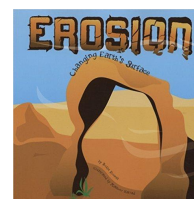
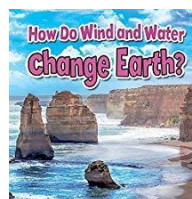


Unit 2: The Forces of Wind and Water

WEEK 5 Day 5



Writing Explanation

Joint Construction

Content Objective	I can write an explanation sequence. (W.3.2, W.2, W.1.2.a, W.1.2.b)
Language Objective	I can contribute to class discussions by explaining a particular type of erosion. (SL.1.2)
Vocabulary	explanation: a genre of writing whose purpose is to explain a phenomenon in sequence explanation steps: the phenomenon explained, in order illustration: picture phenomenon statement: the beginning of an explanation, where the phenomenon is introduced report: a genre of writing whose purpose is to organize information about a topic sequence: in a particular order
Materials and Preparation	- class copy of the Popham Beach Caption slides, from Week 4 - Phenomenon Statement sheet - Explanation Steps sheets, about 5 half sheets for each pair of children Before the lesson, assign pairs of children who will be effective writing partners. - writing tools <i>Erosion: Changing Earth's Surface</i>, Robin Koontz; <i>How Do Wind and Water Change Earth?</i>, Natalie Hyde; and Science and Engineering packets, available for children's reference - paperclips, for grouping sheets with similar ideas
Opening 1 minute	<i>Fourth grade students will be learning about erosion this year, just like we are! We're going to give the fourth graders an introduction to erosion by making posters that explain how different types of</i>

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	<i>erosion happen. On our posters, we'll include the reports we wrote last week as examples of erosion. Let's look at the report we wrote together.</i>
Joint Construction 8 minutes slide 2	<i>Take a look at this photo of Popham Beach. What do you think is causing this change? Think about different types of erosion we have learned about: water erosion by rivers, glaciers, and waves, and wind erosion.</i> Harvest the children's ideas. Discuss their thoughts and encourage them to give evidence for their choice. Come to a consensus as a class about the type of erosion affecting Popham Beach.
slide 5	<i>Let's add to our caption.</i> Write a second sentence in the Popham Beach caption, for example, "Its shape is being changed by crashing waves." <i>Popham Beach is one place affected by the erosion. We will include our report on the explanation poster so that fourth graders can see an example of a real landform affected by erosion. Now, let's think about how waves and wind change the shape of the land and write an explanation of how this happens.</i>
Joint Construction in Pairs 12 minutes	<i>Let's start by writing the phenomenon statement here. What are we trying to explain?</i> Harvest the children's ideas and write the phenomenon statement on the Phenomenon Statement sheet, for example, "Crashing waves change shorelines." <i><u>How</u> do waves and wind change shorelines? Think about the books we've read and the investigations we've conducted. With a partner, you are going to write the explanation steps. Write each part on one of these sheets. [Show the Explanation Steps sheet.] You can record your idea with words, or illustrations, or both! When you think you have all of the parts, work together with your partner to put them in sequence. If you need help, you can look at one of our mentor texts, or in your Science and Engineering packets.</i> Send the children to write in pairs. If pairs are having trouble explaining erosion by waves, guide them to research resources. Support them to record their ideas with words and images and to put the steps in sequence.
Closing 8 minutes	Bring the group back together in a circle. <i>We are going to go around the circle to collect ideas. If you have the</i>

	<i>same idea as another pair, we will put those ideas together.</i> <i>What did you write as the first step?</i> Choose one pair to share. <i>Did anyone else have the same idea? You might not have used the same words, but if you have the same idea, we are going to group those ideas together.</i> Verify that the sheets express the same ideas and collect them into one pile. Paperclip the sheets together and write the number 1 in pencil on the top sheet. Continue the process of explaining the steps in order and grouping sheets that express the same ideas, until all sheets have been collected. <i>Today we worked together to write an explanation. Next time we will review and revise our work.</i>
Standards	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. W.1.2.a Investigate questions by participating in shared research and writing projects. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	Review the sticky notes to find class trends. Are all of the explanation steps included? What language do the children use? Do they use present tense action verbs? Do they use general nouns? Do they use any adjectives? Do children use illustrations? If so, are they clear? Do they match the words? Do they show change over time?