

Unit 2: The Forces of Wind and Water

WEEK 8 Day 1

Writing Explanation

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 2-3. This lesson addresses two phases of the work: revisions (children's individual revisions and teacher-directed small group revisions) and publishing.

The class, and then individual children, begin the lesson by publishing their captions.

Then children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of explanation: to explain a phenomenon in sequence.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of explanation. (W.2, W.2.2.a, W.3.2, L.2)
Language Objectives	I can prepare my writing for an audience. (L.1.2.e) I can use capital letters when writing the name of a specific place. (L.1.2.c)
Vocabulary	caption: a short explanation of an image explanation: a genre of writing whose purpose is to explain a phenomenon in sequence publish: to prepare writing for an audience revise: to make changes to writing
Materials and Preparation	Explanation Observation Tools, from Week 6, Day 5 Before the lesson, review the children's Explanation Observation Tools and Explanation Feedback packets, along with other notes taken during Writing, to identify the strongest area of need for each

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	child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two groups to meet on Day 1 and two groups to meet on Day 2. See the descriptions below to guide possible group focus areas. For Publishing: ● Caption Template publishing sheets Ensure that each child has a color copy of the template that corresponds to their landform. ● drawing and writing tools ● class copy of the Popham Beach Caption slides, from Week 4 ● Phenomenon Statement publishing sheet, one copy for each child ● children’s writing folders, including Caption Templates, explanations, and feedback sheets For Revisions: ● writing tools ● Explanation Steps sheets, copies as needed for adding missing parts ● mentor texts, including the jointly-constructed explanation and Science and Engineering notebooks, available for children’s reference ● Explanation anchor chart, available for children’s reference For Small Group instruction: ● Procedure anchor chart, from Week 1, Day 2 ● explanation mentor texts ● Crashing Waves chart, from Week 5, Day 4
Opening 1 minute	<i>This week we will put all of the finishing touches on our captions and explanations. Then we will put them together as posters to explain erosion to fourth graders. They might use these posters as they begin to study erosion themselves.</i>
Joint Construction 10 minutes	<i>The first part you will finalize is your caption. Let’s work together to publish our class caption.</i> Model and think aloud while rewriting the Popham Beach caption on the color version of the template, using the examples below as they apply to the class caption. <i>Popham Beach is the name of a place, so I need to use capital letters. Both words—“Popham” and “Beach”—are part of the name, so they both need to begin with a capital letter.</i>

	<i>When I write “beach” to identify the type of landform, I don’t need to use a capital letter, because it is not referring to a specific beach.</i> After rewriting the caption, mark the location of Popham Beach on the world map.
Joint Construction 18 minutes, concurrent with Small Group Instruction	<i>Now it’s your turn to publish your caption. On the color template, rewrite your caption using your best handwriting. Be sure to mark the location of your landform on the map.</i> Show the Phenomenon Statement publishing sheet. <i>When you finish, copy your phenomenon statement here.</i> <i>If you finish early, review your work and the feedback you received from your partner, and revise and edit your work.</i>
Small Group Possibilities 18 minutes, concurrent with Joint Construction	As children work, convene small groups with similar needs to improve one aspect of their explanations. The aspects addressed in revisions should be features of explanation taught during the unit. The following are suggestions for what to address in small groups. <u>Adjectives</u> Review the lesson from Week 6, Day 3. Have pairs underline the nouns in their explanations. Then, have them circle the adjectives. Guide them to add adjectives to give more information about the nouns, and to pack the information into one to two sentences. Guide children to add adjectives by asking the following questions: - How many/much? - What kind? - What like? - Which ones? Whose? <u>Verbs</u> Review the lesson from Week 6, Day 2. Have pairs underline the verbs in their writing. Review the requirements for verbs in explanations: present tense action verbs. Redefine these characteristics and help children change the verbs they wrote to present tense action verbs. Discuss with the children why the verbs needed to be changed. <u>Nouns</u> Review the lesson from Week 6, Day 3. Have pairs underline the nouns in their explanations. Remind them that the nouns should be general, not specific. Guide them to replace specific nouns with general ones.

