

Unit 2: The Forces of Wind and Water

WEEK 6 Day 4

Writing Explanation

Individual Construction: Completing Captions and Phenomenon Statement

Content Objective	I can add information about erosion to my caption. (W.3.2, Standard W.2, W.1.2.a, W.1.2.b)
Language Objective	I can discuss with a partner which phenomenon statement matches our landform, and why. (SL.1.2)
Vocabulary	explain: to describe in detail explanation: a genre of writing whose purpose is to explain a phenomenon in sequence explanation steps: the phenomenon explained, in order phenomenon statement: the beginning of an explanation, where the phenomenon is introduced
Materials and Preparation	• class copy of the Popham Beach Caption slides, from Week 4 • children’s writing folders, including Caption Templates from Week 4 • pencils • <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 • jointly-constructed explanation • Phenomenon Statements sheet, one for each pair Before the lesson, identify pairs of children writing about the same landform. Plan for them to sit and talk together throughout the lesson. On the whiteboard, write: - water erosion by rivers - water erosion by glaciers - water erosion by waves - wind erosion

Opening 1 minute	<i>Today you will begin to write an explanation of one type of erosion. To identify the type of erosion you will explain, we are going to start with our landform captions.</i>
Individual Construction 16 minutes	Show the Popham Beach Caption Template. <i>Before writing our class explanation we went back to the photo of Popham Beach and identified the type of erosion that is going on there. We added another sentence to our caption to identify the type of erosion.</i> Distribute Caption Templates. <i>Look at your landform and think about what type of erosion has been shaping it. Your choices are here on the board: water erosion by rivers; water erosion by glaciers; water erosion by waves; or wind erosion. Talk to your partner to identify the type of erosion that is shaping your landform and why you think that. Once you have identified the type of erosion, write another sentence in your caption. For example, we wrote in our Popham Beach caption, [read the second sentence of the Popham Beach caption]. If you are having trouble identifying the type of erosion, talk to the other children who have the same landform. You can also check in one of our erosion books, or in your Science and Engineering packet.</i> Send the children in pairs to sit with others who are writing about the same landform. As the children write, circulate to support their work. Check in to make sure that they correctly identify the types of erosion shaping their landforms.
Joint Construction 12 minutes	Gather the children back together. <i>When we wrote together as a class, we identified Popham Beach as one example of a place where water erosion by waves is happening. Then, we wrote our explanation about water erosion by waves. You are going to do the same thing. Your landform is one example of a place where erosion is happening, and you will write an explanation of that type of erosion.</i> Show the jointly-constructed phenomenon statement. <i>Explanations begin with a phenomenon statement, which identifies what the explanation will be about. Here is what we wrote together.</i> Read the jointly-constructed phenomenon statement. Distribute the Phenomenon Statements sheets and pencils to pairs. <i>On this sheet are four phenomenon statements, for the four types of erosion we discussed. Let's read the statements together. As we</i>

	<i>read, think about the one that fits with the type of erosion shaping <u>your</u> landform.</i> Use shared reading to read each statement of phenomenon. Stop to clarify/define any unfamiliar words. <i>Which phenomenon statement makes sense for your explanation? Talk to your partner. When you decide which one fits, draw a star next to it.</i> Circulate to support the children as they work. Have several pairs share which phenomenon statement they chose and why.
Closing 1 minute	<i>Next you will continue your explanations by writing the explanation steps!</i> Have children put their Caption Templates in their writing folders, and have one child from each pair put the Phenomenon Statement sheet in their folder.
Standards	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. 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	Collect the children's folders and review their Caption Templates and Phenomenon Statement sheets. Do the children correctly identify the types of erosion to match their images? If not, what are their confusions?