



WEEK 5 Day 1

**Writing Explanation**  
Individual Construction: Phenomenon Statement

<b>Content Objective</b>	I can write a phenomenon statement for an explanation. (W.2, W.3.1.b)
<b>Language Objective</b>	I can plan for writing by saying my phenomenon statement to a partner. (SL.1.1)
<b>Vocabulary</b>	<p><b>explanation steps:</b> the phenomenon explained, in order</p> <p><b>phenomenon statement:</b> the beginning of an explanation, where the phenomenon is introduced</p> <p><b>explanation:</b> a genre of writing whose purpose is to explain a phenomenon in sequence</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Explanation anchor chart, from Week 4, Day 2</li> <li>● <i>From Sheep to Sweater</i>, Robin Nelson, copies available for children’s use</li> <li>● children’s writing folders, including explanation steps from Week 4</li> <li>● writing tools</li> <li>● writing paper, one sheet for each child</li> <li>● Explanation Observation Tool, one copy for each child</li> </ul>
<b>Opening</b> 1 minute	<i>Last week you wrote the explanation steps for how sheep’s wool becomes sweaters. Today you will write the phenomenon statement for that explanation.</i>
<b>Individual Construction</b> 19 minutes  page 3	<p>Refer to the Explanation anchor chart.</p> <p><i>Remember, explanations begin with a <b>phenomenon statement</b>, which names what will be explained.</i></p> <p><i>It’s helpful to think of the phenomenon statement as answering a question. In this book, the question is “A sweater keeps me warm. How is it made?”</i></p> <p><i>Review your explanation. What question are you answering?</i></p>

	<p><i>Think of a possible phenomenon statement that could introduce what you are explaining. Say your phenomenon statement to a partner; then go to write it.</i></p> <p>Send the children with writing tools, folders, and paper. As they work, circulate to support them. Have copies of the book available for children’s reference.</p>
<p><b>Closing</b> 10 minutes</p>	<p>Bring the class back together in the meeting area. Allow several children to share their phenomenon statements.</p> <p><i>You have each written an explanation! Next you will learn about the language of explanation.</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.</p> <p><b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><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>After the lesson, review children’s work using the Explanation Observation Tool, focusing on Phenomenon Statement.</p>

**Notes**