

Unit 4: Communicating with Sound and Light

WEEK 4 Day 1

Writing Explanation
Pre-Assessment

Content Objective	I can write to explain how shoes are made. (W.3.1.b)
Language Objective	I can orally explain how shoes are made to my partner. (SL.1.1.a)
Materials and Preparation	<ul style="list-style-type: none">● “How people make sneakers” video (https://www.misterrogers.org/articles/factory_visits/) Note that the videos show up in a list. Make sure to select this video from the list.● Explanation Pre-Assessment sheet, 3 sheets for each child, plus a few extra copies Note that children can cut the sheets in half to reorder them, if necessary.● writing tools● Explanation Rubric, one copy to complete for each child● Explanation Pre-Assessment Reflection
Opening 10 minutes “How people make sneakers”	<p><i>We have been working together a lot on writing this year. Today I am going to ask you to write something all by yourselves, without help, like we did before. This gives me a better idea of what you already know and helps me plan for our new Writing unit.</i></p> <p>Show the Explanation Pre-Assessment sheet.</p> <p><i>Each of you will get sheets that look like this. At the top there is a place to write your name and the date. Then it says “Write to explain how shoes are made.”</i></p> <p><i>We are going to watch a video called “How people make sneakers.” After watching the video, you are going to write to explain how shoes are made.</i></p> <p>Show the video.</p>

	<p><i>Remember, your task is “Write to explain how shoes are made.”</i></p> <p><i>Before you write, you can practice your explanation by telling it.</i></p> <p>Think, Pair, Share.</p> <p><i>Explain how shoes are made.</i></p>
<p>Individual Construction 19 minutes</p>	<p>Distribute writing tools and Pre-Assessment sheets (three for each child), and send children to write.</p>
<p>Closing 1 minute</p>	<p><i>It’s so helpful for me to read your writing and to see what you already know! Tomorrow we will begin learning about a new genre of writing.</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>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<p>Ongoing assessment</p>	<p>Use the Explanation Rubric to score each child’s work. Then, complete the Explanation Pre-Assessment Reflection to plan for next steps.</p>

Notes

Explanation Pre-Assessment

Write to explain how shoes are made.

Name: _____ Date: _____

Name: _____

Writing U4 W4 D1

Grade 1 Explanation Rubric

Child's Name: _____

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard					
Purpose (W.3.1.b, W.2)	Not Observed	1	2	3	4
to explain a phenomenon in sequence		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Mostly accurate, but one or more sentences deviate from the purpose.	Accurate purpose, and all sentences support the genre purpose.
Structure (W.3.1.b, W.2)	Not Observed	1	2	3	4
Phenomenon Statement: names the phenomenon introduced in the explanation		With support, attempts to name and introduce the phenomenon, but most elements are inaccurate or unclear.	With support, attempts to name and introduce the phenomenon, but some elements are inaccurate or unclear.	With some support, accurately names and introduces the phenomenon.	Independently, accurately names and introduces the phenomenon.
Explanation Steps: includes all steps in the explanation, in order		Includes one step that does not accurately explain the phenomenon.	Includes one step to explain the phenomenon; or steps are unclear and/or do not accurately explain the phenomenon.	Includes two or more steps that accurately explain the phenomenon. Steps are in the correct order.	Includes all steps to accurately explain the phenomenon. Steps are in the correct order.
Language	Not Observed	1	2	3	4
Verbs: uses present tense action verbs (L.1.1.d)		Does not use present tense action verbs.	Uses some present tense action verbs.	Uses mostly present tense action verbs.	Uses all present tense action verbs.

Nouns: general nouns are used, naming a group or class, rather than something specific (L.1.1.a)		Uses mostly specific nouns.	Switches between general and specific nouns.	Uses mostly general nouns.	Uses all general nouns.
Conventions	Not Observed	1	2	3	4
Sentence Complexity L.1.1.i		Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete simple and compound sentences.	Uses a variety of simple and compound sentences.
Capitalization L.2.1.a		Minimal or incorrect use of upper case letters.	Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	No errors in capitalization.
Punctuation L.2.1.b		Errors in end punctuation are frequent, making the piece difficult to read.	Inconsistently uses end punctuation.	Correctly uses end punctuation.	Correctly uses commas and/or apostrophes, in addition to end punctuation.
Spelling L.2.1.d L.2.1.e		Errors in spelling are severe and often obscure meaning.	Includes frequent errors in the spelling of grade-appropriate words.	Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically.	Generalizes learned spelling patterns and shows evidence of using reference materials (sound walls, personal dictionaries, etc.) when writing words.

