

43. Lessons within Units

The teacher organizes lessons within units to progress toward a deep understanding of content.

Planning Evidence

- Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways
- Plans incorporate student choice and initiative
- Plans provide for extension of learning

Teacher Evidence

- When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content
- When asked, the teacher can describe how students will make choices and take initiative
- When asked, the teacher can describe how learning will be extended

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Lessons within Units	The teacher makes no attempt to perform this activity	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher is a recognized leader in helping others with this activity

Lesson begins with foundational content: Research and Note-taking

Argument Essay – Lucy 1

SESSION 1 - Note-taking and Research (W.5.7; W.5.8)

Day 1

Engage

- Read chocolate milk letter from Mr. Klein
- T/T about opinions
- Then teach that we can't just go on gut reactions and personal opinions; we will need to research different perspectives. Your personal opinion is the starting point!

Teaching Point

- When composing an argument, collect evidence not only for your opinion, but for the other side too.

Teach

- Notetaking: T-Chart (Should Chocolate Milk Be Banned? YES or NO)
- As a class, read chocolate milk article in Dec/Jan 2016-17 Storyworks and look for evidence for both sides.
- Model taking notes on T-chart

Share

- Based on the evidence so far, think about your own opinion and write it in one sentence. Share with your table.
- Take informal poll of the class to see how many opinions we have for each side.

Day 2

Hand out text for today: Nutrition in Disguise

Teach

- Mention source / predict position of author (Midwest Dairy Council)
- Mention citing sources in notes, p. 10 in Lucy

Link

- Do you know people that are very set in their ways? (frustrating to talk to them)
- You decide what kind of a thinker you'll be: set in ways or willing to consider other views!
- Remind of Teaching Point

Active Engagement

- Read and take notes on T-Chart from this article.
- Show video: Dairy Nutrition FAQ – Flavored Milk and take notes (don't forget to cite source in notes)

Day 3

Hand out text for today: Chocolate Milk: More Harmful than Healthful

Teach

- Mention source / predict position of author
- Remind about citing sources in notes

Student Choice: Students decide which side of the issue they want to argue for and write about.

Link (Remind)

- Do you know people that are very set in their ways? (frustrating to talk to them)
- You decide what kind of a thinker you'll be: set in ways or willing to consider other views!
- Remind of Teaching Point

Active Engagement

- Read and take notes on T-Chart from this article.
- Show video: Jamie Oliver's TED talk and take notes (don't forget to cite source in notes)
- Conflicting information in two articles – research is complicated!

Share

- Based ONLY on your evidence and not your personal opinion, what side does the evidence support and why?
- Rehearse and then share.

SESSION 2 – Thesis, Structure and Organization, Reasons (W.5.1.a; W.5.1.b)

Days 4-5

Connection

- Even though we will be writing letters to Mr. Klein, we will be writing it in an essay structure. Think back to all you know about writing essays (in fourth grade, you might have written about ice cream – but just opinion. This year, we will need to write an argument – our opinion + evidence!)

Teaching Point

- Argument Essay writers plan the structure of their essay and then flash draft quickly, getting their ideas on paper, before going back to revise.

Teaching and Active Engagement

- So first, let's plan the structure of how our letters might go.
- **CLAIM:** Create chart on the board to list reasons, p. 18. (Schools should serve chocolate milk / Schools should not serve chocolate milk) Brainstorm and add bullets to chart: reasons for each side.
- Model verbally rehearsing a claim using the sign: A claim often goes like this... List reasons using fingers.
- Have students T/T with someone near them rehearsing their claim aloud and listing their reasons using their fingers.
- Hand out outline and have them write their claim at the top, as well as list the reasons on the outline.

Unit begins with foundational content: Structure Outline

- **PARAGRAPHS:** Show sign “Body Paragraphs Often Go Like This and model adding some evidence for each reason.
- T/T and rehearse stating Reason #1 and then some evidence, then Reason #2, etc.
- Write some evidence on the outline under each reason.

Link

- Rehearse your claim (thesis) one more time with your partner.
- Then begin to draft your letter to Mr. Klein. Be sure to follow the outline you just created.

SESSION 3 – Evidence (W.5.1.b; W.5.9)

Day 6 - 7

Connect

- Mr. Klein is busy! We need to sift through the evidence and only give him the BEST evidence!

Teaching Point

- Argument writers don’t just give their personal opinion. They research and give the BEST evidence to support their claim (in their own words – NO QUOTES YET.)

Teach

- Read Jack’s letter. Your job = Count text evidence (not much – calcium, protein are folk knowledge – what everyone knows!)
- Look in Nutrition in Disguise for some evidence Jack could use to strengthen his argument.
- Where does this evidence fit best? (Add same 9 nutrients to last paragraph – see pg. 31-32)

Active Engagement

- Your turn: Help Jack’s letter by looking in an article for strong evidence, find the spot where it best fits, and write it in your own words (NO QUOTES YET).

