

Unit 1: How We Learn in Our School Communities

WEEK 7 Day 4

Writing Argument

Deconstruction and Joint Construction: Gathering Evidence

Content Objective	I can use sources to find evidence to support a reason. (W.1.2.a, W.1.2.b)
Language Objective	I can participate in small-group discussions about gathering evidence. (SL.1.2)
Vocabulary	<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>source: a place to find information</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 Planning chart, from Day 2• <i>One Word from Sophia</i> chart, from Week 6, Day 1• Gathering Evidence sheets, one for each group <p>At the top of each page, write one of the reasons chosen by the class. Form small groups of children to gather evidence for each reason. For example, if the class generated four reasons on Day 3, form four groups.</p> <ul style="list-style-type: none">• research materials, such as printouts from notes taken while interviewing school community members• writing tools• sticky notes, four for each child• markers• whiteboard or chart paper <p>On the board or on a piece of chart paper, prepare the following Gathering Evidence chart.</p> <div><p>Gathering Evidence</p><p>Audience: [write audience]</p></div>

	<table><tr><td>Reason: [write one reason here]</td></tr><tr><td>Evidence Source:</td></tr><tr><td>Evidence:</td></tr></table>	Reason: [write one reason here]	Evidence Source:	Evidence:
Reason: [write one reason here]				
Evidence Source:				
Evidence:				
Opening 1 minute	<p><i>We have now planned the thesis and reasons for our argument. As we noticed in One Word from Sophia, people often use evidence to provide more details about their reasons and to make their arguments stronger. Today we are going to look at the evidence Sophia uses and start planning for how to include evidence in our argument.</i></p>			
Deconstruction 8 minutes	<p>Refer to the <i>One Word from Sophia</i> chart.</p> <p><i>When Sophia argues to Mother, she uses the reason “Giraffes are better than cars.” If she ended her argument there, it would not be as convincing. Instead, she provides evidence to support her reason. Her evidence provides more details about why giraffes are better than cars.</i></p> <p>Read the evidence Sophia gives to Mother. Then, read the reasons and evidence Sophia uses to convince Father and Uncle Conrad.</p> <p><i>Sophia uses different types of evidence, gathered in different places, to convince her audiences. For example, before talking to Uncle Conrad, she takes a poll of the other family members to find out what they think about her having a giraffe.</i></p>			
Joint Construction 17 minutes	<p>Show the Gathering Evidence chart.</p> <p><i>Today we are going to begin looking for evidence to support our reasons. Here is a chart that looks like the tool you will use for gathering evidence. The audience is written here, at the top, to remind us who we are writing to. One of our reasons is written here. Let’s think about how to provide evidence, or more details, to support this reason.</i></p> <p>Discuss the reason and brainstorm which resources could be used to find evidence. For example, if the reason has to do with the structure of the school building or from an interview with someone involved in building maintenance. Record one source of evidence in the Evidence Source box. Then, model for children the process of finding and recording one piece of evidence that will support the reason.</p> <p><i>For the next few days you will work in groups to find evidence to</i></p>			

	<p><i>support our reasons. Each group will have one reason to explore. Use the process we just followed in the whole group to identify a source of evidence. Then, look for evidence in that source that provides more information to support your reason. There is room on your sheet to provide three pieces of evidence. You may or may not need to gather three.</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>
Closing 4 minutes	<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 at the Research Studio. We will use these reasons and evidence to write our letter.</i></p>
Standards	<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.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, focusing on the following questions:</p> <ul style="list-style-type: none"> 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 during Studios?

Notes
