

Unit 2: Animals Surviving and Thriving

WEEK 5 Day 3



Writing Argument
 Deconstruction: Argument Stages
 Joint Construction: Reasons

Content Objectives	<p>I can use key details to answer questions about a character’s argument. (R.4.1.a)</p> <p>I can generate reasons for an argument. (W.3.1.b)</p>
Language Objective	I use Think, Pair, Share to discuss reasons for an argument. (SL.1.1.a)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>convince: to persuade</p> <p>stages: the parts of a piece of writing</p> <p>audience: an individual or group for whom a piece of writing is composed</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>reason: why the audience should do or think something</p> <p>reinforcement: saying again, in a new way</p> <p>perspective: point of view, a way of seeing or thinking about something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Big Bed</i>, Bunmi Laditan ● question chart, from Day 2 ● chart paper <p>Prepare the following chart.</p>

<p>Opening 1 minute</p>	<p><i>Yesterday we started talking about argument, a genre of writing whose purpose is to convince someone to do something or about something. We read <i>The Big Bed</i> by Bunmi Laditan as an example of an argument. Today we are going to reread that book to begin to learn about the stages, or parts, of an argument.</i></p>
<p>Deconstruction 20 minutes</p>	<p><i>We decided yesterday that the daughter is the one making the argument and that her audience, or whom she is arguing to, is Daddy. In this book, the daughter is trying to convince Daddy to do something. What is she trying to convince Daddy to do? [sleep on a cot so that she can be alone in the big bed with Mommy]</i></p> <p>Refer to the chart.</p> <p><i>The part of the argument that states what the writer or speaker is trying to convince someone to do is called the thesis. Her thesis is “Daddy should sleep on a cot.”</i></p> <p><i>I know that when I’m trying to make an argument, it’s not enough to just say what I want to happen; I need to give my audience reasons why they should do something. As we read the book today, we are going to find and record the reasons why she says Daddy should sleep on a cot.</i></p>
<p>page 14</p>	<p>Model identifying a reason.</p> <p><i>After reading these pages, I’m thinking about one reason the daughter thinks Daddy should sleep on a cot. She is saying that she needs Mommy to comfort her, but Daddy doesn’t, because he has his own mommy.</i></p>

	<i>Let's add that to our chart.</i>
page 16	<i>What is the daughter's reason here? [she is afraid of the dark, so she can't sleep alone]</i>
page 17	<i>What is her reason here? [the bed is too crowded with all three of them in it]</i>
page 22	<i>What does the daughter say here to convince Daddy? [every night will feel like a camping trip]</i>
page 27	<p>After reading, refer to the chart.</p> <p><i>At the end of arguments, writers repeat, or reinforce, their thesis, often using different words to say the same thing. In this case, the daughter concludes her argument by trying to get Daddy excited about sleeping on the cot and telling him that she just wants him to be happy. On our chart we can write "Sleeping on a cot will make Daddy happy."</i></p> <pre> graph TD Title["The Big Bed by Bunmi Laditan Audience: Daddy"] --> Thesis["Thesis: Daddy should sleep on a cot."] Thesis --> Reason1["Reason: Daddy doesn't need Mommy's comfort; he has his own mommy."] Thesis --> Reason2["Reason: She can't sleep alone, because she's afraid of the dark."] Thesis --> Reason3["Reason: The bed is too crowded with all three of them in it."] Thesis --> Reason4["Reason: Every night will feel like a camping trip!"] Reason1 --> Reinforcement["Reinforcement of the Thesis: Sleeping on a cot will make Daddy happy."] </pre>
Joint Construction 8 minutes	<p><i>Tomorrow we will have a debate, and you will try to convince each other to think in a certain way. You will either try to convince your classmates that Daddy should sleep on a cot, or that Daddy should not sleep on a cot. To make a convincing argument, you will need good reasons.</i></p> <p>Refer to the question chart from the previous lesson. <i>Yesterday we began recording reasons here, on our chart. Just now we identified more of the daughter's ideas for why Daddy should sleep on a cot.</i></p> <p>Think, Pair, Share.</p>

	<p><i>Let's think of a few more reasons for why Daddy should not sleep on a cot. Think from Daddy's perspective. What are some reasons he 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. Record several ideas on the question chart.</p>
Closing 1 minute	<p><i>Today we read The Big Bed to learn about the stages of argument. We also generated reasons to help us in our debate tomorrow.</i></p>
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.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>Reflect on the whole group discussion.</p> <p>What do children understand about the reasons in an argument? How much support do they need in identifying reasons?</p> <p>Review the question chart.</p> <p>What reasons do they give?</p>

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