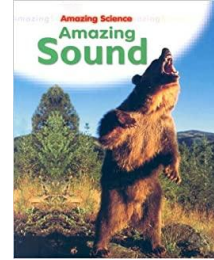


Unit 4: Communicating with Sound and Light



WEEK 5 Day 5

Writing Explanation
 Research
 continued on Week 6, Day 1

Content Objective	I can recount and record information found in texts to answer a research question. (R.6.1.b, W.3.1.b, W.2, W.1.1.a, W.1.1.b)
Language Objective	I can use what I learned from a research text to explain how sound travels. (SL.2.1.a)
Vocabulary	<p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>explain: to describe in detail</p> <p>phenomenon: an observable thing that happens</p> <p>sequence: in a particular order</p> <p>research: to get information about something</p>
Materials and Preparation	<p>In this and the following lesson, children conduct research for their explanations by reading unit texts. These lessons can be facilitated in different ways, depending on the needs of the class.</p> <p>Option 1 (outlined in this lesson): The teacher reads the text selection aloud to the class and facilitates children’s notetaking.</p> <p>Option 2: The teacher introduces the task outlined on the slides, and children follow the instructions to read/listen to the text on their own.</p> <ul style="list-style-type: none"> ● explanation planning chart, from Day 4 ● <i>Amazing Sound</i>, Sally Hewitt or Explanation Research, part 1 slides ● Explanation Steps sheet, 4 copies for each child, plus extra copies ● writing tools ● children’s writing folders
Opening	<i>We know that explanations are written to explain a phenomenon in</i>

<p>1 minute</p>	<p><i>sequence. But where do writers get their information?</i></p> <p><i>Writers get information through research. Research can mean a lot of different things, including reading about a topic, interviewing experts, or conducting experiments.</i></p> <p><i>Before you write your explanation, you will do research to find out how sound travels.</i></p>
<p>Research 28 minutes</p> <p><i>Amazing Sound,</i> pages 6-9</p>	<p>Refer to the explanation planning chart.</p> <p><i>Remember, you will be writing to answer the question, How does sound travel?</i></p> <p><i>I am going to read a few pages from Amazing Sound by Sally Hewitt. As I read, think about our research question, How does sound travel?</i></p> <p>Read pages 6-9.</p> <p><i>Think about what you learned from the text that answers the research question, How does sound travel?</i></p> <p><i>In your own words, explain to your partner how sound travels.</i></p> <p><i>After talking to your partner, you will write down the steps for how sound travels on these sheets. These are your notes, not your full explanation. You can draw sketches, write words, or both—whatever you need to remember what you learned from this text.</i></p> <p>Send the children with Explanation Steps sheets, writing tools, and folders to write research notes. As they write, circulate to support their work. Have <i>Amazing Sound</i> available for their reference.</p>
<p>Closing 1 minute</p>	<p><i>Today you began researching for your explanation. Next you will continue your research.</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>W.1.1.a Investigate questions by participating in shared research and</p>

	<p>writing projects.</p> <p>W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</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>Review children’s research notes.</p> <p>What do they understand about how sound travels?</p> <p>What more do they need to learn to develop an accurate understanding?</p> <p>What information do children draw from texts?</p> <p>Do they represent the information in their own words?</p>

Notes

