

Unit 2: Animals Surviving and Thriving

WEEK 7 Lesson 1

<h2 style="margin: 0;">Science and Engineering</h2> <h3 style="margin: 0;">Predators and Prey</h3>
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S & E Big Idea	Different animals have different ways of bringing up their offspring.				
S & E Guiding Question	How do different animals take care of their offspring?				
Content Objectives	<p>I can apply information from text and media about how animals care for their offspring to play a game. (1-LS1-2)</p> <p>I can collect and analyze data. (Practice 5)</p>				
Language Objective	I can sort animals into the categories “predator” and “prey,” based on the knowledge I am building through texts and discussions. (L.1.5a)				
Vocabulary	<p>predator: an animal that hunts and catches other animals for food</p> <p>prey: an animal that is hunted by another animal</p>				
Materials and Preparation	<ul style="list-style-type: none"> ● Forest Food Web to project for children, also a few hard copies for children to reference ● 4 hula hoops or another way to signify nests, such as chalk or lengths of rope with ends tied together ● 100 (about) objects to signify earthworms, such as short sections of string or yarn, strips of paper, cubes or other small items ● 2 strips/pieces of cloth or bandanas (used to designate children as hawks) ● chart paper, 2 pieces <p>Prepare the following Predator/Prey and scoring charts.</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center; width: 60%;"> <tr> <td style="width: 50%; padding: 5px;">Predator</td> <td style="width: 50%; padding: 5px;">Prey</td> </tr> <tr> <td style="height: 80px;"></td> <td style="height: 80px;"></td> </tr> </table>	Predator	Prey		
Predator	Prey				

	<table border="1" data-bbox="500 186 1365 674"> <thead> <tr> <th data-bbox="500 186 924 254">Score (how many worms)</th> <th data-bbox="924 186 1143 254">Hawks</th> <th data-bbox="1143 186 1365 254">Adult Robins</th> </tr> </thead> <tbody> <tr> <td data-bbox="500 254 924 394">Round 1: 100 worms 2 hawks 4 adult robins</td> <td data-bbox="924 254 1143 394"></td> <td data-bbox="1143 254 1365 394"></td> </tr> <tr> <td data-bbox="500 394 924 535">Round 2:</td> <td data-bbox="924 394 1143 535"></td> <td data-bbox="1143 394 1365 535"></td> </tr> <tr> <td data-bbox="500 535 924 674">Round 3:</td> <td data-bbox="924 535 1143 674"></td> <td data-bbox="1143 535 1365 674"></td> </tr> </tbody> </table> <p data-bbox="443 716 1393 751">Set up the game space: Set up the “nests” around the whole group space.</p> <p data-bbox="443 793 1360 898">Note: Weather permitting, this investigation could take place outdoors, with plenty of space to run around. It can be modified to take place indoors.</p> <p data-bbox="443 940 1365 1014">Safety Precaution: Clearly and very visibly, such as with orange cones or flags, indicate the boundaries of the large play space.</p>	Score (how many worms)	Hawks	Adult Robins	Round 1: 100 worms 2 hawks 4 adult robins			Round 2:			Round 3:		
Score (how many worms)	Hawks	Adult Robins											
Round 1: 100 worms 2 hawks 4 adult robins													
Round 2:													
Round 3:													
<p data-bbox="203 1052 318 1119">Opening 1 minute</p>	<p data-bbox="537 1052 1409 1192"><i>We have been learning about how animals take care of their offspring. Two important jobs of animal parents are feeding their babies and keeping them safe from predators. Today we’re going to play a game about predators and prey!</i></p>												
<p data-bbox="203 1234 334 1302">Text 5 minutes</p>	<p data-bbox="443 1234 1360 1375">Show the Forest Food Web. <i>Here the diagram tells us that hawks are predators of birds and chipmunks. Other small animals that are prey for hawks include mice, snakes, and rabbits.</i></p> <p data-bbox="443 1417 1349 1564">Refer to the Predator/Prey chart. <i>Which animals do we know that are predators? Which animals are their prey? Can we think of any other predator/prey relationships?</i></p> <p data-bbox="443 1570 1349 1717">Invite children to draw on unit texts and prior discussions to add a few examples to the chart quickly. <i>Here are two more examples we will use today: Hawks and robins and earthworms.</i></p> <p data-bbox="443 1724 1360 1829">Add “hawks” to the Predator column, and “robins” to the Prey column; then add “robins” to the Predator column and “earthworms” to the Prey column.</p>												