Explanation Pre-Assessment Reflection

What are areas of strength for most children?

What are the highest areas of need?

Which children were not able to demonstrate knowledge of the genre, because they are emerging writers?

For these children, find time to have them orally tell a personal recount, and take notes on the Explanation Observation Tool.

When and how will I address children’s needs?
 (See the table below for guidance about where elements appear in the unit.)

Purpose (W.1.2, W.1.4)	Week 4, Day 2
Structure (W.1.2, W.1.4)	Week 4, Day 3
Language:	Present Tense Action Verbs (L.1.1d): Week 5, Day 2 General Nouns (L.1.1c): Week 5, Day 3
Conventions	Some conventions will be addressed through Foundations. In Week 6 and Week 7, Days 1-3 children write independently, with space for additional instruction in genre elements and conventions, based on children’s needs.

Explanation Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
Phenomenon Statement: names the phenomenon introduced in the explanation		
Explanation Steps: includes all steps in the explanation, in order		
Medium: Accordion Book		
Illustrations: illustrations are clear and match the words		

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
Verbs: uses present tense action verbs		
Nouns: uses general nouns, naming a group or class, rather than something specific (e.g. "sound," rather than "the sound of a dog barking")		


Suggestions for Week 8 revisions, based on observations



WEEK 4 Day 2

Writing Explanation
Deconstruction: Explanation Purpose

Content Objective	I can identify the main purpose of a text. (R.9.1.b)
Language Objective	I can use details from a text to support my response. (SL.1.1.c)
Vocabulary	<p>genre: a type of writing</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>purpose: the reason for doing or creating something</p> <p>explain: to describe in detail</p> <p>phenomenon: an observable thing that happens</p> <p>sequence: in a particular order</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Explanation (in the Unit 4 Introduction documents).</p> <ul style="list-style-type: none"> ● <i>From Sheep to Sweater</i>, Robin Nelson ● Why We Write chart, from Unit 1, Week 1, Day 1 ● Why We Write: <i>From Sheep to Sweater</i> card ● Explanation anchor chart images: mentor texts, cut apart ● chart paper <p>Prepare the following Explanation anchor chart. Glue the mentor text images to the chart.</p>

	<p style="text-align: center;">Explanation</p> <p>Purpose: to explain a phenomenon in sequence</p> <p>Examples:</p> 
<p>Opening 1 minute</p>	<p><i>Today we'll begin looking at a new genre of writing called explanation.</i></p>
<p>Deconstruction 28 minutes</p> <p><i>From Sheep to Sweater</i></p>	<p><i>We read this book, From Sheep to Sweater, when we learned about resources in our communities. Today we will read it to learn about explanation. As we reread the book, think about why Robin Nelson wrote it.</i></p> <p>Read the book. After reading, facilitate discussion. <i>Take a moment to think, and then talk to a partner: Why did Robin Nelson write this book? What is the purpose? Use evidence from the text to support your response.</i></p> <p>Allow the children several minutes to think and share with a partner. Then harvest and discuss their ideas. Highlight responses that surface explaining a phenomenon, with steps in order.</p>
	<p>Show the Explanation anchor chart. <i>The purpose of explanation is to explain a phenomenon in sequence. Explain means to describe in detail, and phenomenon is a scientific word that means something that happens that can be observed.</i></p>

	<p>Sequence is a word that you might remember; it means “in order.” We have used this word when writing other genres. Sequence is important in personal recounts and procedures. But these genres are written for different purposes. Personal recounts document a sequence of events. Procedures give directions in sequence to accomplish a goal. Explanations explain a phenomenon in sequence.</p> <p>From Sheep to Sweater is one example of an explanation we will explore in this unit. We will also reread another book from Unit 3: From Cocoa Bean to Chocolate.</p>
	<p>Display the Why We Write chart.</p> <p><i>During the year we have been recording our ideas about why the authors may have written different books. Now we have learned about a new purpose for writing: to explain a phenomenon in sequence. Let’s add this to our chart.</i></p> <p>Write the purpose for explanation on the card and add it to the chart.</p>
<p>Closing 1 minute</p>	<p><i>Today we began learning about a new genre called explanation, which is written to explain a phenomenon in sequence. Tomorrow we will learn about the stages of explanation.</i></p>
<p>Standards</p>	<p>R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group discussions.</p> <p>What do the children already know about the purpose of explanation?</p> <p>What are their confusions?</p>

