



WEEK 5 Day 2

Writing Explanation
Deconstruction and Revision: Verbs

Content Objective	I can identify the verbs in explanations. (W.3.1.b)
Language Objective	I can revise my explanation to include present tense action verbs. (L.1.1.d, W.2.1.a, W.3.1.b, W.2)
Vocabulary	<p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>precise: exact; specific</p> <p>imperative verb: verb that gives directions</p> <p>tense: the form of a verb that specifies time</p> <p>present tense: happening now</p> <p>action verb: a verb that expresses action</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Explanation Verbs slides ● children’s writing folders, including phenomenon statements and explanation steps ● writing tools ● <i>From Sheep to Sweater</i>, Robin Nelson, copies available for children’s use ● Explanation Observation Tools, from Day 1
Opening 1 minute	<i>Today you will learn about verbs, and then you’ll revise the verbs in your explanation.</i>
Deconstruction 19 minutes slide 2	<p><i>We have learned about a lot of different kinds of verbs in Writing this year. Remember, verbs are words that show a mental action, physical action, or state of being.</i></p> <p><i>Procedures use precise imperative verbs to begin the steps. These</i></p>

	<p><i>verbs give directions.</i></p>
slide 3	<p><i>Personal recounts use verbs that relate to the topic and develop the characters.</i></p> <p><i>Because personal recounts tell something that already happened, they use verbs in the past tense.</i></p>
slide 4	<p><i>The verbs in explanations are different from those in procedures and personal recounts.</i></p> <p><i>Let's read this page from From Sheep to Sweater.</i></p> <p><i>What do you notice about the verbs?</i></p>
slide 5	<p><i>Explanations use present tense action verbs.</i></p> <p><i>They are in the present tense because they are used to explain how something works or happens all the time.</i></p> <p><i>They are action verbs that explain the actions of how something works or happens.</i></p>
slide 6	<p><i>We're going to practice changing verbs in sentences to make them present tense action verbs. Let's read this sentence together.</i></p> <p><i>The verb is not in the present tense. What can you change to make it a present tense verb?</i></p> <p>After harvesting children's ideas, click the animation to bring in the second sentence. Read the second sentence.</p> <p><i>The -ed makes the word "washed" in the past tense. You can take off the -ed to change the word "wash," which is in the present tense!</i></p> <p><i>The first sentence tells what people did.</i></p> <p><i>The second sentence explains how something works.</i></p>
slide 7	<p><i>Let's try another one. Read this sentence.</i></p> <p><i>The verb is not an action verb and the sentence does not show an action. How can you change the sentence to include an action verb?</i></p> <p>After harvesting children's ideas, click the animation to bring in the second sentence. Read the second sentence.</p> <p><i>Instead of using "is" in a sentence that describes the yarn, you can</i></p>

	<p><i>use the word “dye” to show an action.</i></p> <p><i>The first sentence describes the yarn.</i> <i>The second sentence explains how something works.</i></p>
<p>Revision 9 minutes</p> <p>slide 8</p>	<p><i>Now it’s your turn to go back and revise. Begin by underlining all of the verbs in your explanation.</i></p> <p><i>Then check each verb. Is it in the present tense? Is it an action verb? If not, change the verb to be a present tense action verb.</i></p>
<p>Closing 1 minute</p>	<p><i>Today you learned about the verbs in explanations and revised your work. Tomorrow you will continue learning about the language of explanations.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>
<p>Ongoing assessment</p>	<p>After the lesson, review children’s work using the Explanation Observation Tool, focusing on Verbs.</p>

Notes