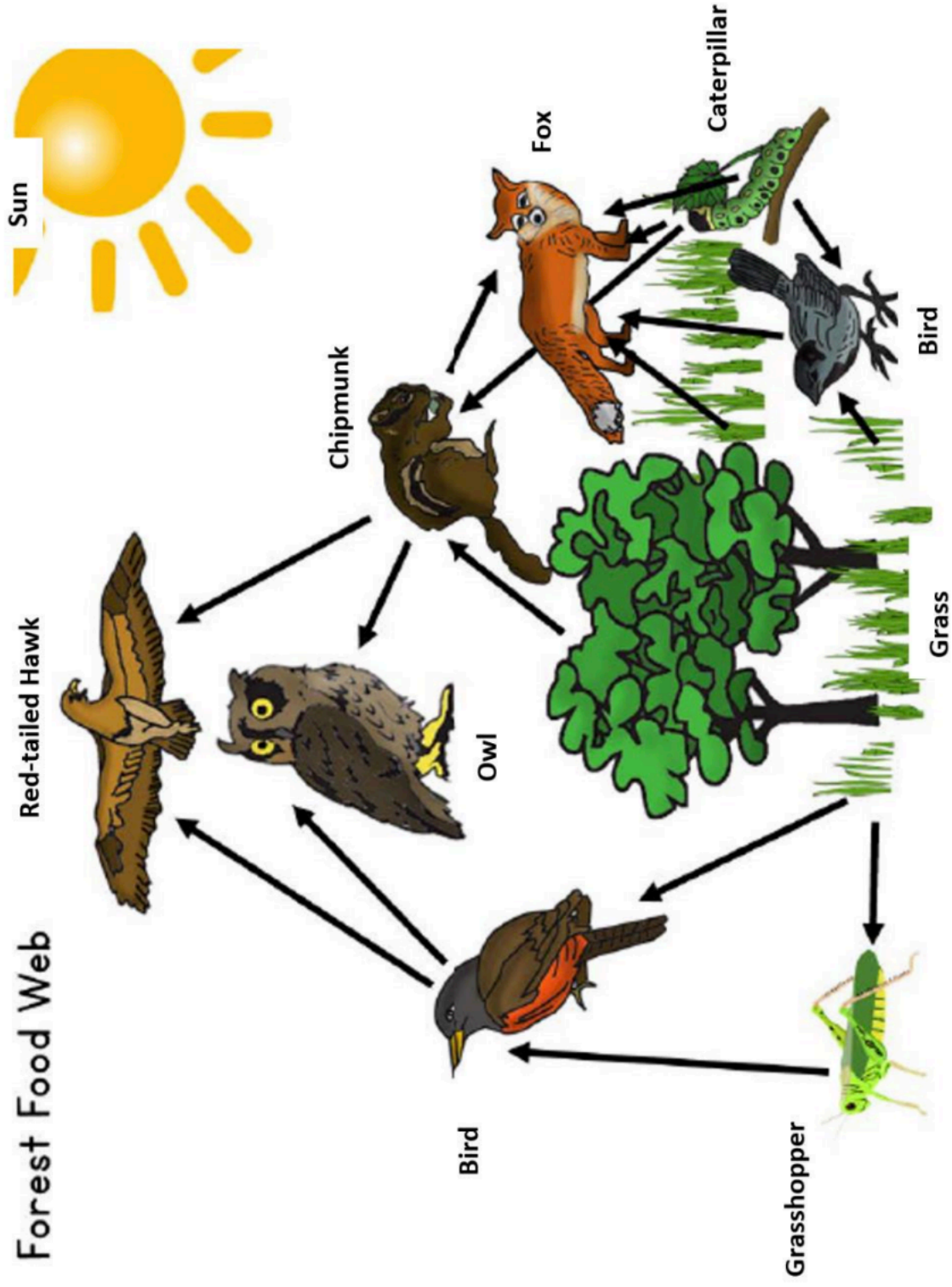
	<p><i>Many animals, including robins, are both predator and prey. What does that mean?</i></p>
<p>Game 20 minutes</p>	<p>Invite children to sit around the perimeter of the game space. Introduce the game, Food Web Tag.</p> <p><i>In this game, we will have predators, prey, and parents trying to care for their offspring.</i></p> <p>Refer to the chart.</p> <p><i>One predator is a hawk. It preys on robins.</i> <i>The robins are also predators; they prey on earthworms. The robins want worms to feed their babies.</i> <i>The earthworms are prey.</i></p> <p><i>The goal of the hawk is to catch robins (by tagging them).</i> <i>The goal of the robins is to collect worms for food for their chicks.</i> <i>The goal of the chicks is to become adults and leave their nest. They do this by eating enough earthworms!</i></p> <p>Set up:</p> <ul style="list-style-type: none"> ● Assign roles: two hawks, four adult robins, and all other children chicks. Tie cloth strips onto the arm or around the waist of each hawks. ● Just before beginning the game, spread the “worms” around on the ground or floor. ● Direct children to their starting places: Hawks stand to one side of the game space; one adult robin stands at the edge of each nest; and chicks are distributed among the nests. <p>Play:</p> <ul style="list-style-type: none"> ● Adult robins fly around to collect worms. They bring them back to their chicks. ● Once a chick has three worms, it becomes an adult. It can leave the nest and fly around to collect worms for other chicks in any nest. ● Hawks fly around to catch (tag) robins. When a robin is tagged, the hawk takes any worms the robin has, and the robin becomes a chick; it must return to a nest to collect worms. ● Hawks may not take worms from the ground. ● All chicks and robins hold onto the worms they get, until a hawk takes them. Then the hawks hold them. <p>End of play: All the worms have been collected from the ground. Either the robins (chicks and adults) or hawks have them in possession.</p>

