

WEEK 6 Day 4

Writing Argument
Joint Construction in Pairs: Research
continued from Day 3

Content Objective	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	research: to get information about something thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think 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">● sheet with model thesis statements, from Day 3● argument research articles, from Day 3● argument research half sheets, one new sheet for each child● drawing and writing tools● children’s writing folders, including research sheets from Day 3● chart paper, four sheets● tape, for attaching papers to the chart paper
Opening 3 minutes	<p><i>Today you will continue researching and we will share the research as a class.</i></p> <p><i>Remember, today you will read a new article with your partner. You will first read the article together and look at the images.</i></p> <p><i>Then you will read the article again, thinking about our thesis. [Read one possible thesis.] As you read, underline information that you can use as reasons and evidence to support our thesis.</i></p> <p><i>Next, discuss the information from the article with your partner.</i></p>

	<i>After talking, you will each write your own reason, supported by evidence, if you found evidence.</i>
Joint Construction in Pairs 10 minutes	Read the title of each article. Distribute articles, paper, and drawing and writing tools to pairs. As children work, circulate to support them.
Joint Construction 16 minutes	<p>Gather the whole group back together on the perimeter of the rug. Make sure that each child has his folder and two completed research half sheets.</p> <p><i>Now we are going to share our research together, so that everyone can have access to the same information. We will talk about one article at a time. If you read that article, be ready to share information about it. If you did not read that article, be sure to listen closely as your classmates share.</i></p> <p>Display one sheet of chart paper. Attach one of the articles to the paper. Invite children who read that article to share the reasons and evidence they generated. Collect children’s research sheets and attach them to the chart paper. Put papers with similar reasons close to each other.</p> <p>Repeat the process to gather children’s research for the three remaining articles.</p>
Closing 1 minute	<i>Today we completed and shared our research. Tomorrow we will learn about how adjectives work in arguments.</i>
Standards	<p>W.1.1.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.1.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>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
Ongoing assessment	<p>Observe and take notes as children research.</p> <p>Do children identify important information? Do the reasons and evidence children write support the thesis? Are they taken directly from the articles?</p> <p>After the lesson, review the charts.</p> <p>Do children have enough information to write their arguments?</p>