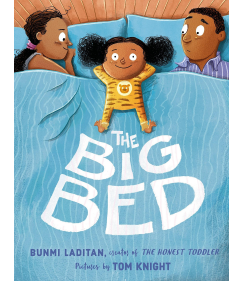


Unit 2: Animals Surviving and Thriving

WEEK 5 Day 4



Writing Argument
Debate

Content Objective	I can draw and write a reason, based on key details from text, to support my opinion about a topic. (W.3.1.b)
Language Objectives	I can use sentence frames to talk to a partner and to participate in a class debate. (SL.1.1.a) I build upon others’ ideas. (SL.1.1.b)
Vocabulary	argument: a genre of writing whose purpose is to convince someone to do something or about something convince: to persuade reason: why the audience should do or think something perspective: point of view, a way of seeing or thinking about something
Materials and Preparation	<ul style="list-style-type: none"> ● question chart, from Days 2 and 3 ● <i>The Big Bed</i> chart, from Day 3 <p>On the whiteboard, write: Daddy should sleep on a cot, because _____. Daddy should not sleep on a cot, because _____.</p> <ul style="list-style-type: none"> ● <i>The Big Bed</i>, Bunmi Laditan ● blank paper, one sheet for each child ● drawing and writing tools ● Sentence Frames for Discussion, parts 1 and 2, from Unit 1
Opening 1 minute	<i>Today we will have a debate! A debate is when people with different ideas or opinions present arguments to each other, trying to convince the other side to think differently.</i>

	<p><i>Yesterday we began preparing for our debate by discussing and recording reasons why Daddy should or should not sleep on a cot.</i></p> <p><i>Today, your job is to convince the people who have a different opinion than you to change their opinion. You will share your opinion and your reasons for having that opinion.</i></p>
<p>Individual Construction 8 minutes</p>	<p><i>Before we begin, you will have some time to prepare for the debate. You will talk with a partner who shares your opinion, and you will each share one reason why Daddy should or should not sleep on a cot. Then you will draw and write your reason.</i></p> <p><i>Remember, your reasons should be based on what we read in our text, The Big Bed, and what you considered when you took on Daddy’s perspective. [Refer to the charts and review class-generated reasons, as helpful.]</i></p> <p>Refer to the sentence frames on the board. <i>When you talk to your partner, you can use these sentence frames to get started. If you think Daddy should sleep on a cot, you will say “Daddy should sleep on a cot, because ____.” If you think Daddy should not sleep on a cot, you will say “Daddy should not sleep on a cot, because ____.”</i></p> <p>Partner children with someone who shares their opinion. Circulate to support their conversations. Then send them with writing tools and paper to record their reasons.</p>
<p>Joint Construction 16 minutes</p>	<p>Gather children in a circle for the debate, and remind them to use the Sentence Frames for Discussion, in addition to the specific sentence frames, for the debate. <i>Who would like to start off our debate? The first person who speaks will share her opinion and reasons to support that opinion.</i></p> <p><i>When you hear an idea, you can respond by agreeing or disagreeing. If you disagree, try to convince your classmates of your opinion by providing as many reasons as you can! If you agree, you might add on to a classmate’s ideas with even more reasons. Your reasons come from details in the texts we read.</i></p> <p>As children debate, facilitate the discussion by redirecting children back to key details from the text. Have the text available for reference if children want to show their classmates a particular illustration or part of the text. Encourage total and equitable participation by continuously inviting new voices into the discussion.</p>

<p>Closing 5 minutes</p>	<p>Revisit the question chart and invite children to change their opinion. <i>After hearing your classmates' ideas, does anyone want to change their opinion?</i></p> <p>Invite children to approach the chart to cross off their names and rewrite them in their new opinion column.</p> <p><i>Wow—it is really powerful to use reasons to convince other people to change their opinions!</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>
<p>Ongoing assessment</p>	<p>Listen and take notes on how children engage in the debate.</p> <p>Do children orally express a clear opinion?</p> <p>Do they include key details from the text when providing reasons?</p> <p>Do the children's written reasons help them to prepare for debate?</p> <p>How do children build off the ideas of their peers?</p>

Notes



Writing U2 W5 D4