

Monica Yates

## 1) 10th Grade

### 2) Argumentative Writing

#### 3) Time:

Lesson 1: 18 minutes

Lesson 2: 22 minutes

Lesson 3: 26 minutes

4) Materials included (when applicable) throughout the lesson's plan.

#### 5)

##### Mini lesson 1: Counterclaims

**Standard:** W.9-10.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

**Objective:** TLW begin to understand counterclaims

##### Plan for Lesson:

Only materials needed are a pen/pencil and a piece of paper.

- “Provide one assertion and support it with one fact (do not use opinion to support your assertion). Then, write down one concrete reason why someone might disagree with you. Lastly, explain why that does not negate your reason and why you have not changed your mind. (Example: I think people should eat macaroni and cheese because it is a quick and easy meal that doesn't require a lot of skill as a cook. Some people might disagree by saying that macaroni and cheese is not very nutritious and won't provide a healthy meal. However, if this is a concern, there are options to make macaroni and cheese healthier; for example, you can use gluten-free pasta, and/or add broccoli and chicken to the macaroni and cheese.) (7 min).
- What you just did was a version of writing a counterclaim. What are counterclaims? (6 min)
  - Ask them to offer their understanding
  - Claims should follow from previous claims → anticipate audiences questions
  - Must be related to topic
  - Must not make your claim invalid, so be sure to consider carefully what you are asserting and why it is true/valid/rational
  - Doesn't have to be a 1:1 ratio of claims to counterclaims— you don't have to have a refute for everyone of your claims.
  - Etc.
- Discuss with a partner what you wrote in the beginning; with your deeper understanding of counterclaims, work on revision of your original argument. (5 minutes)

## Mini Lesson 2: The Quote Sandwich

**Standard:** W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**Objective:** The learner will know how to appropriately introduce, use and expand upon quotations.

### Plan for lesson:

- Hand out hamburger graphic organizer (like this one, but for quotes, not paragraphs: <https://www.pinterest.com/pin/12807180161510022/>) The three levels will be empty, and I will ask students what they think these three divisions should say. They will turn and talk with their partner, and fill out what they think is the correct format. (4 min)
- I will then explain the three parts to the most common way of using quotes (while noting that there are other ways to use quotations, such as weaving it into one's own sentence). (6 min)
  - Top slice: Introduce the quote with basic information about the author, preferably stating the author's specific position or tone in the quoted text.
  - Meat and Veggies: The quote. Summarize or paraphrase when possible. Use quotes when necessary, but do not make these the main portion of your work.
  - Bottom Slice: Explain the quote, analyzing the connection between the quote and claim. For every quote, the length of your explanation should, as a rule of thumb, be twice the length of the quote itself. (\*these are based on an idea from *They Say/I Say*)
- Students will then revise/rewrite/add to their earlier descriptions on the graphic organizer. (2 min)
- Lastly, I will have them practice this by providing them with the quotation worksheet (file:///C:/Users/monic/Downloads/Quotation%20Integration%20Worksheet%20Module%209.pdf) (10 min)

## Mini Lesson 3: Adding Details

**Standard:** W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**Objective:** The learner will begin to develop their writing by questioning statements and revising accordingly.

### Plan for Lesson:

- (2 min) I will teach a strategy to help remind students to include details in their writing. This strategy is called questioning and can be used by yourself, with a partner, or in a group.
  - I will model this strategy for you. I'm going to write a sentence about something I did this weekend. Now remember that I can't write a story about what I did this weekend. That is too broad of a topic.
  - My sentence is: "Today, I bought 5 bars of chocolate."
  - Now we will come up with questions about this topic and answer the questions with details. This can be done by others asking questions or you can ask the questions. This can also be done at the beginning of your story or you can use this with a story that has already been written. Someone can ask questions about things that need clarification.
  - I'm going to use a 5 senses tree map (<https://freeology.com/wp-content/files/imagerytree.pdf>) to help organize our questions.
- (5 min) Write/organize questions from students on the tree map, related to sensory information.
- (4 min) Work with students to show how I include this into my new sentence(s).
- Have them try: Each student will write one sentence. Then, they will ask themselves questions about the work, and revise accordingly, adding detail(s) (3 min). They will then switch their revised sentence(s) with their partner. Each partner will jot down a few questions they have and then return the writing to the person who wrote it (3 min). Students can then use this feedback to revise the sentence(s) again to create an even clearer, more detailed couple of sentences (4 min).
- Provide time for students to reflect on this writing/rewriting process in their notebooks (5 min).