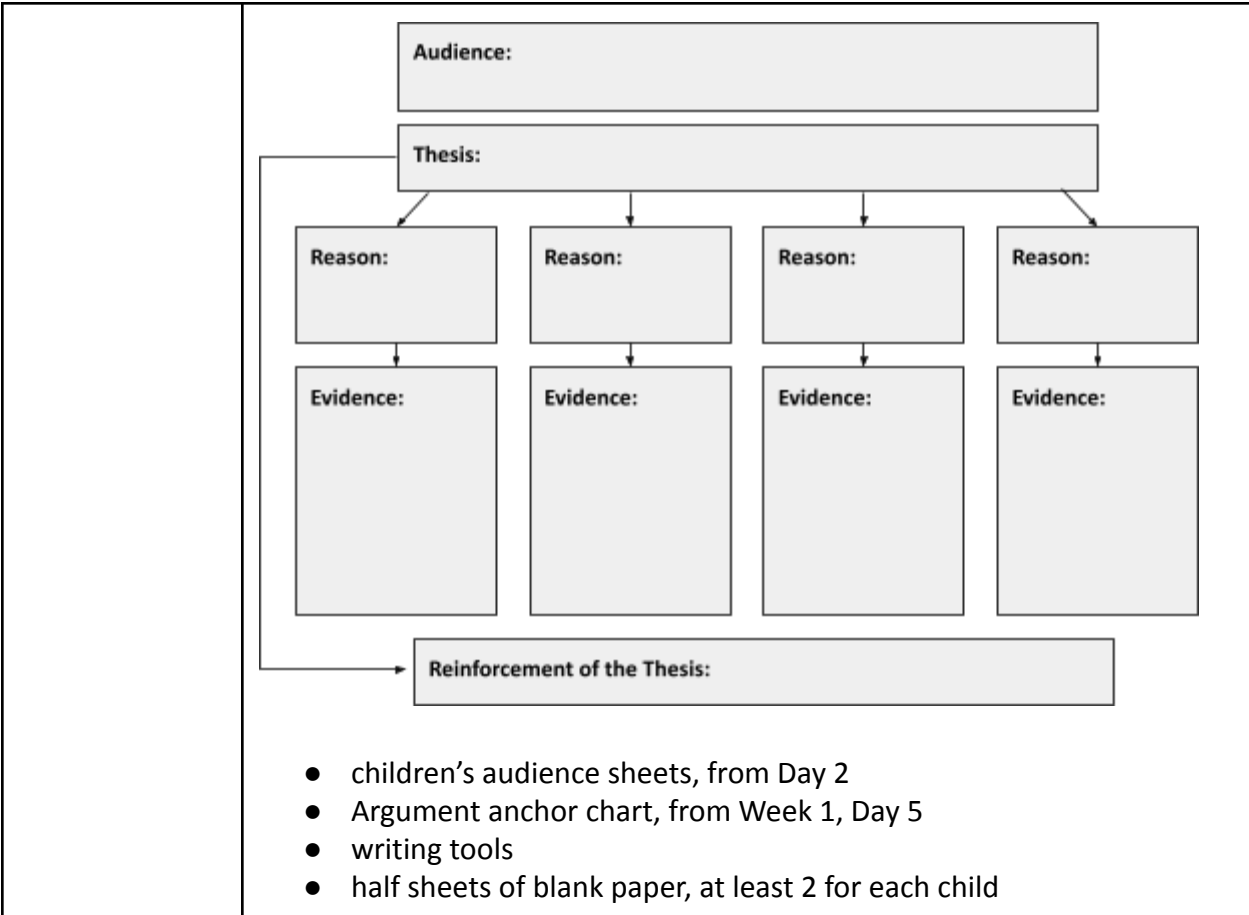


WEEK 3 Day 3

Writing Argument
Joint Construction: Thesis
Individual Construction: Reasons

Content Objectives	With my class I can write a thesis that appeals to our audience. (W.3.K.b) I can draw and write reasons to support the thesis. (W.3.K.b, SL.3.K.b)
Language Objectives	I can present my work in a loud, clear voice. (SL.4.K) I can sort ideas into categories. (L.5.K.a)
Vocabulary	topic: what the writing is about audience: an individual or group for whom a piece of writing is composed thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think reason: why the audience should do or think something argument: a genre of writing whose purpose is to convince someone to do something or think something research: to get information about something
Materials and Preparation	<ul style="list-style-type: none">• chart paper and markers Prepare the following Argument Planning chart.



Opening
1 minute

*We have chosen the **topic** and **audience** for our Capstone Project! Today we will review the information that you wrote about our audience, and we will use that to write a **thesis** together. Then you will begin writing **reasons** to support our **argument**.*

Joint Construction
10 minutes

Introduce the Argument Planning chart.
Here is where we will plan for the argument we write together. Today we will add ideas about our audience and write our thesis.

Yesterday you all wrote down ideas about what is important to our audience. We will review your ideas and write notes in our chart that will help us as we write our argument. Remember, the audience is very important to an argument. We will make all of our decisions about our writing by thinking about our audience.

Review children’s ideas. Record common themes in the Audience portion of the chart.

Think, Pair, Share. Based on what we know about our audience, and what we are trying to convince them [to do/to think], what could be our thesis?

Define thesis, as necessary. As children talk, circulate to support their

	<p>discussions. Then, harvest children’s ideas. Come to consensus about the thesis, and write it on the Argument Planning chart.</p>
<p>Individual Construction 10 minutes</p>	<p>Refer to the Argument anchor chart.</p> <p><i>In an argument, after the thesis, the writer has to support the thesis with reasons. Today your job is to write at least one reason that would convince [audience] [thesis].</i></p> <p><i>Think of at least one reason and tell it to your partner. Then you will draw and write your reasons on these half sheets of paper—one reason on each.</i></p> <p>Circulate to support children as they talk, draw, and write.</p>
<p>Closing 9 minutes</p>	<p>Bring the class together, sitting on the perimeter of the rug.</p> <p><i>Now each person will share his reasons to support our thesis. When you share your ideas, be sure to speak in a loud, clear voice so that everyone can hear you.</i></p> <p><i>After each person shares, we are going to group similar ideas together.</i></p> <p>Have the first child share her sheet; then put it in the center of the rug. Have the second child share; then decide as a class whether it communicates the same idea as the first child’s, or something different. If the same idea is communicated, pile this sheet on top of the first sheet. If a different idea is communicated, start a new pile. Repeat this process as each child shares. Have a brief discussion about what each group of ideas has in common and label each pile.</p> <p><i>We have generated a lot of good reasons. Tomorrow we will begin researching to come up with more reasons.</i></p> <p>Collect children’s ideas, keeping them sorted into groups, for use on Day 5.</p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly. L.5.K.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>
<p>Ongoing assessment</p>	<p>Reflect on the class discussion and on children’s writing.</p> <p>What do children understand about the audience? What do they recommend as a thesis? Does the thesis demonstrate understanding of the audience? What do children write for reasons? Which ideas show up the most?</p>