	<p>Scoring: Count the worms that both of the hawks have, and then the worms that all of the robins have. Record the scores, and play again.</p>
<p>Closing 4 minutes</p>	<p>Look at the scores (data). <i>How could we change the game to change the outcome (score)?</i> <i>What would happen if we started with more hawks?</i> <i>What would happen if we started with fewer worms?</i></p> <p>Hang the Predator/Prey chart for children’s reference.</p> <p><i>How can humans impact a food chain? If humans disrupt a food chain or web, how would other animals be impacted?”</i></p>
<p>Standards and Practices</p>	<p>L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring helps the offspring to survive. Practice 5. Mathematical and Computational Thinking</p>
<p>Ongoing assessment</p>	<p>As students complete the debrief, check for understanding and opportunities for reteaching.</p>

Notes

Food Web #1

Forest Food Web



Unit 2: Animals Surviving and Thriving

WEEK 7 Lesson 2

Science and Engineering

Comparing different ways animals protect their young

S & E Big Idea	Scientists compare data to get new information.
S & E Guiding Question	What can we understand about how animals help their offspring survive?
Content Objective	I can collect and compare data to understand how animals protect their offspring. (Practice 5, 1-LS1-2)
Language Objective	I can talk with my classmates about class experiences and the data we collected in order to draw conclusions about animals' behavior to protect their offspring. (SL.1.1, 1-LS1-2)
Materials and Preparation	<ul style="list-style-type: none">● Maine Lobster slides● projector and screen● Black Bear With Cubs video(https://www.youtube.com/watch?v=leaCx1styzE)● chart paper and markers● Science Journals
Opening 5 minutes	<p><i>We have been learning about how animals help their offspring survive. Some animals feed and protect their young for a long time until they are ready to go off on their own. Other animals have a lot of offspring but do not feed or care for them as closely. What are some ways we know that animals care for their young?</i></p> <p>Record children's responses on the chart paper. Make a T chart with the animal name on one side and how they care for the young on the other.</p> <p><i>Today we are going to discuss two very different Maine animals, the Maine lobster, and the black bear. They care for their young very differently.</i></p>
Investigation 20 minutes	Project the Maine Lobster slides. Read the facts about how female lobsters care for their young. Add lobsters to the T chart and how they care for their young.

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	Show the Black Bear with Cubs video. Record the children’s responses about how black bears care for their young.
Closing 5 minutes	Distribute science journals. Invite children to work collaboratively to represent what they know about the different ways animals care for their offspring, based on this discussion.
Standards and Practices	<p>1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive. Clarification Statement: • Examples of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	How are children participating in the Science Circle? Are they able to articulate the differences in how these animals take care of their offspring?

Notes

WEEK 7 Studios



How do people impact animals' survival?

