

Unit 4: The Power of Pollinators

WEEK 5 Day 4

Writing Argument
Deconstruction and Joint Construction: Audience

<p>Content Objectives</p>	<p>I can identify the features that make an ad appealing to a specific audience. (W.3.2)</p> <p>I can identify and record information about local gardeners. (R.5.2.b, W.3.2)</p>
<p>Language Objective</p>	<p>I can recount key details from a text to support my thinking. (SL.2.2.a)</p>
<p>Vocabulary</p>	<p>appeal: to be interesting</p> <p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>convince: to persuade</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>Materials and Preparation</p>	<ul style="list-style-type: none"> ● printed advertisements, from Day 2, one ad for each pair Have children work in the same pairs as on Day 2, but assign each pair a different ad. ● writing tools ● Ad Analysis sheet, one copy for each child ● Community Gardeners slides ● chart paper and marker <p>Prepare the following chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Audience: Local Gardeners</p> <p>What do gardeners do?</p> <p>What is important to them?</p> </div>

	<div data-bbox="500 205 1360 380" style="border: 1px solid black; height: 80px; width: 100%; background-color: #e0e0e0; margin-bottom: 10px;"></div> <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">What do you see?</p> <p style="padding-left: 40px;">How does it make you feel?</p>
<p>Opening 1 minute</p>	<p><i>To prepare for writing arguments, today we will think about audience. Audience is especially important in arguments. Writers make all of their choices about what they will write to appeal to their audience.</i></p>
<p>Deconstruction 20 minutes</p>	<p><i>The other day you worked in pairs to describe the purpose of advertisements. Today you will look at another ad with your partner. Your task today is to figure out who the audience of the ad is. Who is the company or organization who made the ad trying to convince?</i></p> <p>Pair the children and distribute one ad to each pair. It should be different from the ad they analyzed on Day 2.</p> <p style="padding-left: 40px;"><i>We are going to Think, Pair, Share. First, look silently at the ad. Think about the questions on the board: What do you see? and How does it make you feel? When you are ready, discuss your responses to these questions with your partner.</i></p> <p>Allow the children about five minutes to have these conversations. Then harvest several pairs' thoughts.</p> <p>Show the Ad Analysis sheet.</p> <p style="padding-left: 40px;"><i>Now you are going to think about who the ad is trying to convince. What is the ad communicating? Is the audience children or adults? How do you know—which parts of the ad show you who it is for?</i></p> <p>Send the children to work in pairs, but writing on their own sheets. As children work, circulate to support them.</p> <p>Return to the whole group, and have several pairs share their work. Discuss which features of the ads helped them decide if they were for children or adults. Discuss the differences between ads for children and ads for adults.</p>

<p>Joint Construction 8 minutes</p>	<p><i>To prepare for writing arguments, you need to think about your own audience. Next week in Text Talk we will begin talking about the Pollinator Project. One part of our project will be writing arguments to convince local gardeners to choose plants that attract pollinators.</i></p> <p><i>Local or community gardeners will be the audience for our arguments. Everything you write needs to appeal, or be interesting, to local gardeners. Let’s learn a little about local gardeners, and what might be important to them.</i></p> <p>Introduce the Audience: Local Gardeners chart. <i>We will read some slides about local/community gardeners. As we read, we will pause to add notes to this chart.</i></p> <p>Read through the slides, adding information to the chart.</p> <p><i>Knowing what community/local gardeners do and what is important to them will help you as you write an argument that appeals to them.</i></p>
<p>Closing 1 minute</p>	<p><i>Today we talked about audience. Tomorrow we will talk about the thesis, and you will get a chance to write your own thesis statements.</i></p>
<p>Standards</p>	<p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</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>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>Ongoing assessment</p>	<p>Collect and review children’s Audience Analysis sheets.</p> <p>Do they accurately identify the message of the ad? Do they accurately identify the audience? Which features of the ad do they cite to defend their choices?</p> <p>Reflect on the class discussion.</p> <p>What do the children understand about local gardeners? What more do they need to know to write to them effectively?</p>