



WEEK 8 Day 3

## Writing Explanation

### Publishing

<b>Content Objective</b>	I can prepare my explanation for an audience. (W.2, W.3.1.b)
<b>Language Objective</b>	I can share title ideas with a partner. (SL.1.1)
<b>Vocabulary</b>	<p><b>publish:</b> to prepare writing for an audience</p> <p><b>explanation:</b> a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p><b>phenomenon statement:</b> the beginning of an explanation, where the phenomenon is introduced</p> <p><b>explanation steps:</b> the phenomenon explained, in order</p> <p><b>title:</b> the name of a piece of writing</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● children’s explanations</li> <li>● publishing materials from Days 1-2</li> <li>● tape, staples, or other material for attaching pages together end-to-end to form an accordion book</li> <li>● <i>From Sheep to Sweater</i> and <i>From Cocoa Bean to Chocolate</i>, Robin Nelson</li> </ul> <p>On the whiteboard, write:</p> <ol style="list-style-type: none"> <li>1. Finish copying your explanation.</li> <li>2. Lay out your pages on the floor in order.</li> <li>3. Have a friend check to make sure your pages are in order.</li> <li>4. Find the teacher.</li> <li>5. Attach your pages together to make an accordion book.</li> </ol>
<b>Opening</b> 1 minute	<i>Today you will finish publishing your explanations to share with PreK students.</i>
<b>Individual Construction</b>	<i>I wrote out the steps for your work today (refer to the board). First you will finish making clean copies of any pages you need to</i>

<p>18 minutes</p>	<p><i>recopy.</i>  <i>Next you will lay out all of your pages in order on the floor. Make sure to put the phenomenon statement first, followed by the explanation steps.</i>  <i>Then have a friend read your explanation to make sure it is in order. When you finish, come find me, and I will help you attach each page end-to-end to make an accordion book.</i>  <i>When your work is finished, it will be a book whose pages can be turned, but that can also be laid flat on the floor to show the whole process at once.</i></p> <p>Send the children to publish their work and circulate to support them. Assist children in attaching their pages end to end to make an accordion book.</p>
<p><b>Deconstruction and Individual Construction</b>  10 minutes</p>	<p>Bring the class back together with their attached pages.  <i>The last step in publishing will be to add a title and design the front cover of your book.</i></p> <p>Demonstrate how to fold the accordion books, and have children fold them. The blank back of the phenomenon statement page should serve as the front cover.</p> <p>Show the mentor texts.  <i>The titles of the explanations we have been reading are From Sheep to Sweater and From Cocoa Bean to Chocolate. What would be a good title for your explanation?</i></p> <p>Think, Pair, Share.  <i>Think about what your explanation is about, and then tell your partner one idea for your title.</i></p> <p>Have children share titles, then write their titles and names on the front covers. If time allows, guide them to illustrate their front covers.</p>
<p><b>Closing</b>  1 minute</p>	<p><i>Today you published your writing to get it ready for our audience of PreK students.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details  <b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.  <b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Review children’s published work for clarity.</p>