Work on the Sea Turtle Project continues. Children make reusable bags. In addition, children continue collage-making, respond to a child's actions to protect sea turtles, and design helmets the Science and Engineering Studio.

<p>Big Ideas</p>	<p>Where an animal lives impacts its behavior and its survival. Humans can play a role in animals' survival. Animals, including humans, are connected to each other and to their environments.</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Sea Turtle Project Plan and small group Planning Sheets ● Studios prompts, cut apart and added to each bin ● Studios Planner ● observation sheets ● all materials identified by small groups for project work <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> ● T-Shirt Bag procedure, 2 copies ● t-shirts ● scissors ● permanent marker, for adult use ● permanent or fabric markers, optional <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> ● Additional optional media: <ul style="list-style-type: none"> ○ liquid glue (not diluted) ○ construction paper ○ Beautiful Stuff, flat objects ○ oil pastels ○ markers <p><u>For the Library Studio:</u></p>

	<ul style="list-style-type: none"> ● website: N.H. Girl Visits Turtles After Raising Money for Them (https://www.neaq.org/blog/n-h-girl-visits-turtles-after-raising-money-for-them/) ● technology to support online reading ● children’s copy of web article, several copies ● Raising Money for Turtles response sheet
Opening	<p><i>This week we’ll continue working on our projects to communicate important ideas about sea turtles and how people can impact their survival.</i></p> <p><i>We have a couple of new activities, as well.</i></p> <p>Introduce the Library materials. Allow children a few minutes to plan their work.</p> <p>Dismiss children in small groups to continue established project work and/or to explore new activities.</p>
Facilitation	<p>Facilitate careful, intentional work by asking children about their plans, processes, collaborations, changes in course, and successes. Push children to consider the implications of weather conditions on their plans.</p> <p>Use the following boxes to record the kinds of work children are pursuing, in order to assess work and plan for subsequent sessions in the studios.</p>
Closing Studios	<p>At the close of each session, prompt children to organize for next steps.</p> <p>Choose work from one or two groups to present at Thinking and Feedback sessions.</p>

Art



Making Reusable Bags

Objective:

I can make a reusable bag to replace plastic ones and reduce trash.

Introduction:

We have been talking a lot about how harmful plastic can be for animals. One way to have less plastic trash in the environment is to use less plastic to begin with. We know that Boston has a ban on plastic bags that only get used one time, and we know that we can, instead, bring our own bags to the store.

One way you can help convince your families to not use plastic bags is to give them a reusable one! This is why I asked you all to bring in a t-shirt.

Demonstrate how to make a t-shirt bag, referring to the T-Shirt Bag procedure. This may not be necessary if an adult can dedicate time during Studios to assist children in making them.

Process:

With adult support and referring to the procedure, children make t-shirt bags. Use a permanent marker to label the bags. Children may use permanent or fabric markers to decorate finished bags.

Facilitation:

Why are you making this bag?

How might using this bag help animals survive and thrive?

How might bringing this bag home strengthen your argument?

Ongoing Assessment:

Engage children in conversation as they make bags. Assess whether they are making connections between these bags, unit ideas, and their argument writing.

Representing an Underwater Habitat

Continues from the previous week


Objective:


I can create a work of art using a new material to represent an underwater habitat.


Addition:

Once the water collages have dried, children might add representations of additional habitat features (rocks, plants) and animals, by continuing the collage with opaque (construction) paper,

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	flat objects from Beautiful Stuff, or using oil pastels or markers.
<p style="text-align: center;">Library</p> 	<p>Raising Money for Sea Turtles</p> <p><u>Objective:</u> I can read to learn about how a child is helping to save sea turtles.</p> <p><u>Introduction:</u> <i>This short website and article are about a ten-year old child who believes that it is really important to help sea turtles. See what you can find out about her by looking at the website and reading the text. Then, talk and write about what you learned.</i></p> <p>Walk through the Raising Money for Turtles response sheet.</p> <p><u>Process:</u> Children look at the website and/or read the related short article. They talk about what they have learned. Then they complete the response sheet.</p> <p><u>Facilitation:</u> <i>What have you found out about Heidi and what she has done?</i> <i>What does that make you think? How does it make you feel?</i></p> <p>Support children to record their responses.</p> <p><u>Ongoing Assessment:</u> Observe as children read the text. How are they making sense of the information on the page? Review children’s writing.</p> <p><u>Thinking and Feedback Possibilities:</u> Children might share the process of reading and taking notes. What is tricky about this? What strategies did they use? What strategies do others suggest? Children might also describe ways that reading about Heidi inspires them to take action and elicit ideas about how to begin working toward that action.</p>

