

Unit 2: The Forces of Wind and Water

WEEK 8 Day 5

Writing Explanation

Presentation and Celebration

Two suggestions for presentation and celebration are outlined below.

Suggestion 1 involves arranging time with a fourth-grade class to present children's work.

Suggestion 2 involves presenting within the second-grade classroom, with work delivered to fourth graders.

Content Objective	I can present my work, explaining how one type of erosion happens. (SL.2.2.b)
Language Objective	I can ask and answer questions about erosion posters. (SL.3.2.a)
Materials and Preparation	If possible, arrange to partner with a fourth grade class. Set up a time for the classes to be together, and for the second graders to share their work with the fourth graders (Suggestion 1). Take pictures of the posters, or find another way to preserve the children's work. • children's published writing
Opening 1 minute	<i>You have learned so much about erosion! Now you have a chance to share some of what you have learned by presenting your explanation posters.</i>
Suggestion 1: Presenting to Fourth Graders 28 minutes	Plan to partner with a fourth grade class. Meet together and have second graders pair up with fourth graders and present their work. Invite the fourth graders to ask questions both about the content of the posters and about the process of creating the posters. Invite children from both classes to reflect on the experience by sharing appreciations and new understandings. Present the fourth graders with the posters, to keep as reference material

Writing U2 W8 D5

	for their study of erosion.
Suggestion 2: Presenting in the Classroom 28 minutes	Match together children who wrote about different types of erosion. Have one child read their explanation to the other. Allow time for the second child to ask questions and for the first child to answer. Then, have the children switch roles. Invite children to reflect on the experience by sharing appreciations and new understandings. Plan to deliver the posters to fourth graders.
Closing 1 minute	<i>Your posters demonstrate how much you have learned this unit!</i> <i>They will be so helpful to fourth graders as they learn about erosion.</i>
Standards	SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.3.2.a Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Ongoing assessment	Reflect and make notes about the unit. What did children understand about the purpose, structure, and language of explanation? What is still challenging? What do I still need to address with children this year? What might I do differently next year?

Notes
