

Unit 2: Animals Surviving and Thriving

WEEK 6 Day 2

Writing Argument
Deconstruction: Parts of a Letter
Deconstruction and Individual Construction: Audience

Content Objectives	I can identify the parts of a letter. I can plan for writing to a specific audience. (W.3.1.b)
Language Objective	I can discuss the choices writers make based on their audiences. (SL.1.1)
Vocabulary	convince: to persuade argument: a genre of writing whose purpose is to convince someone to do something or about something audience: an individual or group for whom a piece of writing is composed heading: the part of the letter that includes the recipient’s address and the date recipient: the person or people receiving the letter; the audience greeting: the beginning of a letter, where the audience is addressed body: the main part of the letter closing: the end of the letter, before the writer signs her or his name signature: the letter-writer’s name reason: why the audience should do or think something evidence: facts and details used to support reasons in an argument
Materials and Preparation	<ul style="list-style-type: none">● Argument Letter, child copy, one (half sheet) for each child● Argument Letter slides● projector and screen● children’s writing notebooks● writing tools
Opening 1 minute	<i>So far in our unit, we have learned a lot about animals, and this week we are discussing dangers to animals. Tomorrow during Text</i>

	<p><i>Talk we will read about dangers to a specific type of animal: sea turtles. Then, for the next few weeks, we will be thinking more about these dangers to sea turtles, and coming up with plans for how we can protect them. These plans will be part of our Sea Turtle Project, which we will talk more about tomorrow during Studios.</i></p> <p><i>Today we are going to begin planning for the part of the project that happens during Writing. You will be writing letters to convince your families to do something specific to help protect sea turtles. To begin planning for your argument letters, we are going to learn about the parts of a letter and begin coming up with ideas about the audience of your letters—your families.</i></p>
<p>Deconstruction 10 minutes</p> <p>slide 1</p>	<p><i>Yesterday we looked closely at this argument letter to understand its stages. Today we are going to look at it again, to identify the parts of a letter.</i></p> <p>Distribute children’s copies of the letter.</p> <p><i>A letter begins with a heading, the part of the letter where the letter writer writes the date, and sometimes the recipient’s address. The recipient is the person or people to whom the letter is written.</i></p> <p><i>Point to the part of the letter that you think is the heading. Why do you think that is the heading?</i></p>
<p>slide 2</p>	<p><i>After the heading is the greeting. In the greeting, the letter writer addresses the audience.</i></p> <p><i>Letter writers use different types of greetings, but “Dear” is a common one. This letter uses “Dear” for a greeting. Point to the greeting.</i></p>
<p>slide 3</p>	<p><i>The body of the letter is the main part of the letter, that includes its message. Point to the body of the letter.</i></p>
<p>slide 4</p>	<p><i>Letters end with a closing. The closing signals the end of the letter, before the letter-writer signs her or his name.</i></p> <p><i>There are different types of closings. If someone is writing a more formal letter, he might use “Sincerely.” If someone is writing a friendly letter to a family member, he might use “Love.”</i></p> <p><i>Point to the closing. What closing does Mommy use? Why does she use this closing? [she is writing to her daughter] Mommy really thought about her audience when she chose the</i></p>

	<p><i>closing “Love.”</i></p> <p><i>The last part of a letter is the signature. A signature is someone’s name, often written in a fancy or special way. This letter is typed, and Mommy did not sign it in a fancy way, but it does say “Mommy.” Point to the signature.</i></p>
<p>Deconstruction 8 minutes</p> <p>slide 5</p>	<p><i>We talked about the importance of audience in an argument a few days ago. We looked back at The Big Bed and discussed what choices the daughter made based on her audience—Daddy. We also generated reasons for different audiences about why first graders should do Studios.</i></p> <p><i>Let’s take a look back at the letter to see what choices Mommy made when writing to her audience—her four-year-old daughter. Think about her choices as we read together.</i></p> <p>Read the letter, having children follow along and whisper read words they know.</p> <p><i>What choices did Mommy make because she knew she was writing to Lina? [signed the letter “Love,” wrote about Lina’s experiences]</i></p> <p><i>Because she is Lina’s Mommy, she says “You should” at the beginning of the letter. A parent can tell a child what she should do. However, if I was writing a letter to the principal, I probably would not write “You should,” because it sounds bossy, and I am not the principal’s boss.</i></p>
<p>Individual Construction 10 minutes</p>	<p><i>Now you will plan for writing to your own audience. You can write to any member of your family. Think about who you would like to convince to help sea turtles.</i></p> <p>Show a blank notebook page.</p> <p><i>At the top of your page, you will write your audience: Mom, Grandma, Uncle—whoever you choose.</i></p> <p><i>Below you will sketch and write some things that are important to that person when it comes to protecting animals such as sea turtles.</i></p> <p>Think, Pair, Share.</p> <p><i>Before you write, you will talk to a partner. Decide who your audience will be and what is important to them.</i></p> <p>After children share, send them to write. As they write, circulate to support their work.</p>

<p>Closing 1 minute</p>	<p><i>Today you began preparing for writing argument letters by learning about the parts of a letter and brainstorming ideas about your audiences. Tomorrow we are going to begin researching information to use as reasons and evidence in your arguments.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Reflect on the lesson. Do children understand the parts of a letter? What additional support might they need as they begin letter writing?</p> <p>What do children understand about the choices writers make based on audience? What is still confusing?</p> <p>After the lesson, review children’s notebooks. What ideas do children generate about their own audiences? What support will they need to ensure that their arguments appeal to their audiences?</p>

Notes