<p style="text-align: center;">Art</p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources & materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	

<p>Building</p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources & materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	

Drama



Project(s):

Current state of the project

Questions to prompt further work


Opportunities for collaboration


Practical support: resources & materials

Overall project support

Ongoing Assessment

Studios U2 W7

<p>Library</p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources & materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	

<p>Writing and Drawing</p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources & materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	

Art Studio

How is a reusable bag important?

What could I add to my argument writing?

Building Studio

What do we need to do next?

How will this work communicate our message?

Drama Studio

What do we need to do next?

How will this work communicate our message?

Library Studio

What do we learn?

How are we inspired to do something to help animals?

Science and Engineering Studio

*What animal parts are you going to copy?
Why?*

How do your designs use biomimicry?

Writing and Drawing Studio

What do we need to do next?

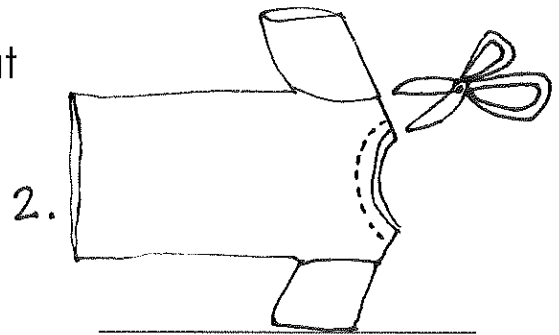
How will this work communicate our message?

T-Shirt Bag

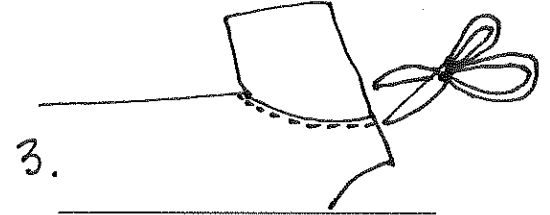
- Materials:
- 1 t-shirt
 - 1 pair of sharp scissors
-

1. Turn the t-shirt inside out. Lay it flat on the table.

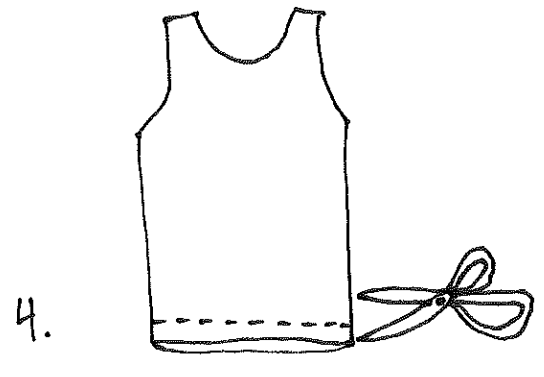
2. Cut around the collar.



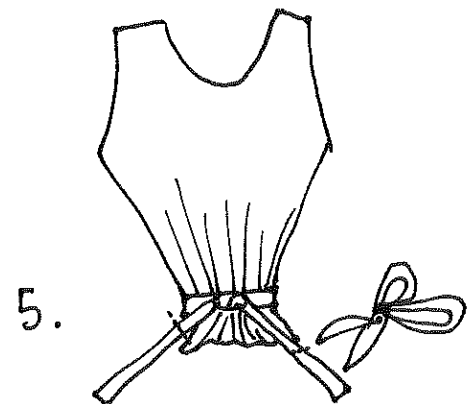
3. Cut off the sleeves, following the seams.



4. Cut off about one inch from the bottom of the shirt.
Cut this piece in half. Add one half and the other extra pieces to the Beautiful Stuff collection.



5. With two hands, gather the bottom of the shirt together. Ask a friend to help tie the long piece from the bottom around the part that is gathered together. Wrap it around two times, and tie it very tight. Trim off the extra ends.



6. Turn the bag right side out and try it!



Heidi Bell and the Sea Turtles

Heidi Bell is ten years old. She lives in New Hampshire. In 2018, Heidi made bracelets, shopping bags, and small clay turtles.



