

WEEK 6 Day 5



Writing Argument

Joint Construction: Choosing a Topic

Content Objective	I can use the information I gathered about my school to choose an argument topic. (W.1.2.b)
Language Objective	With classmates I can argue for my idea, using reasons to support my argument. (SL.1.2.a, W.3.2)
Vocabulary	<p>advocate: to strongly suggest or recommend</p> <p>argue: to convince someone to do something or about something</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>reason: why the audience should do or think something</p>
Materials and Preparation	<p>Children will work in groups of 2-4. Either assign groups in advance, or allow children to group themselves.</p> <ul style="list-style-type: none"> ● Gathering Data About Our School chart, from Text Talk Day 3 ● Gathering Data About Our School sheets, from Text Talk Day 2 ● Interviews, from Week 6 Studios ● writing tools ● blank sheets of paper, one for each group <p>On the whiteboard, write the following activity steps.</p> <ol style="list-style-type: none"> 1. Listen as each group member shares ideas. 2. Choose one idea to present to the class. 3. Draw and write about that idea. 4. Plan for how to argue that idea and add reasons to your paper.
Opening 6 minutes	<p><i>This week we have been thinking about a change to make our school an even better place for all learners. We did research about our school and interviewed school community members. We learned about possible audiences for our project. Today we will choose what change we want to advocate for and who we will write to.</i></p>

	As necessary, review parts of the Gathering Data About Our School chart and sheets and Interviews.
Joint Construction 14 minutes	<p><i>We will work in small groups to generate ideas for our Our Schools project. [Refer to the activity steps written on the whiteboard.] When you meet with your group, you will each share your ideas. Your group will choose one idea to present to the class. This reminds me of the Children’s Comments about Learning, when one child said, “Because your ideas, when you say them out loud, they keep coming together, and when all the ideas come together you get a gigantic idea! You can think better in a group.”</i></p> <p><i>After your group chooses one idea, you will work together to write and draw it. Then think together about reasons why your group’s idea is the best way to make our school even better for all learners. Write some reasons on your paper.</i></p> <p><i>Later, we will share ideas with each other. The members of each group will argue for their idea, and then we will choose one as a class.</i></p> <p>Dismiss children to work in groups. As children discuss and write, circulate to support their reasoning, conversation, and writing. If children are stuck, refer them back to the resources they have explored: the Gathering Data About our Schools chart and sheets, BuildBPS, and information gathered from interviews with school community members.</p>
Closing 10 minutes	<p>Gather the children back together to argue for their ideas. Provide each group the opportunity to present their argument for the topic of the class Our Schools project. Guide them to state a thesis, supported by reasons. Invite other children to respond to the groups’ ideas.</p> <p>As a class, choose one idea to use for the writing topic. Put aside the group’s written ideas for future use.</p>
Standards	<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>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
Ongoing assessment	<p>As children work, circulate and take notes, focusing on the following questions:</p> <ul style="list-style-type: none"> How effectively do children argue for their ideas? How do children negotiate choosing one idea for the group? Are children’s ideas appropriate for the audience?

	Do children’s reasons effectively support their arguments?
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Notes