

WEEK 3 Day 1

Writing Argument
Joint Construction: Generating Ideas

Content Objective	I can draw and write an idea for how we can make our community more sustainable. (W.3.K.b, SL.3.K.b)
Language Objectives	I can present my work in a loud, clear voice. (SL.4.K) I can sort ideas into categories. (L.5.K.a)
Vocabulary	sustainable: using things like paper, water, and energy carefully now so that there are enough resources for people to use later persuade: to convince argument: a genre of writing whose purpose is to convince someone to do something or think something
Materials and Preparation	During the lesson, the class will take a walk around the school to make observations about ways to make the community more sustainable. Before the lesson, plan for how long and where the class will walk. On the whiteboard, write: What can we do to make our community more sustainable? <ul style="list-style-type: none"> ● writing tools ● blank paper, one sheet for each child
Opening 1 minute	<i>We have been learning about our earth— why it is important and how to care for it. Here is a challenge for us: to be caretakers of our earth; to be people who protect our earth by creating sustainable systems, using resources carefully so there are enough for people to use later.</i> <i>We are going to make a plan to make our community more sustainable and to persuade others—get others to agree and work with us on our plan. We will carry out some parts of our plan during Centers. We will also work together to write an argument. Today we</i>

	<i>will brainstorm ideas for what we can do to make our community more sustainable.</i>
Joint Construction 10 minutes	<p><i>What can we do to make our community more sustainable?</i></p> <p><i>To get ideas, first we will take a silent walk around the school. Then we will come back and talk and write about our ideas. As we walk, pay careful attention to changes we could make in our school that would help to protect our earth. [recycling; saving energy by turning off lights; composting; etc.]</i></p> <p>Take a quiet class walk around the school (inside and/or outside). When you return, regroup on the rug.</p>
Individual Construction 10 minutes	<p><i>Based on what you noticed and know about our school, what can we do to make our community more sustainable?</i></p> <p>Have children Think, Pair, Share. Then send them to draw and write their ideas. As children work, circulate to support them.</p>
Closing 9 minutes	<p>Bring the class together, sitting on the perimeter of the rug.</p> <p><i>Now each person will share her idea about making our community more sustainable. When you share your idea, be sure to speak in a loud, clear voice so that everyone can hear you.</i></p> <p><i>After each person shares, we are going to group similar ideas together.</i></p> <p>Have the first child share his sheet; then put it in the center of the rug. Have the second child share; then decide as a class whether it communicates the same idea as the first child’s, or something different. If the same idea is communicated, pile this sheet on top of the first sheet. If a different idea is communicated, start a new pile. Repeat this process as each child shares. Have a brief discussion about what each group of ideas has in common and label each pile.</p> <p><i>We have generated a lot of good ideas. Tomorrow we will review them and choose one for our Capstone Project.</i></p> <p>Collect children’s ideas, keeping them sorted into groups, for use on Day 2.</p>
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.5.K.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>

Ongoing assessment	Reflect on the class discussion and on children’s writing. What ideas do children generate? Which ideas show up the most? What do children already know about these forms of sustainability? How do children represent their ideas in drawing and writing? Do children use loud, clear voices when presenting their work?
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Notes
