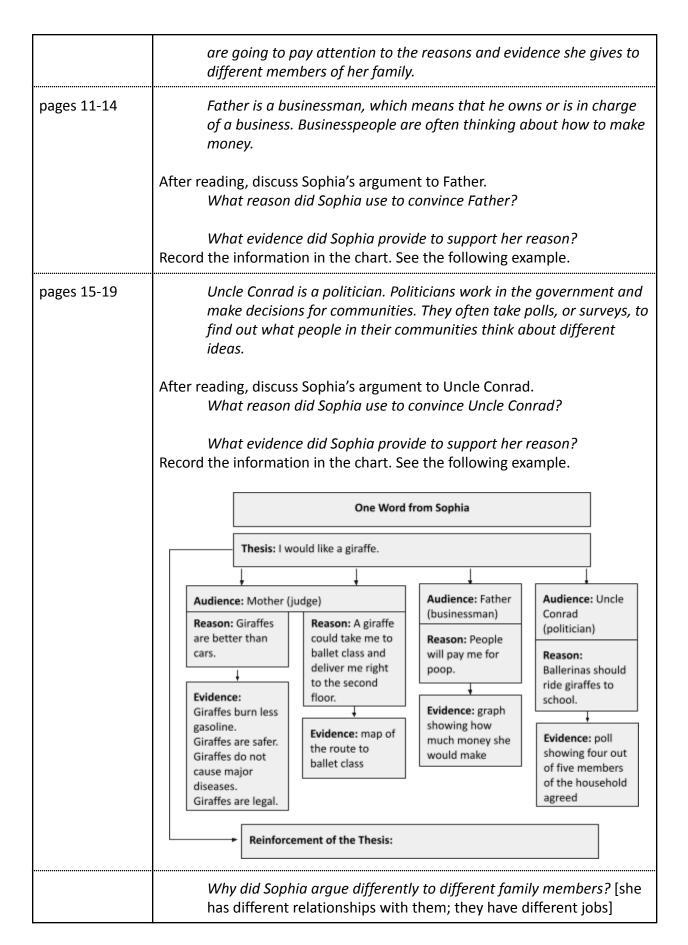
WEEK 6 Day 2



Writing Argument

Deconstruction: Introduction to Audience

Content Objective	I can compare the ways Sophia argues to different audiences. (W.3.2)				
Language Objective	I can identify reasons and evidence in an argument. (SL.2.2.a)				
Vocabulary	audience: an individual or group for whom a piece of writing is composed evidence: facts and details used to support reasons in an argument reason: why the audience should do or think something stages: the parts of a piece of writing thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think				
Materials and Preparation	 audience Weekly Word card One Word from Sophia, Jim Averbeck One Word from Sophia chart, from Day 1 				
Opening 1 minute	Yesterday we began learning about arguments. We learned that arguments are written to convince someone to do something, or to convince someone about something. Today we are going to talk about audience. Remember, an audience is the person or people who the text is written for. [Refer to the Weekly Word card.] When writing arguments, it is very important to think about your audience. Yesterday we read Sophia's argument to Mother. Today we will read her arguments to other audiences: Father and Uncle Conrad.				
Deconstruction 28 minutes	Refer to the One Word from Sophia chart. We will continue using this chart to keep track of Sophia's arguments to other members of her family. Just like with Mother, Sophia's thesis to her other family members—what she is arguing for—is "I would like a giraffe." As we read her other arguments, we				



	Why did Sophia choose different reasons when she argued with each person in her family? [Mother is a judge, so she talked about laws and safety; Father is a businessman, so she talked about how to make money; Uncle Conrad is a politician, so she took a poll to find out what members of the family thought]				
Closing 1 minute	We have learned that arguments are written to convince an audience to do something or about something and that people argue differently to different audiences. Sophia is making an argument to different members of her family with reasons and evidence that will appeal specifically to each one. Tomorrow we will finish reading the book and discuss the purpose and stages of argument.				
Standards	 W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 				
Ongoing assessment	Throughout the lesson, listen for and make note of children's understanding of reasons, evidence, and audience. Can children identify the reasons Sophia gives? Can they identify the evidence connected to each reason? What do children notice about how Sophia argues to each of her family members?				

Notes		