

Unit 4: Communicating with Sound and Light

WEEK 6 Day 2

Writing Explanation
Individual Construction: Explanation Steps

Content Objective	I can use research to write an explanation. (W.1.1.a, W.1.1.b, W.2, W.3.1.b)
Language Objective	I can write using present tense action verbs and general nouns. (L.1.1.b, L.1.1.d)
Vocabulary	research: to get information about something explanation: a genre of writing whose purpose is to explain a phenomenon in sequence explanation steps: the phenomenon explained, in order present tense: happening now action verb: a verb that expresses action general: naming a group; not specific noun: a word that names a person, place, thing, or idea
Materials and Preparation	<ul style="list-style-type: none">● explanation planning chart, from Week 5, Day 4● Explanation anchor chart, from Week 4, Day 2● Explanation Steps sheet, from Week 5, Day 5, extra copies● writing tools● children’s writing folders, including Explanation Steps sheets● Explanation Observation Tools, from Week 5, Day 1● unit texts about sound, available for children’s reference
Opening 5 minutes	<p><i>Today you will use your research notes to begin writing your explanation.</i></p> <p>Refer to the planning chart.</p> <p><i>Remember, you are writing for PreK students to answer the question,</i></p> <p><i>How does sound travel?</i></p> <p>Refer to the Explanation anchor chart. Briefly review the stages and language of explanation.</p>

	<p><i>You will begin by writing the explanation steps. This is the process you will use. First, review your research notes. Add more details to your sketches and turn your notes into complete sentences. Then, review these steps. Are there any missing? Add any missing steps.</i></p> <p><i>You will have plenty of time to write your explanation, so work carefully. Remember to include present tense action verbs and general nouns.</i></p>
<p>Individual Construction 15 minutes</p>	<p>Send children with materials to write. As children work, circulate to support them and to assess their work. Take notes about children’s writing using the Explanation Observation Tool. These notes will be used to plan for lessons on Days 3-5 and Week 7, Days 1-3, and for revisions in Week 8.</p> <p>Identify a child to present their writing and receive feedback using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Have the children put away their papers in their writing folders and bring the class back together. Use Thinking and Feedback for one child’s work. Record suggestions on sticky notes to place in the child’s writing folder. <i>Tomorrow you will continue writing your explanations.</i></p> <p>After the lesson, review the Explanation Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs, following the guidance outlined on Days 3-5 and Week 7, Days 1-3.</p>
<p>Standards</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 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>L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>
<p>Ongoing assessment</p>	<p>Review children’s work using the Explanation Observation Tool, focusing on Explanation Steps, Verbs, and Nouns.</p>

Writing U4 W6 D2