Unit of Study: ***Writing Reviews***

**Explaining Judgments in Convincing Ways**

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| **Connection:** Ask children to show off the item they are writing opinions about, and help them remember their reasons for their opinion by talking to their partner. |
| **Name the teaching point:** “Today I want to teach you that when you have an opinion, when you judge something, you need to give *a couple of reasons*, not just one, and say details about each reason. If you write, ‘For example . . . .’ or ‘I think that because . . . ,’ then that helps you bring in some details. |
| **Teaching:** Retell an argument with no reasons, and contrast it with an argument with reasons. Let children know that strong arguments have reasons. (Use the example of a family deciding where to go out to dinner: pizza, tacos, why; getting louder and louder is not the way to win the argument. Use the graphic organizer of your hand – idea in the palm, fingers for reasons.) *As you teach, place the first 3 post-its on the* ***Convince Your Readers!*** *anchor chart. (See page 14.)* |
| **Active Engagement:** Divide children into groups (4 total). Ask each group to come up with and say more about their reasons for judging something as best. (Use teacher collection.) Pretend to be a TV reporter, and interview a representative from one of the groups to learn what that group has selected as “Best in Show” and why. If children seem to need more scaffolding to do this well, you might invite the whole class to help the first judge say more, or you might tap other “judges” (probably just one more). |
| **Link:** Ask children to think back on what they’ve learned about writing in not only in the past few days but also in the past few months, and decide what to do to improve their writing and thinking today. (Have revision strips available for this work.) |
| **Mid-Workshop Teaching:** Detailed observations are more persuasive than sweeping generalities. (See page 17 for an example.) |
| **Share:** Have partners sit together around the edges of the rug, creating a “fishbowl” with one partnership in the middle. Coach this partnership as they talk about their writing work today. |