are important to that person when it comes to protecting animals such as sea turtles.</i></p> <p>Think, Pair, Share.</p> <p><i>Before you write, you will talk to a partner. Decide who your audience will be and what is important to them.</i></p> <p>After children share, send them to write. As they write, circulate to support their work.</p>

<p>Closing 1 minute</p>	<p><i>Today you began preparing for writing argument letters by learning about the parts of a letter and brainstorming ideas about your audiences. Tomorrow we are going to begin researching information to use as reasons and evidence in your arguments.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Reflect on the lesson. Do children understand the parts of a letter? What additional support might they need as they begin letter writing?</p> <p>What do children understand about the choices writers make based on audience? What is still confusing?</p> <p>After the lesson, review children’s notebooks. What ideas do children generate about their own audiences? What support will they need to ensure that their arguments appeal to their audiences?</p>

Notes

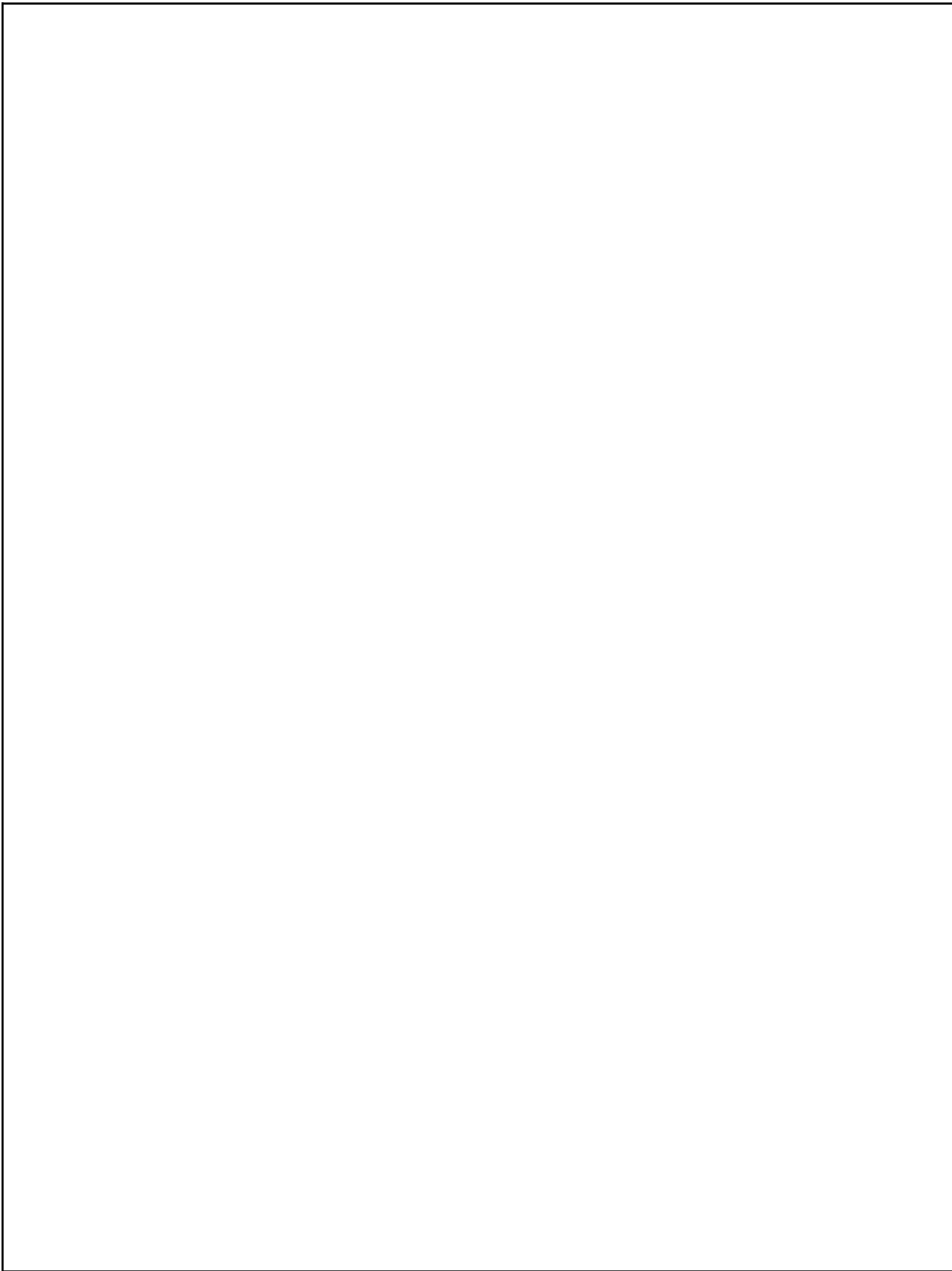
Unit 2: Animals Surviving and Thriving

WEEK 6 Day 3

Writing Argument
Joint Construction: Thesis
Modeling and Joint Construction in Pairs: Research
continued on Day 4

