

Unit 2: Animals Surviving and Thriving

WEEK 6 Day 3

Writing Argument
Joint Construction: Thesis
Modeling and Joint Construction in Pairs: Research
continued on Day 4

Content Objectives	With my class, I can write a thesis for our argument. (W.2.1.a, W.3.1.b) I can research to gather information for an argument. (W.1.1.a, W.1.1.b, W.3.1.b)
Language Objective	With my partner, I can discuss the information found in our research text, and identify a reason and evidence to support our thesis. (SL.1.1.a)
Vocabulary	thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think argument: a genre of writing whose purpose is to convince someone to do something or about something 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 convince: to persuade
Materials and Preparation	<ul style="list-style-type: none">● sheet of blank paper, for writing model thesis statements● argument research article: Use Paper Bags Instead of Plastic Bags, 1 copy● other argument research articles, 3 copies of each Children will be researching in pairs during Days 3-4. Before the lesson, pair children and decide which 2 (of the 4) articles each pair will read (one on Day 3 and one on Day 4).● argument research half sheets, one for each child● drawing and writing tools● children’s writing folders
Opening	<i>Today we are going to write a few possible thesis statements for</i>

<p>1 minute</p>	<p><i>your arguments. Then we are going to begin researching for information that can be included in the reasons and evidence to support that thesis.</i></p>
<p>Joint Construction 5 minutes</p>	<p><i>You will be writing argument letters to your families to convince them to use reusable bags rather than plastic bags. To begin your letter, what might be a good thesis? What could you write that introduces what you want your family member to do? Think, Pair, Share.</i></p> <p>Harvest several children’s ideas. Write at least two different ideas on the blank paper. Ideally, the possibilities will include a more informal thesis, such as “You should use reusable bags at the grocery store” and a more formal thesis statement, such as “It is better to use reusable bags than plastic shopping bags.” Note for children the difference between the statements (the second is in the third person) and tell children that they will need to decide which type will appeal most to their particular audiences.</p>
<p>Modeling 8 minutes</p>	<p><i>To write a strong argument, we will need reasons and evidence that come from research. Remember, research means finding out about a topic. When you wrote reports, you researched your animals before writing about them. This time, we are going to research both reusable bags and plastic bags. We will try to find out what’s so great about reusable bags and what is harmful about plastic bags. That way, we can include a lot of information in our arguments.</i></p> <p><i>When we do our research, we are first going to read together. Let’s read this article and look at the images.</i></p> <p>Read the printed version of the article clearly and fluently, having children follow along on the slides and whisper-read words they know.</p> <p><i>Now we are going to read the article again, thinking about our thesis. [Read one possible thesis.] As we read, we will underline information that we could use as reasons and evidence to support our thesis.</i></p> <p>Reread the article, modeling underlining important information.</p> <p><i>Our last step is to record the reasons and evidence we gathered from the article. You will get a sheet like this [show the sheet] to write down one reason and any evidence to support it.</i></p> <p><i>What reason could we write, based on what we just read?</i></p> <p>Harvest several children’s ideas and model writing the reason and evidence gathered from the article.</p>

