

Unit 2: Animals Surviving and Thriving

WEEK 7 Days 2-4

During Days 2-4, children continue to write independently and receive feedback on their work using Thinking and Feedback. In addition, children’s writing is assessed using the Argument Observation Tool, and individual/small group/whole group lessons are added in response to children’s needs.

Preparation:

Review children’s Argument Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Argument: (see the attached lessons for recommendations)

- thesis
- reasons and evidence
- reinforcement of the thesis
- parts of a letter
- adjectives

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 2-4. Make additional copies as necessary to plan for multiple individual, small group, and/or whole group lessons.

Day 2

Target Students (individual, small group, or whole group?):

Topic:

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Writing Argument

Deconstruction and Revision: Thesis

Materials:

- Argument anchor chart, from Week 6, Day 1
- Argument Letter child copies, from Week 6, Day 1

Process (small or whole group):

- Review the stages of argument using the Argument anchor chart.
- Remind children that a thesis is written at the beginning of an argument to state what the writer is trying to get the audience to do.
- Review the Argument Letter's thesis.
- Ask children to identify what their arguments are about and what they are trying to get their audiences to do.
- Have children orally rehearse their thesis statements. Provide them with feedback about the thesis statements, based on their audiences. For example, children writing to a close family member may write something like, "You should use reusable bags at the grocery store," or she may choose to write a more formal argument, beginning with a statement such as, "It is better to use reusable bags than plastic shopping bags."

Writing Argument

Deconstruction and Revision: Reasons and Evidence

Materials:

- Argument anchor chart, from Week 6, Day 1
- Argument Letter child copies, from Week 6, Day 1
- argument research articles, from Week 6, Day 3
- argument research charts, from Week 6, Day 4

Process (small or whole group):

- Review the stages of argument using the Argument anchor chart.
- Remind children that writers use reasons and evidence to support their thesis statements.
- Review the reasons and evidence in the Argument Letter. Discuss how these reasons and evidence support the thesis and appeal to the audience of the letter.
- Depending on children's needs, guide them to
 - generate more reasons and evidence, based on the research articles and/or charts;
 - revise their reasons and evidence to appeal better to their chosen audiences; or
 - revise their reasons and evidence to better support their thesis statements.
- Support children as they revise and/or write their reasons and evidence.

Writing Argument

Deconstruction and Revision: Reinforcement of the Thesis

Materials:

- Argument anchor chart, from Week 6, Day 1
- Argument Letter child copies, from Week 6, Day 1

Process (small or whole group):

- Review the stages of argument using the Argument anchor chart.
- Remind children that reinforcement of the thesis is written at the end of an argument, and that it repeats the thesis, in a new way.
- Review the thesis and reinforcement of the thesis in the Argument Letter.
- Have the children reread their own thesis statements. Then, have them orally rehearse a reinforcement of the thesis, which repeats the thesis, in a new way.
- Guide them to add/revise the reinforcement of the thesis in their own letters.

Writing Argument

Deconstruction and Revision: Parts of a Letter

Materials:

- Parts of a Letter reference sheet, from Day 1

Process (small or whole group):

- Review the parts of a letter one by one, having children point to them in their own letters.
- Guide children to add in the parts that they are missing.

Writing Argument

Deconstruction and Revision: Adjectives

Materials:

- Argument Adjectives slides, from Week 6, Day 5
- Argument Adjectives chart, from Week 6, Day 5

Process (small or whole group):

- Review the Argument Adjectives slides and discuss how adjectives strengthen an argument.
- Discuss positive adjectives.
 - The daughter uses positive adjectives to convince Daddy that sleeping on a cot would be great.
 - The class listed positive adjectives to describe reusable bags.
- Discuss negative adjectives.
 - Mommy uses negative adjectives to describe the bristle blocks and Lina's experiences with them.
 - The class listed negative adjectives to describe plastic bags.
- Have the children go back to their argument letters to underline where they mention reusable or plastic bags. Refer them back to the collection of adjectives on the Argument Adjectives chart and guide them to include two or more adjectives to strengthen their arguments.