



WEEK 4 Day 2

Writing Argument
Deconstruction and Revision: Adjectives

Content Objective	With my class, I can revise our argument to include adjectives. (W.3.K.b, W.2.K.a, L.4.K, L.5.K, L.6.K)
Language Objective	I can use positive and negative adjectives. (SL.1.K.a)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>adjective: a word or phrase used to describe a person, place, thing, or idea</p> <p>positive: good</p> <p>negative: not good</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Great Kapok Tree</i>, Lynne Cherry Flag pages 12 and 18. ● Argument anchor chart, from Week 2, Day 3 ● anchor chart images, from Week 2, Day 3 Cut out the language cards. ● small group chart papers
Opening 1 minute	<p><i>We've been talking about the purpose of arguments, to convince someone to do something or to convince someone about something. But convincing someone of something is not easy. Writers need tools to convince their audiences. One tool that writers use is adjectives. Adjectives are words or phrases used to describe people, places, things, or ideas. Today we are going to look at a few of the adjectives the animals use to describe the tree in the Great Kapok Tree.</i></p>
Deconstruction 10 minutes	<p><i>Before we take a look at The Great Kapok Tree, let's think about adjectives to describe ourselves. "Friendly" is an adjective I might use to describe myself, because I like to talk to new people. Turn and talk to a partner to share an adjective that describes you.</i></p> <p>Open to page 18.</p>

	<p><i>The animals present different arguments to the man for why he should not chop down the tree. Listen for the way the anteaters describe the tree.</i></p> <p>Read page 18.</p> <p>Show the first language card and read the sentence beginning with “The big man...”</p> <p><i>The anteaters use a positive adjective—beautiful—to tell the man why it is so important to keep the tree. Positive adjectives are adjectives that describe something in a good way.</i></p> <p>Open to page 12.</p> <p><i>The tree frogs use a negative adjective to convince the man. Listen as I read this page.</i></p> <p>Read page 12.</p> <p><i>Did anyone hear a negative adjective—one that described the rain forest in a bad way?</i></p> <p>Show the second language card and read beginning with “Senhor...”</p> <p><i>The tree frogs repeat the adjective “ruined” to show what would happen if the tree were cut down.</i></p> <p><i>The animals choose their words wisely so that they can convince the man. Their adjectives help to make their arguments stronger.</i></p> <p><i>Let’s add these to our anchor chart.</i></p> <p>Write “Language” and add the cards to the Argument anchor chart.</p>
<p>Revision 18 minutes</p>	<p><i>Now we’ll look at the reasons in our argument and see if we can add any positive or negative adjectives to make it stronger.</i></p> <p>Display one of the reason charts. Facilitate a conversation to generate possible positive or negative adjectives to be added for the reason. For example, a reason related to producing a lot of trash could have adjectives like “a lot,” “smelly,” etc. A reason about keeping Earth clean could include adjectives like “clean” and “beautiful.”</p> <p>After having children Think, Pair, Share to generate adjectives, reread the reason and add the adjectives that make the reason stronger. Note that not all reasons will require additional adjectives.</p> <p>Repeat the process with the other reasons, as time allows (more time for revision is provided on Day 3).</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we will continue revising our argument, and we will add the reinforcement of the thesis.</i></p>

Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>W.2.K.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>L.4.K Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
Ongoing assessment	<p>Throughout the lesson, listen for and make note of children’s understanding of adjectives.</p> <ul style="list-style-type: none"> Do children understand how adjectives enhance arguments? Can children generate adjectives? Are children’s adjectives specific?

Notes