



WEEK 7 Day 2

Writing Argument

Joint Construction: Audience

Deconstruction and Joint Construction: Thesis

Content Objective	I can write a thesis for a specific audience. (W.3.2, W.2,W.1.2.b)
Language Objective	I can engage in class discussion about which thesis is most appropriate for the audience. (SL.1.2)
Vocabulary	<p>appeal: to be interesting</p> <p>audience: an individual or group for whom a piece of writing is composed</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"> chart paper <p>Prepare the following Argument Planning chart.</p> <div style="text-align: center;"> <pre> graph TD Audience[Audience:] --> Thesis[Thesis:] Thesis --> Reason1[Reason:] Thesis --> Reason2[Reason:] Thesis --> Reason3[Reason:] Thesis --> Reason4[Reason:] Reason1 --> Evidence1[Evidence:] Reason2 --> Evidence2[Evidence:] Reason3 --> Evidence3[Evidence:] Reason4 --> Evidence4[Evidence:] Evidence1 --> Restatement[Restatement of the Thesis:] Evidence2 --> Restatement Evidence3 --> Restatement Evidence4 --> Restatement </pre> </div>

	<ul style="list-style-type: none"> • Who Makes Decisions with _____? chart, from Text Talk Week 6, Day 4 • “Who Makes Decisions in Our Schools?” slides, from Text Talk Week 6, Day 4 • projector and screen • clipboards, pencils, and sticky notes, one set for each child <p>On the whiteboard, write the following thesis statements from each of the mentor texts:</p> <p><u>One Word from Sophia</u> (Sophia): I would like a giraffe.</p> <p><u>I Wanna Iguana</u> (Alex): I should have Mikey Gulligan’s baby iguana when he moves.</p> <p>Letter (Mommy): You should hold my hand when we cross the street.</p>
Opening 1 minute	<i>Last week we chose a topic for our Our Schools project. Today we will begin working on our class argument letter. We will choose an audience for our letter and write our thesis.</i>
Joint Construction 13 minutes	<p><i>Before we can begin our letter, we need to choose our audience.</i></p> <p>Refer to the Who Makes Decisions with _____? chart.</p> <p><i>Last week in Text Talk we learned about different people who make decisions in our schools. Based on the change we want to make, who would be the best audience for our project?</i></p> <p>Review the information on the Who Makes Decisions... chart and slides as necessary. Then invite children to Think, Pair, Share.</p> <p>Have children share recommendations for the audience; then choose an audience together. Record the audience on the Argument Planning chart.</p> <p><i>Everything we write in our letter needs to appeal to, or be interesting to, our audience. Let’s think about _____’s job, and what might be important to them.</i></p> <p>Review the relevant slide in Who Makes Decisions in Our Schools? Have children turn and talk to generate ideas about the selected audience’s job and what might be important to them. Record this information for future reference near the Audience section of the chart.</p>
Deconstruction 5 minutes	<p><i>Our next job is to write a thesis for our argument.</i></p> <p><i>Here on the board are the thesis statements from our mentor texts. Remember, the thesis is the part of the argument that states what the writer or speaker is trying to convince someone to do or think. Let’s read these three thesis statements and discuss what we notice.</i></p>

	<p>Draw children’s attention to the whiteboard. Read the statements aloud. Give children time to think and then harvest their ideas about what they notice. Some possibilities include:</p> <ul style="list-style-type: none"> • Sophia and Alex both ask for pets, while Mommy asks Ramón to hold her hand. • Sophia and Alex argue to adults in their family, while Mommy argues to a child. <p><i>People choose different thesis statements, based on the audiences they are writing to.</i></p>
Joint Construction 5 minutes	<p><i>We decided that we are going to argue for _____ [chosen topic] to _____ [chosen audience]. When we start our letter, we want to write a thesis that makes it clear what we are asking our audience to do.</i></p> <p><i>Each of you will brainstorm a possible thesis for our class letter. You will write your thesis on a sticky note. Write the whole sentence, the way it would appear in our letter. We will collect and read the sticky notes to choose a thesis for our letter.</i></p> <p>Distribute the clipboards, pencils, and sticky notes, and have each child write a thesis statement.</p>
Closing 6 minutes	<p>Gather the children back together to share their thesis statements. Have each child read their statement and group the sticky notes by common ideas. As a class, decide on the thesis that best introduces what the class is arguing for and is most appropriate for the chosen audience. Write the chosen thesis on the Argument Planning chart, making edits and revisions as necessary.</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.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</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 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	<p>As children work, circulate and take notes, focusing on the following questions:</p> <ul style="list-style-type: none"> Do children write thesis statements that clearly state what they are arguing for? Are children’s thesis statements appropriate for the audience?

Notes