



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