



WEEK 3 Day 5

Writing Argument
 Joint Construction: Reasons and Evidence
 continued on Week 4, Day 1

Content Objective	With my class, I can use research to write reasons in an argument. (W.3.K.b, W.1.K.a, W.1.K.b)
Language Objectives	I can present my work in a loud, clear voice. (SL.4.K) I can sort ideas into categories. (L.5.K.a)
Vocabulary	research: to get information about something reason: why the audience should do or think something evidence: facts and details used to support reasons in an argument argument: a genre of writing whose purpose is to convince someone to do something or think something convince: to persuade
Materials and Preparation	<ul style="list-style-type: none"> ● children’s reasons sheets, from Day 3 ● children’s research stickies and sheets, from Day 4 Before the lesson, copy book pages children marked with stickies, for ease in sorting ideas. ● Argument Planning chart, from Day 3 ● <i>Recycle!</i>, Gail Gibbons ● Argument anchor chart, from Week 4, Day 5 ● anchor chart images, from Week 4, Day 5 Cut out the evidence card. ● chart paper, 4-6 pieces At the end of the lesson, small groups will begin working together to write the reasons for the argument. Each group needs a sheet of chart paper. ● writing tools
Opening 1 minute	<i>Yesterday you did research to find out more reasons and evidence to add to our argument. Today we are going to review your ideas and continue planning together.</i>

<p>Joint Construction 16 minutes</p>	<p><i>Let's review the reasons you wrote the other day, and see if your new research supports these reasons, or if there are other reasons we should add.</i></p> <p>Lay out children's sorted reasons sheets on the rug. Review the categories of reasons created on Day 3.</p> <p>Read the thesis on the class Argument Planning chart. <i>Will all of these reasons support our thesis?</i></p> <p>Record agreed-upon reasons in the Argument Planning chart.</p> <p><i>Now we'll review your research and see what else we can add.</i></p> <p>Distribute children's research. <i>Review what you found yesterday. Think about whether it relates to one of the reasons we just discussed, or if it is a new idea.</i></p> <p>Give children several quiet minutes to think. Then have them go around the circle to share their research and categorize it. Once categories have been established, record any new reasons on the Argument Planning chart.</p> <p>Point to the Evidence boxes on the chart. <i>Arguments often include evidence as well. Using evidence means using facts and additional details that support the reasons.</i></p> <p>Show <i>Recycle!</i> page 26. <i>We will read this book soon. Gail Gibbons is convincing her readers to recycle. One reason she gives for recycling is that making a lot of trash is bad for the environment. This page has a lot of facts about the amount of trash people throw away.</i></p> <p>Read several facts. <i>All of these facts are evidence that support one of Gail Gibbons' reasons for recycling—that people make a lot of trash!</i></p> <p><i>Let's add this to our Argument anchor chart.</i></p> <p>Add the Evidence card, under Stages.</p>
<p>Joint Construction 10 minutes</p>	<p><i>For the next few days, you will be working in small groups to write the reasons to support our thesis. First, your group will talk together about what you know about this reason. You will be able to look at all of the notes written by your classmates, as well as our unit books.</i></p> <p><i>After talking together, I will bring your group a piece of chart paper. Write everything you know about your reason on the chart paper, including any evidence you gathered that supports that reason. Everyone in the group should contribute ideas.</i></p> <p>Group the children and assign each group a different reason to write about.</p>

	Guide children to discuss the reason before writing. As they talk, circulate to support them. Then distribute chart paper for groups to begin recording their ideas.
Closing 3 minutes	<p><i>Next week we'll start working in small groups to make something to convince [audience] to [thesis]. Thinking about your talents, who you work well with, and what you wrote on your surveys, I put together the small groups. Each group has an important job to do. Here are the groups.</i></p> <p><i>Next week, we will continue to work on our argument together.</i></p>
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>W.1.K.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.5.K.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>
Ongoing assessment	<p>Reflect on the class discussion and on children's writing.</p> <p>What reasons do children generate?</p> <p>Does their research include evidence to support their reasons?</p> <p>Do children use loud, clear voices when presenting their work?</p> <p>Are they able to sort their ideas into categories?</p> <p>Do children work collaboratively in groups?</p> <p>How do they represent their ideas in drawing and writing?</p> <p>What support do they need to write cohesive reasons in a group?</p>

Notes