She set up a table and sold them to people in her community. She spoke with people about dangers to sea turtles—plastic bags, habitat loss, and getting tangled in nets.

Heidi donated the money she raised for sea turtle rescue at the New England Aquarium. Then she went to visit some of the sea turtles she helped!



Sources:

<https://www.neaq.org/blog/n-h-girl-visits-turtles-after-raising-money-for-them/>

https://twitter.com/Keene_Sentinel

<https://www.ledgertranscript.com/Peterborough-middle-schooler-raising-money-for-endangered-turtles-22616739>

Name _____

What steps does Heidi take to help sea turtles?

What kind of help do you think Heidi needed along the way?

What ideas does Heidi give you about helping animals?

Draw a picture about something you learned about Heidi.

Unit 2: Animals Surviving and Thriving

WEEK 7 Day 1

Writing Report
Individual Construction: Argument Letter

Content Objective	I can use research to write an argument letter. (W.1.1.a, W.1.1.b,.W.2.1.a, W.3.1.b)
Language Objective	I can use adjectives to make my argument stronger. (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or to think something</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>research: to get information about something</p> <p>reason: why the audience should do or think something</p> <p>appeal: to be interesting</p> <p>heading: the part of the letter that includes the recipient’s address and the date</p> <p>greeting: the beginning of a letter, where the audience is addressed</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> <p>evidence: facts and details used to support reasons in an argument</p>
Materials and Preparation	<ul style="list-style-type: none">● children’s writing notebooks● drawing and writing tools● sheet with model thesis statements, from Day 3● argument research charts, from Week 6, Day 4 Display the charts in the meeting area so that they are visible to all children.● Parts of a Letter reference sheet, one copy for each table● Argument anchor chart, from Week 6, Day 1, for children’s reference● Argument Observation Tool, one copy for each child

<p>Opening 1 minute</p>	<p><i>This week you will use what you've learned to write your argument letters.</i></p>
<p>Guided Individual Construction 15 minutes</p>	<p><i>We are going to start here together, and then you will continue writing at your seats.</i></p> <p>Distribute children's writing notebooks and pencils.</p> <p><i>To prepare for writing, you are first going to review the page where you planned for your audience. Open your notebook to that page. Point to who your audience will be. Review the notes that you wrote about what is important to your audience.</i></p> <p><i>Now, thinking about your audience, you are going to turn the page in your notebook and make a quick plan. Look at our research charts. Think about the reasons we came up with as a class. [review reasons as necessary to remind children.] Choose three reasons that would appeal to your audience the most, and jot them in your notebook. For example, you might draw a picture of a broken plastic bag or write "plastic bags break easily," if that is a reason you want to include in your letter.</i></p> <p>Support children as they plan for the three reasons to include in their letters. Refer to the argument research charts.</p> <p><i>After you plan for your three reasons, you are ready to write your letter. Turn to the next blank page in your notebook. Each table will have a Parts of a Letter sheet available so that you can remember all of the parts of a letter you will need to write.</i></p> <p>Show the Parts of a Letter reference sheet.</p> <p><i>Begin your letter with a heading by writing the date.</i></p> <p>Support children to write the heading.</p> <p><i>Then write your greeting. Write "Dear" and then whoever your audience is.</i></p> <p>Support children to write the greeting.</p> <p><i>Now you will go to write the rest of your letters. You will begin with a thesis. As a class we came up with these possibilities [review the possible thesis statements]. Remember, you will need to think about your audience as you choose what to write. You can choose to use one of these thesis statements, or use your own words. After your thesis you will write your reasons and evidence.</i></p>
<p>Individual Construction</p>	<p>Send children to their seats to write, ensuring that each group has a Parts of a Letter reference and needed materials. As children work, circulate to</p>

heading → September 28, 2017

greeting → Dear Lina,

You should put away your Bristle Blocks when you are done playing with them. The blocks are very pointy, and they can hurt people's feet. When you stepped on a block the other day, you fell over crying because it hurt so much and left a mark on your foot!

body →

When you don't put away the Bristle Blocks, you have a hard time finding what you need. Last time you wanted to build, you were frustrated because you could not find enough blocks to build the house you were imagining.