Notes

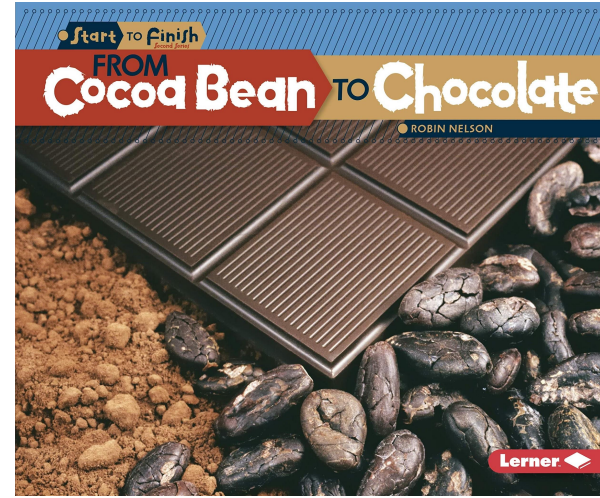


Why We Write



Explanation anchor chart images

mentor texts



Writing U4 W4 D2



WEEK 4 Day 3

Writing Explanation
Deconstruction: Explanation Stages

Content Objective	I can name explanation stages. (W.3.1.b)
Language Objective	I can recount the order of steps in an explanation. (R.6.1.b, SL.2.1.a)
Vocabulary	<p>purpose: the reason for doing or creating something</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>stages: the parts of a piece of writing</p> <p>phenomenon statement: the beginning of an explanation, where the phenomenon is introduced</p> <p>explanation steps: the phenomenon explained, in order</p> <p>phenomenon: an observable thing that happens</p> <p>sequence: in a particular order</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Sheep to Sweater</i>, Robin Nelson ● <i>From Sheep to Sweater</i> Sequencing Cards, 1 set for each small group <p>Note: This resource was originally introduced in Text Talk, Unit 3, Week 4, Day 1. New sets can be made by cutting apart the cards (provided again here) and placing them in envelopes.</p> <ul style="list-style-type: none"> ● Explanation anchor chart images: stages, cut apart ● Explanation anchor chart, from Day 2
Opening 1 minute	<i>Yesterday we read From Sheep to Sweater to learn about the purpose of explanation. Today we will read it to learn about the stages, or parts, of explanation.</i>
Deconstruction 24 minutes page 3	<p>Read the page.</p> <p><i>Explanations have two stages. They begin with a phenomenon statement, which names what will be explained.</i></p>

	<p><i>This book is an unusual explanation because it does not include a phenomenon statement. Instead, it begins with a question: “A sweater keeps me warm. How is it made?”</i></p> <p><i>A phenomenon statement for this explanation could say “Sweaters are made from sheep’s wool.”</i></p>
	<p><i>After the phenomenon statement are the explanation steps, written in sequence. The explanation steps explain the phenomenon in order. In this explanation, the steps explain how sheep’s wool becomes a sweater. It is important for these steps to be in sequence, or in order.</i></p> <p><i>Now you’ll work with a small group to put the explanation steps in order. With your group, sequence the picture cards. As you put them in order, talk about why you think that is the correct sequence.</i></p> <p>Have children sit in groups of four (in the meeting area or at tables), and provide each group with a set of the <i>From Sheep to Sweater Sequencing Cards</i>.</p>
pages 4-end	Bring attention back to the whole group, with groups able to refer to their cards in sequence. Read the rest of the book. Have children check the order of their steps. Discuss any misconceptions.
Closing 3 minutes	<p><i>Today we learned that explanations begin with a phenomenon statement, followed by the explanation steps. Let’s add this information to our Explanation anchor chart.</i></p> <p>Under Mentor Texts, write Stages and attach the stages anchor chart cards.</p> <p><i>Tomorrow you will begin writing explanation steps.</i></p>
Standards	<p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
Ongoing assessment	<p>Reflect on the whole group discussions.</p> <p>What do children understand about the stages of explanation? How accurately do children order explanation steps? What rationale do they give for the order?</p>

From Sheep to Sweater Sequencing Cards



Writing U4 W4 D3



Explanation anchor chart images

stages

phenomenon statement



Sweaters are made from sheep's wool.

