

Unit 2: The Forces of Wind and Water

WEEK 8 Day 2

Writing Explanation

Revising and Publishing

continued from Day 2

Children continue revising their work, based on feedback from partner pairs and the teacher. They begin a mock layout of their posters to prepare for publishing.

Content Objective	I can revise my writing to fit the purpose, structure, and language of explanation. (W.3.2, W.2, W.2.2.a, L.1.2.b, L.2.2.a, L.2, L.1.2.e, L.1.2.a)
Language Objective	I can discuss with my partner the best layout for our posters. (SL.1.2)
Vocabulary	audience: an individual or group for whom a piece of writing is composed layout: the organization of a page publish: to prepare writing for an audience revise: to make changes to writing
Materials and Preparation	Materials from Day 1, and add: • Sample Posters slides, from Week 5, Day 2 • markers • chart paper or poster board for publishing, one for each child and one for the class • masking tape • class-generated Popham Beach Caption and explanation • Explanation Steps sheets, copies as needed for publishing
Opening 1 minute	<i>Today you will finish revising and choose a layout for your poster.</i>
Joint Construction 8 minutes	<i>One of your jobs today is to plan the layout for your poster. The layout is how the poster is set up. The way each piece is organized on the poster is important to helping your audience understand what you are communicating. We are going to set up our class poster first, and then you will have a chance to do the same thing with your partners.</i>

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	<i>Let's look at the sample posters again for inspiration.</i> Review and discuss the Sample Posters slides. <i>What are your ideas for our poster? Where should we put each part? Remember, we need to include the phenomenon statement and explanation steps. We also need to have our photo with a caption somewhere, as an example of a place affected by erosion by waves. Is there any other information we might want to add to this poster? [a title, the names of the authors]</i> Together with the children, move the different pieces around on the poster and discuss the pros and cons of different layouts. <i>Now that we have chosen a layout, let's tape our papers to the poster. Taping them on—instead of gluing—allows us to still make changes to the layout if we want to.</i> Use a small amount of tape to attach the pieces to the chart paper (so that they can be removed easily later).
Joint Construction in Pairs 20 minutes, concurrent with Small Group Instruction	<i>Now it's your turn to work on your poster layout. Move pieces around and try different things. When you have a layout that you like, tape the pieces on, so that you won't forget where they go.</i> <i>When you finish, continue revising and editing your work. Then you can begin to publish your explanation steps. Copy onto new sheets any that you have changed significantly.</i> Note that children do not need to copy any explanation steps that did not require revision.
Small Group Possibilities 20 minutes, concurrent with Joint Construction	As children work independently, meet with small groups, as described in the Day 1 lesson.
Closing 1 minute	<i>Now that you have revised and chosen a layout, you will be able to publish your poster tomorrow.</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. 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. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified. L.1.2.a Use collective nouns (e.g., group). L.1.2.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.2.a Capitalize holidays, product names, and geographic names. 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?

Notes
