

WEEK 6 Day 2

Writing Argument

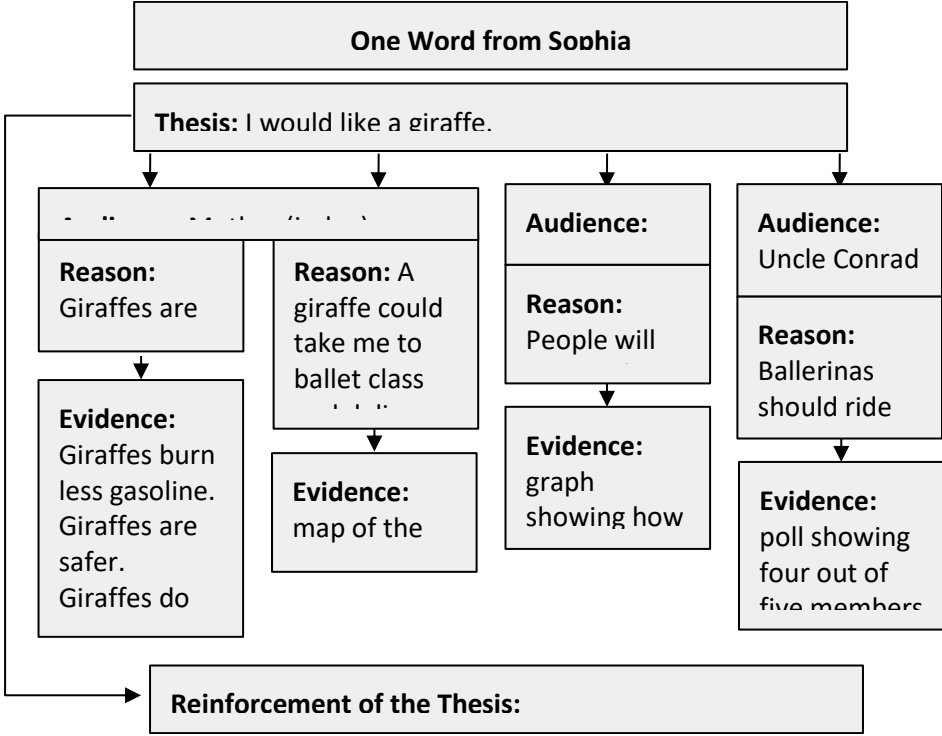
Deconstruction: Audience

Individual Construction: Debate

Content Objective	With my class, I can explain how an argument changes depending on the audience. (W.3.2, SL.2.2.a)
Language Objective	I can write reasons to support an argument and orally practice presenting my argument. I can use the sentence frames for support as needed. (ELD-SI.K-3.Argue)
Vocabulary	argument: a genre of writing whose purpose is to convince someone to do or think something audience: an individual or group for whom a piece of writing is composed 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 reason: why the audience should do or think something 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	• <i>One Word from Sophia</i>, Jim Averbeck • children's writing folders • whiteboard On the whiteboard, write: Sophia should have a pet giraffe, because _____. Sophia should not have a pet giraffe, because _____. • writing tools • Argument Observation Tools • charts and visual scaffolds: ○ Argument anchor charts

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	○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Wh- Questions visual
Opening 1 minute	<i>Yesterday we began learning about arguments. We learned that arguments are written to convince someone to do or think something. Today we are going to talk about audience. An audience is the person or people who the text is written for. When writing arguments, it is very important to think about your audience.</i> <i>Yesterday we read Sophia’s argument to Mother. Today we will read her arguments to other audiences: Father and Uncle Conrad.</i>
Deconstruction 18 minutes	Refer to the first Argument anchor chart. <i>We will continue using this chart to keep track of Sophia’s arguments to other members of her family. Just like with Mother, Sophia’s thesis to her other family members—what she is arguing for—is “I would like a giraffe.” As we read her other arguments, we are going to pay attention to the reasons and evidence she gives to different members of her family.</i>
pages 11-14	<i>Father is a businessman, which means that he owns or is in charge of a business. Businesspeople are often thinking about how to make money.</i> After reading, discuss Sophia’s argument to Father. <i>What reason did Sophia use to convince Father?</i> <i>What evidence did Sophia provide to support her reason?</i> Record the information in the chart. See the following example.
pages 15-19	<i>Uncle Conrad is a politician. Politicians work in the government and make decisions for communities. They often take polls, or surveys, to find out what people in their communities think about different ideas.</i> After reading, discuss Sophia’s argument to Uncle Conrad. <i>What reason did Sophia use to convince Uncle Conrad?</i> <i>What evidence did Sophia provide to support her reason?</i> Record the information in the chart. See the following example.

	 One Word from Sophia Thesis: I would like a giraffe. Reason: Giraffes are safe. Evidence: Giraffes burn less gasoline. Giraffes are safer. Giraffes do. Reason: A giraffe could take me to ballet class. Evidence: map of the city. Reason: People will like it. Evidence: graph showing how many people like giraffes. Reason: Ballerinas should ride giraffes. Evidence: poll showing four out of five members of the ballet class think so. Reinforcement of the Thesis: I would like a giraffe.
	<i>Why did Sophia argue differently to different family members? [she has different relationships with them; they have different jobs]</i> <i>Why did Sophia choose different reasons when she argued with each person in her family? [Mother is a judge, so she talked about laws and safety; Father is a businessman, so she talked about how to make money; Uncle Conrad is a politician, so she took a poll to find out what members of the family thought]</i>
Individual Construction 10 minutes	<i>Today we read other reasons Sophia gives for why she should get a pet giraffe. Tomorrow we will have our debate, so today you will finish preparing your argument.</i> Distribute children’s writing folders. Refer to the Independent Writing Routine chart. Point to Step 1. <i>Review the reasons you wrote yesterday. What can you change or add to make your argument stronger? Remember, your audience is your classmates. You are trying to convince them of your opinion. When you are ready to share your plan 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 plan, and the second partner will ask a question. Then the second partner will tell their plan, and the first partner will ask a question.</i> As the children tell personal recounts to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● 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. ● 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. Send the children with writing folders. As they write, circulate to support them. Support could include: ● providing children with copies of the book to generate reasons; ● when they finish writing, inviting children to practice their oral arguments, using the sentence frames for support; ● 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: ● 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 learned that people argue differently to different audiences, like Sophia using reasons and evidence that will appeal specifically to each member of her family.</i> <i>Tomorrow we will finish reading One Word from Sophia and you will have your debate.</i>
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic

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	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 reasons, evidence, and audience. Can children identify the reasons Sophia gives? Can they identify the evidence connected to each reason? What do children notice about how Sophia argues to each of her family members? 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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