Content Objectives	With my class, I can write a thesis for our argument. (W.2.1.a, W.3.1.b) I can research to gather information for an argument. (W.1.1.a, W.1.1.b, W.3.1.b)
Language Objective	With my partner, I can discuss the information found in our research text, and identify a reason and evidence to support our thesis. (SL.1.1.a)
Vocabulary	thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think argument: a genre of writing whose purpose is to convince someone to do something or about something research: to get information about something reason: why the audience should do or think something evidence: facts and details used to support reasons in an argument convince: to persuade
Materials and Preparation	<ul style="list-style-type: none">● sheet of blank paper, for writing model thesis statements● argument research article: Use Paper Bags Instead of Plastic Bags, 1 copy● other argument research articles, 3 copies of each Children will be researching in pairs during Days 3-4. Before the lesson, pair children and decide which 2 (of the 4) articles each pair will read (one on Day 3 and one on Day 4).● argument research half sheets, one for each child● drawing and writing tools● children’s writing folders
Opening	<i>Today we are going to write a few possible thesis statements for</i>

<p>1 minute</p>	<p><i>your arguments. Then we are going to begin researching for information that can be included in the reasons and evidence to support that thesis.</i></p>
<p>Joint Construction 5 minutes</p>	<p><i>You will be writing argument letters to your families to convince them to use reusable bags rather than plastic bags. To begin your letter, what might be a good thesis? What could you write that introduces what you want your family member to do? Think, Pair, Share.</i></p> <p>Harvest several children’s ideas. Write at least two different ideas on the blank paper. Ideally, the possibilities will include a more informal thesis, such as “You should use reusable bags at the grocery store” and a more formal thesis statement, such as “It is better to use reusable bags than plastic shopping bags.” Note for children the difference between the statements (the second is in the third person) and tell children that they will need to decide which type will appeal most to their particular audiences.</p>
<p>Modeling 8 minutes</p>	<p><i>To write a strong argument, we will need reasons and evidence that come from research. Remember, research means finding out about a topic. When you wrote reports, you researched your animals before writing about them. This time, we are going to research both reusable bags and plastic bags. We will try to find out what’s so great about reusable bags and what is harmful about plastic bags. That way, we can include a lot of information in our arguments.</i></p> <p><i>When we do our research, we are first going to read together. Let’s read this article and look at the images.</i></p> <p>Read the printed version of the article clearly and fluently, having children follow along on the slides and whisper-read words they know.</p> <p><i>Now we are going to read the article again, thinking about our thesis. [Read one possible thesis.] As we read, we will underline information that we could use as reasons and evidence to support our thesis.</i></p> <p>Reread the article, modeling underlining important information.</p> <p><i>Our last step is to record the reasons and evidence we gathered from the article. You will get a sheet like this [show the sheet] to write down one reason and any evidence to support it.</i></p> <p><i>What reason could we write, based on what we just read?</i></p> <p>Harvest several children’s ideas and model writing the reason and evidence gathered from the article.</p>



Plastic Bags Break Easily



Have you ever filled a plastic bag at the grocery store, and then it broke on your way home? Plastic bags are not very **sturdy**; they can break easily.

When food falls out of plastic bags, it can get dirty or ruined. To make plastic bags more sturdy, people often use two bags at a time. This means that even more plastic bags end up in the trash when people are finished using them!



https://www.biologicaldiversity.org/programs/population_and_sustainability/sustainability/plastic_bag_facts.html

Writing U2 W6 D3

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Plastic Bags Make More Trash

When plastic bags break, we throw them in the trash.

Landfills, the places where we dump our trash, are full of plastic trash bags and full of old, broken, plastic bags. It



takes more than 500 years for plastic bags to break down into tiny pieces that become part of the soil.

Sometimes plastic bags blow out of landfills or trash cans onto our land and into our water.



<https://harmony1.com/4-ways-to-reduce-the-waste-of-plastic-bags/>

<https://ctmirror.org/2019/02/28/plastic-bags-emerge-as-a-state-environmental-and-revenue-issue/>

https://www.biologicaldiversity.org/programs/population_and_sustainability/sustainability/plastic_bag_facts.html

Writing U2 W6 D3

Plastic Bags are Dangerous to Sea Animals

When plastic bags end up in our oceans, they can hurt animals. Plastic bags can get stuck on sea creatures so that they cannot swim correctly.

