

Unit 2: The Forces of Wind and Water

WEEK 6 Day 1

Writing Explanation

Feedback and Revision: Explanation Steps

Content Objective	I can provide feedback on a jointly-constructed text and choose how to revise the writing. (W.w, W.2.2.a)
Language Objective	I contribute to a class discussion using feedback to make revisions. (SL.2.1)
Vocabulary	explanation: a genre of writing whose purpose is to explain a phenomenon in sequence explanation steps: the phenomenon explained, in order revision: change made to improve writing sequence: in a particular order stages: the parts of a piece of writing
Materials and Preparation	• Explanation Steps Feedback sheet • jointly constructed phenomenon statement, from Week 5, Day 5 • jointly constructed explanation steps, from Week 5, Day 5 • Explanation Steps sheets, from Week 5, Day 5, 6 blank copies • tape and scissors
Opening 1 minute	<i>Today we will read our explanation and use the Explanation Steps Feedback sheet to analyze it and make revisions.</i>
Feedback 8 minutes	Introduce the Explanation Steps Feedback sheet. <i>We will reread our explanation to determine whether we have included all of the explanation steps, and whether they are in the correct order.</i> <i>As a class we collected ideas from different pairs, so each sheet includes different words and illustrations. As we review our work, we will make sure we have included all of the ideas. Then we will go back and decide together about the words we want to use.</i>

	<i>Let's begin by reading our phenomenon statement, to remember what we're explaining.</i> Read the phenomenon statement. Read the top sheet of each packet of explanation steps, in order. Then, as a class, complete the Explanation Steps Feedback sheet.
Joint Construction and Revision 20 minutes	If the class determined that any steps were missing, write those now. Use the Think, Pair, Share routine to generate language for the steps. Then harvest children's ideas and write the jointly constructed language on the Explanation Steps sheets. If the class determined that the steps were in the wrong sequence, reorder the steps, according to the class plan. Once steps are complete and in the correct sequence, go back to choose the final language of the steps written on Week 5, Day 5. For each step: ● review each sheet generated by pairs; ● decide on the most effective language for the step; ● if needed, write the new language on a blank Explanation Steps sheet; ● if there is an illustration that represents the step well, cut it out and tape it onto the sheet with the final explanation step language; ● write a number in pencil on the back of each sheet, to ensure that they stay in the correct sequence.
Closing 1 minute	<i>Today we began revising our explanation, looking at its stages.</i> <i>Tomorrow we will begin learning about the language of explanation and continue revising our work.</i>
Standards	W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 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 whole group discussion. What feedback do children provide? To what extent have the children internalized the stages of explanation? What suggestions do they make for revision?