



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>