Link

- Look at your own flash draft. How is your evidence?
- Your job: Find strong evidence for your reasons and add it in in your own words.
- Hand out a selection of new articles and give students choices of articles they can use to continue researching.

Things to watch for and possibly teach tomorrow:

- Connecting evidence to reasons logically (p. 34)
- Paraphrase, don’t quote yet (Sophia’s examples, p. 35)

Student Choice: Students choose which articles to read, as well as what evidence to include in their letters.

Introduction (W.5.1.a)

Day 8

Read Checklist to find what our introductions need to have: hook and thesis.

Read student examples of Introductions (pg. 51, 52, 59, 63, 70). Evaluate leads based on checklist. What does this writer do well? What is this writer missing?

Have students help me create our own lead. (I type on google docs while projecting on the activeboard.)

Students go back to their own writing and draft an introduction. Watch for good examples to project on the activeboard as students write.

Session 10 Share – Endings (W.5.1.d)

Day 9

Read Checklist to find what our endings need to have: restate reasons and final statement of opinion.

Read student examples of Endings (pg. 51, 52, 59, 63, 70). Evaluate endings based on checklist. What does this writer do well? What is this writer missing?

Have students help me create our own ending. (I type on google docs while projecting on the activeboard.)

Students go back to their own writing and draft an ending. Watch for good examples to project on the activeboard as students write.

Publish/Share on Google Docs (W.5.6)

Day 10-11

Teach students how to log in to google docs and type their letters.

Have students share with teacher. Teacher provides comments for revision.

Have students share with a peer for peer editing.

After final edits have been made, share with Mr. Klein.

Plan progresses to application of information in authentic writing: a real-world letter to the principal shared via Google Docs.

BEND 3

Students will write about their chosen real-world topic they researched in reading as a way to review/reinforce all skills practiced in the chocolate milk letter.

Extension of learning: Bend 3 allows for students to extend their learning and argument writing skills on a topic of choice. The topics allow students to research to varying depths, depending on their level.

Student Choice and Initiative: Unit culminates in students researching and advocating through writing on student-chosen real-world issues.

Reflection:

Next year, I would like to have students type their letters after the first drafting. (Before Session 3) All revisions and edits will be done digitally. I believe this will increase student motivation and engagement in the revision process, as well as improve the quality of their work. I think they will be less resistant to making big revision changes if they don't have to physically rewrite. They will also add additional evidence in after it is typed. I will use the graphic organizer to make sure that they have an organization plan in place with a solid thesis and reasons. Once they have that in place, they will be able to type. This will also allow me to give them feedback at each step of the unit. For example, after the initial drafting, I will give feedback only on structure (thesis and reasons). After the evidence lesson, I will give feedback on their evidence. After the introduction and ending lessons, I will give feedback on the introduction and endings. It will allow me to provide feedback to EVERY student at each step of the unit and not just the vocal or needy ones.

Dear Mr.Klein,

I know a lot of people think chocolate milk is " too sugary for kids", but it is actually much better than they think. Some schools have already banned chocolate milk, but where it was banned the kids aren't the best of campers. This isn't about what the kids like though, it's about what's good for us. And since I know you care about our health,(and happiness)you should listen to my reasons on why we should keep chocolate milk. First there is the nutrition, if you want us to drink white milk it won't happen, and last but not least our athletes could use it.

The first reason that chocolate milk should not be banned is, it has nutrients like protein, calcium, vitamins A,C,D,B12, and Folate. Three quarters of teenagers and adults are deficient in most of these. Vitamins A and D are something called fat soluble, it means that these vitamins are stored in fats,liver, and other organs,So they can stay there for weeks or even months. Vitamins C and B12 are water solubles. They only stay in your body for at most a day, then they come out as urine. So you need to have them more often, just one more reason to keep chocolate milk.

Another reason is since kids drink chocolate milk almost every day, we are used to flavored milk. So if adults want us to drink things like water or white milk (that is healthier) then it's not going to work, we're just going to other sugary drinks like juices or soda. It's proven that kids at elementary schools drink 35% less milk at school if you **BAN** chocolate milk.

Last but not least, athletes use a LOT of energy to play, no matter what sport. And here in Wyoming we have quite a few athletes. So to give an energy boost they have Gatorade, but there was recently a study that gave multiple people the same amount of Gatorade then 4 hours later they got chocolate milk. The study showed how they felt just as energized if not more. Overall with average heart rate, perceived exertion, and total work.

All my reasons being, nutrition facts, milk problems, and energy boosts. I know our amazing principal (who cares about us so much) will make the right decision to keep chocolate milk, at Etna elementary where we Think, Learn, Achieve, and Care.

Sincerely,
Liz Wetzler