



WEEK 1 Days 1-2

Writing Argument
 Deconstruction: Argument Purpose
 Joint Construction: Oral Argument

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| Content Objective | I can use key details to answer questions about characters’ arguments. (R.4.K) | | | | | | |
| Language Objective | I can state an opinion about a topic. (SL.1.K.a, W.3.K.b) | | | | | | |
| Vocabulary | <p>genre: a type of writing</p> <p>argument: a genre of writing whose purpose is to convince someone to do something or to think something</p> <p>convince: to persuade</p> <p>reason: why the audience should do or think something</p> | | | | | | |
| Materials and Preparation | <p>To become familiar with the genre and how it is taught, read Writing: Introduction to Argument (in the Introduction documents).</p> <ul style="list-style-type: none"> ● <i>Click, Clack, Moo Cows That Type</i>, Doreen Cronin Pre-mark the page numbers so that page 1 begins “Farmer Brown has a problem.” ● chart paper Prepare the following Today’s Question chart with space for listing children’s reasons under a space for names. <div style="border: 1px solid black; margin: 10px auto; width: 80%; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;">Should people cut down trees?</td> </tr> <tr> <td style="width: 50%; padding: 5px;">Yes</td> <td style="width: 50%; padding: 5px;">No</td> </tr> <tr> <td style="padding: 5px;">(names)</td> <td style="padding: 5px;">(names)</td> </tr> </table> </div> | Should people cut down trees? | | Yes | No | (names) | (names) |
| Should people cut down trees? | | | | | | | |
| Yes | No | | | | | | |
| (names) | (names) | | | | | | |

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| | <div style="border: 1px solid black; width: 100%; height: 100%; display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 45%; height: 40px;"></div> <div style="border: 1px solid black; width: 45%; height: 40px;"></div> </div> <ul style="list-style-type: none"> unit texts for children’s reference: <i>The Gift of the Tree, Be a Friend to Trees, The Great Kapok Tree</i> |
| DAY 1 | <p><i>We have learned about and written in many different genres this year! We will learn about a new genre of writing called argument.</i></p> <p><i>When you hear the word “argument,” you might think of people having a fight. In this case, argument means trying to convince someone to do something or to think something. Today we are going to read the book Click, Clack, Moo Cows That Type by Doreen Cronin. In this book, some characters write arguments. Let’s read to find out who is arguing, what they are arguing for, and who they are making the argument to.</i></p> |
| Deconstruction | Read the page; then define the word “type.” |
| page 1 | |
| page 6 | <p><i>Who wrote this note?</i></p> <p><i>What are they arguing for?</i></p> <p><i>Who are they making the argument to?</i></p> |
| page 8 | <p><i>If workers are not being treated fairly, sometimes they stop working, or go on strike, to convince their bosses—the people in charge of the company or organization—to make a change.</i></p> <p><i>Why are the cows on strike?</i></p> |
| page 11 | <p><i>What are the cows asking for in this note?</i></p> <p><i>What reason do they give for the hens needing blankets?</i></p> |
| page 17 | <p><i>Why do you think the farmer refuses to give electric blankets to the cows and hens?</i></p> |
| page 24 | <p><i>What do the cows do now to try to solve the problem?</i></p> |
| page 25 | <p><i>Why does Farmer Brown think this is a good deal?</i></p> |
| page 29 | <p><i>What happened at the end of the book?</i></p> |
| DAY 2 | <p><i>This week we are going to practice argument together as a class. When we read <i>The Three Little Pigs and The True Story of the Three</i></i></p> |

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| | <p><i>Little Pigs, we had a debate about the wolf. We are going to have another debate at the end of this week. This time, our question is Should people cut down trees?</i></p> <p><i>Think about the books we've read and discussions we've had about trees. Why might someone think it's OK to cut down a tree?</i></p> <p><i>Why might someone think it's not OK?</i></p> <p>Refer to the Today's Question chart. <i>Like we did before, you will sign your name in the column that matches your opinion. If you think people should cut down trees, write your name under "Yes." If you think people should not cut down trees, write your name under "No."</i></p> <p><i>Take some time to think about your response. When you're ready, come up to sign your name.</i></p> <p>After all children have signed their names, have several from each side share why they made that choice. Record their reasons in the box below their names.</p> |
| Closing | <p><i>Today we started learning about a new genre of writing called argument. Tomorrow we will read another book with a character who argues, and we will continue working on our class debate.</i></p> |
| Standards | <p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> |
| Ongoing assessment | <p>Reflect on the whole group discussion.</p> <p>What do children already understand about the purpose of argument?</p> <p>How much support do they need in identifying who is making the argument, what they are arguing for, and who the audience is?</p> <p>Review the Today's Question chart.</p> <p>How do children respond?</p> <p>What reasons do they give?</p> |