Please remember to clean up the Bristle Blocks. You will protect the family's feet and be able to find everything you need to play!

closing → Love,

signature → Mommy

Argument Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
Thesis: states what the writer is trying to convince the audience to do; appeals to the audience		
Reasons: support the thesis; are varied (two or more reasons); appeal to the audience		
Reinforcement of the Thesis: repeats the thesis in a new way; appeals to the audience		

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
Adjectives: positive and/or negative adjectives are used to strengthen the argument		
Medium: Letter		
Organization: includes all parts of a letter: <ul style="list-style-type: none"> ● heading ● greeting ● body ● closing ● signature 		
Conventions: List 1-2 areas of instruction that would most greatly improve the child’s ability to communicate with an audience, for example: encoding sounds, writing high-frequency words, putting spaces between words, using punctuation.		

Suggestions for Week 8 revisions, based on observations

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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.

Unit 2: Animals Surviving and Thriving

WEEK 7 Day 5

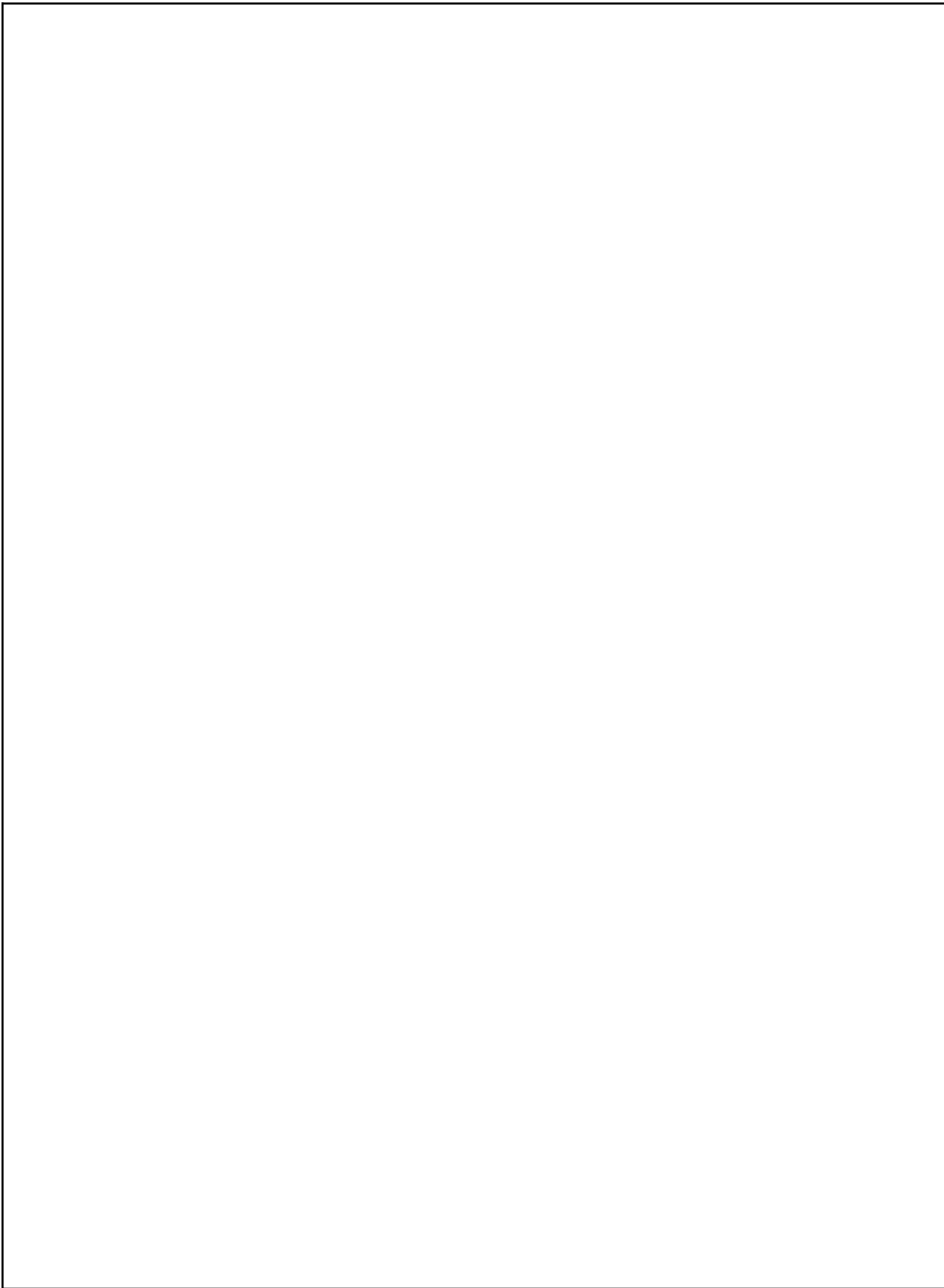
Writing Argument
Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.2.1.a, W.3.1.b)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.1.a)
Vocabulary	feedback: specific, helpful suggestions given to improve work revise: make changes to writing
Materials and Preparation	<ul style="list-style-type: none">● Argument Feedback sheet, one copy for each child and one for modeling● children’s argument letters <p>Before the lesson, choose a child’s letter that has one area needing revision according to the Argument Feedback sheet. Consult with this child about using his work to model feedback. Set aside his letter.</p> <ul style="list-style-type: none">● writing tools● writing folders
Opening 1 minute	<i>Today you are going to provide feedback to each other to improve your writing. Remember, when we provide feedback to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]’s argument and provide [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>
Peer-to-Peer Feedback Practice 8 minutes	Introduce the Argument Feedback sheet. <i>This is the paper we will use to provide feedback. It is similar to the one you used to give feedback about your other writing. At the top, there is a space for the writer’s name and the reviewer’s name. If you are the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i>

