

Unit 4: The Power of Pollinators

WEEK 6 Day 3

Writing Argument
Deconstruction and Individual Construction: Media

Content Objective	I can choose the most effective medium for my argument. (W.2.1, W.2.4)												
Language Objective	I can describe the features of a medium and its benefit for a specific audience. (SL.2.1)												
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>genre: a type of writing</p> <p>medium: a form of communication</p>												
Materials and Preparation	<ul style="list-style-type: none"> ● samples of children’s writing in different media from the year, for example: <ul style="list-style-type: none"> ○ personal recount books ○ class argument letter ○ procedures ○ explanation posters ○ autobiographical poems ○ report brochures ● chart paper and marker <p>Prepare the following Media chart.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Media</th> </tr> <tr> <th style="width: 20%;"></th> <th style="width: 40%;">Features</th> <th style="width: 40%;">Benefits for local gardeners</th> </tr> </thead> <tbody> <tr> <td>bookmark</td> <td></td> <td></td> </tr> <tr> <td>brochure</td> <td></td> <td></td> </tr> </tbody> </table>	Media				Features	Benefits for local gardeners	bookmark			brochure		
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	<table border="1" data-bbox="500 205 1360 470"> <tr> <td data-bbox="500 205 678 268">flyer</td> <td data-bbox="678 205 1019 268"></td> <td data-bbox="1019 205 1360 268"></td> </tr> <tr> <td data-bbox="500 268 678 331">letter</td> <td data-bbox="678 268 1019 331"></td> <td data-bbox="1019 268 1360 331"></td> </tr> <tr> <td data-bbox="500 331 678 394">poem</td> <td data-bbox="678 331 1019 394"></td> <td data-bbox="1019 331 1360 394"></td> </tr> <tr> <td data-bbox="500 394 678 470">poster</td> <td data-bbox="678 394 1019 470"></td> <td data-bbox="1019 394 1360 470"></td> </tr> </table> <ul style="list-style-type: none"> ● sample bookmarks Copy and cut apart the bookmarks, enough so that each pair can have one. ● media mentor texts (each pair will analyze one): <ul style="list-style-type: none"> ○ brochures: “Attracting Native Pollinators to Your Farm” and “Toronto Community Gardens” ○ flyer: “Free Fun Fridays,” 2 copies ○ letters: letters to Superintendent Chang, from Ellison Parks and Haley classrooms ○ poem: “The Mosquito’s Song,” 2 copies ○ posters: Parts of a Flower, 10 Good Reasons to Eat Locally Grown, Massachusetts Native Plants and Pollinators ○ writing tools ● sticky notes, two for each pair of children ● Argument Planning sheet, one copy for each child 	flyer			letter			poem			poster		
flyer													
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<p>Opening 1 minute</p>	<p><i>Today you will begin planning for writing your arguments.</i></p>												
<p>Deconstruction 23 minutes</p>	<p>Display examples of children’s writing in different media. <i>This year you have written in different genres, using different media. In Unit 1, you wrote personal recount books, and together we wrote an argument letter. In Unit 2 you wrote procedures in different media, and you worked in pairs to write reports in captions and explanation posters. In Unit 3 you wrote autobiographical poems and biography books. You just finished writing report brochures.</i></p> <p><i>Now that you have experience with a variety of media, you will be able to choose which medium will be most effective for the argument you write to local gardeners.</i></p> <p>Show the Media chart. <i>Today you will meet in pairs to analyze and discuss a particular medium. You will think about its features and how it could be a good choice for communicating to local gardeners. Let’s first try this together with a new medium: bookmarks.</i></p>												

	<p>Distribute the bookmarks to pairs. <i>Look at the bookmark and think about its features: its size, how it's used, how much text and how many images it has.</i></p> <p>Give children several minutes to observe and think. Then harvest their ideas and record them on the chart.</p> <p><i>Now think about your audience: local gardeners. How might a bookmark be useful to them?</i></p> <p>Harvest the children's ideas and record them on the chart.</p> <p><i>Now it's your turn. With your partner, you will look at one medium from this chart. On one sticky note, write down its features. On the other sticky note, write down how it might be useful for local gardeners.</i></p> <p>Distribute one media mentor text and two sticky notes to each pair.</p> <p>Send the children to work in pairs, and circulate to support their work. After about eight minutes, bring the group back together. Have each pair share and add their sticky notes to the chart.</p>
<p>Individual Construction 5 minutes</p>	<p><i>Now you will choose a medium. You might consider a medium that you really enjoyed and want to try again, or one that you would like more practice with. Consider the text and images required for each medium.</i></p> <p><i>Review our Media chart. Think about each medium. Which do you think will be the most effective for you as you write your argument to local gardeners?</i></p> <p>Show the Argument Planning sheet. <i>Tomorrow you will finish filling in this sheet. For today, you will just fill in which medium you are choosing for your argument.</i></p> <p>Give children time to write in their chosen media.</p>
<p>Closing 1 minute</p>	<p><i>Today you analyzed different media and chose one medium for your argument. Tomorrow you will complete your planning.</i></p>
<p>Standards</p>	<p>W.2.1. Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger</p>

	groups.
Ongoing assessment	<p>As children work, circulate and take notes, focusing on the following questions.</p> <ul style="list-style-type: none">What features of each medium do children notice?How do they interpret each medium as being useful/not useful to their audience? <p>After the lesson, collect children’s Argument Planning sheets.</p> <p>Which media do children choose? Why?</p>

Notes