



WEEK 7 Day 1

Writing Argument Deconstruction: Adjectives

Content Objective	I can discuss how positive and negative adjectives help an argument. (W.3.2)
Language Objective	I can use adjectives to describe my school. (L.6.2.a)
Vocabulary	<p>adjective: a word or phrase used to describe a person, place, thing, or idea</p> <p>argument: a genre of writing whose purpose is 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>negative: not good</p> <p>positive: good</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>I Wanna Iguana</i>, Karen Kaufman Orloff Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the illustrated page before the first letter to Mom. • Argument anchor chart image: language • Argument anchor chart, from Week 6, Day 3 Under the Stages section of the chart, write Language. Glue on the language image. • writing tools • sticky notes, two for each child, plus a few extra • markers • chart paper <p>Prepare the following Adjectives chart.</p>

[illegible]

	<p><i>Alex uses an adjective to describe himself. He signs this letter “your sensitive son.”</i></p> <p><i>Why do you think he uses the adjective “sensitive” to describe himself? How does that help his argument?</i></p> <p>Refer to the Adjectives chart.</p> <p><i>We are going to use this Adjectives chart to collect adjectives from the text and to generate our own. One side of the chart says “Positive.” Positive adjectives are those that describe good qualities of something. Negative adjectives describe the bad qualities of something. As we read, we will collect the positive and negative adjectives Alex and Mom use to make their arguments stronger.</i></p> <p><i>“Sensitive” is a positive adjective that describes a quality Mom might appreciate as she decides whether to let him have the iguana.</i></p>
pages 3-5	<p>Read the letters on pages 3-5; then pause to discuss the letter on page 5.</p> <p><i>Which adjectives does Alex use to describe the iguana? [quiet, cute]</i></p> <p><i>Are these positive or negative adjectives?</i></p> <p><i>What adjective does Alex use to describe himself? [adorable]</i></p> <p>Record the adjectives in the appropriate sections of the chart. See the completed chart below for reference.</p>
page 6	<p><i>What phrase does Mom use to describe the iguana? [uglier than Godzilla]</i></p> <p><i>Is this a positive or negative adjective?</i></p> <p><i>Why is Alex using positive adjectives to describe the iguana, while Mom uses negative ones?</i></p> <p>Record the adjective in the chart.</p>
page 7	<p><i>What adjective does Alex use to describe the iguana? [small]</i></p> <p>Record the adjective in the chart.</p>
pages 8-10	<p><i>Which adjectives does Alex use to describe himself? [smart, mature]</i></p> <p>Record the adjectives in the chart.</p>
pages 11-14	<p><i>What adjective does Alex use to describe himself? [lonely]</i></p> <p>Record the adjective in the chart.</p> <p><i>So far Alex has only used positive adjectives to describe himself. Why do you think he uses a negative adjective here?</i></p>
pages 15-22	<p><i>What adjective does Alex use to describe himself? [responsible]</i></p> <p>Record the adjective in the chart.</p>
pages 23-24	<p><i>What adjective does Alex use to describe himself? [financial wizard]</i></p> <p>Record the adjective in the chart.</p>

<p>pages 25-end</p>	<p><i>What did Mom decide?</i> <i>Why do you think she made that decision?</i></p> <p>Refer to the Adjectives chart.</p> <p><i>How did adjectives make Alex’s argument stronger?</i> [He used positive adjectives to show that he is a good son and will be a good owner; to show that the iguana will be a quiet, cute pet that Mom does not need to worry about. He used a negative adjective, “lonely,” to prove that he needs an iguana.]</p> <table border="1" data-bbox="485 489 1377 1558"> <thead> <tr> <th colspan="2">Adjectives</th></tr> <tr> <th colspan="2"><u>I Wanna Iguana</u></th></tr> <tr> <th>Positive</th><th>Negative</th></tr> </thead> <tbody> <tr> <td> <u>Alex describing himself</u> sensitive adorable smart mature responsible financial wizard <u>Alex describing the iguana</u> quiet cute small </td><td> <u>Alex describing himself</u> lonely <u>Mom describing the iguana</u> uglier than Godzilla </td></tr> <tr> <th colspan="2">Our Classroom/School</th></tr> <tr> <th>Positive</th><th>Negative</th></tr> <tr> <td></td><td></td></tr> </tbody> </table> <p>Refer to the Language section of the Argument anchor chart.</p> <p><i>Writers use positive and negative adjectives to make their arguments stronger.</i></p>	Adjectives		<u>I Wanna Iguana</u>		Positive	Negative	<u>Alex describing himself</u> sensitive adorable smart mature responsible financial wizard <u>Alex describing the iguana</u> quiet cute small	<u>Alex describing himself</u> lonely <u>Mom describing the iguana</u> uglier than Godzilla	Our Classroom/School		Positive	Negative		
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<p>Joint Construction 9 minutes</p>	<p><i>Think about our classroom and our school. We are arguing to make our school even better for all learners. If we want to convince someone to make a change in our school, we will need to think of adjectives to describe our classroom and school. For example, you</i></p>														

	<p><i>could say that our classroom is inclusive, because we have written classroom agreements that help everyone do their best learning. "Inclusive" is an adjective.</i></p> <p><i>Think quietly to yourself, and then turn and talk to a partner to share some adjectives to describe our classroom and school. After you have shared your ideas, you will each record at least two adjectives, one on each sticky note. You can write positive or negative adjectives.</i></p> <p>Have children turn and talk. Provide writing tools and sticky notes for children to record their ideas. Invite children to place the notes on the chart in the correct columns (positive or negative).</p>
Closing 1 minute	<p>Bring children back together.</p> <p><i>We have gathered a lot of adjectives to describe our classroom and school. We will use some of these adjectives when we write our argument letter. We might use positive adjectives to emphasize how the change we propose will make our school better. Or, we might use negative adjectives to explain what is not working well at our school right now.</i></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>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p>
Ongoing assessment	<p>Throughout the lesson, listen for and make note of children's understanding of adjectives.</p> <p>Do children understand how adjectives enhance arguments?</p> <p>Can children use adjectives to describe the classroom and the school?</p> <p>Are children's adjectives specific?</p>

Notes
