



WEEK 5 Day 4

Writing Explanation

Joint Construction and Individual Construction: Illustrating Explanations

Content Objective	I can visualize how a landform has changed over time. (R.6.2.b)
Language Objective	I can add images to clarify an explanation. (W.2, SL.3.2.b)
Vocabulary	explanation: a genre of writing whose purpose is to explain a phenomenon in sequence explanation steps: the phenomenon explained, in order illustration: picture image: a representation of something in the form of a drawing, photograph, etc. phenomenon statement: the beginning of an explanation, where the phenomenon is introduced sketch: a rough drawing visualize: to create a mental image
Materials and Preparation	● <i>Erosion: Changing Earth's Surface</i>, Robin Koontz Flag page 10. ● markers in three colors ● chart paper Prepare the following Crashing Waves chart in three colors. Write the title "Crashing Waves" in one color; the phenomenon statement "Waves crash against the shore, changing its shape." in a second color; and the text for each of the Explanation Steps in a third color.

	Crashing Waves Waves crash against the shore, changing its shape. Strong ocean waves crash against the shore. Ocean water slowly erodes soft rock and breaks chunks off the bottom of the cliff. The waves throw the loose material back at the shore. Eventually, the cliffs break apart from the crashing. The waves take away pieces of the cliff and bring them to a new area. The eroded pieces from rocky cliffs can become a sandy beach not far away. • pencils • completed Keeping Track of Landforms sheet, from Week 4, Day 2 • Illustrating Explanations Packets A-D Copy and distribute one packet to each child according to the type of erosion that affected the landform for which they wrote their report (caption), using the Keeping Track of Landforms sheet for reference. Note that the children may not yet know what type of erosion affected their landform;; this connection should not be made explicitly for them. For example, the children who wrote about the Fraser River Valley should receive Packet B, about frozen water. • Water Erosion chart, from Day 3
Opening 1 minute	<i>We know that images are important and that they make writing more clear. We saw this when we looked at posters earlier this week. Today we will work together as a class to sketch illustrations</i>

	<i>for an explanation. Then you will have a chance to sketch on your own.</i>
Joint Construction 13 minutes page 10	Show <i>Erosion: Changing Earth's Surface</i>. <i>This book is another example of an explanation.</i> <i>As I read this explanation, visualize what is happening.</i> Read page 10. Show the Crashing Waves chart. <i>Take a look at this chart. I broke up the explanation from this book into different sections. The title here in [color] is Crashing Waves. Then, the phenomenon statement in [color] is below. It says, "Waves crash against the shore, changing its shape." Below are each of the explanation steps, written in [color], along with a box for illustration.</i> <i>The caption for the first box reads "Strong ocean waves crash against the shore." What could we sketch here?</i> Collect the children's ideas and model doing a quick pencil sketch to illustrate that part of the explanation. <i>I am drawing the cliff going down in a straight line, because that is how I imagine it looked before the waves crashed against it and cut into it.</i> Repeat the process with the other explanation steps, for as many parts as necessary for children to understand what they will do.
Individual Construction 15 minutes	<i>Now it's your turn. You will receive an explanation with steps written out and boxes for illustration. Sitting with your partner, follow the steps we did together. First read the explanation and visualize what is happening. Then, draw quick pencil sketches to illustrate each of the explanation steps.</i> As children sketch, circulate to support their work. Guide children to visualize how the landform is being changed by erosion over time.
Closing 1 minute	<i>These illustrations really make the explanations more clear!</i> <i>Tomorrow we will begin writing an explanation together as a class.</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.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. SL.3.2.b Create audio/video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when

