

## WEEK 5 Days 3-5

During Days 3-5, children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Day 2 for a detailed lesson). In addition, children's writing is assessed using the Argument Observation Tool, and individual/small group/ whole group lessons are added in response to children's needs.

**Preparation:**

Review children's Argument Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following

Writing Argument: (see the attached lessons for recommendations)

- thesis
- reasons
- reinforcement of the thesis
- parts of a letter

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 3-5. Make additional copies as necessary to plan for multiple individual or small group lessons.

**Day 3**

Target Students (individual, small group, or whole group?):

Topic:

**Day 4**

Target Students (individual, small group, or whole group?):

Topic:

**Day 5**

Target Students (individual, small group, or whole group?):

Topic:

# Writing Argument

## Deconstruction and Revision: Thesis

### Materials:

- Argument anchor chart, from Week 2, Day 3
- *The True Story of the Three Little Pigs* chart
- mentor text for argument: *Don't Let the Pigeon Drive the Bus!*; *Click, Clack, Moo Cows That Type*; *The Great Kapok Tree*; the class's argument poster; or a child's writing that includes a strong thesis
- children's arguments

### Process (small or whole group):

- Show the Argument anchor chart. Review the stages of argument.
- Show the *The True Story of the Three Little Pigs* chart and review the thesis.
- Review the thesis of the mentor text.
- Ask children
  - Who are you writing to?
  - What do you want them to do?
  - How could you write that in a sentence?
- Refer children back to the beginning of their letters. Guide them to revise/add a thesis.

# Writing Argument

## Deconstruction and Revision: Reasons

### Materials:

- Argument anchor chart, from Week 2, Day 3
- *The True Story of the Three Little Pigs* chart
- mentor text for argument: *Don't Let the Pigeon Drive the Bus!*; *Click, Clack, Moo Cows That Type*; *The Great Kapok Tree*; the class's argument poster; or a child's writing that includes strong reasons
- children's arguments
- unit texts, available for researching reasons

### Process (small or whole group):

- Show the Argument anchor chart. Review the stages of argument.
- Show the *The True Story of the Three Little Pigs* chart and review the reasons.
- Review the reasons of the mentor text.
- Have children review their reasons. They should have two or more reasons that support the thesis and appeal to the audience.
- If children need support generating reasons, guide them to
  - talk to each other about the topic
  - use unit texts to find reasons
- Guide children as they revise/add reasons to their argument.

# Writing Argument

## Deconstruction and Revision: Reinforcement of the Thesis

### Materials:

- Argument anchor chart, from Week 2, Day 3
- *The True Story of the Three Little Pigs* chart
- mentor text for argument: the class's argument poster or a child's writing that includes a strong reinforcement of the thesis
- children's arguments

### Process (small or whole group):

- Show the Argument anchor chart. Review the stages of argument.
- Show the *The True Story of the Three Little Pigs* chart and review the reinforcement of the thesis.
- Read the reinforcement of the thesis of the mentor text.
- Refer children back to their writing.
- Have them read their thesis; then practicing saying the same thing, in a new way.
- Guide them to revise/add a reinforcement of the thesis to their arguments.

# Writing Argument

## Deconstruction and Revision: Parts of a Letter

### Materials:

- Parts of a Letter slides, from Day 1
- *Click, Clack Moo Cows that Type*, Doreen Cronin
- children's arguments

### Process (small or whole group):

- Show the Parts of a Letter slides to review the parts of a letter.
- Show one of the letters in *Click, Clack, Moo Cows that Type*, and have children identify the parts of the letter.
- Refer children back to their own writing. Have them identify which parts of the letter are included, and which are missing.
- Guide them to orally rehearse, then write, the missing parts of their letter.