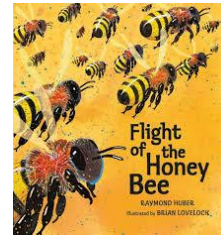


Unit 4: The Power of Pollinators

WEEK 5 Day 5



Writing Argument

Deconstruction and Joint Construction: Thesis

Content Objective	I can write a thesis that appeals to a specific audience. (W.3.2, W.2, W.2.2.a)										
Language Objective	I can discuss with my peers whether a thesis is appropriate for a specific audience. (SL.1.2)										
Vocabulary	<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>medium: a form of communication</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>										
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Flight of the Honey Bee</i>, Raymond Huber ● <i>Amazing Bees</i>, Sue Unstead ● “Monarch Larva Monitoring Project” brochure, from Week 2 ● chart paper and marker <p>Prepare the following Thesis chart.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Thesis</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>Flight of the Honey Bee</i></td> <td style="padding: 5px;">Save the bees!</td> </tr> <tr> <td style="padding: 5px;"><i>Amazing Bees</i></td> <td style="padding: 5px;">Be a friend to bees.</td> </tr> <tr> <td style="padding: 5px;">“Monarch Larva Monitoring Project”</td> <td style="padding: 5px;">Become a Monarch Monitor Today!</td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> </tbody> </table>	Thesis		<i>Flight of the Honey Bee</i>	Save the bees!	<i>Amazing Bees</i>	Be a friend to bees.	“Monarch Larva Monitoring Project”	Become a Monarch Monitor Today!		
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	<div data-bbox="500 205 1360 432" style="border: 1px solid black; background-color: #e0e0e0; height: 108px; margin-bottom: 10px;"></div> <ul style="list-style-type: none"> ● Audience: Community Gardeners chart, from Day 2 ● writing tools ● sticky notes, one for each child ● Argument Observation Tool, one copy for each child
<p>Opening 1 minute</p>	<p><i>Yesterday we started thinking about the arguments we will write as part of the Pollinator Project. Today we will work together to write possible thesis statements.</i></p>
<p>Deconstruction 10 minutes</p>	<p>Show the Thesis chart.</p> <p><i>I wrote the thesis statements from some of our texts on the top of this chart. Remember, the thesis is the part of the argument that states what the writer or speaker is trying to convince someone to do or think. Let’s read these three thesis statements and discuss what we notice.</i></p> <p>Refer to the chart. Read the statements aloud.</p> <p><i>What do you notice?</i></p> <p>Give children time to think, and then harvest their ideas. Some possibilities include:</p> <ul style="list-style-type: none"> ● All three are trying to convince someone to do something. ● They are all short. ● <i>Flight of the Honey Bee</i> and “Monarch Larva Monitoring Project” include exclamation points. <p><i>People choose different thesis statements based on the audiences they are writing to and the medium they are using.</i></p>
<p>Joint Construction 18 minutes</p>	<p><i>For the Pollinator Project, you will each write your own argument to a community/local gardener, convincing them to plant plants that attract pollinators. When you start your argument, you will need to write a thesis that makes it clear what you want community gardeners to do, and what you say has to be appropriate for them as an audience.</i></p> <p><i>Each of you will brainstorm a possible thesis. You will write your thesis on a sticky note. Write the whole sentence, the way it would appear in your argument. We will review the sticky notes, thinking about which are the most appropriate for our audience. Then, we</i></p>

	<p><i>will collect them here</i> [point to the bottom section of the Thesis chart], <i>for each of you to use when you begin writing.</i></p> <p>Distribute the writing tools and sticky notes, and have each child write a thesis statement. As children write, circulate to support them.</p> <p>Gather the children back together to share their thesis statements. Have each child read their statement, collecting and grouping the sticky notes by common ideas on the chart as they do.</p> <p>As a class, decide which thesis statements are most appropriate for the audience, reviewing the Audience: Community Gardeners chart. Write the options on the bottom section of the Thesis chart, making edits and revisions as necessary.</p>
Closing 1 minute	<p><i>Today you wrote possible thesis statements for your arguments.</i></p> <p><i>Next you will begin researching.</i></p>
Standards	<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>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	<p>As children work, circulate and take notes on the Argument Observation Tool, focusing on the following questions:</p> <p>Do children write thesis statements that clearly state what they are arguing for?</p> <p>Are children’s thesis statements appropriate for the audience?</p>

Notes