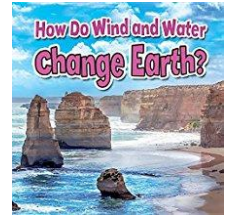


Unit 2: The Forces of Wind and Water



WEEK 5 Day 3

Writing Explanation

Deconstruction: Explanation Stages

Content Objectives	I can orally tell an explanation sequence. (R.6.2.b) I can name the stages of explanation. (W.3.2, W.2)
Language Objective	I can ask and answer questions to understand the explanation stages. (SL.2.2.b)
Vocabulary	audience: an individual or group for whom a piece of writing is composed explain: to describe in detail explanation: a genre of writing whose purpose is to explain a phenomenon in sequence explanation steps: the phenomenon explained, in order phenomenon: an observable thing that happens phenomenon statement: the beginning of an explanation, where the phenomenon is introduced sequence: in a particular order stages: the parts of a piece of writing
Materials and Preparation	● <i>How Do Wind and Water Change Earth?</i>, Natalie Hyde Flag page 10. ● sticky notes, about 10 ● markers ● chart paper Prepare the following Water Erosion chart.

	Water Erosion Phenomenon Statement: As water moves, it changes Earth’s surface. Explanation Steps: • Explanation anchor chart images: stages, cut apart • Explanation anchor chart, from Day 2
Opening 1 minute	<i>Yesterday we started learning about explanation, a genre written to explain a phenomenon in sequence. How Do Wind and Water Change Earth? contains a number of explanations. Let’s read one to find out about its stages.</i>
Deconstruction 28 minutes page 10	Read page 10. <i>On this page, what does Natalie Hyde explain to the reader?</i> <i>This page actually begins with a mini-report [the first two sentences]. Natalie Hyde gives some information about water so her audience, elementary school students, has the background information they need to understand the explanation.</i> Reread the first two sentences. <i>The explanation begins here, with this next sentence [point and read]: “As it moves, it changes Earth’s surface.”</i> <i>The beginning of an explanation is called the phenomenon statement. This is the part where the writer introduces the phenomenon that they will explain. The text says “As it moves, it changes Earth’s surface.” What does “it” refer to in this sentence?</i> <i>Natalie Hyde introduced water in the previous sentences, so it is clear that she is talking about water. But, if we write this sentence by itself, we need to change the word “it” to “water” to make it more clear. Take a look at this chart.</i> Show the Water Erosion chart, and read what is filled in so far. <i>After the statement of phenomenon come the explanation steps. After Natalie Hyde introduces that moving water changes Earth’s surface, she explains how this happens, in order.</i>

I am going to reread this page, starting with the phenomenon statement. As I read, listen for how moving water changes Earth's surface.

Starting with "As it moves..." read the rest of page 10.

How does moving water change Earth's surface? Take a moment to think and then share your ideas with your partner.

Harvest the children's ideas and write each one on a sticky note.

Let's add our ideas to this chart, in sequence.

Discuss the sequence of the explanation—which part came first, etc.

Place the explanation steps in sequence on the Water Erosion chart. See the following example.

Water Erosion
Phenomenon Statement: As water moves, it changes Earth's surface.
Explanation Steps: Moving water flows over rocks and soil and wears it away. Water picks up bits of soil, sand, and rocks. It carries these bits and drops them in new places.

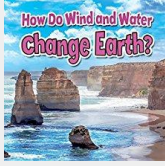
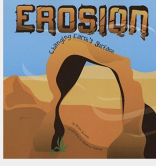
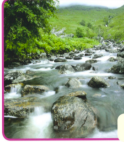
With erosion, this sequence repeats again and again. The water is constantly moving and carrying soil, sand, and rocks. Explanations only include the sequence once—to explain how it happens—but we should remember that this is a process that continues.

Refer to the Explanation anchor chart.

We have learned that explanation begins with a phenomenon statement, followed by the explanation steps. Let's add these to our anchor chart.

Under Examples, write Stages and attach the images to the chart. See the following example.

Explanation
Purpose: to explain phenomenon in sequence
Examples:

	  Stages: phenomenon statement  As it moves, it changes Earth's surface. explanation steps 
Closing 1 minute	<i>Today we learned about the stages of explanation. Tomorrow we will read other explanations and practice putting them in sequence.</i>
Standards	R.6.2.b Describe the relationship between a series of events, ideas, or concepts, using language that pertains to time, sequence, and cause/effect. W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Ongoing assessment	Reflect on the whole group discussion. How do children explain water erosion? What information do they draw from the text? Do they include all parts of the explanation? What language do they use - do they repeat the language of the text, using general nouns and present tense verbs, or do they use other language?