Sometimes animals get confused and think that plastic bags are food. Ocean animals can die if they eat plastic bags.



Sea turtles eat jellyfish, and a plastic bag can look like a jellyfish. 100,000 sea animals die every year because of plastic in the ocean!



<http://www.thebluereporters.com/2017/04/macro-litter-pollution-plastic-bags-marine-mammals/>

https://www.biologicaldiversity.org/programs/population_and_sustainability/sustainability/plastic_bag_facts.html

Writing U2 W6 D3



Use Paper Bags Instead of Plastic Bags

At the grocery store, ask for a paper bag instead of a plastic one. Paper bags can easily be reused, especially for art projects. We can also cut and decorate a paper bag to make wrapping paper for gifts.



One big difference between paper bags and plastic bags is that you can recycle paper bags in order to make more paper! Paper comes from trees. We can save trees by recycling paper bags instead of cutting down more trees.



<https://www.treehugger.com/natural-sciences/trees-talk-each-other-and-recognize-their-offspring.html>

Writing U2 W6 D3

Use Reusable Bags!



Reusable bags made from fabric are great for carrying groceries. They do not break easily, even when they carry heavy things like milk. They can last many years. Some reusable bags are made from natural fabrics, like cotton or calico, and others are made from plastic-based fabrics like nylon.

You can use reusable bags for lots of purposes. You can use them to carry your lunch to school or work, clothing on a trip, books to the library, or anything else!

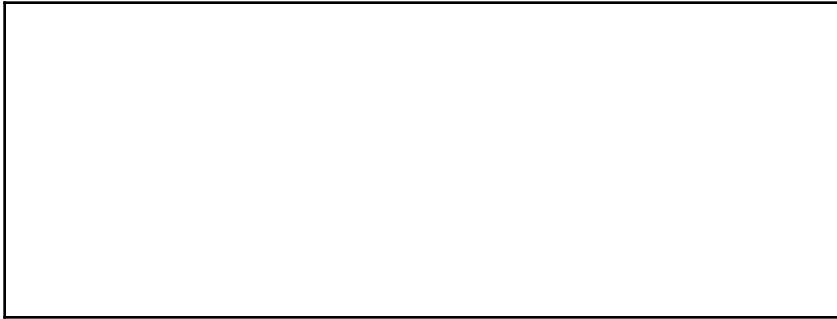


<https://totebagfactory.com/blogs/news/8-reasons-you-should-use-reusable-grocery-bags>

Writing U2 W6 D3

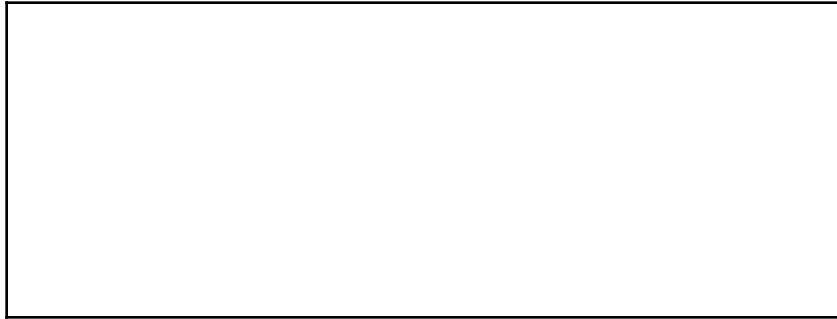
Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Name: _____



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated multiple times.

Name: _____



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated multiple times.

Writing U2 W6 D3

WEEK 6 Day 4

Writing Argument
Joint Construction in Pairs: Research
continued from Day 3

Content Objective	I can research to gather information for an argument. (W.1.1.a, W.1.1.b, W.3.1.b)
Language Objective	With my partner, I can discuss the information found in our research text, and identify a reason and evidence to support our thesis. (SL.1.1.a)
Vocabulary	research: to get information about something thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think reason: why the audience should do or think something evidence: facts and details used to support reasons in an argument
Materials and Preparation	<ul style="list-style-type: none">● sheet with model thesis statements, from Day 3● argument research articles, from Day 3● argument research half sheets, one new sheet for each child● drawing and writing tools● children’s writing folders, including research sheets from Day 3● chart paper, four sheets● tape, for attaching papers to the chart paper
Opening 3 minutes	<p><i>Today you will continue researching and we will share the research as a class.</i></p> <p><i>Remember, today you will read a new article with your partner. You will first read the article together and look at the images.</i></p> <p><i>Then you will read the article again, thinking about our thesis. [Read one possible thesis.] As you read, underline information that you can use as reasons and evidence to support our thesis.</i></p> <p><i>Next, discuss the information from the article with your partner.</i></p>

	<i>After talking, you will each write your own reason, supported by evidence, if you found evidence.</i>
Joint Construction in Pairs 10 minutes	Read the title of each article. Distribute articles, paper, and drawing and writing tools to pairs. As children work, circulate to support them.
Joint Construction 16 minutes	<p>Gather the whole group back together on the perimeter of the rug. Make sure that each child has his folder and two completed research half sheets.</p> <p><i>Now we are going to share our research together, so that everyone can have access to the same information. We will talk about one article at a time. If you read that article, be ready to share information about it. If you did not read that article, be sure to listen closely as your classmates share.</i></p> <p>Display one sheet of chart paper. Attach one of the articles to the paper. Invite children who read that article to share the reasons and evidence they generated. Collect children’s research sheets and attach them to the chart paper. Put papers with similar reasons close to each other.</p> <p>Repeat the process to gather children’s research for the three remaining articles.</p>
Closing 1 minute	<i>Today we completed and shared our research. Tomorrow we will learn about how adjectives work in arguments.</i>
Standards	<p>W.1.1.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
Ongoing assessment	<p>Observe and take notes as children research.</p> <p>Do children identify important information? Do the reasons and evidence children write support the thesis? Are they taken directly from the articles?</p> <p>After the lesson, review the charts.</p> <p>Do children have enough information to write their arguments?</p>

WEEK 6 Day 5

Writing Argument
Deconstruction and Joint Construction: Adjectives

Content Objective	I can describe how adjectives make arguments stronger. (W.3.1.b)
Language Objective	I can write and draw an adjective to describe a particular type of bag. (SL.3.1.b, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>adjective: a word or phrase used to describe a person, place, thing, or idea</p> <p>positive: good</p> <p>negative: not good</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>convince: to persuade</p> <p>reason: why the audience should do or think something</p> <p>argue: to convince someone to do something or about something</p>
Materials and Preparation	<ul style="list-style-type: none">● Argument Adjectives slides● projector and screen● Argument anchor chart images: language● Argument anchor chart, from Day 1● Argument Adjectives Cards, enough copies for each child to have one card● drawing and writing tools● argument research articles, from Day 3● chart paper <p>Prepare the following Argument Adjectives chart.</p>

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: center;">Argument Adjectives</th> </tr> <tr> <th style="width: 50%; text-align: center;">Positive</th> <th style="width: 50%; text-align: center;">Negative</th> </tr> <tr> <td style="height: 150px;"></td> <td style="height: 150px;"></td> </tr> </table> <ul style="list-style-type: none"> ● tape, for attaching Argument Adjective Cards to the chart 	Argument Adjectives		Positive	Negative		
Argument Adjectives							
Positive	Negative						
<p>Opening 1 minute</p>	<p><i>Today we are going to learn about a tool writers use to make their arguments stronger: adjectives. You know that adjectives are words or phrases used to describe people, places, things, or ideas. When you wrote procedures, you used adjectives to describe how many and what kind of materials needed to be gathered. When you wrote reports, you included adjectives to pack information into sentences.</i></p> <p><i>Today we will revisit our mentor texts to find out how adjectives make arguments stronger, and we will make our own list of adjectives.</i></p>						
<p>Deconstruction 10 minutes</p> <p>slide 1</p>	<p><i>This is the last page from The Big Bed. Listen for the way the daughter describes the cot.</i></p> <p>Read slide 1.</p> <p><i>What did you hear the daughter say? How does she describe the cot?</i></p>						
<p>slide 2</p>	<p><i>The highlighted words here are positive adjectives. Positive adjectives are adjectives that describe something in a good way. Here the daughter describes herself as “excited.” She talks about the “special new sheets” they will buy for the cot; and she calls the cot an “awesome sleeping rectangle.”</i></p> <p><i>Why do you think the daughter uses positive adjectives with Daddy? How do they help her argument? [she wants Daddy to be excited about sleeping on a cot]</i></p>						
<p>slide 3</p>	<p><i>Let’s listen for adjectives in our argument letter. How does Mommy describe the bristle blocks and Lina’s experiences with them?</i></p>						

Read slide 3.

What did you hear Mommy say? How does she describe the bristle blocks and Lina's experiences with them?

slide 4

*The highlighted words here are negative adjectives. **Negative adjectives** are adjectives that describe something in a bad way. Here Mommy describes the bristle blocks as "pointy." She says that Lina had a hard time finding what she needed and that she was frustrated because she did not have enough blocks.*

Why do you think Mommy uses negative adjectives with Lina? How do they help her argument?

Mommy knows that her audience, Lina, will be more convinced by hearing all of the bad things that happened when she did not clean up her bristle blocks, than hearing about how wonderful having a clean bedroom is. She chose to use negative adjectives to make her argument stronger.

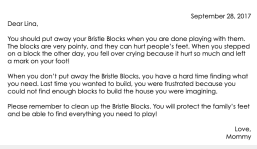

Writers use positive and negative adjectives to make their arguments stronger. Let's add this to our Argument anchor chart.

Write "Language" and add the card to the Argument anchor chart. (See the following example.)

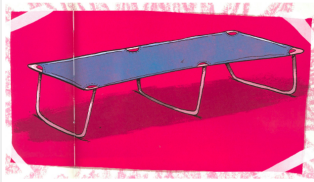
Argument

Purpose: to convince someone to do something; to convince someone to think something

Examples:



Stages:



thesis: states what the writer is trying to convince the audience to think or do



reasons: support the thesis, appeal to the audience



evidence: supplies facts and details to support the reasons, appeals to the audience

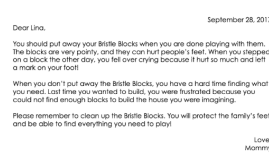


reinforcement of the thesis: repeats the thesis in a new way

Language:



Tomorrow, we're going to pick out some special new sheets for your awesome sleeping rectangle.



The blocks are very pointy, and they can hurt people's feet.

positive and/or negative **adjectives** that make the argument stronger

Joint Construction
18 minutes

Now we are going to collect adjectives that you can use in your arguments. With a partner, you will review one of our research articles. Think about the information in the article and how it describes either plastic bags or reusable bags. Then, think of an adjective to describe that type of bag. Draw and write your adjective on your adjective card. [Hold up an adjective card and model if needed.]

After everyone has drawn and written one adjective, we will come back together to sort them into positive and negative adjectives.

Distribute articles, adjective cards, and drawing and writing tools to pairs. As they work, circulate to support them. Encourage children to refer back to the article for ideas about adjectives.

Writing U2 W6 D5

	<p>After each child has generated an adjective, bring the class back together on the perimeter of the rug and refer to the Argument Adjectives chart. <i>Here is our Argument Adjectives chart. This column says “Positive” and this column says “Negative.” If you wrote a positive adjective, raise your hand.</i></p> <p>Have one child share her positive adjective, as well as the type of bag she described (plastic or reusable). Ask if other children wrote the same adjective about the same type of bag. Attach all cards for that adjective in a group on the “Positive” side of the chart. Repeat the process until all positive adjectives have been collected. Then, repeat the process to collect negative adjectives.</p> <p>If it has not already come up in conversation, note that the positive adjectives are used to describe reusable bags, and the negative adjectives are used to describe plastic bags.</p>
<p>Closing 1 minute</p>	<p><i>These adjectives will really help as you write your argument letters next week!</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details. SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. L.1.1.e Use frequently occurring adjectives. L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.g Use determiners (e.g., articles, demonstratives). L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
<p>Ongoing assessment</p>	<p>Throughout the lesson, listen for and make note of children’s understanding of adjectives.</p> <p>Do children understand how adjectives enhance arguments? Do children’s adjectives come directly from the articles, do they generate them on their own, or is it a combination of both? Are the adjectives accurate and specific?</p> <p>After the lesson review children’s adjectives. Do their illustrations accurately represent the adjectives? Which sound-spelling patterns are children using? Which are challenging?</p>

Notes



Writing U2 W6 D5

Argument anchor chart images

language



Tomorrow, we're going to pick out some special new sheets for your awesome sleeping rectangle.

September 28, 2017

Dear Lina,

You should put away your Bristle Blocks when you are done playing with them. The blocks are very pointy, and they can hurt people's feet. When you stepped on a block the other day, you fell over crying because it hurt so much and left a mark on your foot!

When you don't put away the Bristle Blocks, you have a hard time finding what you need. Last time you wanted to build, you were frustrated because you could not find enough blocks to build the house you were imagining.

Please remember to clean up the Bristle Blocks. You will protect the family's feet and be able to find everything you need to play!

Love,
Mommy

The blocks are very pointy, and they can hurt people's feet.

positive and/or negative **adjectives** that make the argument stronger

Writing U2 W6 D5

Argument Adjectives Cards

Writing U2 W6 D5

Writing U2 W6 D5