

Unit 2: The Forces of Wind and Water

WEEK 8 Day 3

Writing Explanation

Publishing

Content Objective	I can publish my explanation and report. (W.2, W.3.2)
Language Objective	I can discuss my publishing choices. (SL.1.2)
Vocabulary	caption: a short explanation of an image explanation: a genre of writing whose purpose is to explain a phenomenon in sequence explanation steps: the phenomenon explained, in order layout: the organization of a page phenomenon statement: the beginning of an explanation, where the phenomenon is introduced publish: to prepare writing for an audience revise: to make changes to writing
Materials and Preparation	• posters, from Day 2 Before the lesson, look at the posters. Choose two children who used different layouts, and ask them to be prepared to share their choices with the class. • writing tools • Explanation Steps sheets, copies as needed for publishing • glue sticks, one for each child • children's writing folders, including Caption Templates and explanations • Sample Posters slides, available for children's reference
Opening 9 minutes	<i>Today you will finish publishing your explanation posters. Before we begin, let's have two writers share their layouts and the reasons they chose to organize their posters that way.</i> Have the two children share their layouts, discussing why they chose to

	organize their work in the ways they did. <i>Think about your own poster. Does looking at and hearing about these two layouts inspire you to change anything on your poster to make it more effective?</i>
Publishing 20 minutes	<i>Your first job today is to publish each part of your explanation. If you revised the explanation steps, you can copy them onto new sheets of paper.</i> <i>Then you will be ready to set up your poster. Before glueing, place all of your sheets on the poster. Make sure your work includes your image and caption, phenomenon statement, and all of your explanation steps, in order.</i> <i>When your layout looks right to you, use a glue stick to attach each paper to your poster.</i> Send the children to work. Circulate to support children in publishing revised explanation steps and choosing effective layouts.
Closing 1 minute	<i>Soon we will share our work with each other, and with fourth graders!</i>
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. 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 posters. What layouts do they use? Will these layouts be effective in communicating information to fourth graders? Do their illustrations and words communicate their ideas effectively?