

WEEK 6 Day 5

Writing Argument
Deconstruction and Joint Construction: Adjectives

Content Objective	I can describe how adjectives make arguments stronger. (W.3.1.b)
Language Objective	I can write and draw an adjective to describe a particular type of bag. (SL.3.1.b, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>adjective: a word or phrase used to describe a person, place, thing, or idea</p> <p>positive: good</p> <p>negative: not good</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>convince: to persuade</p> <p>reason: why the audience should do or think something</p> <p>argue: to convince someone to do something or about something</p>
Materials and Preparation	<ul style="list-style-type: none">● Argument Adjectives slides● projector and screen● Argument anchor chart images: language● Argument anchor chart, from Day 1● Argument Adjectives Cards, enough copies for each child to have one card● drawing and writing tools● argument research articles, from Day 3● chart paper <p>Prepare the following Argument Adjectives chart.</p>

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: center;">Argument Adjectives</th> </tr> <tr> <th style="text-align: center;">Positive</th> <th style="text-align: center;">Negative</th> </tr> <tr> <td style="height: 150px;"></td> <td style="height: 150px;"></td> </tr> </table> <ul style="list-style-type: none"> ● tape, for attaching Argument Adjective Cards to the chart 	Argument Adjectives		Positive	Negative		
Argument Adjectives							
Positive	Negative						
<p>Opening 1 minute</p>	<p><i>Today we are going to learn about a tool writers use to make their arguments stronger: adjectives. You know that adjectives are words or phrases used to describe people, places, things, or ideas. When you wrote procedures, you used adjectives to describe how many and what kind of materials needed to be gathered. When you wrote reports, you included adjectives to pack information into sentences.</i></p> <p><i>Today we will revisit our mentor texts to find out how adjectives make arguments stronger, and we will make our own list of adjectives.</i></p>						
<p>Deconstruction 10 minutes</p> <p>slide 1</p>	<p><i>This is the last page from The Big Bed. Listen for the way the daughter describes the cot.</i></p> <p>Read slide 1.</p> <p><i>What did you hear the daughter say? How does she describe the cot?</i></p>						
<p>slide 2</p>	<p><i>The highlighted words here are positive adjectives. Positive adjectives are adjectives that describe something in a good way. Here the daughter describes herself as “excited.” She talks about the “special new sheets” they will buy for the cot; and she calls the cot an “awesome sleeping rectangle.”</i></p> <p><i>Why do you think the daughter uses positive adjectives with Daddy? How do they help her argument? [she wants Daddy to be excited about sleeping on a cot]</i></p>						
<p>slide 3</p>	<p><i>Let’s listen for adjectives in our argument letter. How does Mommy describe the bristle blocks and Lina’s experiences with them?</i></p>						

Read slide 3.

What did you hear Mommy say? How does she describe the bristle blocks and Lina's experiences with them?

slide 4

*The highlighted words here are negative adjectives. **Negative adjectives** are adjectives that describe something in a bad way. Here Mommy describes the bristle blocks as "pointy." She says that Lina had a hard time finding what she needed and that she was frustrated because she did not have enough blocks.*

Why do you think Mommy uses negative adjectives with Lina? How do they help her argument?

Mommy knows that her audience, Lina, will be more convinced by hearing all of the bad things that happened when she did not clean up her bristle blocks, than hearing about how wonderful having a clean bedroom is. She chose to use negative adjectives to make her argument stronger.

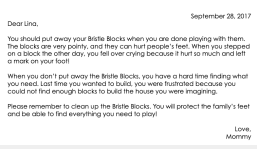

Writers use positive and negative adjectives to make their arguments stronger. Let's add this to our Argument anchor chart.

Write "Language" and add the card to the Argument anchor chart. (See the following example.)

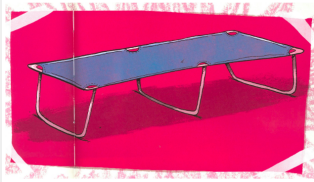
Argument

Purpose: to convince someone to do something; to convince someone to think something

Examples:



Stages:



thesis: states what the writer is trying to convince the audience to think or do



reasons: support the thesis, appeal to the audience



evidence: supplies facts and details to support the reasons, appeals to the audience

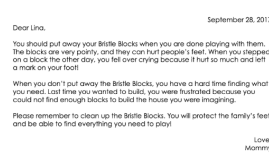


reinforcement of the thesis: repeats the thesis in a new way

Language:



Tomorrow, we're going to pick out some special new sheets for your awesome sleeping rectangle.



The blocks are very pointy, and they can hurt people's feet.

positive and/or negative **adjectives** that make the argument stronger

Joint Construction
18 minutes

Now we are going to collect adjectives that you can use in your arguments. With a partner, you will review one of our research articles. Think about the information in the article and how it describes either plastic bags or reusable bags. Then, think of an adjective to describe that type of bag. Draw and write your adjective on your adjective card. [Hold up an adjective card and model if needed.]

