

Unit 4: The Power of Pollinators

WEEK 6 Day 2

Writing Argument

Deconstruction and Joint Construction: Collecting Evidence

Content Objectives	I can research to gather evidence to support reasons in an argument. (W.3.2, W.2, W.1.2.a, W.1.2.b)
Language Objective	I can recount key pieces of evidence from a text. (SL.2.2.a)
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>evidence: facts and details used to support reasons in an argument</p> <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>
Materials and Preparation	<ul style="list-style-type: none">● Argument Stages slides, from Week 5, Day 2● Reasons chart, from Day 1 <p>Before the lesson, rearrange the sticky notes so that they form two columns.</p> <ul style="list-style-type: none">○ The first column will include reasons not based in research evidence. (These reasons can still be included in their arguments, but the unit resources do not have information from which they can draw evidence.)○ The second column will include reasons for which the children will be able to research evidence. These reasons include<ul style="list-style-type: none">■ Pollinators are in trouble.■ Pollinators provide food and drinks.■ Plants need pollinators to reproduce.■ Pollinators are an important part of an ecosystem. <ul style="list-style-type: none">● writing tools

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	<ul style="list-style-type: none"> ● Gathering Evidence sheets, one copy for each child ● research materials, available for children’s reference: <ul style="list-style-type: none"> ○ <i>What If There Were No Bees?</i>, with pages 8-13 and 16 flagged ○ brochures: “Your School and Pollinators,” “Attracting Native Pollinators to Your Farm,” “Three Steps You can Take to Bring Back the Pollinators” ○ brochure excerpts ○ “Pollinator Conservation” ● Argument Observation Tools, from Week 5, Day 5
<p>Opening 1 minute</p>	<p><i>You have now planned possible thesis statements and reasons for your arguments. Some arguments also contain evidence to provide more details about their reasons and to make their arguments stronger.</i></p>
<p>Deconstruction 5 minutes</p> <p>slide 2</p>	<p><i>We’ve read this argument letter from Mommy to Ramón a few times.</i></p>
<p>slide 7</p>	<p><i>Mommy gives Ramón several reasons why he should hold her hand when crossing the street. If she just said “Sometimes you don’t notice the cars are coming,” Ramón might have responded, “Yes I do!” Her reason would not have been as convincing. Instead, she provides evidence to support her reason. She gives a specific example of when Ramón ran into the road without looking.</i></p>
<p>Joint Construction 20 minutes</p>	<p>Show the Gathering Evidence sheet.</p> <p><i>This is the sheet you used to research and gather evidence when we wrote our argument letter together. You will use this sheet again as you research evidence to support your reasons.</i></p> <p><i>The audience is written here, at the top, to remind you who you are writing to.</i></p> <p><i>On this line you will write one of the reasons from this chart. [Refer to the Reasons chart.] I organized the reasons into two columns. The reasons on the left can be used in your arguments, but the texts that we have won’t help you provide evidence to support them. The reasons on the right are the ones we will focus on today. Read the reasons in that column. Think about one that appeals to you and that you would want to research.</i></p>

	<p>Distribute writing tools and Gathering Evidence sheets. As a class, negotiate who will research each reason, with the goal of providing evidence for each reason in the right-hand column of the chart. Have children write the reason they will research on their sheets. Group together children who are researching the same reason.</p> <p><i>Here are some of the resources I've gathered for our research. [Show the research materials.] Together with your group, think about how to provide evidence, or more details, to support this reason. Think about which resources might be most helpful to you. Then write these sources in the "Evidence Source" boxes. After your group comes up with a plan for where to gather information, you may begin your research. Write any evidence you find from a source in the box labeled "Evidence."</i></p> <p>Send children to work in groups. Circulate to support their work, guiding them to resources and helping them think through the types of evidence that could support their reasons. Choose one group to share their work.</p>
<p>Closing 4 minutes</p>	<p>Gather the children back together and have one group share their process for identifying sources of evidence and locating evidence in the source.</p> <p><i>If your group needs more time to gather evidence, you can continue your work next week during Writing. Next week you will use what you've written and researched as a class to write your own arguments.</i></p> <p>After the lesson, collect children's Gathering Evidence sheets, both to analyze for assessment purposes and to copy. Copy each sheet and plan to organize them so that all children have access to each other's research as they begin to write.</p>
<p>Standards</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>W.1.2.a Investigate questions by participating in shared research and writing projects.</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.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</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>As children work, circulate and take notes, focusing on the following questions.</p>

	<p>What sources of evidence do children choose? What types of evidence do children identify? How comfortable are they with the process of finding evidence? How much support do they need? What support will children need as they continue to gather evidence?</p>
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Notes