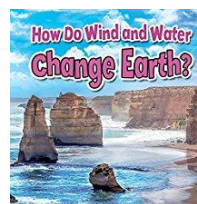


Unit 2: The Forces of Wind and Water



WEEK 5 Day 2

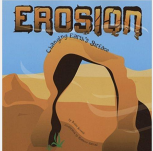
Writing Explanation

Deconstruction: Explanation Purpose

Deconstruction: Posters

Content Objectives	I can discuss the main purpose of a text. (R.9.2.b) I can discuss the role of images in a poster. (R.11.2.c, R.11.2.d)
Language Objectives	I can use details from a text to support my response. (SL.2.2.a) I can describe the features of posters and compare them to other media.
Vocabulary	explain: to describe in detail explanation: a genre of writing whose purpose is to explain a phenomenon in sequence genre: a type of writing image: a representation of something in the form of a drawing, photograph, etc. medium: a form of communication phenomenon: an observable thing that happens purpose: the reason for doing or creating something report: a genre of writing whose purpose is to organize information about a topic sequence: in a particular order stages: the parts of a piece of writing
Materials and Preparation	To become familiar with the genre and how it is taught, read Writing: Introduction to Explanation (in the Unit 2 Introduction documents). • <i>How Do Wind and Water Change Earth?</i>, Natalie Hyde • Explanation anchor chart images: mentor texts, cut apart • chart paper Prepare the following Explanation anchor chart. Glue the mentor

Writing U2 W5 D2

	text images to the chart. Explanation Purpose: to explain a phenomenon in sequence Examples:   ● Sample Posters slides
Opening 1 minute	<i>Today we are going to begin looking at a new genre of writing called explanation.</i>
Deconstruction 18 minutes <i>How Do Wind and Water Change Earth?</i> cover-page 9	<i>This book—How Do Wind and Water Change Earth?—looks a lot like another book we’ve read: Earth’s Landforms and Bodies of Water. They are both written by Natalie Hyde and published by the same company. Although the two books have many similarities—they are even both about Earth—they are different in an important way. They are written in different genres for different purposes. Earth’s Landforms and Bodies of Water is a report, written to organize information about a topic. How Do Wind and Water Change Earth? is an explanation. Let’s read to find out why Natalie Hyde wrote this book.</i> Read the cover, title page, Contents, and pages 4-5. Flip through pages 6-9, explaining: <i>The next sections of this book are called “Wind erosion” and “Wind weathering.” We read these today in Text Talk, so we are going to skip them.</i>

pages 10-21	Read pages 10-19. Quickly glance at pages 20-21. <i>Remember these pages? Natalie Hyde included a procedure in her book.</i>
page 22	After reading the page, facilitate discussion. <i>Take a moment to think, and then talk to a partner. Why did Natalie Hyde write this book? What is the purpose? Use evidence from the text to support your response.</i> Allow the children several minutes to think and share with a partner. Then harvest and discuss their ideas.
	Show the Explanation anchor chart. <i>The purpose of explanation is to explain a phenomenon in sequence. Explain means to describe in detail, and phenomenon is a scientific word that means something that happens that can be observed.</i> <i>Sequence is a word that you might remember; it means in order. We have used this word before when writing other genres. Sequence is important in personal recounts and procedures. But these genres are written for different purposes. Personal recounts document a sequence of events. Procedures give directions in sequence to accomplish a goal. Explanations explain a phenomenon in sequence.</i> <i>How Do Wind and Water Change Earth? is one example of an explanation we will explore in this unit.</i>
Deconstruction 10 minutes	<i>So far this year you have written using different media, or forms of communication. You published procedures in different ways and wrote personal recount books. Today we will explore a new medium: posters.</i> <i>Where have you seen posters before? [in the classroom; around the school; event flyers around the town] What do they communicate? [fire drill instructions; classroom or school information; event details]</i> <i>We are going to look at sample posters to see what we notice. Look carefully at each poster. Then we'll discuss what you noticed.</i> Show the slides; then facilitate a class discussion. <i>What did you notice about the posters? What is the same/different about posters and other media?</i>

	If the children do not say anything about the layout of the posters, go back to the slides and ask them what they notice about how they are organized. <i>Posters usually hang in common spaces for people to look at as they walk by. They need to catch their audience's attention, and need to be seen from far away. When we studied procedures, we talked about the importance of images. Images make writing more clear. As you can see, images are especially important on posters. Images are used to communicate a lot of the information in posters.</i> <i>In a few weeks you will make a poster that includes the report caption you wrote last week and the explanation you will write next.</i>
Closing 1 minute	<i>Today we began learning about a new genre called explanation, which is written to explain a phenomenon in sequence. Tomorrow we will learn about the stages of explanation.</i>
Standards	R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe. R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text. R.11.2.d Compare and contrast the information presented by two texts on the same topic. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Ongoing assessment	Reflect on the whole group discussions. What do the children already know about the purpose of explanation? What are their confusions? What do the children notice about posters? What needs to be reinforced as they create their own posters? To what extent do children understand the role that images play in communicating through posters?

Notes
