

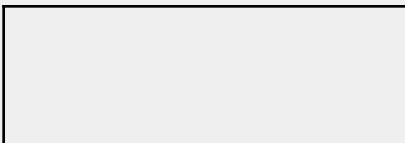
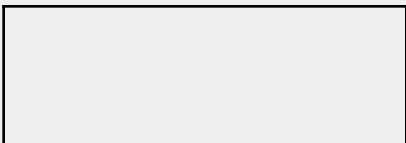
Unit 2: The Forces of Wind and Water

WEEK 6 Day 3

Writing Explanation

Deconstruction and Revision: Nouns and Adjectives

Content Objective	I can contribute to revising the nouns and adjectives in our class explanation. (W.2, W.2.2.a)
Language Objectives	I can write using adjectives and general nouns. (L.1.2.e, L.1.2.a, L.1.2.b)
Vocabulary	action verb: a verb that expresses action explanation: a genre of writing whose purpose is to explain a phenomenon in sequence general: naming a group; not specific noun: a word that names a person, place, thing, or idea precise: exact; specific present tense: happening now revision: change made to improve writing
Materials and Preparation	● highlighters, in two colors ● Crashing Waves chart, from Week 5, Day 4 Highlight the nouns in one color and the adjectives (including prepositional phrases that describe the nouns) in another color. See the following example (nouns are highlighted in white, adjectives in dark gray). Crashing Waves Waves <u>crash</u> against the <u>shore</u>, changing its <u>shape</u>.

	Strong ocean waves <u>crash</u> against the shore.  The waves <u>throw</u> the <u>loose</u> material back at the shore.  The waves <u>take</u> away pieces of the cliff and <u>bring</u> them to a new area. Ocean water slowly <u>erodes</u> soft rock and <u>breaks</u> chunks off the bottom of the cliff.  Eventually, the cliffs <u>break</u> apart from the crashing.  The <u>eroded</u> pieces from rocky cliffs <u>can become</u> a sandy beach not far away. • Explanation anchor chart images: language, cut apart • Explanation anchor chart, from Week 5, Day 2 • jointly constructed explanation
Opening 1 minute	<i>Yesterday we learned that explanations include present tense action verbs. Today we are going to examine the other important language features of explanation.</i>
Deconstruction and Revision: Nouns 15 minutes	Show the Crashing Waves chart. <i>Let's take a look at the nouns in explanations. Remember, a noun names a person, place, thing, or idea. I highlighted the nouns in the Crashing Waves explanation. Listen as I read just the nouns and think about what is the same about them.</i> Point to and read just the highlighted nouns and harvest the children's ideas. <i>The nouns in explanations do not name one specific place or thing; they are called general nouns. For example, in the Crashing Waves explanation the nouns could name any wave on any shore. This explanation talks about what all waves do as they crash into all shores. This could be about Popham Beach, or it could be about the coast of India, or anywhere else.</i> <i>Let's go back to our class explanation and make sure that the nouns</i>

	<i>that we used are general, that they could talk about any wave on any shore.</i> Reread the class explanation, highlighting the nouns and discussing whether they are general or specific. Revise any specific nouns.
Deconstruction and Revision: Adjectives 15 minutes	<i>When we learned about procedures and reports, we discussed the importance of adjectives in making them precise and adding more information. Remember that adjectives give more information about nouns, often answering questions such as How many? and What kind? Listen carefully as I read the last sentence without any adjectives.</i> Read “The pieces can become a beach not far away.” <i>What are the pieces? In this sentence, there are no adjectives to describe what the pieces are. In the original version the phrase says “Eroded pieces from rocky cliffs.” With the adjectives “eroded” and “from rocky cliffs,” we know that the pieces are pieces of a cliff that have been washed away by waves.</i> <i>Let’s look at one more sentence.</i> Read the first sentence: “Strong ocean waves crash against the shore.” <i>Robin Koontz uses two adjectives in a row in this sentence. She does not just say “waves,” but she tells the reader that they are strong waves and that they are ocean waves. She packs a lot of information into only three words.</i> <i>Let’s go back to our class explanation and make sure that it includes adjectives that pack as much information as possible into our sentences.</i> Reread the class explanation sentence by sentence, using the guidance below for revision. If a sentence does not include an adjective, discuss whether to include one (or more). Use the following questions to elicit adjectives: <i>How many/much?</i> <i>What kind?</i> <i>What like?</i> <i>Which ones? Whose?</i> If the adjectives are spread out over several sentences (for example, “The waves are strong. They are in the ocean.”), revise to pack the information into one sentence or phrase (“Strong ocean waves”).

Closing 1 minute	On the Explanation anchor chart, under the Stages section, write Language. Add the language anchor chart images to the chart. <i>We learned a lot about the language of explanations and revised our writing. Tomorrow you will begin to write your own explanations!</i>
Standards	Standard 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. 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).
Ongoing assessment	Review the whole class discussion. What feedback do children provide? What evidence shows that children have internalized the roles of nouns and adjectives in explanation? What suggestions do they make for revision?

Notes
