

WEEK 5 Day 2

Writing Argument
Individual Construction

Content Objective	I can write an argument letter. (W.3.K.b)
Language Objective	I can tell a thesis to my partner, using a clear voice. (SL.4.K)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>heading: the part of the letter that includes the recipient’s address and the date</p> <p>greeting: the beginning of a letter, where the audience is addressed</p> <p>stages: the parts of a piece of writing</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p>reason: why the audience should do or think something</p> <p>reinforcement: saying again, in a new way</p> <p>convince: to persuade</p> <p>audience: an individual or group for whom a piece of writing is composed</p>
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● children’s drawing and writing books <p>Before the lesson, review children’s ideas from Day 1 and group them accordingly. For example, children writing about turning out the lights should be seated together, so that they can generate reasons together.</p> <ul style="list-style-type: none"> ● Parts of a Letter slides, from Day 1 (as needed) ● Argument anchor chart, from Week 2, Day 3 ● Thinking and Feedback visuals ● sticky notes, for recording suggestions and inspirations ● Argument Observation Tool, one copy for each child
Opening 1 minute	<i>Yesterday you learned about the parts of a letter and planned for writing your own argument letters. Today you will begin writing.</i>

<p>Individual Construction 19 minutes</p>	<p>Gather the children on the rug with their drawing and writing books and pencils.</p> <p><i>We will write the beginning parts of your letters together. Open your drawing and writing book to the next blank page.</i></p> <p><i>We learned yesterday that letters begin with a heading. Let’s all write the date at the top of the page.</i></p> <p>Model writing the date on the board.</p> <p><i>The next part of the letter is the greeting. All the way on the left side of the paper, write “Dear.”</i></p> <p>Model writing on the board.</p> <p><i>Then write the name of the person or people you are writing to—mom, Abuelo, family.</i></p> <p><i>After the person’s name goes a comma—like this.</i></p> <p><i>The next part of the letter is the body. This is where you will write your argument. You’ll include all the stages of an argument we learned about—the thesis, reasons, and reinforcement of the thesis.</i></p> <p>Refer to the Argument anchor chart.</p> <p><i>When you write, you’ll sit with a group of classmates writing about the same topic, so you can come up with reasons together.</i></p> <p>Assign children to their groups.</p> <p><i>The first thing you will write when you get to your seat is your thesis—what you are trying to convince your audience to do. Tell your thesis to a partner, and then go to write it.</i></p> <p>Support children as they tell their thesis and begin to write. As children work, circulate to support them and to assess their work. Direct them to resources to generate reasons to support their arguments.</p> <p>Take notes about children’s writing using the Argument Observation Tool. These notes will be used to plan for lessons on Days 3-5 and for revisions in Week 8.</p> <p>Identify a child to present her writing and receive feedback using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol to support one child’s work. Record suggestions on sticky notes to place in the child’s drawing and writing book.</p> <p><i>Tomorrow you will continue writing your argument letters.</i></p> <p>After the lesson, review the Argument Observation Tools. Note any trends</p>

	that are emerging. Plan for individual, small group, or whole group instruction based on these needs, following the guidance outlined on Days 3-5.
Standards	W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Ongoing assessment	Observe and take notes as children write. Do children write a thesis that reflects their chosen topic? Do they include reasons to support the thesis? Do they write a reinforcement of the thesis? Does the argument appeal to the chosen audience?

Notes