

WEEK 10 Day 2

Writing Explanation

Joint Construction: Table of Contents
Publishing

Content Objective	I can publish an explanation. (W.K.2)
Language Objective	I can discuss what should be included in a table of contents. (SL.K.1)
Vocabulary	<p>table of contents: a list with each subtopic name and the page number where it can be found</p> <p>publish: to prepare writing for an audience</p> <p>subtopic: a smaller part of the topic</p>
Materials and Preparation	<p>For Joint Construction:</p> <ul style="list-style-type: none"> ● jointly constructed report book, including the table of contents, from Week 5 ● children’s report books, from Week 6 ● computer, if needed for typing alternate Table of Contents pages <p>For Publishing, see materials from previous days.</p>
Opening 1 minute	<i>Today we are going to work together to create a table of contents for our animal books, and then you will have time to continue publishing.</i>
Joint Construction 8 minutes	<p><i>When we read The Life Cycle of a Salmon, we used the Contents page a lot to help us preview what we would read about. We learned that the table of contents helps the reader find information in a book. I think it would be helpful to our readers if we included a table of contents in our animal books, as well.</i></p> <p>Show the Table of Contents page from the class book.</p> <p><i>Together we created a table of contents that includes all of the subtopics in our book, along with the page numbers where they can</i></p>

	<p><i>be found. We are going to add one more part to our book, though—the frog life cycle! What should we add to our Table of Contents?</i></p> <p>Add “Life Cycle” and the page number to the Table of Contents.</p> <p><i>Today, as you continue to publish your work, I will come around to meet with each group. I will help you put page numbers on your book pages, and we will make sure that your subtopics match the Table of Contents.</i></p>
<p>Individual Construction 20 minutes</p>	<p>Send children to continue publishing their explanations.</p> <p>As children work, circulate to meet with small groups. Help children number the pages in their animal books, including the life cycle as the last page of the book. Make sure that the subtopics and page numbers match the class’s Table of Contents.</p> <p>If they do not match, work with children in the group to type a new Table of Contents that matches their work.</p>
<p>Closing 1 minute</p>	<p><i>Your animal books are almost done! Tomorrow you will continue publishing your book to prepare for the Showcase of Learning.</i></p> <p>After the lesson, print a Table of Contents page for each child, to be used in final book publishing.</p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Review children’s published work for clarity and accuracy.</p>

Notes