WEEK 6 Day 2

Writing Explanation

Deconstruction and Revision: Verbs

Content Objective	I can contribute to revising the verbs in our class explanation. (W.2, W.2.2.a)				
Language Objective	I can discuss the function of verbs in explanation. (SL.1.2)				
Vocabulary	action verb: a verb that expresses action				
	explanation : a genre of writing whose purpose is to explain a phenomenon in sequence				
	present tense: happening now				
	revise: to make changes to writing				
	verb: a word that expresses a physical action, mental action, or state of being				
Materials and Preparation	 jointly constructed explanation: phenomenon statement from Week 5, Day 5 and explanation steps from Week 6, Day 1 Crashing Waves chart, from Week 5, Day 4 				
Opening 1 minute	Today we will look at one important language feature of explanations: verbs.				
Deconstruction 13 minutes	Show the Crashing Waves chart. Let's take a look at the verbs in explanations. First I am going to go through and underline the verbs. Remember, a verb is a word that expresses an action or a state of being. Think aloud while reading and underlining the verbs in the chart. See the following example.				

	Crashing Waves					
	Waves <u>crash</u> against the shore, <u>changing</u> its shape.					
	Strong ocean waves <u>crash</u> against the shore. Ocean water slowly <u>erodes</u> soft rock and <u>breaks</u> chunks off the bottom of the cliff.					
	The waves throw the loose material back at the shore. Eventually, the cliffs break apart from the crashing.					
	The waves <u>take</u> away pieces of the cliff and <u>bring</u> them to a new area. The eroded pieces from rocky cliffs <u>can become</u> a sandy beach not far away.					
	What do you notice about these verbs? Let me read them again Read just the verbs. Harvest the children's ideas. [The verbs are action verbs, except for "can become," and are written in present tense.] Verbs in explanations are different from those in procedures. Remember, procedure verbs are imperative and give directions explanations, verbs are actions in the present tense.					
Revision 15 minutes	Now let's reread our explanation, focusing on the verbs. I am going to read each sentence slowly. When you hear the verb, raise your hand.					
	Read each sentence and underline the verb. Use the following questions t discuss whether the verbs meet the requirements of explanation, and to					

	guide revision. Is this verb in the present tense? Is it an action verb? If the verb does not meet the requirements: What would be a better verb here? Why is it better? Repeat this process with each sentence of the explanation, revising for verbs.
Closing 1 minute	Today we learned that explanations include present tense action verbs, and we revised our class explanation. Tomorrow we will learn about other important language features of explanation.
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 role of verbs in explanation? What suggestions do they make for revision?

Notes		