

WEEK 6 Day 1

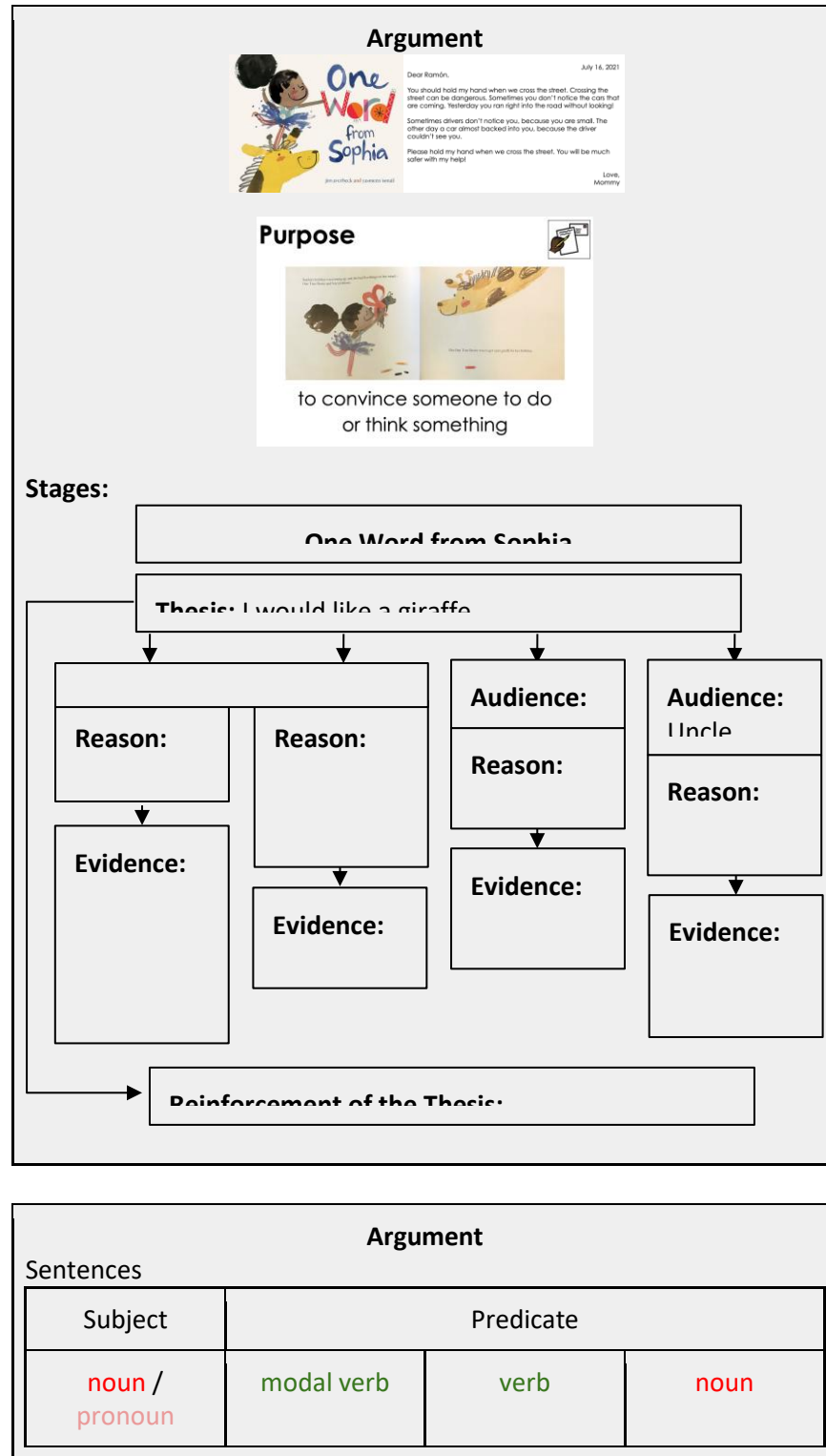
Writing Argument

Deconstruction: Purpose
Individual Construction: Debate

Content Objectives	I can identify the main purpose of a text. (R.9.2.b) With my class, I can identify the thesis, reasons, and evidence in an argument. (W.3.2, SL.2.2.a)
Language Objective	I can orally state my opinion and write reasons to support it. I can use the sentence frames for support as needed. (ELD-SI.K-3.Argue)
Vocabulary	argue: to convince someone to do or think something argument: a genre of writing whose purpose is to convince someone to do or think something convince: to persuade 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 evidence: facts and details used to support reasons in an argument genre: a type of writing reason: why the audience should do or think something rule: to make decisions about thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think
Materials and Preparation	To become familiar with the genre and how it is taught, read Writing: Introduction to Argument (in the Unit 1 Introduction documents). • <i>One Word from Sophia</i>, Jim Averbeck Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins “Sophia’s birthday was coming up...”

