

September 28, 2017

Dear Lino,

You should put away your Bristle Blocks when you are done playing with them. The blocks are very pointy, and they can hurt people's feet. When you stepped on a block the other day, you fell over crying because it hurt so much and left a mark on your foot!

When you don't put away the Bristle Blocks, you have a hard time finding what you need. Last time you wanted to build, you were frustrated because you could not find enough blocks to build the house you were imagining.


Please remember to clean up the Bristle Blocks. You will protect the family's feet and be able to find everything you need to play!

Love,  
Mommy

## Writing Argument

### Deconstruction: Argument Stages

<b>Content Objective</b>	I can identify the stages of an argument. (W.3.1.b)
<b>Language Objective</b>	I can orally make an argument, supported by reasons. (W.3.1.b, SL.1.1)
<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>stages:</b> the parts of a piece of writing</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>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> <p><b>evidence:</b> facts and details used to support reasons in an argument</p> <p><b>purpose:</b> the reason for doing or creating something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Argument Stages slides</li> <li>● projector and screen</li> <li>● Argument Letter, child copy, one (half sheet) for each child</li> <li>● Argument anchor chart images: mentor texts and stages Cut apart the images.</li> <li>● chart paper</li> </ul> <p>Prepare the following Argument anchor chart. (Note: Stages images will be added during the lesson.)</p>

	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Argument</b></p> <p><b>Purpose:</b> to convince someone to do something; to convince someone to think something</p> <p><b>Examples:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="border: 1px solid black; padding: 5px; width: 200px;"> <p style="text-align: right; font-size: small;">September 28, 2017</p> <p>Dear Lina,</p> <p>You should put away your Bristle Blocks when you are done playing with them. The blocks are very pointy, and they can hurt people's feet. When you stepped on a block the other day, you fell over crying because it hurt so much and left a mark on your foot.</p> <p>When you don't put away the Bristle Blocks, you have a hard time finding what you need. Last time you wanted to build a house, you were frustrated because you could not find enough blocks to build the house you were imagining.</p> <p>Please remember to clean up the Bristle Blocks. You will protect the family's feet and be able to find everything you need to play!</p> <p style="text-align: right; font-size: x-small;">Love, Mommy</p> </div> </div> <p><b>Stages:</b></p> </div> <p>On the whiteboard, write We should go to the _____ Studio today, because _____.</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will read an argument letter. We will talk about the <b>stages</b>, or parts, of this argument.</i></p>
<p><b>Deconstruction</b> 20 minutes</p> <p>slide 1</p>	<p><i>First let's read the letter together. I will project the letter, and you can follow along with your own copy.</i></p> <p>Distribute children's copies of the letter. Then, read the letter, having children follow along and whisper-read words they know.</p> <p><i>Who wrote this letter? Who is the audience?</i></p> <p><i>What is Mommy trying to convince Lina to do? Point to where you think the thesis of the letter is. Remember, the <b>thesis</b> of an argument is when the writer states what she is trying to convince the audience to do.</i></p>
<p>slide 2</p>	<p><i>This is the thesis of the letter.</i></p>
<p>slide 3</p>	<p><i>Here is a chart that looks like the one we used when we discussed the stages of The Big Bed. Here at the top it says "Thesis."</i></p> <p>Read the thesis and have children check that this is the part of the letter they identified.</p>

slide 4	<p><i>The highlighted part of the letter is the first paragraph. Point to the first paragraph on your sheet, and we will read it together. As we read, think about the reason Mommy gives.</i></p> <p>Read the paragraph together.  <i>What is Mommy’s reason here?</i></p>
slide 5	<p><i>In this paragraph, Mommy gives one reason for why Lina should clean up her bristle blocks. She says that they are pointy and can hurt people’s feet. Then, she adds more to support her reason by including evidence. <b>Evidence</b> is facts or other details that give more information about a reason. Here, the evidence is that Lina fell over crying after stepping on a pointy bristle block.</i></p>
slide 6	<p><i>Now let’s take a look at the second paragraph. Please point to the second paragraph, and we will read together. As we read, think about the reason Mommy gives, as well as the evidence used to support it.</i></p> <p>Read the paragraph together.  <i>What is Mommy’s reason here?</i>  <i>What evidence does she give to support it?</i></p>
slide 7	<p>Point to the second reason and evidence on the chart.</p>
slide 8	<p><i>The third paragraph includes the <b>reinforcement of the thesis</b>, when Mommy says her thesis again, but in a new way. Point to the third paragraph. As we read together, listen for the reinforcement of the thesis.</i></p> <p>Read the paragraph together.  <i>What does Mommy say here?</i></p>
slide 9	<p>Indicate the Reinforcement of the Thesis in the chart.</p>
	<p>Introduce the Argument anchor chart.  <i>We know that the purpose of argument is either to convince someone to do something or to think something.</i></p> <p><i>Here are images showing the two mentor texts we’ve read: The Big Bed and the letter to Lina.</i></p> <p><i>Now let’s add some information about the stages of argument. Arguments begin with a thesis that introduces what the writer is trying to convince someone to do or think.</i></p> <p>Add the thesis card to the chart.</p>

	<p><i>Then the writer includes reasons to support the thesis. Writers use more than one reason to support their thesis. On this card, we can see images of the four reasons the daughter gives Daddy in The Big Bed.</i></p> <p>Add the reasons card to the chart.</p> <p><i>Reasons are then supported by evidence. The daughter provides evidence that the bed is crowded by drawing a picture of all three of them in bed, with Daddy squished in the corner.</i></p> <p>Add the evidence card to the chart.</p> <p><i>At the end of the argument, the writer states the thesis, but in a new way. At the end the daughter is saying that sleeping on a cot will make Daddy happy.</i></p> <p>Add the reinforcement of the thesis card to the chart.</p>
<p><b>Individual Construction</b> 10 minutes</p>	<p><i>Now we are going to continue practicing arguing. You are going to try to convince your partner to go to a particular Studio today.</i></p> <p>Refer to the sentence frame on the board.</p> <p><i>Your thesis will be: We should go to the _____ Studio today...</i></p> <p><i>Think about which Studio you think you and your partner should go to.</i></p> <p><i>Now, the second half of the sentence sets you up to begin giving reasons for why you should go to that Studio. Say, for example, that you want to go to the Art Studio. You could say, "We should go to the Art Studio today, because we need to finish our animal art."</i></p> <p><i>Think of one or more reasons why you should go to that Studio today, considering what might appeal to your audience—your partner.</i></p> <p><i>When you are ready, you may begin, with one partner arguing at a time.</i></p> <p>After all children have had a chance to argue to a partner, bring the class's attention back together. Have several children share their experiences, and whether or not their partners' arguments changed their opinions.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we read an argument letter to learn about its stages.</i></p> <p><i>Tomorrow you will begin to plan for the arguments you will write.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners</p>

	about Grade 1 topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	Reflect on the deconstruction. Were children able to follow along on their copies? Which stages of argument were easy for children to identify? Which were challenging?  Observe and make note of children’s oral arguments. Do they include reasons? Evidence? Are they appealing to their audiences?

**Notes**



Writing U2 W6 D1