

Unit 4: The Power of Pollinators

WEEK 7 Day 2

Writing Argument

Individual Construction

Content Objective	I can write an effective argument. (W.3.2, W.2, W.1.2.a, W.1.2.b)
Language Objectives	I can write using English conventions. (L.1) I can use adjectives to strengthen my argument. (L.1.2.b)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea 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	<ul style="list-style-type: none">● Shades of Meaning sheets, from Day 1● writing tools● children’s writing● writing paper aligned with children’s choice of media: notebooks, brochure pages, blank paper, etc.● Thesis chart, from Week 5, Day 5● Reasons chart, from Week 6, Day 1● copies of children’s Gathering Evidence sheets, from Week 6, Day 2● Argument Planners, from Week 6, Day 3● research materials, from Week 6, 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 5 minutes	<i>Today you will continue writing your arguments. People who are writing in the same medium can sit together to help each other.</i> <i>Yesterday we discussed using adjectives to strengthen arguments.</i>

Writing U4 W7 D2

	<p><i>Before you continue writing today, take a look at your writing. Underline all of the adjectives. You might not have used any adjectives yet; in that case, you'll need to revise to include some. If you would like to replace an adjective with one that is stronger or weaker, you can use a Shades of Meaning sheet to help you think about that.</i></p>
<p>Individual Construction 15 minutes</p>	<p>Send children to write. As they write, circulate to support their work and provide resources, as needed for individuals and groups. Guide children to include the aspects of argument outlined on the Argument Observation Tool.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol for a challenge one child is facing. Record suggestions on sticky notes to place in the child's writing folder.</p> <p><i>Tomorrow you will continue writing your arguments.</i> Have the children put away their papers in their writing folders.</p> <p>After the lesson, review the Argument Observation Tools. Note any emerging trends. Plan for individual, small group, and/or whole group instruction based on these needs, following the guidance outlined in Days 3-4.</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.</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.1.2.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</p>
<p>Ongoing assessment</p>	<p>During the lesson, use the Argument Observation Tool to assess the children's individual writing. Consider how groups of children working in a shared medium support one another.</p>