

## Unit 4: The Power of Pollinators

### WEEK 8 Day 1

#### Writing Argument

##### Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 2-3. This lesson addresses one phase of the work: revisions (children's individual revisions and teacher-directed small group revisions). Note that publishing is introduced on Day 2.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of argument: to convince someone to do something or about something.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

<b>Content Objective</b>	I can revise my writing to fit the purpose, structure, and language of argument, and to appeal to my audience. (W.3.2, W.2, W.1)
<b>Language Objectives</b>	I can edit my writing. (L.2) I can revise my writing to include adjectives. (L.1.2.e)
<b>Vocabulary</b>	<b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea <b>argument:</b> a genre of writing whose purpose is to convince someone to do something or about something <b>feedback:</b> specific, helpful suggestions given to improve work <b>revise:</b> to make changes to writing <b>revision:</b> change made to improve writing
<b>Materials and Preparation</b>	These materials will be used throughout Days 1-3 this week. <ul style="list-style-type: none"><li>Argument Observation Tools, from Week 5, Day 5</li></ul> Before the session, analyze the Argument Observation Tools filled in for each child and choose one area of revision that will improve their writing the most. Group children together with a shared focus for revision. (See the suggestions below.)

	<p>For Revisions:</p> <ul style="list-style-type: none"> <li>● Argument Checklist, one for each child</li> <li>● writing tools</li> <li>● writing folders</li> <li>● argument mentor texts, available for children’s reference</li> <li>● media mentor texts, available for children’s reference</li> <li>● Argument anchor chart</li> </ul> <p>For Small Group Instruction:</p> <ul style="list-style-type: none"> <li>● Audience: Community Gardeners chart, from Week 5, Day 4</li> <li>● Thesis chart, from Week 5, Day 5</li> <li>● Reasons chart, from Week 6, Day 1</li> <li>● copies of children’s Gathering Evidence sheets, from Week 6, Day 2</li> <li>● research materials, from Week 6, Day 2</li> <li>● Argument Adjectives chart, from Week 7, Day 1</li> <li>● Shades of Meaning sheets, from Week 7, Day 1</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p><i>We have learned a lot about argument, and you have written your own arguments! This week you are going to revise and publish your work to prepare it for your audience of community gardeners</i></p>
<p><b>Individual Construction</b> 24 minutes, concurrent with Small Group Instruction</p>	<p><i>Before you begin revising today, review the feedback you received and your planned next steps.</i></p> <p><i>When you are finished making those revisions, you will use this checklist to see if there is anything else you are missing.</i></p> <p>Show the Argument Checklist.</p> <p><i>This checklist includes the elements of argument we have been learning about. Review your work and complete the checklist. If you have not completed one of the items on the list, go back to revise.</i></p> <p><i>In addition, you may choose to have a classmate review your work, or you can edit your work using rules you have learned in Foundations.</i></p>
<p><b>Small Group Possibilities</b> 24 minutes, concurrent with Individual Construction</p>	<p>As children work individually and with partners, convene small groups with similar needs to improve one aspect of their arguments. The aspects addressed in revisions should be features of argument taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Audience</u> Review the lesson from Week 5, Day 4. Guide the children to make appropriate choices in thesis, reasons, evidence, and language, given their audience.</p>

	<p><u>Thesis</u> Review the lesson from Week 5, Day 5. Guide the children to write thesis statements that introduce what they want to convince community gardeners to do. Help them to distinguish between the thesis and reasons. Ensure that their thesis statements are appropriate for the audience.</p> <p><u>Reasons and Evidence</u> Review the lessons from Week 6, Days 1 and 2. Guide the children to identify reasons and evidence that support the thesis and are appropriate for the audience. Support them to conduct further research, if needed.</p> <p><u>Adjectives</u> Review the lesson from Week 7, Day 1. Support the children as they identify sentences and sections that could be better developed with adjectives. Guide children to choose adjectives with the appropriate intensity.</p>
<p><b>Closing</b> 5 minutes</p>	<p>Choose one experience from the small group instruction to share with the class. This should be informative to all children as they consider what and how to revise their arguments.</p>
<p><b>Standards</b></p>	<p><b>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.  <b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.  <b>W.2.2.a</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  <b>W.2.2.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.  <b>W.1</b> Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.  <b>L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>L.1.2.e</b> Use adjectives and adverbs and choose between them depending on what is to be modified.</p>
<p><b>Ongoing assessment</b></p>	<p>Review children’s work. Note what and how children revised. Plan to meet with children who require additional support on Day 2.</p>