



WEEK 8 Day 2

Writing Argument

Joint Construction: Reinforcement of the Thesis, Closing, and Signature

Content Objective	I can write using language that appeals to my audience. (W.1.2.a, W.1.2.b, W.2.2.a, W.2.2.b, W.3.2)
Language Objective	I can use a comma in the closing of a letter. (L.2.2.b)
Vocabulary	<p>audience: an individual or group for whom a piece of writing is composed</p> <p>body: the main part of the letter</p> <p>closing: the end of the letter, before the writer signs her or his name</p> <p>feedback: specific, helpful suggestions given to improve work</p> <p>recipient: the person or people receiving the letter; the audience</p> <p>reinforcement: saying again, in a new way</p> <p>revision: change made to improve writing</p> <p>signature: the letter-writer's name</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 Letter slides, from Week 6, Day 4 projector and screen jointly-constructed letter, from Week 7, Day 5 <p>Before the lesson, make sure that the letter is typed and includes all of the jointly constructed pieces so far, with each reason and supportive evidence in a separate paragraph and in the order chosen by the class.</p> <ul style="list-style-type: none"> small whiteboard and marker, one for each group
Opening 1 minute	<i>Today we will finish writing our letter! We will complete the body of our letter and add a closing and signature.</i>
Deconstruction 3 minutes	<i>Mommy presents her thesis to Ramón by writing "You should hold my hand when we cross the street." At the end of the letter, she reinforces her thesis by writing "Please hold my hand when we cross</i>

slide 10	<i>the street. You will be much safer with my help!" She makes the same argument, but uses different words.</i>
Joint Construction 15 minutes	<p>Read the class's thesis.</p> <p><i>At the end of our argument, we need to reinforce our thesis by saying it again, but in a new way. Each group will have a chance to think of and write a possible reinforcement of our thesis, and we will choose one to use in our letter. As you write, remember to keep our audience in mind.</i></p> <p>Send children to write in groups. Have each group write one possible reinforcement of the thesis on a whiteboard. As children work, circulate to support them.</p> <p>Gather the children back together. Have each group read their reinforcement of the thesis. As a class, choose the reinforcement of the thesis that makes the argument the strongest and is most appropriate for the audience.</p>
Joint Construction 10 minutes slide 15	<p><i>Now that we've completed the body of our letter, let's check to see which part we might be missing. After the body of the letter comes the closing and the signature. The closing is the part of the letter right before the signature. The closing Mommy uses here is "Love." Let's think about our audience; is "love" an appropriate closing for our letter?</i></p> <p>Discuss why "love" is not appropriate for writing to the audience. Brainstorm other possible closings for a letter, choose one as a class (most likely "Sincerely"), and add it to the class letter.</p> <p><i>After writing the closing, we need to write a comma.</i></p> <p><i>The last part of most letters is the signature. The signature lets the recipient know who the letter is from.</i></p> <p>As a class, decide on an appropriate signature. Remind the children that the audience will want to be able to identify who is writing to them, so the signature will need to include information such as the school's name and identifying information for the class (room number, teacher's name). In addition, the class may choose to have all members sign their names.</p>
Closing 1 minute	<p><i>We have done a lot of work to write our argument letter! Before sending our letter, we should ask for feedback and make revisions. We are going to trade letters with _____ [class's name] and provide each other feedback.</i></p>
After the Lesson	Trade letters with another second grade class to provide feedback to each other. If there is not another second grade class, the class can review and provide feedback about its own letter, following the guidance on Day 3.

Standards	<p>W.1.2.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</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>L.2.2.b Use commas in greetings and closings of letters.</p>
Ongoing assessment	<p>As children work in small groups, circulate and take notes, focusing on the following questions:</p> <ul style="list-style-type: none"> Do children write a reinforcement that contains the same argument, but with different words? Are they writing with the audience in mind? <p>As children work in the whole group, take notes, focusing on the following questions:</p> <ul style="list-style-type: none"> How familiar are children with the parts of a letter? How does children's understanding of audience affect their choices?

Notes
