

WEEK 3 Day 2

Writing Argument
 Joint Construction: Choosing a Topic and Audience
 Individual Construction: Audience

Content Objective	I can draw and write what I know about our audience. (W.3.K.b)
Language Objective	With my class, I can come to consensus about the topic and audience for our argument. (SL.1.K.a)
Vocabulary	<p>audience: an individual or group for whom a piece of writing is composed</p> <p>impact: to have an effect on someone or something</p> <p>persuade: to convince</p> <p>argument: a genre of writing whose purpose is to convince someone to do something or think something</p> <p>topic: what the writing is about</p>
Materials and Preparation	<ul style="list-style-type: none"> ● children’s ideas, from Day 1 ● writing tools ● blank paper, one sheet for each child
Opening 1 minute	<i>Yesterday you came up with some great ideas of ways we can make our school community more sustainable. Today we will review your ideas and choose one for our Capstone Project. We will also choose an audience for our project.</i>
Joint Construction 10 minutes	<p><i>As we review the ideas from yesterday, decide which you think will have the biggest impact on making our community more sustainable.</i></p> <p>Review the categories of ideas generated on Day 1. Refer to specific children’s ideas as needed.</p> <p><i>Does anyone have a strong feeling that one of these ideas is what we should do to take care of the earth? Why do you think that’s how we should take care of the earth?</i></p> <p>Call on particular children and ask them to articulate their position,</p>

	<p>providing reasons to support their arguments.</p> <p>Facilitate a class conversation to come to consensus about which idea to pursue.</p>
<p>Joint Construction 10 minutes</p>	<p><i>Now let's think about our audience: Who do we want to persuade to work with us? Think, Pair, Share.</i></p> <p>Harvest children's ideas and record them on the board. If children need support thinking about this question, provide examples of who could reasonably make the change in the school. For example, the audience for a schoolwide initiative, such as recycling, could be the principal; while an initiative like saving water could have students as the audience.</p> <p>Facilitate a conversation about the ideas you have written down. Repeat this process for deciding which audience your class will address (families, next year's kindergarten class, principal).</p>
<p>Individual Construction 8 minutes</p>	<p><i>We know that the audience is very important to an argument. We need to think about our audience and what is important to them, if we want to write an effective argument. Today we will come up with ideas about our audience that we can use later when we write.</i></p> <p><i>Think, Pair, Share. What is important to our audience? Why would they care about [class topic]?</i></p> <p>After sharing, send children to record their ideas through drawing and writing. As children work, circulate to support them. Collect children's work, for use on Day 3.</p>
<p>Closing 1 minute</p>	<p><i>Today we chose a topic and audience for our argument, and we started writing what we know about our audience. Tomorrow we will begin writing our argument together!</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Reflect on the class discussion and on children's writing.</p> <p>What do children identify as the idea that will have the biggest impact?</p> <p>How effective are children at arguing their ideas, supporting their arguments with reasons?</p> <p>What do children already know about the chosen audience?</p> <p>How do children represent their ideas in drawing and writing?</p>