## WEEK 5 Day 1

## **Writing Explanation**

## **Pre-Assessment**

Content Objective	I can write to explain how rivers change the shape of the land. (W.3.2)			
Language Objective	I can orally explain how rivers change the shape of the land to my partner. (SL.2.1.a)			
Materials and Preparation	<ul> <li>Rio Patagonia slide</li> <li>Explanation Pre-Assessment sheet, 3 sheets for each child, plus a few extra copies         Note that children can cut the sheets in half to reorder them, if necessary.         </li> <li>writing tools</li> <li>Explanation Rubric, one copy to complete for each child</li> <li>Explanation Pre-Assessment Reflection</li> </ul>			
Opening 9 minutes slide 2	Like you did at the beginning of our personal recount unit, today you will do some writing by yourselves, without help. This gives me a better idea of what you already know and helps me plan for our new Writing unit.			
	Show the Rio Patagonia slide.  Take a look at this photograph. This is a picture of a river called Rio Patagonia, taken from above. The blue and white part shows the course of the river today. The other lines are other courses the river has taken, called scars. How does the river leave scars on the Earth?  Show the Explanation Pre-Assessment sheet.			
	Each of you will get a sheet that looks like this. At the top it says "Write to explain how rivers change the shape of the land." Then there is a place to write your name and the date.			
	Before you write, you can practice your explanation by telling it.			

	Think, Pair, Share.  Explain how rivers change the shape of the land.		
Individual Construction 20 minutes	Distribute writing tools and Pre-Assessment sheets, and send children to write.		
Closing 1 minute	It's so helpful for me to read your writing and to see what you already know! Tomorrow we will begin learning about a new genre of writing.		
Standards	<ul> <li>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</li> <li>SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> </ul>		
Ongoing assessment	To become familiar with the genre and how it is taught, read Writing: Introduction to Explanation (in the Unit 2 Introduction documents).  Use the Explanation Rubric to score each child's work. Then, complete the Explanation Reflection to plan for next steps.  Review children's writing for content knowledge.  What do they understand about rivers changing their courses?  What do they understand about how rivers affect land?  What is still confusing?  What needs to be revisited/introduced/explored more to provide the children with a deeper understanding of the content?		

Notes		