INFORMATIVE ARGUMENT MINI-UNIT:

WRITING A RESPONSE WITH TEXT SUPPORT

“Teen Brains”

Essential Goals:

1. Students will read informational text for specific information.
2. Students will synthesize two texts.
3. Students will write an informative/argument response.
4. Students will use and develop source text in their writing.

Standards: RI1, RI4, RI7, W2(b)

Secondary Goals:

1. Students will **practice** reading strategies.
2. Students will **practice** using and developing sources in writing.
3. Students will find a piece of informative text interesting.

Anticipated Issues:

1. Students’ ability to join personal experiences with research.
2. Students’ ability to develop text as support.

Ideas for Differentiation:

1. Provide additional or modified articles.
2. Model source development in small groups if needed.

Mini Lesson Projections:

* Reading Texts – reading tools
* Writing throughout to gather source text
* Writing with sources – frames, ways, development
* Revising
1. Writing to an image: Topic Generation
2. Reading a video text: It Says/I Say, Sentence Frames, Adding to writing with sources
3. Reading a written text: VIP Notes, Key words, Sentence Frames, Adding to writing with sources
4. Practice Using Sources
5. Writing

Mini Lesson Projections:

1. **Writing to an image**

 (initiating the topic and generating informal writing – Writing Habit: Writers have responses to what they read and see in their world)

Share image with students:

Internet meme YOLO or Teen Brain cartoon

  **Quickwrite** in response: What do you think about this image

 as an example of teenage brains or how teens live

their lives?

 

 

After two – three minutes, ask students to **add a “for example….**” to their writing (This practice of adding an explanation or example starts the idea of developing and supporting what we write. Writing Habit: Writers develop their idea with examples.)

 Share to fill the room with what we already think about teen

 behavior and brains.

1. **Reading a Video Text**:

Link: Yesterday, we thought about a meme as it relates to teen brains and decisions using our own experiences. Today, we’re going to build on our thinking with research and text.

Reading Focus and Tool:

As you read, gather both information that explains how the teenage brain works and lines that stick out to you in some way because you have a comment or you disagree or you have an example.

Use the It Says/I Say Two Column Chart

|  |  |
| --- | --- |
| It Says | I Say |
|  |  |

For now, only record what you hear in the It Says side, you’ll return to it to fill in the I Say side later.

Watch video: <http://science.howstuffworks.com/life/29323-tlc-a-study-of-the-teenage-brain-video.htm>

Watch again.

Share “It Says” collection with whole class – letting students collect ideas from peers.

Model “I Say” side with one of the shared lines and then give time to add the “I Say”

Discuss thinking

**Add to writing:**

Pause to generate a shared list of ways we add information from a source to our writing:

“As \_\_\_\_\_ says, “

“The video text explains …”

“ According to …”

“Supporting my example, …”

“Just as the video …”

“Although the video says …”

“While the video text explains …”

Return to your writing and add to it with information or thinking from this source.

(Writing Habit: Writers use sources to add to their thinking.)

1. **Reading a Written Text:**

Link: We’re going to add to our thinking and writing with more information on teen brains.

 Reading Focus and Tool: VIP Notes (modified)

 As you read, use the three blue post-it notes to mark words, lines, phrases, sentences or sections that provide more information for understanding how a teen brain works

 and

 use the three yellow post-it notes to mark words, lines, phrases, sentences or sections that strike you in some way because you have something to say – it extends, challenges, supports or questions what you already think about teen brains.

<http://healthland.time.com/2011/09/16/the-half-baked-teen-brain-a-hazard-or-a-virtue/>

<http://www.nbcnews.com/id/21997683/#.UVDQ06VH1UQ>

**Add to writing:**

Pause to add to the shared list of ways we add information from a second source to our writing:

“As \_\_\_\_\_ says, “

“The video text explains …”

“ According to …”

“Supporting my example, …”

“Just as the video …”

“Although the video says …”

“While the video text explains …”

“In addition …”

“Corroborating …”

Pause: Also create a list of keywords

Return to your writing and add to it with information or thinking from this source.

(Writing Habit: Writers use sources to add to their thinking.)

Read over writing so far and make a claim about teenage brains and the connection between the brain and choices.

1. Using Sources: Practice

Link: In the last few days we’ve been gathering source evidence for a claim about teenage brains. You’ve gathered information on how a teenage brain works and made a claim on how this affects choices.

One of the things writers do is use sources in various ways.

Depending on time, texts, previous teaching, scaffolding – teach or re-teach ways to work with words – (Harris)

Introduce Ways I might use words:

Forwarding:

Practice Harris:

Using famous quotes in the notebook

Return to the collected sentences and practice ways to use quotes

Return to the writing they already did and

1. **Draft:**

Levels of writing to be determined:

A. Develop a paragraph around your claim using sources

B. Draft a one-pager presents the way a teen brain works and explores the connection between the teen brain and choices.

C. Work through a “structured” essay – (adapted from Bernabaei’s 11 minute essay) –

1 minute intro about teens or brains

3 minutes write about what you know about teen brains (use the sources you already have)

3 minutes write about the claim you make about the connections between teen brains and choices they make (use the sources in one of the ways)

2 minutes add to you claim paragraph with support with an example of more evidence from the text

1 minute write a final few sentences as a wrap-up – perhaps, …

 EXTENSIONS/MODIFICATIONS:

 \* If students write one paragraph, return to the topic and brainstorm research questions and examples that would help develop the claim and a longer paper.

 \* Specifically apply the research to the rights and responsibilities of teenagers or a local question like teen rules in the community. us.

 \* Flip the writing to just informative – gathering information to write a explanatory piece on how a teen brain works.

REOURCES:

<https://learni.st/users/415852/boards/74942-teen-brains>