

Unit 2: Animals Surviving and Thriving

WEEK 5 Day 5



**Writing Argument**  
Deconstruction, Joint Construction, and Individual Construction: Audience

<b>Content Objective</b>	I can write an argument to a specific audience. (W.3.1.b)
<b>Language Objective</b>	I can describe how arguments change for different audiences. (SL.1.1)
<b>Vocabulary</b>	<p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or about something</p> <p><b>argue:</b> to convince someone to do something or about something</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>convince:</b> to persuade</p> <p><b>appeal:</b> to be interesting</p> <p><b>reason:</b> why the audience should do or think something</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>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>The Big Bed</i>, Bunmi Laditan</li><li>• <i>The Big Bed</i> chart, from Day 3</li><li>• chart paper</li></ul> Prepare the following Audience chart.

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">First graders need to do Studios.</td> </tr> <tr> <td style="width: 50%;">first grader</td> <td style="width: 50%;">principal</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table> <ul style="list-style-type: none"> <li>● argument paper, one copy for each child</li> <li>● drawing and writing tools</li> </ul>	First graders need to do Studios.		first grader	principal		
First graders need to do Studios.							
first grader	principal						
<p><b>Opening</b> 1 minute</p>	<p><i>When people make arguments they think carefully about whom they are arguing to, their <b>audience</b>. Today we will look again at the audience in <i>The Big Bed</i>, and we will practice making the same argument to different audiences.</i></p>						
<p><b>Deconstruction</b> 5 minutes</p>	<p>Refer to the <i>The Big Bed</i> chart. <i>In this book, the daughter is making the argument and her audience is Daddy. To make an effective argument, meaning an argument that convinces Daddy, the daughter has to think very carefully about what would <b>appeal</b> to him—what he would care about.</i></p>						
<p>page 17</p>	<p><i>One of the daughter’s reasons for Daddy is that the bed is too crowded with all three of them in it. In her drawing, Daddy looks very squished and unhappy. I think this reason would really appeal to Daddy.</i></p>						
<p>pages 21-22</p>	<p><i>Here she really makes sleeping on a cot sound fun—that it will feel like a camping trip every night!</i></p> <p><i>The daughter knows Daddy well, so she chooses reasons that she thinks will convince him.</i></p>						
<p><b>Joint Construction</b> 9 minutes</p>	<p><i>Now let’s think about arguing to different audiences.</i></p> <p>Refer to the Audience chart. <i>Here I wrote our thesis. The <b>thesis</b> states what you are arguing for someone to do or to think. Our thesis says, “First graders need to do Studios.” We are going to think about what reasons we would give if we were trying to convince another first grader, or if we were trying to convince the principal.</i></p> <p>Think, Pair, Share.</p>						

	<p><i>Imagine you are trying to convince another first grader that you need to do Studios, what reasons would you give?</i></p> <p>Harvest children’s ideas and add them to the chart.</p> <p><i>Now think about [principal’s name] and what is important to [him/her] at school. What reasons would you give [principal’s name] to convince [him/her] that first graders need to do Studios?</i></p> <p>Harvest children’s ideas and add them to the chart.</p> <p><i>What is the same about the reasons we listed for a first grader and for the principal?</i></p> <p><i>What is different?</i></p> <p><i>We generated different reasons for each audience, because we know that people care about different things. To make a strong argument, we need to choose reasons that appeal to our audience.</i></p>
<p><b>Individual Construction</b> 10 minutes</p>	<p><i>Now it’s your turn. You will choose one audience and write an argument to convince that person that first graders need to do Studios.</i></p> <p>Show the argument paper.</p> <p><i>This is the paper you will use. At the top is a place to write your name. The next line says “Audience.” If you are writing to a first grader, circle “first grader.” If you are writing to the principal, circle “principal.” Here is a place for illustrating your reasons. Below is our thesis: “First graders need to do Studios.” Then there are lines to write your reasons.</i></p> <p><i>Think about who you would like to write to—a first grader or the principal—and what reasons you will give. Share your plan with a partner, then get writing!</i></p> <p>As children write, circulate to support their work. Choose several children who are arguing to different audiences with varying reasons to share their work with the class.</p>
<p><b>Closing</b> 5 minutes</p>	<p>Bring the class back together. Invite several children to share their work.</p> <p><i>When people make the same argument to different audiences, they may choose very different reasons. This is something we will think a lot about as we continue to write arguments.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger</p>

	groups.
<b>Ongoing assessment</b>	Reflect on the class discussion and children’s writing. What do children understand about arguing to different audiences? What is still confusing?  Collect and analyze children’s writing. What reasons do they give? Would the reasons appeal to their chosen audiences?

**Notes**