

WEEK 1 Day 5

**Writing Argument**  
Joint Construction: Debate

<b>Content Objective</b>	I can provide reasons, based on key details from text, to support my opinion about a topic. (R.4.K, W.3.K.b)
<b>Language Objective</b>	I can express my opinion audibly and clearly in a class debate. (SL.4.K)
<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>reason:</b> why the audience should do or think something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <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>● children’s reasons sheets, from Day 2</li> <li>● Discussion Prompts chart, from Unit 2, Week 10, posted for all to see</li> <li>● unit texts for children’s reference: <i>The Gift of the Tree, Be a Friend to Trees, The Great Kapok Tree</i></li> </ul>
<b>Opening</b> 1 minute	<p><i>Today we will have a debate! A debate is when people with different ideas or opinions present <b>arguments</b> to each other, trying to <b>convince</b> the other side to think differently.</i></p> <p><i>Yesterday you had the chance to prepare for our debate by writing and drawing in response to this question: [refer to the chart] Should people cut down trees?</i></p> <p><i>Today, your job is to <b>convince</b> the people who have a different opinion than you to change their opinion. You will share both your</i></p>

	<p><i>opinion and your <b>reasons</b> for having that opinion. Your reasons should be based on what you've learned about trees from our texts. Remember, you can use these sentence frames to help you share your ideas [refer to the whiteboard].</i></p> <p><i>People should cut down trees, because ____.</i></p> <p><i>People should not cut down trees, because ____.</i></p>
<p><b>Joint Construction</b> 24 minutes</p>	<p>Distribute children's reasons sheets.</p> <p><i>Before we talk in the whole group, you will practice sharing some of your ideas with a partner. It's OK if your partner shares your opinion.</i></p> <p>Have children identify themselves as Partners A and B before beginning the Turn and Talk. The goal for the partner share is not to provide feedback on their written work, but to allow children to orally warm up for the debate.</p> <p><i>Partner A, share your opinion and reasons with your partner. Use the details from your drawing for ideas. Partner B, look at Partner A while she speaks and think about whether you agree with her or not.</i></p> <p><i>When I signal that it's time to switch partners, Partner B will do the same thing, and Partner A will listen.</i></p> <p>Gather children in a circle for the debate, and remind them to use the Discussion Prompts, in addition to the specific sentence frames, for the debate.</p> <p><i>Who would like to start off our debate? The first person who speaks will share her opinion and reasons to support that opinion.</i></p> <p><i>When you hear an idea, you can respond by agreeing or disagreeing. If you disagree, try to convince your classmates of your opinion by providing as many reasons as you can! If you agree, you might add on to a classmate's ideas with even more reasons. Your reasons come from details in the texts we read.</i></p> <p>As children debate, facilitate the discussion by redirecting children back to key details from the text. Have the texts available for reference if children want to show their classmates a particular illustration or part of a text. Encourage total and equitable participation by continuously inviting new voices into the discussion.</p>
<p><b>Closing</b> 5 minutes</p>	<p>Revisit the Today's Question chart and invite children to change their opinion.</p> <p><i>After hearing your classmates' ideas, does anyone want to change their opinion?</i></p> <p>Invite children to come up to the chart, cross off their names, and rewrite them in their new opinion.</p> <p><i>Wow—it is really powerful to use details from the text to convince other people to change their opinion about cutting down trees!</i></p>

<b>Standards</b>	<b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how. <b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic. <b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Ongoing assessment</b>	Listen and take notes on how children engage in the whole group discussion. Do children orally express a clear opinion? Do they include key details from the text when providing reasons? Do the children’s written reasons help them to prepare for debate? How do children build off the ideas of their peers?

**Notes**