

Unit 2: The Forces of Wind and Water

WEEK 7 Days 1-4

During Days 1-4, children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Week 6, Day 5 for a detailed lesson). In addition, children's writing is assessed using the Explanation Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review children's Explanation Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Explanation: (see the attached lessons for recommendations)

- explanation steps
- verbs
- nouns
- adjectives
- images

Conventions: (no suggested lessons included)

- writing and expanding complete sentences
- capitalization
- end punctuation, commas, and apostrophes
- applying rules and strategies taught in Foundations

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as chunking and writing word parts
- using resources such as texts, environmental print, and *Foundations* posters for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 1-4. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 1

Target Students (individual, small group, or whole group?):

Topic:

Day 2

Target Students (individual, small group, or whole group?):

Topic:

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Writing Explanation

Deconstruction and Revision: Explanation Steps

Materials:

- Explanation anchor chart, from Week 5, Day 2
- *Erosion: Changing Earth's Surface*, Robin Koontz; *How Do Wind and Water Change Earth?*, Natalie Hyde; Science and Engineering notebooks; available for children's reference
- children's explanations

Process (small or whole group):

- Show the Explanation anchor chart. Review the stages and language of procedure.
- Remind children that explanation steps include all steps needed to explain the phenomenon, in order.
- Guide children to read their explanations to others writing about the same type of erosion to identify whether they have included all steps, in order.
- Refer children to unit texts and Science and Engineering packets to support their knowledge of how a particular type of erosion works.
- Guide children to add missing steps or reorder steps, as needed.

Writing Explanation

Deconstruction and Revision: Verbs

Materials:

- Explanation anchor chart, from Week 5, Day 2
- mentor text for explanation: *Erosion: Changing Earth's Surface* (choose one explanation: Roaring Rivers, Frozen Erosion, or Whipping Wind) or a child's writing that uses present tense action verbs
- children's explanations

Process (small or whole group):

- Show the Explanation anchor chart. Review the stages and language of explanation.
- Read the mentor text.
- Together identify the present tense action verbs.
- Refer children back to their explanations. Have them underline the verbs.
- If children identify verbs that are not present tense action verbs, have them work with a partner or with teacher guidance to choose the appropriate replacement verbs.

Writing Explanation

Deconstruction and Revision: Nouns

Materials:

- Explanation anchor chart, from Week 5, Day 2
- mentor text for explanation: *Erosion: Changing Earth's Surface* (choose Frozen Erosion or Carving Caves) or a child's writing that uses general nouns
- children's explanations

Process (small or whole group):

- Show the Explanation anchor chart. Review the stages and language of explanation.
- Read the mentor text.
- Together identify the general nouns. Remind children that they are writing explanations about how that type of erosion occurs in many different landforms, not just the one they are using as an example.
- Refer children back to their explanations. Have them underline the nouns.
- If children identify specific nouns, have them work with a partner or with teacher guidance to change them to general nouns.

Writing Explanation

Deconstruction and Revision: Adjectives

Materials:

- Explanation anchor chart, from Week 5, Day 2
- mentor text for explanation: *Erosion: Changing Earth's Surface* (choose Carving Caves or Fast Erosion) or a child's writing that packs information with adjectives
- children's explanations

Process (small or whole group):

- Show the Explanation anchor chart. Review the stages and language of explanation.
- Read the mentor text.
- Together identify a sentence that includes adjectives to pack information.
- Refer children back to their explanations. Have them underline the nouns.
- Guide children to add adjectives by asking the following questions:
 - How many/much?
 - What kind?
 - What like?
 - Which ones? Whose?

Writing Explanation

Deconstruction and Revision: Images

Materials:

- Explanation anchor chart, from Week 5, Day 2
- mentor text for explanation: Sample Posters slides, from Week 5, Day 2 or a child's writing with clear images that demonstrate change over time
- children's explanations and Caption Templates

Process (small or whole group):

- Reinforce the importance of images on posters and in explanations.
- Remind children that their explanations show how a landform changes over time.
- Refer to the images on their Caption Templates. Discuss that that image is how the landform looks now. Have children match the image on the Caption Template to the last step in their explanation.
- Guide children to imagine what the landform looked like before it was affected by erosion.
- Have them illustrate each step of the explanation, showing how the landform has changed over time and matching the changing shape to the words in each explanation step.