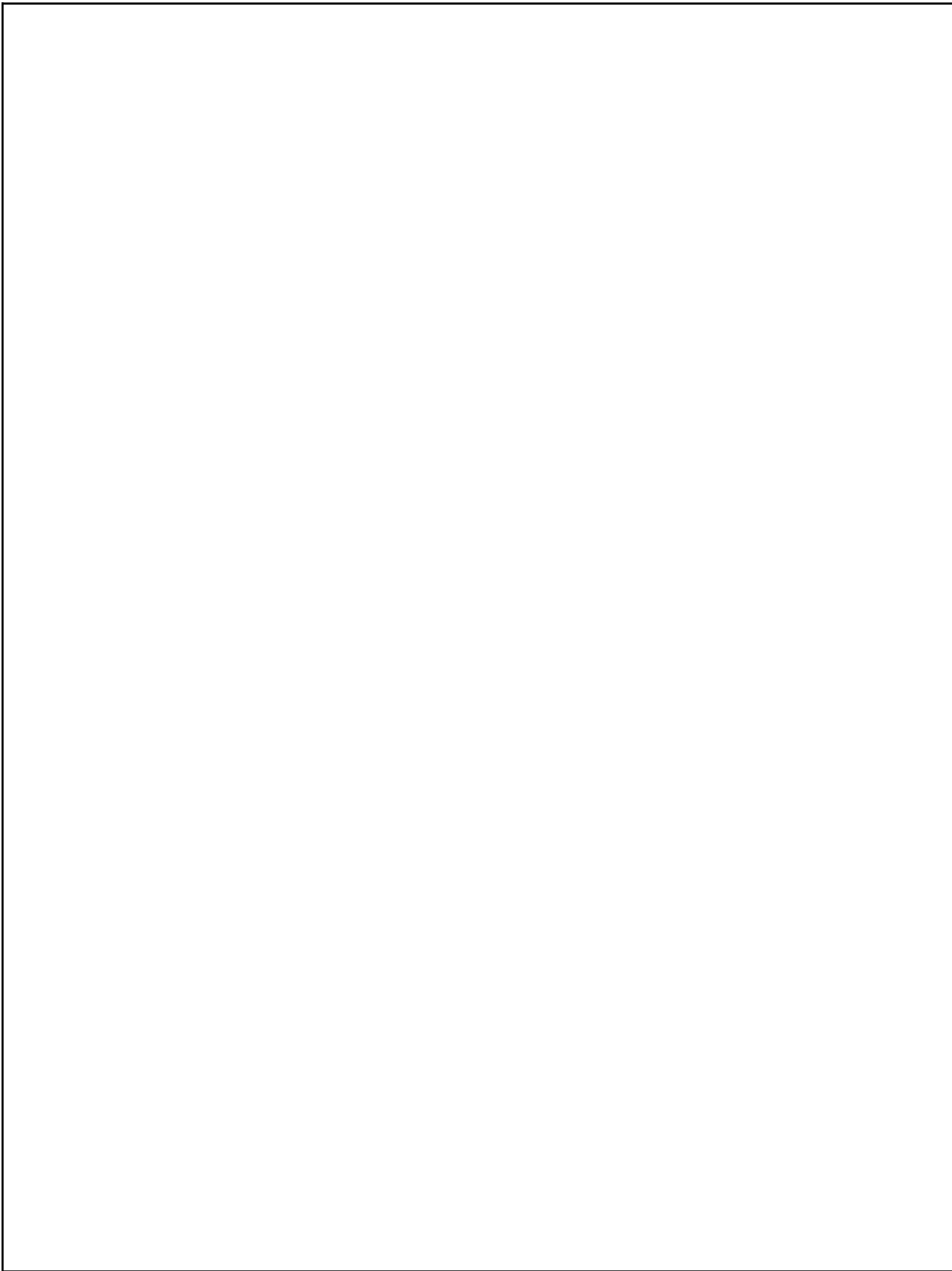
After everyone has drawn and written one adjective, we will come back together to sort them into positive and negative adjectives.

Distribute articles, adjective cards, and drawing and writing tools to pairs. As they work, circulate to support them. Encourage children to refer back to the article for ideas about adjectives.

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	<p>After each child has generated an adjective, bring the class back together on the perimeter of the rug and refer to the Argument Adjectives chart. <i>Here is our Argument Adjectives chart. This column says “Positive” and this column says “Negative.” If you wrote a positive adjective, raise your hand.</i></p> <p>Have one child share her positive adjective, as well as the type of bag she described (plastic or reusable). Ask if other children wrote the same adjective about the same type of bag. Attach all cards for that adjective in a group on the “Positive” side of the chart. Repeat the process until all positive adjectives have been collected. Then, repeat the process to collect negative adjectives.</p> <p>If it has not already come up in conversation, note that the positive adjectives are used to describe reusable bags, and the negative adjectives are used to describe plastic bags.</p>
<p>Closing 1 minute</p>	<p><i>These adjectives will really help as you write your argument letters next week!</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details. SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. L.1.1.e Use frequently occurring adjectives. L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.g Use determiners (e.g., articles, demonstratives). L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
<p>Ongoing assessment</p>	<p>Throughout the lesson, listen for and make note of children’s understanding of adjectives.</p> <p>Do children understand how adjectives enhance arguments? Do children’s adjectives come directly from the articles, do they generate them on their own, or is it a combination of both? Are the adjectives accurate and specific?</p> <p>After the lesson review children’s adjectives. Do their illustrations accurately represent the adjectives? Which sound-spelling patterns are children using? Which are challenging?</p>

Notes



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