

Unit 4: Communicating with Sound and Light

WEEK 8 Days 1-2

Writing Explanation

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 2-3. This lesson addresses two phases of the work: revisions (children's individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of explanation: to explain a phenomenon in sequence.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit.

Children receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of explanation. (W.3.1.b, W.2, W.2.1.a, L.1.1.b, L.1.1.d)
Language Objective	I can write using present tense action verbs and general nouns. (L.1.1.b, L.1.1.d)
Vocabulary	explanation: a genre of writing whose purpose is to explain a phenomenon in sequence revise: to make changes to writing publish: to prepare writing for an audience audience: an individual or group for whom a piece of writing is composed
Materials and Preparation	<ul style="list-style-type: none">Explanation Observation Tools, from Week 5, Day 1 Before the lesson, review the children's Explanation Observation Tools and Explanation Feedback packets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children will be divided into four groups: two groups to meet on Day 1 and two groups to meet on Day 2. See the descriptions below to guide

	<p>possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● children’s writing folders, including explanations ● Explanation Steps sheets, from Week 5, Day 5, copies as needed for adding missing parts ● explanation mentor texts: <i>From Sheep to Sweater</i> and <i>From Cocoa Bean to Chocolate</i>, available for children’s reference ● Explanation anchor chart, from Week 4, Day 2, available for children’s reference <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● unit texts about sound ● Explanation anchor chart, from Week 4, Day 2 ● explanation mentor texts: <i>From Sheep to Sweater</i> and <i>From Cocoa Bean to Chocolate</i> ● Explanation Verbs slides, from Week 5, Day 2 ● General Nouns slides, from Week 5, Day 3 <p>For Publishing:</p> <ul style="list-style-type: none"> ● drawing and writing tools ● Explanation Steps sheets, from Week 5, Day 5, copies as needed for publishing ● Phenomenon Statement sheets, from Week 7, Day 4, copies as needed for publishing
<p>Opening 5 minutes</p>	<p><i>We have learned a lot about explanations. Soon, PreK students will be able to learn about how sound travels from reading your explanations! This week you are going to revise and publish your work to get it ready for your audience.</i></p> <p><i>Last time during Writing, you read your explanation to a partner and received feedback. Today you will use that feedback to revise and improve your explanation.</i></p> <p><i>If you need to add another explanation step, get a new sheet of paper to write that part.</i></p>
<p>Individual Construction 20 minutes, concurrent with Small Group Instruction</p>	<p>Send the children with writing folders to revise their work.</p> <p>After children revise, they may begin to publish the phenomenon statement and explanation steps by copying illustrations and words onto new sheets of paper, as needed, to make their work clear. Note that all children will not need to copy all of their work. Only illustrations and words</p>

	<p>requiring significant revision should be copied onto new sheets. On Day 3 children will assemble all of the parts of their explanations into accordion books.</p>
<p>Small Group Possibilities 20 minutes, concurrent with Individual Construction</p>	<p>As children work, convene small groups with similar needs to improve one aspect of their explanations. The aspects addressed in revisions should be features of explanation taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Explanation Steps</u> Convene children whose explanations have missing or inaccurate steps. Guide them to look through unit texts about sound. Help them to identify and revise the missing/inaccurate steps in their explanations. Then work with them to ensure all of the steps are in the correct sequence.</p> <p><u>Verbs</u> Review the lesson from Week 5, Day 2. Have pairs underline the verbs in their writing. Review the requirements for verbs in explanations: present tense action verbs. Redefine these characteristics and help children change the verbs they wrote to present tense action verbs. Discuss with the children why the verbs needed to be changed.</p> <p><u>Nouns</u> Review the lesson from Week 5, Day 3. Have pairs underline the nouns in their explanations. Remind them that the nouns should be general, not specific. Guide them to replace specific nouns with general ones.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from small group instruction to share with the class. This should be informative to all children as they grow as writers.</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.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</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>Note children’s participation in and understanding of the content of each small group.</p>

Notes

A large empty rectangular box with a black border, intended for taking notes.