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- Argument anchor chart images: examples and purpose, cut apart
 - chart paper, 2 pieces
- Prepare the following Argument anchor charts.



	<table><tr><td><u>Sophia</u></td><td><u>should</u></td><td><u>have</u></td><td><u>a pet giraffe.</u></td></tr><tr><td>Subject</td><td colspan="3">Predicate</td></tr><tr><td>noun / pronoun</td><td>relating verb</td><td colspan="2">adjective</td></tr><tr><td><u>Giraffes</u></td><td><u>are</u></td><td colspan="2"><u>tall.</u></td></tr></table> ● Debate Planner, one copy for each child ● whiteboard On the whiteboard, write: Sophia should have a pet giraffe, because _____. Sophia should not have a pet giraffe, because _____. ● writing tools ● children’s writing folders ● Argument Observation Tool, one copy for each child ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Wh- Questions visual	<u>Sophia</u>	<u>should</u>	<u>have</u>	<u>a pet giraffe.</u>	Subject	Predicate			noun / pronoun	relating verb	adjective		<u>Giraffes</u>	<u>are</u>	<u>tall.</u>	
<u>Sophia</u>	<u>should</u>	<u>have</u>	<u>a pet giraffe.</u>														
Subject	Predicate																
noun / pronoun	relating verb	adjective															
<u>Giraffes</u>	<u>are</u>	<u>tall.</u>															
Opening 1 minute	Today we will begin learning about another genre of writing called argument. Arguments are written to convince someone to do or think something.																
Deconstruction 18 minutes	Today we are going to begin reading a book called One Word from Sophia, by Jim Averbeck and Yasmeen Ismail. In this book, the main character, Sophia, argues to her family members to convince them																

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	<i>to do something.</i>
pages 1-4	<i>The members of Sophia’s family are introduced by both their relationship to Sophia, and by their job—except Grand-mamá, who is described by a characteristic: “very strict.”</i>
pages 5-10	<i>Sophia first presents her argument to Mother, who is a judge. A judge is a person who hears and rules, or makes decisions, about situations presented in a court of law. You’ll notice that when Sophia speaks to Mother she uses a lot of words that might be unfamiliar. The language she uses includes a lot of words that judges use. Sophia argues to Mother that she needs a giraffe to ride to ballet class.</i>
	Introduce the first Argument anchor chart. Point to the word thesis. <i>This word says “thesis.” The thesis is the part of the argument that states what the writer or speaker is trying to convince someone to do or think. Sophia begins her argument to Mother by saying “I would like a giraffe.” That’s her thesis.</i> <i>To convince Mother to buy her a giraffe, Sophia can’t just say that she wants one. She also has to provide reasons. The first reason she gives for having a giraffe is that giraffes are better than cars.</i> Write the first reason in the <i>One Word from Sophia</i> chart. See the following example.
page 5	<i>Sophia then goes on to provide Mother with evidence that giraffes are better than cars. I am going to reread that page. As I read, listen for the ways Sophia says that giraffes are better than cars.</i> Reread page 5 in the following chunks, pausing after each to harvest the children’s ideas and record evidence on the chart. See the following example. ● Read “I would like a giraffe...” to “...than the cars we use now.” Write “Giraffes burn less gasoline.” in the same Evidence box. ● Read “In the last fifty years...” to “...strong safety record.” Write “Giraffes are safer.” under Evidence. ● Read “Also, giraffes...” to “...major diseases.” Write “Giraffes do not cause major diseases.” under Evidence. ● Read “Giraffes are legal in all fifty states.” Write “Giraffes are legal.” under Evidence.

