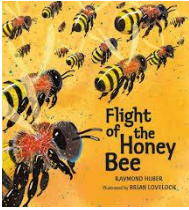


Unit 4: The Power of Pollinators

WEEK 6 Day 1



Writing Argument
Deconstruction and Joint Construction: Reasons

Content Objectives	<p>I can discuss how reasons support the thesis of a text. (R.10.2.a)</p> <p>I can research to generate reasons. (W.1.2.a, W.1.2.b)</p> <p>I can write reasons to support a thesis that appeal to a specific audience. (W.3.2, W.2)</p>
Language Objective	<p>I can discuss with my peers whether a reason supports a thesis and is appropriate for a specific audience. (SL.1.2)</p>
Vocabulary	<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>convince: to persuade</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"> chart paper <p>Prepare the following “Monarch Larva Monitoring Project” chart.</p>

	<div data-bbox="487 210 1372 703" data-label="Diagram"> </div> <ul style="list-style-type: none"> ● <i>Flight of the Honey Bee</i> chart, from Week 5, Day 3 ● Thesis chart, from Week 5, Day 5 ● Audience: Local Gardeners chart, from Week 5, Day 4 ● writing tools ● sticky notes, 4 for each child ● clipboards or other writing surfaces ● research materials, available for children’s reference: <ul style="list-style-type: none"> ○ <i>What If There Were No Bees?</i> ○ <i>What is Pollination?</i>, with page 28 flagged ○ <i>Amazing Bees</i>, with page 40 flagged ○ <i>Flight of the Honey Bee</i>, with “Save the Bees!” flagged ○ brochures: “Your School and Pollinators,” “Attracting Native Pollinators to Your Farm,” “Three Steps You can Take to Bring Back the Pollinators” ○ “Pollinator Plants: Northeast Region” ○ “Pollinator Conservation” ● chart paper and marker <p>At the top of the paper, write “Reasons.”</p> ● Argument Observation Tools, from Week 5, Day 5
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| **Opening** 1 minute | *Last time, you wrote possible thesis statements for your arguments. Today you are going to start researching **reasons** to support your thesis.* |
| **Deconstruction** 8 minutes | *Just like the thesis, the reasons in an argument are chosen carefully, to **appeal**, or to be interesting, to a specific audience. Let’s take a look at the arguments in *Flight of the Honey Bee* and the “*Monarch Larva Monitoring Project*” brochure to see which reasons are used.* Review the Reasons portions of the *Flight of the Honey Bee* and “*Monarch* |

	<p>Larva Monitoring Project” charts. Identify the audience for each text. [The book is written for children, and the brochure is written for adults.] Discuss how the reasons chosen by the authors appeal to their specific audiences.</p>
<p>Joint Construction 20 minutes</p>	<p>Review the possible thesis statements.</p> <p><i>To convince local gardeners to plant to attract pollinators, you need to choose reasons to support your argument. These reasons need to appeal to local/community gardeners. Take a minute to put yourself in their shoes. What is important to them? Let’s review the notes we wrote about local gardeners in our chart. Is there anything else we should add?</i></p> <p>Give children time to think, and then harvest their ideas. Record additional ideas on the chart.</p> <p><i>Think about reasons local gardeners should plant for pollinators. Consider what you already know about plants and pollinators. You can also do research to learn more. I marked pages in our texts and chose brochures that might include helpful information. [Show the books and brochures.] We also have some new resources that might be helpful to you. [Show “Pollinator Plants: Northeast Region” and “Pollinator Conservation.”]</i></p> <p><i>You will each get four sticky notes, but you don’t need to use all of them. Write one reason on each note. You do not need to write complete sentences on the sticky notes; just jot your ideas. As you write, remember to think of reasons that support the thesis and appeal to the audience.</i></p> <p>Distribute clipboards, writing tools, and sticky notes, and have each child write up to four reasons to support the thesis.</p> <p>Gather the children back together to share their reasons. Have each child read their reasons, and quickly group the sticky notes by common ideas.</p> <p>As a class, decide on the reasons that best support the thesis and appeal to the audience. Respectfully eliminate reasons that do not relate to the topic or appeal to the audience, discussing with the children why these reasons are not a good fit. Choose the strongest reasons, and make sure that each reason is a different point.</p> <p>Stick the chosen reasons on the Reasons chart, making edits and revisions as necessary. (The reasons will be reorganized before the Day 2 lesson.)</p>

Closing 1 minute	<i>Today you wrote reasons to support your thesis. Tomorrow we will research to find evidence to support these reasons.</i>
Standards	<p>R.10.2.a Describe how reasons support specific points the author makes in a text.</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.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> <ul style="list-style-type: none"> How well do children understand their audience? Do children’s reasons support the thesis? Are the reasons appealing to the audience?

Notes
