

Unit 2: The Forces of Wind and Water

WEEK 6 Day 5

Writing Explanation

Individual Construction

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| Content Objective | I can write explanation steps. (W.3.2, Standard W.2, W.1.2.a, W.1.2.b) |
| Language Objective | I can write using present tense action verbs, general nouns, and adjectives. (L.1.2.e, L.1.2.a,L.1.2.b) |
| Vocabulary | <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>explanation steps: the phenomenon explained, in order</p> <p>illustration: pictures</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>phenomenon: an observable thing that happens</p> <p>sequence: in a particular order</p> |
| Materials and Preparation | <ul style="list-style-type: none">● Sample Posters slides, from Week 5, Day 2● jointly constructed explanation● drawing and writing tools● children’s writing folders, including Caption Templates and Phenomenon Statements sheets● Explanation Steps sheets, cut in half, 5-10 half sheets for each child● <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● Explanation anchor chart, available for children’s reference● Explanation Observation Tool, one copy for each child |
| Opening 1 minute | <i>Today you will continue work on your explanation by writing the explanation steps.</i> |
| Review Images 5 minutes | <i>At the beginning of the unit we discussed the importance of images in explanations, and especially on the posters you will be making.</i> |

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| <p>slide 2</p> | <p><i>On this slide is an explanation of how water erodes a cliff. The images in this explanation shows how the landform changes over time.</i></p> <p><i>Your explanation will explain how a particular type of erosion occurs, for example, how crashing waves change shorelines. The illustrations in your explanation will show how the landform you have written a caption for has changed over time. For example, in our class explanation, the images show Popham Beach being changed by erosion.</i></p> <p><i>As you illustrate your explanation, think about how your landform has looked over time as it became more and more eroded.</i></p> |
| <p>Individual Construction 14 minutes</p> | <p>Show the jointly-constructed explanation.</p> <p><i>When we wrote the explanation steps together, we thought about how waves change the shape of the shoreline. We drew and wrote each part of the phenomenon on a separate piece of paper and put them in sequence.</i></p> <p><i>As you work, you will sit with other people writing explanations about the same type of erosion. Your first job today is to talk to your partner. Review the phenomenon statement you chose yesterday. Then explain out loud how that type of erosion shapes landforms. If you need help, you can look at one of our mentor texts, or in your Science and Engineering packets.</i></p> <p><i>After saying your explanation out loud, you will each draw and write the explanation steps, one on each sheet of paper. You will start writing your explanation today and then have next week to complete it.</i></p> <p>Send children with materials to write. As children work, circulate to assess their work. Take notes about children’s writing using the Explanation Observation Tool. These notes will be used to plan for lessons on Week 7, Days 1-4 and for revisions in Week 8.</p> <p>Identify a child to present their writing and receive feedback using Thinking and Feedback.</p> |
| <p>Closing 10 minutes</p> | <p>Bring the class back together. Use the Thinking and Feedback protocol for one child’s problem. Record suggestions on sticky notes to place in the child’s writing folder.</p> <p><i>Next week you will continue writing your explanations.</i></p> <p>Have the children put away their papers in their writing folders.</p> |

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| | <p>After the lesson, review the Explanation Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs, following the guidance outlined on Week 7, Days 1-4.</p> |
| <p>Standards</p> | <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. Standard 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. L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified. L.1.2.a Use collective nouns (e.g., group). L.1.2.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> |
| <p>Ongoing assessment</p> | <p>As children write, circulate and take notes on the Explanation Observation Tool.</p> |

Notes