



**WEEK 1 Days 3-4**

**Writing Argument**  
 Deconstruction: Argument Purpose and Reasons  
 Joint Construction: Reasons

<b>Content Objectives</b>	<p>I can use key details to answer questions about the pigeon’s argument. (R.4.K)</p> <p>I can draw and write a reason to support my opinion. (W.3.K.b)</p>
<b>Language Objectives</b>	<p>I can use a sentence frame to talk to my partner. (SL.1.K.a)</p> <p>I can share a reason orally and support it with a detailed drawing. (SL.3.K.b)</p>
<b>Vocabulary</b>	<p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or to think something</p> <p><b>convince:</b> to persuade</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>reason:</b> why the audience should do or think something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Don't Let the Pigeon Drive the Bus</i>, Mo Willems Pre-mark the page numbers so that page 1 begins on the inside cover.</li> <li>● Today’s Question chart, from Day 1</li> </ul> <p>On the whiteboard, write:                  People should cut down trees, because _____.                  People should not cut down trees, because _____.</p> <ul style="list-style-type: none"> <li>● writing tools</li> <li>● blank paper, one sheet for each child</li> <li>● unit texts for children’s reference: <i>The Gift of the Tree</i>, <i>Be a Friend to Trees</i>, <i>The Great Kapok Tree</i></li> </ul>
<b>DAY 1</b> 1 minute	<p><i>Yesterday we began learning about <b>arguments</b>, which are written to convince someone to do something or about something. In Click,</i></p>

	<p>Clack, Moo Cows That Type, the cows wrote notes to Farmer Brown to <b>convince</b> him to give them and the hens electric blankets.</p> <p>Today we will read another book in which a character argues: Don't Let the Pigeon Drive the Bus!, by Mo Willems. Like yesterday, I want you to think about who is arguing, what they are arguing for, and who their <b>audience</b> is.</p>
<p><b>Deconstruction</b> 18 minutes</p> <p>page 10</p>	<p>What does the pigeon want to do?</p> <p>Who is he trying to convince?</p>
<p>page 12</p>	<p>What <b>reason</b> does the pigeon give for letting him drive the bus?</p>
<p>page 20</p>	<p>How does the pigeon feel on this page? How do you know? How is this different from the previous pages?</p>
<p>page 26</p>	<p>So far the pigeon has given a lot of reasons for why he should drive the bus.</p> <p>Think, Pair, Share. What are some of the reasons the pigeon has given?</p> <p>Which reason would be most convincing to you? Why? Harvest several children's ideas.</p>
<p>page 28</p>	<p>How does the pigeon feel on these pages? How do you know?</p>
<p>page 38</p>	<p>What is the pigeon thinking now?</p>
<p><b>DAY 2</b> 10 minutes</p>	<p>Turn back to page 25. Here the pigeon gives us a lot of reasons for why he should drive the bus. When someone is making an argument, they give reasons to try to convince the audience to do or think something.</p> <p>Show the Today's Question chart. 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 people should cut down trees, or that people should not cut down trees. To make a convincing argument, you will need good reasons.</p> <p>Today you will talk with a partner who shares your opinion, and you will each share one reason why people should or should not cut down trees. Then you will draw and write your reason.</p> <p>Refer to the sentence frames on the board.</p>

	<p><i>When you talk to your partner, you can use these sentence frames to get started. If you think people should cut down trees, you will say "People should cut down trees, because ____." If you think people should not cut down trees, you will say "People should not cut down trees, because ____."</i></p> <p>Refer to the unit texts. <i>If you need help thinking of an idea, you can look in our books.</i></p> <p>Partner children with someone who shares their opinion. Circulate to support their conversations. Then send them with writing tools and paper to record their reasons.</p> <p>Collect children’s work for use on Day 3.</p>
<b>Closing</b>	<p><i>Today we read Don’t Let the Pigeon Drive the Bus and discussed the importance of reasons in arguments. Then you wrote your own reasons why people should or should not cut down trees.</i></p>
<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how</p> <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.K1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.</p> <p>What do children understand about argument? Are they able to identify the audience of pigeon’s argument? What do they understand about the reasons in arguments?</p> <p>Review children’s written work.</p> <p>What reasons do they produce? Are they accurate? Do they relate back to the unit texts?</p>

<b>Notes</b>
--------------