explanation steps



Writing U4 W4 D3



WEEK 4 Day 4

Writing Explanation
Individual Construction: Explanation Steps

Content Objective	I can write the steps in an explanation. (R.6.1.b, W.3.1.b, W.2)
Language Objective	I can use full sentences to retell the steps in an explanation. (SL.4.1, R.6.1.b)
Vocabulary	<p>stages: the parts of a piece of writing</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>explanation steps: the phenomenon explained, in order</p> <p>sequence: in a particular order</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Sheep to Sweater</i>, Robin Nelson, copies available for children’s use ● <i>From Sheep to Sweater</i> Explanation Steps, part 1, one copy for each child ● writing tools ● writing folders
Opening 10 minutes	<p><i>Yesterday we learned about the stages of explanation. We learned how important it is for the explanation steps to be in sequence, or in order. Today and tomorrow you will retell and write your own words to explain how sheep’s wool becomes sweaters.</i></p> <p>Show the <i>From Sheep to Sweater</i> Explanation Steps, part 1 sheets. <i>Each of you will get two pages that look like this. There are images from the book that show the first four explanation steps. Your job will be to write words to match these images.</i></p> <p><i>These are the steps you will use when you write each explanation step:</i></p> <ol style="list-style-type: none"> 1. <i>Look at the image.</i>

	<p>2. <i>Say the explanation step in your own words. If you need help remembering, you can look at the book.</i></p> <p>3. <i>Under the image, write the words that you said.</i></p> <p><i>Let's try one together first. Take a look at this image. [Indicate the first image in the packet.] Think about the words you could write to explain this step.</i></p> <p>Harvest at least one child's idea.</p> <p><i>Now that you have said these words out loud, you would write them here, under the image.</i></p>
<p>Individual Construction 19 minutes</p>	<p><i>Now it's your turn to say and write each explanation step.</i></p> <p>Send the children with writing tools, folders, and packets. As they work, circulate to support them. Have copies of the book available for children's reference.</p>
<p>Closing 1 minute</p>	<p><i>Today you wrote the first four explanation steps in your own words. Tomorrow you will write the last four steps in your own words.</i></p>
<p>Standards</p>	<p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</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>SL.4.1 Produce complete sentences when appropriate to task and situation.</p>
<p>Ongoing assessment</p>	<p>After the lesson, review children's work.</p> <p>Do they accurately explain each step of the process?</p> <p>Do the words they write match the images?</p>

Notes



From Sheep to Sweater Explanation Steps, part 1





WEEK 4 Day 5

Writing Explanation
Individual Construction: Explanation Steps

Content Objective	I can write the steps in an explanation. (R.6.1.b, W.3.1.b, W.2)
Language Objective	I can use full sentences to retell the steps in an explanation. (SL.4.1, R.6.1.b)
Vocabulary	explanation steps: the phenomenon explained, in order explanation: a genre of writing whose purpose is to explain a phenomenon in sequence
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Sheep to Sweater</i>, Robin Nelson, copies available for children’s use ● <i>From Sheep to Sweater</i> Explanation Steps, part 2, one copy for each child ● writing tools ● writing folders
Opening 1 minute	<p><i>Yesterday you retold and wrote explanation steps in your own words. Today you will continue this work by saying and writing the other four steps in the From Sheep to Sweater explanation.</i></p> <p><i>Remember, these are the steps you will use when you write each explanation step:</i></p> <ol style="list-style-type: none"> 1. <i>Look at the image.</i> 2. <i>Say the explanation step in your own words. If you need help remembering, you can look at the book.</i> 3. <i>Under the image, write the words that you said.</i>
Individual Construction 19 minutes	<p><i>Now it’s your turn to say and write each explanation step.</i></p> <p>Send the children with writing tools, folders, and packets. As they work, circulate to support them. Have copies of the book available for children’s reference.</p>

Content Objective	I can write the steps in an explanation. (R.6.1.b, W.3.1.b, W.2)
Language Objective	I can use full sentences to retell the steps in an explanation. (SL.4.1, R.6.1.b)
Closing 10 minutes	Bring the class back together in the meeting area. Allow several children to share their explanation steps. <i>Now you have some practice retelling and writing explanation steps! Next week you will write a phenomenon statement for this explanation.</i>
Standards	R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text. W.3.1.b Use a combination of drawing and writing to communicate a topic with details W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. SL.4.1 Produce complete sentences when appropriate to task and situation.
Ongoing assessment	After the lesson, review children’s work. Do they accurately explain each step of the process? Do the words they write match the images?

Notes

From Sheep to Sweater Explanation Steps, part 2

Name: _____



From Sheep to Sweater Explanation Steps, part 2



Writing U4 W4 D5