

WEEK 4 Day 3

**Writing Argument**  
 Joint Construction: Revision and Reinforcement of the Thesis

<b>Content Objectives</b>	<p>With my class, I can revise our argument. (W.3.K.b, W.2.K.a, L.4.K, L.5.K, L.6.K)</p> <p>With my class, I can write a reinforcement of the thesis. (W.3.K.b)</p>
<b>Language Objective</b>	I can tell my partner a reinforcement of the thesis. (SL.1.K.a)
<b>Vocabulary</b>	<p><b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea</p> <p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or about something</p> <p><b>revise:</b> make changes to writing</p> <p><b>reinforcement:</b> saying again, in a new way</p> <p><b>thesis:</b> the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>reason:</b> why the audience should do or think something</p> <p><b>evidence:</b> facts and details used to support reasons in an argument</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● small group chart papers</li> <li>● <i>The True Story of the Three Little Pigs</i> chart, from Week 2, Day 2</li> <li>● Argument Planning Chart</li> </ul>
<b>Opening</b> 1 minute	<i>Yesterday we learned about how <b>adjectives</b> make an <b>argument</b> stronger, and we began to <b>revise</b> our work. Today we will continue revising our argument and add the last part—the <b>reinforcement</b> of the <b>thesis</b>.</i>
<b>Revision</b> 13 minutes	Continue revising the reasons. 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 “waste,” “a lot,” “bad smell,” etc. After having children Think, Pair, Share to generate adjectives, reread the chart

	and add them as necessary to make the reason stronger. Note that not all reasons will require additional adjectives.
<b>Joint Construction</b> 15 minutes	<p>Refer to the <i>The True Story of the Three Little Pigs</i> chart.</p> <p><i>We learned that arguments have different <b>stages</b>. They begin with the thesis, which is supported by <b>reasons</b> and <b>evidence</b>. At the end of an argument is the reinforcement of the thesis. This means saying the thesis again, in a new way. For example, A. Wolf begins his argument by saying “The whole big bad wolf thing is all wrong,” and ends by saying “I was framed.”</i></p> <p>Show the Argument Planning chart.</p> <p><i>Our thesis says _____. How could we say this again, in a new way? Think, Pair, Share.</i></p> <p>Harvest several children’s responses and decide as a class what the reinforcement of the thesis should be. Write it on the Argument Planning chart.</p>
<b>Closing</b> 1 minute	<i>Today we finished revising our argument. Tomorrow we will begin publishing!</i>
<b>Standards</b>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>W.2.K.a</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>L.4.K</b> 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><b>L.5.K</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	<p>Reflect on the class work.</p> <p>What do children understand about adjectives?</p> <p>What do they understand about the reinforcement of the thesis?</p> <p>Do their suggestions restate the thesis in a new way?</p>

**Notes**