

Unit 4: The Power of Pollinators

WEEK 8 Day 2

Writing Argument

Introduction to Publishing and Continued Revision

Content Objectives	I can revise my writing to fit the purpose, structure, and language of an argument, and to appeal to my audience. (W.3.2, W.2, W.1) I can choose an effective layout for my medium. (W.2)
Language Objectives	I can edit my writing. (L.2) I can revise my writing to include adjectives. (L.1.2.e)
Vocabulary	argument: a genre of writing whose purpose is to convince someone to do something or about something image: a representation of something in the form of a drawing, photograph, etc. layout: the organization of a page medium: a form of communication publish: to prepare writing for an audience revision: change made to improve writing
Materials and Preparation	Write the following questions on the board. Where are the words on the page? If there are images, where are they? Where is the thesis? Is there a reinforcement of the thesis? <ul style="list-style-type: none">● Media chart, from Week 6, Day 3● media mentor texts● writing tools● sticky notes, 4 for each small group● materials from Day 2 For Publishing: <ul style="list-style-type: none">● paper appropriate for publishing in each medium● colored pencils

<p>Opening 1 minute</p>	<p><i>Today you will complete your argument revisions and begin to publish your work.</i></p>
<p>Deconstruction 9 minutes</p>	<p><i>Before you publish your argument, it is important to consider the layout of your medium—how the words and images are organized on the page—just like we did for our explanation posters and report brochures.</i></p> <p>Refer to the Media chart. <i>We started writing down the features of each of these media. In your small group, you will look again at your medium and how it is organized. Use these questions to guide your conversation.</i></p> <p>Read the questions on the board. <i>Write down any new observations on these sticky notes, and we will add them to the chart.</i></p> <p>Give the children about five minutes to review and discuss the layout of their medium.</p> <p>Bring the class back together. Have children add new sticky notes to the chart.</p> <p><i>As you publish, use this guidance to think about the most effective layout for your medium.</i></p>
<p>Individual Construction and Small Groups 19 minutes</p>	<p>As children work independently and with partners to revise and publish their work, meet with small groups, as described in Day 1.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow you will finish publishing your work.</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.</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.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p>W.1 Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital,</p>

