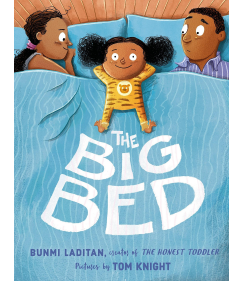


Unit 2: Animals Surviving and Thriving

WEEK 5 Day 2



Writing Argument
 Deconstruction: Argument Purpose
 Joint Construction: Oral Argument

Content Objective	I can use key details to answer questions about a character’s argument. (R.4.1.a)
Language Objective	I can state an opinion about a topic. (SL.1.1, W.3.1.b)
Vocabulary	<p>genre: a type of writing</p> <p>argument: a genre of writing whose purpose is to convince someone to do something or to think something</p> <p>convince: to persuade</p> <p>reason: why the audience should do or think something</p> <p>debate: a discussion about a topic in which participants try to convince others to do or believe something; a discussion in which not all participants agree</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Argument (in the Unit 2 Introduction documents).</p> <ul style="list-style-type: none"> ● <i>The Big Bed</i>, Bunmi Laditan Pre-mark the page numbers so that page 1 begins “We need to talk about the big bed.” ● Why We Write chart, from Unit 1, Week 1, Day 1 ● Why We Write: <i>The Big Bed</i> card ● chart paper <p>Prepare the following question chart with space for listing children’s reasons under a space for names.</p>

Writing U2 W5 D2

	<table border="1" style="margin: auto;"> <tr> <th colspan="2" style="text-align: center;">Should Daddy sleep on a cot?</th> </tr> <tr> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> <tr> <td>Reasons:</td> <td>Reasons:</td> </tr> </table>	Should Daddy sleep on a cot?		Yes	No			Reasons:	Reasons:
Should Daddy sleep on a cot?									
Yes	No								
Reasons:	Reasons:								
<p>Opening 1 minute</p>	<p><i>Yesterday you wrote letters convincing me to get a class pet. When you wrote those letters, you wrote in a new genre called argument. When you hear the word “argument,” you might think of people having a fight. In this case, argument means trying to convince someone to do something or to think something. Today we are going to read the book <i>The Big Bed</i> by Bunmi Laditan. In this book, one character is making an argument. Let’s read to find out who is arguing, what she is arguing for, and whom she is making the argument to.</i></p>								
<p>Deconstruction 20 minutes</p> <p>page 10</p>	<p><i>Who is talking in this story? Whom is she talking to? What is the problem she presents?</i></p>								
<p>page 12</p>	<p><i>What’s happening here?</i></p>								
<p>page 14</p>	<p><i>Who does the daughter think Mommy belongs to? What reason does she give here?</i></p>								
<p>page 16</p>	<p><i>Why can’t she sleep alone?</i></p>								
<p>page 20</p>	<p><i>What are the challenges of the daughter sleeping in her parents’ bed?</i></p>								
<p>page 26</p>	<p><i>What is the daughter’s solution?</i></p>								
<p>page 29</p>	<p><i>What reasons does she give to convince her dad to sleep in the cot?</i></p> <p><i>Let’s review.</i></p>								

	<p><i>Who is making an argument? What argument is she making? Who is her audience—whom is she arguing to?</i></p>
	<p>Display the Why We Write chart. <i>At the beginning of the year, we looked at several books and recorded our ideas about why the authors may have written these texts. We learned about a new purpose for writing today: to convince someone to do something or about something. Let's add this to our chart.</i></p> <p>Add the Why We Write: <i>The Big Bed</i> card to the chart.</p>
<p>Joint Construction 8 minutes</p>	<p><i>This week we are going to practice argument together as a class. We are going to have a debate. A debate is a kind of discussion where people present different opinions about the same topic. One example of a debate you might have seen is a presidential debate—when people running for president share what they think about a variety of topics, to help voters decide who they want to vote for.</i></p> <p>Refer to the question chart. <i>We are going to have a debate about this question: Should Daddy sleep on a cot?</i></p> <p><i>Think about what we just read. Why might someone think Daddy should sleep on a cot? Why might someone think that Daddy should not sleep on a cot?</i></p> <p>As children share ideas, show the text to allow them to reference specific details in the text or illustrations as evidence for their ideas.</p> <p><i>You will sign your name in the column that matches your opinion. If you think Daddy should sleep on a cot, write your name under "Yes." If you think Daddy should not sleep on a cot, write your name under "No."</i></p> <p><i>Take some time to think about your response. When you're ready, come up to sign your name.</i></p> <p>After all children have signed their names, have several from each side share why they made that choice. Record their reasons in the box below their names.</p>
<p>Closing 1 minute</p>	<p><i>Today we started learning about a new genre of writing called argument. Tomorrow we will re-read this argument to learn more about its stages, or parts, and we will continue working on our class</i></p>

	<i>debate.</i>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</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	<p>Reflect on the whole group discussion.</p> <p>What do children understand about the purpose of argument? How much support do they need in identifying who is making the argument, what they are arguing for, and who the audience is?</p> <p>Review the question chart.</p> <p>How do children respond? What reasons do they give?</p>

Notes