



WEEK 2 Days 1-2

## Writing Argument

Deconstruction, Joint Construction, and Individual Construction: Audience

<b>Content Objective</b>	I can write an argument to a specific audience. (W.3.K.b)						
<b>Language Objective</b>	I can describe how arguments change for different audiences. (SL.1.K.a)						
<b>Vocabulary</b>	<p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or about something</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>convince:</b> to persuade</p> <p><b>appeal:</b> to be interesting</p> <p><b>thesis:</b> the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p><b>reason:</b> why the audience should do or think something</p>						
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Click, Clack, Moo Cows That Type</i>, Doreen Cronin</li> <li>● chart paper and markers</li> </ul> <p style="padding-left: 20px;">Prepare the following chart.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td colspan="2" style="padding: 5px;">Kindergarten students need more recess time.</td> </tr> <tr> <td style="padding: 5px;">Kindergarten students</td> <td style="padding: 5px;">principal</td> </tr> <tr> <td style="height: 80px;"></td> <td style="height: 80px;"></td> </tr> </table> <ul style="list-style-type: none"> <li>● argument paper, one copy for each child</li> <li>● writing tools</li> </ul>	Kindergarten students need more recess time.		Kindergarten students	principal		
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<b>DAY 1</b>	<i>When people make <b>arguments</b> they think carefully about who they</i>						

	<p><i>are arguing to, their <b>audience</b>. When we read Click, Clack, Moo and Don't Let the Pigeon Drive the Bus, we talked about who was arguing, as well as who they were arguing to.</i></p> <p><i>Today we will look again at the audiences in our mentor texts, and we will practice making the same argument to different audiences.</i></p>
<p><b>Deconstruction</b></p>	<p><i>In Click, Clack, Moo Cows That Type, the cows are arguing to Farmer Brown—he is their audience.</i></p> <p>Show page 6.  <i>What <b>reason</b> do the cows give?</i></p> <p><i>Is it effective—does that reason <b>convince</b> him?</i></p> <p>Show page 8.  <i>Since the cows' reason does not convince Farmer Brown, they go on strike—but that doesn't work either!</i></p> <p><i>The cows have to think very carefully about their audience and what would <b>appeal</b> to him—what he would care about.</i></p> <p>Show page 24.  <i>The cows finally convince Farmer Brown by thinking about a deal that would appeal to him—they trade their typewriter for electric blankets. They know that the typewriter is driving him crazy, so they use that in their argument.</i></p>
<p><b>Joint Construction</b></p>	<p><i>Now we are going to think about arguing to different audiences.</i></p> <p>Refer to the chart.  <i>Here I wrote our <b>thesis</b>. The thesis states what you are arguing for someone to do or to think. Our thesis says, "Kindergarten students need more recess time." We are going to think about what <b>reasons</b> we would give if we were trying to convince other Kindergarten students, or if we were trying to convince the principal.</i></p> <p><i>Think, Pair, Share. Imagine you are trying to convince other Kindergarten students that you need more recess time, what reasons would you give?</i></p> <p>Harvest children's ideas and add them to the chart.</p> <p><i>Now think about [principal's name] and what is important to [him/her] at school. What reasons would you give [principal's name] to convince [him/her] that Kindergarten students need more recess time?</i></p> <p>Harvest children's ideas and add them to the chart.  <i>What is the same about the reasons we listed for Kindergarten</i></p>

	<p><i>students and for the principal? What is different?</i></p> <p><i>We generated different reasons for each audience, because we know that people care about different things. To make a strong argument, we need to choose reasons that appeal to our audience.</i></p>
<p><b>DAY 2</b></p> <p><b>Individual Construction</b></p>	<p><i>Now it's your turn to write. You will choose one audience and write an argument to convince that person that Kindergarten students need more recess time.</i></p> <p>Show the argument paper.</p> <p><i>This is the paper you will use. At the top is a place to write your name. The next line says "Audience." If you are writing to a Kindergarten student, circle "Kindergarten student." If you are writing to the principal, circle "principal." Here is a place for illustrating your reasons. Below is our thesis: "Kindergarten students need more recess time." Then there are lines to write your reasons.</i></p> <p><i>Think about who you would like to write to—Kindergarten students or the principal—and what reasons you will give. Share your plan with a partner, then get writing!</i></p> <p>As children write, circulate to support their work. Choose several children who are arguing to different audiences with varying reasons to share their work with the class.</p>
<p><b>Closing</b></p>	<p>Bring the class back together. Invite several children to share their work.</p> <p><i>When people make the same argument to different audiences, they may choose very different reasons. This is something we will think a lot about as we continue to write arguments.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the class discussion and children's writing.</p> <p>What do children understand about arguing to different audiences? What is still confusing?</p> <p>Collect and analyze children's writing.</p> <p>What reasons do they give? Would the reasons appeal to their chosen audiences?</p>