	<p><i>When you begin working with your partner, you will read her your letter.</i></p> <p><i>After listening to your letter, your partner will answer three questions.</i></p> <p><i>The first question reads, “Does it begin with a thesis?” This means that the letter should begin with a clear thesis stating what you want the audience to do. If the letter does begin with a thesis, your partner will check “Yes.” If not, she will check “No.” If it does not begin with a thesis, talk about what the writer could add to the beginning of the letter, and write a plan in the box.</i></p> <p><i>The second question reads, “Does it include reasons and evidence?” If it does include reasons and evidence, your partner will check “Yes.” If not, she will check “No.” If it does not include reasons and evidence, talk about how the writer should revise, and write a plan in the box.</i></p> <p><i>The last question reads, “Does it end with a reinforcement of the thesis?” That means the letter should end by restating what the audience should do, but in a new way. If the letter ends this way, your partner will check “Yes.” If not, she will check “No.” If it does not end with a reinforcement of the thesis, talk about how the writer should add or revise this part of the letter, and write a plan in the box.</i></p> <p><i>Let’s try it together. _____ has agreed to use his letter for us to practice giving feedback. _____, please read us your letter.</i></p> <p><i>Now let’s look at our feedback sheet. Remember, our first question reads, “Does it begin with a thesis?”</i></p> <p><i>Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. If there is not a thesis, or if the thesis is not clear, work together to suggest a plan for revision. Repeat the process with the other questions.</i></p>
<p>Peer-to-Peer Feedback 20 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children and send them with writing folders, writing tools, and Argument Feedback sheets. As the children work, circulate to support them. Have children store their Argument Feedback sheets in their writing folders.</p>
<p>Closing</p>	<p><i>Today you provided each other with feedback to make your writing</i></p>

1 minute	<i>even better! Next you will begin to revise, or make changes to your writing, based on the feedback you received today.</i>
Standards	<p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
Ongoing assessment	<p>Observe and take notes as children provide feedback.</p> <p>What feedback are children given? Does it match your assessment?</p> <p>What next steps do children set for themselves?</p> <p>Are there any trends emerging?</p>

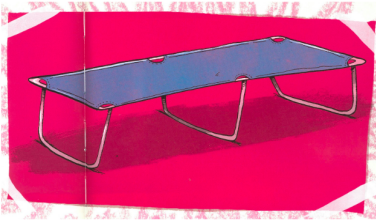
Notes



Argument Feedback

Writer's Name: _____

Reviewer's Name: _____



thesis: states what the writer is trying to convince the audience to think or do

Does it begin with a **thesis**?

Yes

No

Plan:

Writing U2 W7 D5



reasons: support the thesis, appeal to the audience



evidence: supplies facts and details to support the reasons, appeals to the audience

Does it include **reasons** and **evidence**?

Yes

No

Plan:



reinforcement of the thesis: repeats the thesis in a new way

Does it end with a **reinforcement of the thesis**?

Yes

No

Plan: