

Unit 4: The Power of Pollinators

WEEK 6 Day 5

Writing Argument

Individual Construction

Content Objective	I can use research notes to write an effective argument. (W.3.2, W.2, W.1.2.a, W.1.2.b)
Language Objective	I can write using English conventions. (L.1)
Vocabulary	argument: a genre of writing whose purpose is to convince someone to do something or about something medium: a form of communication
Materials and Preparation	<p>Before the lesson, plan to group children according to the media they are writing in.</p> <ul style="list-style-type: none">● Gathering Evidence sheets, blank copies Review the completed Gathering Evidence sheets. Make enough additional copies so that several children can gather evidence for reasons that have not yet been researched.● writing tools● writing paper appropriate for children’s choice of media: notebooks, brochure pages, blank paper, etc.● Thesis chart, from Week 5, Day 5● Reasons chart, from Day 1● copies of children’s Gathering Evidence sheets, from Day 2● Argument Planners, from Day 3● research materials, from Day 2● Argument Observation Tools, from Week 5, Day 5● argument mentor texts, for children’s reference● media mentor texts, for children’s reference● Argument Letter slides, from Unit 1, Week 6, Day 4, for children’s reference (parts of a letter on slide 15)
Opening	<i>Today you will work on writing your arguments. People who are</i>

<p>2 minutes</p>	<p><i>writing in the same medium can sit together to help each other.</i></p> <p>Show the different types of writing paper. <i>In your groups, your first task will be to choose which paper is best for your medium.</i></p>
<p>Individual Construction 27 minutes</p>	<p>Send children to write in their groups, according to the media they chose. Guide them to choose the appropriate paper. As they write, circulate to support their work. Guide children to include the aspects of argument outlined on the Argument Observation Tool.</p>
<p>Closing 1 minute</p>	<p><i>Next we will talk about adding adjectives to make your arguments even stronger.</i></p>
<p>Standards</p>	<p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.1.2.a Investigate questions by participating in shared research and writing projects. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Ongoing assessment</p>	<p>During the lesson, use the Argument Observation Tool to assess the children’s individual writing.</p> <p>After the lesson, review children’s work. To what extent does the children’s writing reflect the information included in the research notes?</p>

Notes