

Unit 4: The Power of Pollinators

WEEK 6 Day 4

Writing Argument

Individual Construction: Planning and Writing

Content Objectives	I can plan for an effective argument. (W.3.2, W.2) I can research evidence to support my argument. (W.1.2.a, W.1.2.b)
Language Objective	I can answer questions about my writing plan. (SL.2.2.b)
Vocabulary	argument: a genre of writing whose purpose is to convince someone to do something or about something convince: to persuade medium: a form of communication evidence: facts and details used to support reasons in an argument reason: why the audience should do or think something reinforcement: saying again, in a new way thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think
Materials and Preparation	<ul style="list-style-type: none">● Thesis chart, from Week 5, Day 5● Reasons chart, from Day 1● copies of children’s Gathering Evidence sheets, from Day 2● writing tools● Gathering Evidence sheets, blank copies Review the completed Gathering Evidence sheets. Make enough additional copies so that several children can gather evidence for reasons that have not yet been researched.● Argument Planners, from Day 3● research materials, from Day 2● Argument Observation Tools, from Week 5, Day 5● paper appropriate for each medium: notebooks, brochure pages, blank paper, etc.● argument mentor texts, for children’s reference

<p>Opening 1 minute</p>	<p><i>Yesterday you began planning for your arguments by choosing which medium you will use. Today you will plan for your thesis, reasons, and evidence, and then begin writing.</i></p>
<p>Individual Construction 23 minutes</p>	<p>Show and walk through the Argument Planner and refer to the Thesis chart.</p> <p><i>The first part of your argument that you will plan today is the thesis. You can choose a thesis from this chart, or you can write your own. Write your thesis here, on this line.</i></p> <p><i>Next you will plan your reasons. What do you think will be the most effective reasons to convince local gardeners to plant local plants?</i></p> <p>Refer to the Reasons chart.</p> <p><i>Choose three reasons that you would like to include in your argument and write them here, in these boxes.</i></p> <p><i>The last part you will plan today is your evidence. For some of our reasons, you will be able to find evidence in our texts. Others may be more difficult. You do not need to provide evidence for each reason, but you should have evidence for at least one. Decide which reasons you can provide evidence for.</i></p> <p><i>I copied your Gathering Evidence sheets so that everyone in the class can use your research. First check the papers to see if you can use your classmates' research. If not, take a blank Gathering Evidence sheet and do your own research.</i></p> <p><i>Fill in evidence on this part of the Argument Planner.</i></p> <p><i>The last part of the Argument Planner is the reinforcement of the thesis. In this section, write your thesis again, but in a new way.</i></p> <p>Send the children to plan and research their arguments. Circulate to support their work and to assess using the Argument Observation Tool. As children finish planning, guide them to begin writing, using the paper appropriate for their chosen medium.</p> <p>Choose several children to share their plans.</p>
<p>Closing 6 minutes</p>	<p>Have children share their plans. Use the following questions to guide the discussion.</p> <ul style="list-style-type: none"> ● How did you choose your thesis? ● Which reasons did you choose? Why? ● For which reasons will you provide evidence? How did you choose?

	<p>How did you find this evidence?</p> <ul style="list-style-type: none"> ● How will you restate the thesis? ● What are your next steps? <p><i>Today you completed your planning and began writing. Tomorrow you will continue to write your arguments in the medium you choose.</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.1.2.a Investigate questions by participating in shared research and writing projects.</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.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Ongoing assessment	<p>During the lesson, use the Argument Observation Tool to assess the children’s individual writing.</p> <p>After the lesson, collect children’s Argument Planning sheets. Note any trends and next steps.</p>

Notes