

WEEK 3 Day 4

Writing Argument
 Researching Reasons and Evidence

Content Objective	I can research to gather information for an argument. (W.3.K.b, W.1.K.a, W.1.K.b)
Language Objective	I can talk to my classmates about information we are gathering through research. (SL.1.K.a)
Vocabulary	<p>reason: why the audience should do or think something</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p>argument: a genre of writing whose purpose is to convince someone to do something or think something</p> <p>research: to get information about something</p> <p>topic: what the writing is about</p>
Materials and Preparation	<p>Before the lesson, make a research plan.</p> <p>Plan for materials:</p> <ul style="list-style-type: none"> ● unit texts: <i>Our Earth: Making Less Trash</i>, <i>Our Earth: Clean Energy</i>, <i>Our Earth: Saving Water, Recycle!</i>, <i>The Great Kapok Tree</i>, <i>Be a Friend to Trees</i>, <i>The Gift of the Tree</i>, <i>Caretakers of the Earth</i> books ● possible websites: <ul style="list-style-type: none"> https://mass.pbslearningmedia.org/ http://olliesworld.com/ http://www.childrenoftheearth.org/ https://ecokids.ca/play/earthplay <p>Review the unit texts and other classroom resources and put aside those that are relevant to the topic of the argument.</p> <p>Consider arranging for children to interview school community members about the sustainability issue (for example, children might ask the principal what has been done in the past to support recycling in the school, or what her hopes are for schoolwide recycling).</p>

	<p>Plan for research pairs/groups: Based on the available research materials, make a plan for how children will work—in pairs or small groups. Prepare these partnerships/small groups before the lesson.</p> <ul style="list-style-type: none"> ● writing tools ● sticky notes, at least 3 for each child ● half sheets of paper, at least one for each child (if children are using research resources other than books, such as watching videos or conducting interviews) ● Capstone Small Group Survey, one copy for each child <p>Note: Much of the work in the Capstone Project will take place in small groups. Each group will be responsible for creating a presentation to persuade the identified audience to take action. Allowing children’s input into the topics and formation of each group will increase their commitment to their group. At the end of the lesson is a process for forming small groups.</p>
<p>Opening 1 minute</p>	<p><i>Yesterday you wrote a lot of great reasons to support the thesis of our argument. Today we are going to generate more reasons by doing research.</i></p>
<p>Joint Construction 8 minutes</p>	<p><i>When we wrote reports, we learned that writers often do research to learn about a topic before they write about it. Before we begin writing our argument, we will do some research to make sure we include all of the important reasons to support our thesis.</i></p> <p>Refer to relevant unit texts.</p> <p><i>One research resource we have available is our unit texts. When you use one of our books to research, you will turn through the pages until you find an image or words that could help us make our argument. You will put a sticky note on that page so that we can refer back to it as a class. Write your name on the sticky note, along with a note about why you chose this page.</i></p> <p>Model marking a page of one of the texts. For example, flip through <i>Our Earth: Saving Water</i> and pause on page 6.</p> <p><i>This is an important piece of information. It says “Living things on Earth need water.” I’m going to write my name on a sticky note and put it here, because this is important to our argument.</i></p> <p>If children will research using other resources, such as video or conducting interviews, introduce how they will use them. For example, children watching a video may pause it to draw and write reasons on half sheets of paper.</p>
<p>Joint Construction</p>	<p>Send the children in pairs or groups with the appropriate materials to begin research. As children work, circulate to support them.</p>

12 minutes	Collect children’s research for use on Day 5.
Choosing Small Groups 8 minutes	<p><i>The argument that we are writing together is one piece of our Capstone Project. The other parts of our project will be completed during Centers. We have many skills and talents in our room. We have great writers, drawers, painters, storytellers, dancers, singers, builders and players. To take advantage of these talents to be caretakers of our earth by persuading [audience] to [thesis], we are going to form small groups. Each group will use the materials of a certain center to do their work. For example, a group in the Art Studio can paint signs. A group in Writing and Drawing can write a book.</i></p> <p><i>I am going to create the small groups for you to work in. To help me, I want to know which centers you are interested in working in. I have a survey for you to fill out.</i></p> <p>Show the survey.</p> <p><i>Here is how the survey works. First, write your name on the top. Then, put a check mark next to any center you are interested in working in. You can check more than one center. If you really want to work in a particular center, put two check marks next to it.</i></p> <p>Model choosing a Center. For example, <i>I am interested in the Art Studio. I want to paint signs to persuade, so I am going to put a check here.</i></p> <p><i>Tonight I’m going to make the small groups. I’ll look at your surveys, and I’ll think about which children work together well and everyone’s different talents. This way we will have groups where everyone can contribute.</i></p>
Closing 1 minute	<p><i>Today we did research to generate more reasons for our argument. Tomorrow we will review and begin writing our reasons, and I will announce our small groups for Centers.</i></p> <p>After the lesson, create small groups based on your knowledge of the children (their strengths, friendships, complementary skills and needs), along with their surveys. For more information about forming small groups see the Capstone Project Guide.</p>
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>W.1.K.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p>

	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.
Ongoing assessment	Observe and take notes as children research, and review children’s work after the lesson. Do children identify information relevant to the topic? What do they record? How do they record it?

Notes