

Unit 4: The Power of Pollinators

WEEK 7 Days 3-4

During Days 3-4 children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Day 2 for a detailed lesson). In addition, children's writing is assessed using the Argument Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review each child's Argument Observation Tool. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Argument: (see the attached lessons for recommendations)

- thesis
- reasons and evidence
- reinforcement of the thesis
- adjectives

Conventions: (no suggested lessons included)

- writing and expanding complete sentences
- capitalization
- end punctuation, commas, and apostrophes
- applying rules and strategies taught in phonics lessons

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as chunking and writing word parts
- using resources such as texts, environmental print, and phonics materials for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 3-4. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Writing Argument

Deconstruction and Revision: Thesis

Materials:

- Argument anchor chart
- argument mentor text: Argument Stages slides, from Week 5, Day 2; another mentor text; or a child's writing with a strong thesis
- Thesis chart, from Week 5, Day 5

Process (small or whole group):

- Review the stages of argument using the Argument anchor chart.
- Remind children that a thesis is written at the beginning of an argument to state what the writer is trying to get the audience to do.
- Review the thesis in the mentor text.
- Ask children to identify what their arguments are about and what they are trying to convince their audiences to do. Refer to the Thesis chart for ideas.
- Have children orally rehearse their thesis statements. Provide them with feedback about the thesis statements, based on their audience of community gardeners.

Writing Argument

Deconstruction and Revision: Reasons and Evidence

Materials:

- Argument anchor chart
- argument mentor text: Argument Stages slides, from Week 5, Day 2; another mentor text; or a child's writing with strong reasons and evidence
- research materials, from Week 6, Day 2

Process (small or whole group):

- Review the stages of argument using the Argument anchor chart.
- Remind children that writers use reasons and evidence to support their thesis statements.
- Review the reasons and evidence in the mentor text. Discuss how these reasons and evidence support the thesis and appeal to the audience.
- Depending on children's needs, guide them to
 - generate more reasons and evidence, based on the research articles and/or charts;
 - revise their reasons and evidence to appeal better to their audience; or
 - revise their reasons and evidence to better support their thesis statements.
- Support children as they revise and/or write their reasons and evidence.

Writing Argument

Deconstruction and Revision: Reinforcement of the Thesis

Materials:

- Argument anchor chart
- argument mentor text: Argument Stages slides, from Week 5, Day 2; another mentor text; or a child's writing with a strong reinforcement of the thesis

Process (small or whole group):

- Review the stages of argument using the Argument anchor chart.
- Remind children that reinforcement of the thesis is written at the end of an argument, and that it repeats the thesis, in a new way.
- Review the thesis and reinforcement of the thesis in the mentor text.
- Have the children reread their own thesis statements. Then, have them orally rehearse a reinforcement of the thesis, which repeats the thesis, in a new way.
- Guide them to add/revise the reinforcement of the thesis in their own arguments.

Writing Argument

Deconstruction and Revision: Adjectives

Materials:

- Argument anchor chart
- Argument Adjectives chart, from Day 1
- Shades of Meaning sheets, from Day 1

Process (small or whole group):

- Review the Language section of the Argument anchor chart and discuss how adjectives strengthen an argument.
- Review the positive and negative adjectives on the Argument Adjectives chart.
- Refer to the Shades of Meaning sheets. Remind children that writers choose the intensity of their adjectives based on their audience and the argument they are making. (Note that the strongest adjective is not always the most effective.)
- Have the children go back to their argument letters to underline where they mention pollinators or plants. Refer them back to the collection of adjectives on the Argument Adjectives chart, and guide them to include two or more adjectives to strengthen their arguments.