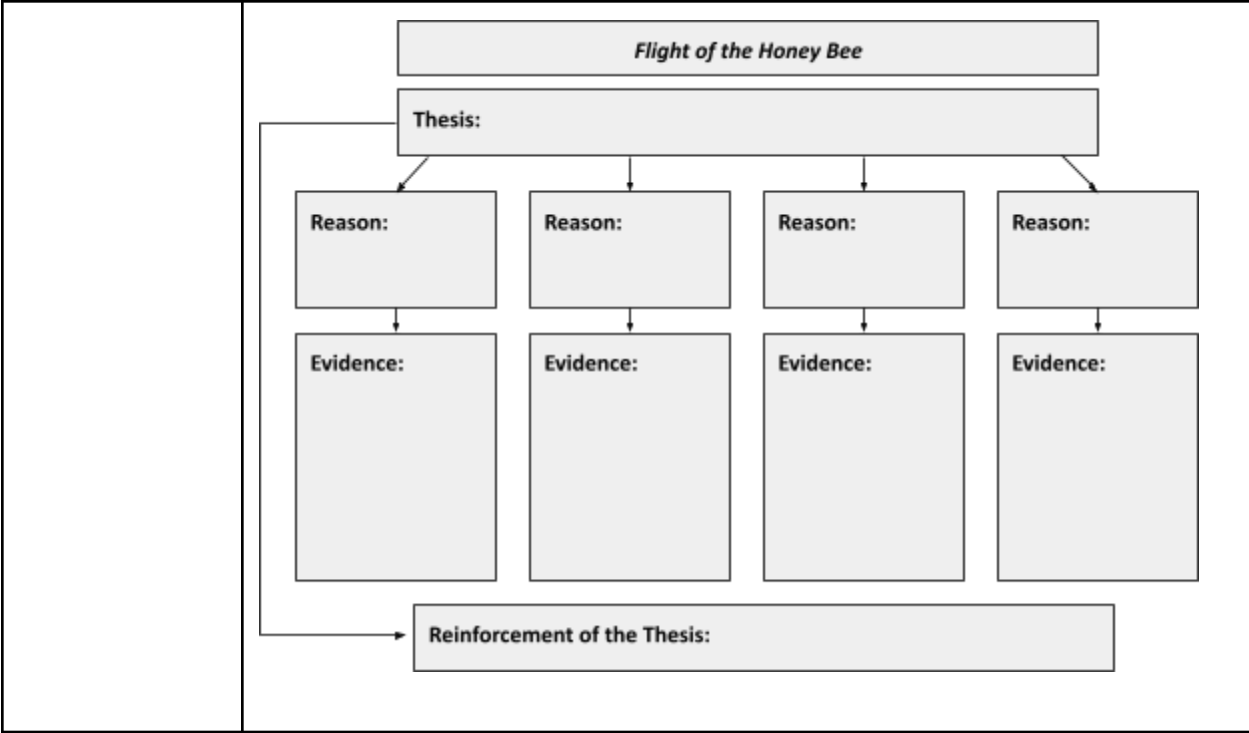


WEEK 5 Day 3

Writing Argument
Deconstruction: Argument Stages

Content Objective	I can identify the thesis and reasons in an argument and describe how the reasons support the thesis. (R.10.2.a, W.3.2)
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	<ul style="list-style-type: none"> ● Argument Stages slides, from Day 2 Note that this lesson uses slides 7-8. ● <i>Flight of the Honey Bee</i>, Raymond Huber ● Save the Bees! excerpts, one for each child ● clipboards or other writing surfaces, one for each pair of children ● pencils, one for each pair of children ● quarter sheet scrap paper, three for each pair of children ● Argument anchor chart ● chart paper <p>Prepare the following <i>Flight of the Honey Bee</i> chart.</p>



Opening
5 minutes
slide 7

Yesterday we reviewed the purpose and stages of argument. We reread an argument letter from a mom to her son. Here are the stages of that argument we identified.

Review the stages on the slide.

Today we will read another argument and identify its stages.

Deconstruction
24 minutes
slide 8

Show *Flight of the Honey Bee*.

At the end of this book is a short argument. We will read it together, and then you will work with a partner to identify its stages.

Still in the whole group, have children orient themselves to their partners. Distribute an excerpt, pencil, clipboard, and scrap paper to each pair.

Show and read the slide.

Refer back to the Argument anchor chart.

*Arguments begin with a **thesis** that states what the writer is trying to convince someone to do or think.*

What is the thesis of this argument?

Take a moment to think. Then, discuss it with your partner, and write your idea about the thesis on one of your scrap papers. Write the letter "T" in the corner of the paper to mark it as the thesis.

Give children time to think, talk, and write.

	<p><i>To support the thesis, writers include reasons to say why someone should do or think something. Take another look at this argument and at the thesis you identified. What reasons does the author give to support the thesis?</i></p> <p><i>Take a moment to think. Then talk to your partner. Write down two reasons, one on each of your other scrap papers. Write the letter “R” in the corner of the papers to mark them as reasons.</i></p> <p>Give children time to work, then return to the whole group.</p> <p>Have several pairs share their work, using the following questions. Record children’s responses in the <i>Flight of the Honey Bee</i> chart.</p> <p><i>What is the thesis? [Save the bees!]</i></p> <p><i>What reasons does the author give to support the thesis? [bees pollinate flowers that provide food; honey bees are in danger of dying out]</i></p> <p>Point to the bottom of the chart.</p> <p><i>Some arguments also include evidence—facts and details to support the reasons. Some also end with a reinforcement of the thesis, repeating the thesis, but in a new way. This short argument does not include these stages.</i></p> <p><i>It does, however, include a different interesting feature. This argument also includes a procedure! Raymond Huber writes to convince his readers to save the bees, and includes ways to do that.</i></p> <p>Have pairs write their names on their scrap papers, and collect them to review after the lesson.</p>
<p>Closing 1 minute</p>	<p><i>Today we continued learning about the stages of argument. Tomorrow we will talk more about audience.</i></p>
<p>Standards</p>	<p>R.10.2.a Describe how reasons support specific points the author makes in a text.</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>
<p>Ongoing assessment</p>	<p>Review pairs’ scrap papers.</p> <p>What do the children notice about the stages of argument? How do they make sense of the procedure portion of the text? Do they identify it as a procedure, or do they confuse it with reasons to</p>

	support a thesis?
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Notes

Large empty rectangular box for taking notes.