

Unit 2: Animals Surviving and Thriving

WEEK 7 Day 1

Writing Report
Individual Construction: Argument Letter

Content Objective	I can use research to write an argument letter. (W.1.1.a, W.1.1.b,.W.2.1.a, W.3.1.b)
Language Objective	I can use adjectives to make my argument stronger. (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or to think something</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>research: to get information about something</p> <p>reason: why the audience should do or think something</p> <p>appeal: to be interesting</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>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p>evidence: facts and details used to support reasons in an argument</p>
Materials and Preparation	<ul style="list-style-type: none">● children’s writing notebooks● drawing and writing tools● sheet with model thesis statements, from Day 3● argument research charts, from Week 6, Day 4 Display the charts in the meeting area so that they are visible to all children.● Parts of a Letter reference sheet, one copy for each table● Argument anchor chart, from Week 6, Day 1, for children’s reference● Argument Observation Tool, one copy for each child

<p>Opening 1 minute</p>	<p><i>This week you will use what you've learned to write your argument letters.</i></p>
<p>Guided Individual Construction 15 minutes</p>	<p><i>We are going to start here together, and then you will continue writing at your seats.</i></p> <p>Distribute children's writing notebooks and pencils.</p> <p><i>To prepare for writing, you are first going to review the page where you planned for your audience. Open your notebook to that page. Point to who your audience will be. Review the notes that you wrote about what is important to your audience.</i></p> <p><i>Now, thinking about your audience, you are going to turn the page in your notebook and make a quick plan. Look at our research charts. Think about the reasons we came up with as a class. [review reasons as necessary to remind children.] Choose three reasons that would appeal to your audience the most, and jot them in your notebook. For example, you might draw a picture of a broken plastic bag or write "plastic bags break easily," if that is a reason you want to include in your letter.</i></p> <p>Support children as they plan for the three reasons to include in their letters. Refer to the argument research charts.</p> <p><i>After you plan for your three reasons, you are ready to write your letter. Turn to the next blank page in your notebook. Each table will have a Parts of a Letter sheet available so that you can remember all of the parts of a letter you will need to write.</i></p> <p>Show the Parts of a Letter reference sheet.</p> <p><i>Begin your letter with a heading by writing the date.</i></p> <p>Support children to write the heading.</p> <p><i>Then write your greeting. Write "Dear" and then whoever your audience is.</i></p> <p>Support children to write the greeting.</p> <p><i>Now you will go to write the rest of your letters. You will begin with a thesis. As a class we came up with these possibilities [review the possible thesis statements]. Remember, you will need to think about your audience as you choose what to write. You can choose to use one of these thesis statements, or use your own words. After your thesis you will write your reasons and evidence.</i></p>
<p>Individual Construction</p>	<p>Send children to their seats to write, ensuring that each group has a Parts of a Letter reference and needed materials. As children work, circulate to</p>

13 minutes	support them and to assess their work. Use the Argument Observation Tool to take notes about children’s writing. These notes will be used to plan for lessons on Days 2-4 and for revisions in Week 8.
Closing 1 minute	<p style="text-align: center;"><i>Tomorrow you will continue writing your argument letters.</i></p> <p>After the lesson, review the Argument Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs, following the guidance outlined on Days 2-4.</p>
Standards	<p>W.1.1.a Investigate questions by participating in shared research and writing projects.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.2.1.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
Ongoing assessment	As children write, circulate and take notes on the Argument Observation Tool sheets.

Notes