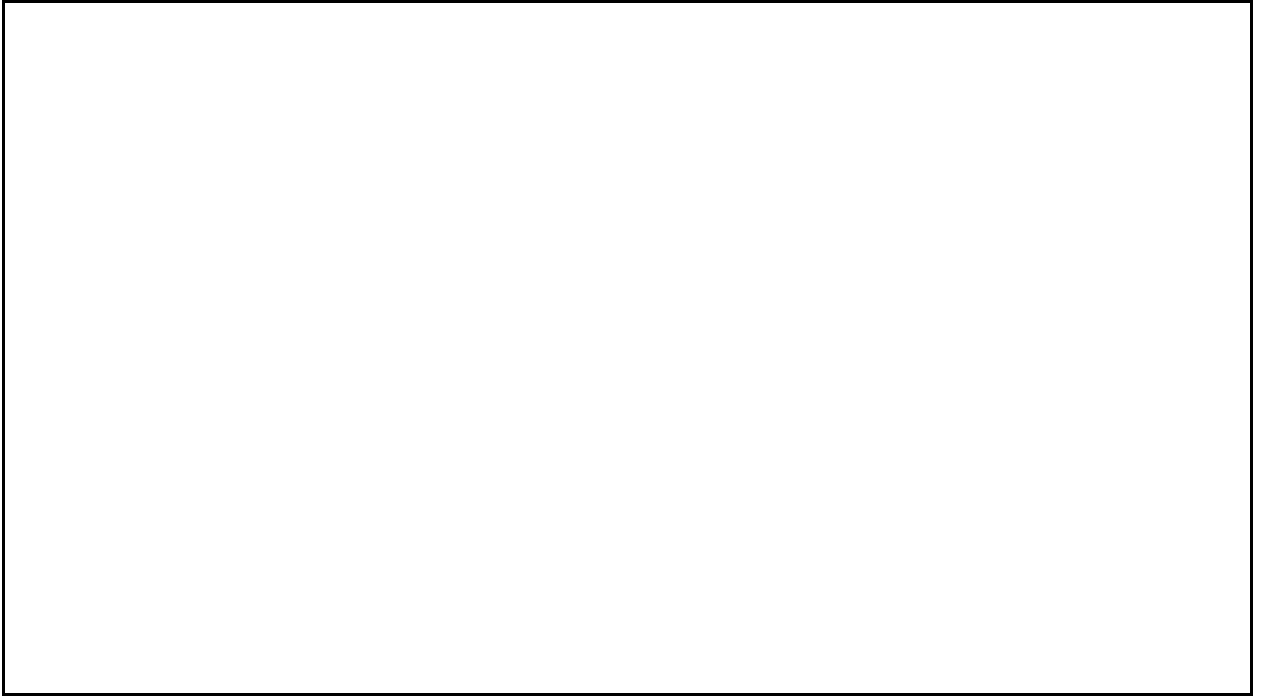
page 6	<i>Sophia provides Mother with one other reason why she should have a giraffe to ride to ballet class. She says “A giraffe could take me to ballet class and deliver me right to the second floor.”</i> Write the second reason in the <i>One Word from Sophia</i> chart. See the previous example. <i>The evidence she provides to support that reason is a map of the route she would take to ride the giraffe all the way to the second floor, where her dance class is.</i> Record the evidence for the second reason in the chart. See the previous example.
Individual Construction 10 minutes	<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> Distribute Debate Planners. <i>We are going to have a debate about this question: Should Sophia get a pet giraffe?</i> <i>Think about what we just read and what you know about giraffes.</i>

	<i>Why might someone think Sophia should get a pet giraffe?</i> <i>Why might someone think Sophia should not get a pet giraffe?</i> As children share ideas, show the text to allow them to reference specific details in the text or illustrations as evidence for their ideas. Refer to the Independent Writing Routine chart. Point to Step 1. Refer to the sentence frames on the board. <i>Think about whether you think Sophia should get a pet giraffe or not, and why. When you are ready to share with your partner, put a silent thumbs up in front of your chest.</i> Model the silent signal. Point to Step 2. Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first. <i>The first partner will tell their opinion, and the second partner will ask a question. Then the second partner will tell their opinion, and the first partner will ask a question. You can use these sentence frames for support.</i> As the children tell opinions to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the sentence frames on the board to support discussion; ● providing children with copies of the book to generate reasons; ● restating what the speaker has said, to check for understanding; ● asking questions to prompt the speaker to add more detail; ● modeling asking <i>wh</i>- questions. <i>When you begin writing, first check whether you think Sophia should get a pet giraffe or not. Then, below, write reasons to explain your thinking.</i> Send the children with planners and writing folders. As children write, circulate to support them. Support could include: ● providing children with copies of the book to generate reasons; ● referring to the Independent Writing Routine table copy to remind children of the routine for writing; ● for children who still need it, taking dictation (on a computer, sticky notes, or the back of the paper) to help them remember their writing. Support for encoding could include:
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	- referring to Foundations resources to review known spelling patterns; - referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences. While checking in with children, take notes on the argument observation tool.
Closing 1 minute	<i>Today we began learning about a new genre: argument. We learned that arguments are written to convince someone to do something. In One Word from Sophia, Sophia argues to convince her family members to buy her a giraffe. Tomorrow we will read the arguments she makes to Father and Uncle Conrad. We'll continue to write what we find on this chart.</i> Note: Leave the Argument anchor charts posted to refer and add to throughout the unit.
Standards	R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe. W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
WIDA	ELD-SI.K-3.Argue. Support own opinions with reasons.
Ongoing assessment	Throughout the lesson, listen for and make note of children's understanding of arguments. Do children understand the purpose of argument? Do children understand the stages of argument: thesis, reasons, and evidence? As children write, circulate and ask them to tell their arguments. Use their dictation and writing to assess the extent to which children include reasons to support their argument and the Means of Expression used to show them. Take notes on the Argument Observation Tool.

Notes



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