

WEEK 4 Day 4

Writing Argument
 Deconstruction: Posters
 Publishing
 continued on Day 5

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| Content Objective | With my class, I can publish our argument. (W.3.K.b) |
| Language Objectives | I can discuss what I notice about posters. (SL.1.K.a) I can add images to enhance and clarify my argument. (SL.3.K.b) |
| Vocabulary | medium: a form of communication publish: to prepare writing for an audience image: a representation of something in the form of a drawing, photograph, etc. argument: a genre of writing whose purpose is to convince someone to do something or about something |
| Materials and Preparation | For this lesson and the next, children will be divided into publishing teams. Before the lesson, determine how many children will be needed in each group. Text Team: This group will rewrite the words for each part of the argument (one child each will write the thesis, each reason and evidence, and the reinforcement of the thesis). Graphics Team: This group will add images to support the reasons and evidence. Layout Team: This group will arrange the text and graphics on the poster. <ul style="list-style-type: none"> ● projector and screen ● Sample Poster slides ● posters in your classroom and school For this lesson, you may choose to show and discuss the slides in the classroom, or to walk around the classroom and school and have the discussion. |

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| | <ul style="list-style-type: none"> ● Argument Planning Chart Either copy the thesis and reinforcement of the thesis onto new sheets of paper, or cut apart the chart so that these parts can be distributed to children. ● small group chart papers ● piece of chart paper, or poster board, for publishing ● drawing and writing tools ● half sheets of blank paper, about 20 One set of about 10 half sheets of paper will be used for publishing: 1 for the thesis, 1 for the reinforcement of the thesis, 2 for each reason and evidence (1 for the words and 1 for an image). The other set of paper will be used for the layout team to design the layout of the poster (see the directions below, under Publishing). ● tape, for creating a temporary layout |
| <p>Opening 1 minute</p> | <p><i>So far this year you have written using different media, or forms of communication. You wrote personal recount books and poems and you published procedures in different ways. Today we will explore a new medium: posters.</i></p> |
| <p>Deconstruction 10 minutes</p> | <p><i>Where have you seen posters before? [in the classroom; around the school; event flyers around the city] What do they communicate? [fire drill instructions; classroom or school information; event details]</i></p> <p><i>We are going to look at sample posters to see what we notice. Look carefully at each poster. Then we will discuss what you noticed.</i></p> <p>Show the slides; then facilitate a class discussion about what children noticed. (Alternately, this process can be done walking around the classroom or school, looking at the posters hanging on the walls.)</p> <p><i>What did you notice about the posters? What is the same/different about posters and other media?</i></p> <p>If the children do not say anything about the layout of the posters, go back to the slides and ask them what they notice about how they are organized.</p> <p><i>When we studied procedures, we talked about the importance of images. Images make writing more clear. As you can see, images are especially important on posters. Posters usually hang in common spaces for people to look at as they walk by. They need to catch their audience’s attention, and need to be seen from far away. Images are used to communicate a lot of the information in posters.</i></p> |
| <p>Publishing 18 minutes</p> | <p><i>Now that we have learned about the medium we will use for our argument, it’s time to begin publishing! We will take everything we wrote together, fix it up, and put it on a poster. There are a lot of</i></p> |

different jobs that have to be done to create a poster like ours. So, for publishing, we will break up into three teams: the Text Team, the Graphics Team, and the Layout Team.

If you choose to be on the Text Team, you will work with your teammates to write the words for the poster.

If you choose to be on the Graphics team, you will create the images for the poster.

If you choose to be on the Layout team, you will decide how to put everything on the poster to make it look its best.

Think about which team you would like to be on. When you are ready, give a silent thumbs up.

Allow children time to think; then assign them to teams, according to their preference.

From the Text Team, send one child to publish the thesis on a half sheet of paper, and send another child to publish the reinforcement of the thesis.

Create pairs of children, one from the Text Team and one from the Graphics Team, to write and illustrate each of the reasons and evidence. Send each pair with the small group chart paper that matches the reasons and evidence they are writing, along with 2 half sheets of paper.

Sit with the Layout Team. Give them the poster and blank sheets of half paper. Guide them to decide which direction to hold the poster and to choose how to arrange the sheets on the poster. Tell them that the blank sheets are just for choosing a layout, and that the other children's work will be added once it is finished.

Circulate to support children as they work. The following are aspects to consider while supporting each group.

Text Team:

- Discuss the size of words.
 - How large should the words be written (so they can be seen at a distance)?
 - Is it OK to have some information—perhaps the evidence—smaller and more detailed for people who have time to stop and read a little bit more?
- Discuss end punctuation and how to use it most effectively on the poster. Make connections to the title *Recycle!* and discuss why Gail Gibbons may have chosen to use an exclamation point.

Graphics Team:

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| | <ul style="list-style-type: none"> ● Discuss which images will be most convincing. ● Discuss the sizes of images, and why graphics might be different sizes. <p>Layout Team:</p> <ul style="list-style-type: none"> ● Discuss which poster orientation is best. ● Discuss the most effective placement for each part of the argument. ● Figure out how to make each part of the argument fit. <p>Collect children’s work for continued publishing on Day 5.</p> |
| Closing 1 minute | <i>Today we learned about posters and began publishing our own argument poster! Tomorrow we will complete our publishing.</i> |
| Standards | <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> |
| Ongoing assessment | <p>Review children’s work.</p> <p>What do they understand about posters and publishing a poster?</p> <p>What support will they need on Day 5?</p> |

Notes