

Unit 2: Animals Surviving and Thriving

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 two phases of the work: revisions (children's individual revisions and teacher-directed small group revisions) and publishing.

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.

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.

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| Content Objective | I can revise my writing to fit the purpose, structure, and language of argument. (W.2.1.a, W.3.1.b) |
| Language Objectives | I can discuss with a partner or small group how my writing should be revised. (SL.1.1) I can add adjectives to make my argument stronger. (W.2.1.a, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h) |
| Vocabulary | argument: a genre of writing whose purpose is to convince someone to do something or to think something revise: to make changes to writing publish: to prepare writing for an audience audience: an individual or group for whom a piece of writing is composed feedback: specific, helpful suggestions given to improve work |
| Materials and Preparation | These materials will be used during Days 1 and 2 this week. <ul style="list-style-type: none">Argument Observation Tools and Argument Feedback sheets Before the lesson, review the children's Argument Observation |

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| | <p>Tools and Argument Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two to meet on Day 1 and two to meet on Day 2. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● drawing and writing tools ● children’s writing notebooks ● children’s writing folders, including Argument Feedback sheets ● argument mentor texts: <i>The Big Bed</i>, Argument Letter, from Week 6, Day 1 ● Argument anchor chart, from Week 6, Day 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● Audience chart, from Week 5, Day 5 ● <i>The Big Bed</i>, Bunmi Laditan ● <i>The Big Bed</i> chart, from Week 5, Day 3 ● Argument anchor chart, from Week 6, Day 1 ● Argument Stages slides, from Week 6, Day 1 ● argument research charts, from Week 6, Days 4 ● Argument Letter slides, from Week 6, Day 2 ● Argument Adjectives chart, from Week 6, Day 5 <p>For Publishing:</p> <ul style="list-style-type: none"> ● a variety of paper suited to letter writing, copies as needed for publishing |
| <p>Opening 1 minute</p> | <p><i>We have learned a lot about arguments! This week you are going to revise and publish your argument letters to get them ready to give to your families.</i></p> <p><i>Last time during Writing, you gave each other feedback. Today you will use that feedback to make your argument even better.</i></p> |
| <p>Individual Construction 24 minutes, concurrent with Small Group instruction</p> | <p>Send the children with writing notebooks and folders to revise their work.</p> <p>After children revise, and have met with their small group, they may begin to publish their letters, by copying them onto letter paper.</p> |
| <p>Small Group Possibilities</p> | <p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions</p> |

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| <p>24 minutes, concurrent with Individual Construction</p> | <p>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 5. Remind children of the importance of considering audience when writing an argument. Review the audiences of children’s letters and guide them to revise the stages and/or language so that it appeals to their chosen audiences.</p> <p><u>Thesis</u> Review the lessons from Week 5, Day 3; Week 6, Day 1; and Week 6, Day 3. Have children review the theses of their letters. If the thesis is missing, guide the child to say and then write an appropriate thesis. If the thesis needs revising, help the child to revise the thesis to clearly state what she wants the audience to do.</p> <p><u>Reasons and Evidence</u> Review the lessons from Week 5, Day 3; Week 6, Day 1; and Week 6, Days 3-4. Remind children that reasons support the thesis and appeal to the audience. Support the children in generating at least two reasons, drawn from research. In addition, guide them to the evidence that supports these reasons.</p> <p><u>Reinforcement of the Thesis</u> Review the lesson from Week 5, Day 3 and Week 6, Day 1. Assist children in adding/revising a reinforcement of the thesis by having them restate the thesis, but in a new way.</p> <p><u>Parts of a Letter</u> Review the lesson from Week 6, Day 2. Have children compare their letters to the model letter. Help them to identify which parts are missing or need revision. Guide children to revise their letters so that they follow the conventions of a letter.</p> <p><u>Adjectives</u> Review the lesson from Week 6, Day 5. Support the children as they identify sentences and sections that could be better developed with adjectives. Guide children to choose positive or negative adjectives, depending on what they are describing and who their audience is.</p> |
| <p>Closing 5 minutes</p> | <p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p> |
| <p>Standards</p> | <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen</p> |

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| | <p>writing as needed.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> |
| Ongoing assessment | Note children’s participation in and understanding of the content of each small group. |

Notes