

Unit 4: The Power of Pollinators

WEEK 5 Day 2

Writing Argument
Deconstruction: Argument Purpose and Stages

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| Content Objectives | <p>I can identify the purpose of an argument. (R.9.2.b, W.3.2)</p> <p>I can name and identify argument stages. (W.3.2)</p> |
| Language Objective | I can recount key details from a text to support my thinking. (SL.2.2.a) |
| Vocabulary | <p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>convince: to persuade</p> <p>evidence: facts and details used to support reasons in an argument</p> <p>genre: a type of writing</p> <p>purpose: the reason for doing or creating something</p> <p>reason: why the audience should do or think something</p> <p>reinforcement: saying again, in a new way</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> |
| Materials and Preparation | <p>To become familiar with the genre and how it is taught, read Writing: Introduction to Argument (in the Introduction documents). Note that this writing unit is a continuation of argument writing, begun in Unit 1.</p> <ul style="list-style-type: none"> ● argument mentor text images ● Argument anchor chart, from Unit 1, Week 6, Day 3 Cut out the images and add them to the chart. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Argument</p> <p>Purpose: to convince someone to do something; to convince someone about something</p> </div> |

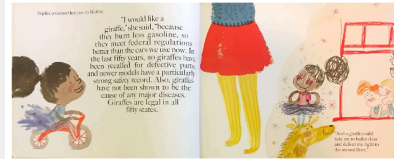
Examples:



Stages:



thesis: states what the writer is trying to convince the audience to think or do



reasons: support the thesis, appeal to the audience



evidence: supplies facts and details to support the reasons, appeals to the audience

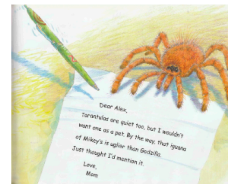


reinforcement of the thesis: repeats the thesis in a new way

Language:



Did you know that iguanas are really quiet and they're cute too.



By the way, that iguana of Mikey's is uglier than Godzilla.

positive and/or negative **adjectives** that make the argument stronger

- Advertisements slides
 - printed advertisements, one ad for each pair
 - Argument Stages slides
- Note that this lesson uses slides 1-6.

On the whiteboard, leaving space under each question to record responses, write:

Why did the company or organization make this?

What are they trying to convince people to do or to think?

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| <p>Opening 2 minutes</p> | <p>Refer to the Purpose section of the Argument anchor chart. <i>In Unit 1 we learned about argument, a genre written to convince someone to think something or to do something.</i></p> <p><i>For the rest of the year we will learn more about arguments, and you will write your own arguments. We'll start by reviewing the purpose and stages of argument.</i></p> |
| <p>Deconstruction 15 minutes</p> <p>Advertisements Slides</p> | <p>Quickly flip through the Advertisements slides. <i>The texts that we will look at today are advertisements. Advertisements, or ads, are arguments.</i></p> <p>Refer to the questions on the board. <i>You'll work with a partner to look at one ad. Review the ad you have. Look carefully at the illustrations and words. Discuss these two questions: Why did the company or organization make this? and What are they trying to convince people to do or to think? Be prepared to share your ideas and observations with the group.</i></p> <p>Provide each pair with one printed ad to analyze. As children work, circulate to support them and refer them to the questions on the board. Give children about five minutes to work together, then bring them back to the whole group.</p> <p>One at a time, invite pairs to hold up their ad to show their classmates, and ask the questions on the board. Encourage children to cite key details from the text as they respond. Write the pairs' responses on the whiteboard. As pairs share, highlight the trends in their responses. (Note that a more detailed conversation about the intended audience for each ad will happen on Day 4.)</p> |
| <p>Deconstruction 12 minutes</p> <p>Argument Stages Slides</p> <p>slide 2</p> | <p>Show the Argument Stages slides. <i>This is an argument letter we read during Unit 1. It is written from a mom to her son. Let's reread the letter and review the stages, or parts, of an argument.</i></p> <p>Read the letter.</p> <p>Refer to the Stages section of the Argument anchor chart. <i>Arguments begin with a thesis that states what the writer is trying to convince the audience to do or think.</i></p> <p><i>What is the thesis of this argument?</i> <i>What is Mommy trying to convince Ramón to think or to do?</i></p> <p>Harvest several children's ideas.</p> |

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| slide 3 | <p>Review the highlighted thesis.</p> <p><i>The next stage of an argument are the reasons. Writers give reasons to support the thesis. What reasons does Mommy give for Ramón to hold her hand while crossing the street?</i></p> <p>Harvest several children’s ideas.</p> |
| slide 4 | <p>Review the highlighted reasons.</p> <p><i>Writers use evidence to support their reasons. The evidence can be facts and examples that make the reasons stronger. What evidence does Mommy give for Ramón to hold her hand while crossing the street?</i></p> <p>Harvest several children’s ideas.</p> |
| slide 5 | <p>Review the highlighted evidence.</p> |
| slide 6 | <p><i>This highlighted part is the last stage of an argument. It is the reinforcement of the thesis, when the writer says the thesis again, in a new way.</i></p> |
| Closing 1 minute | <p><i>Today we reviewed the purpose and stages of argument. Tomorrow we will continue to discuss argument stages.</i></p> <p>Note: Leave the Argument anchor chart posted for continued reference and additions throughout the unit.</p> |
| Standards | <p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> |
| Ongoing assessment | <p>Reflect on the whole group discussion.</p> <p>What do the children already know about the purpose and stages of argument?</p> <p>What are their confusions?</p> |