

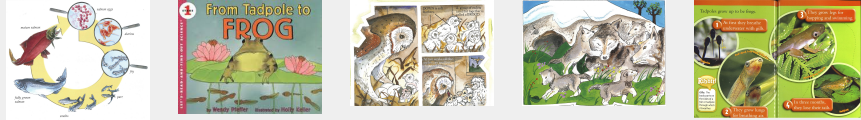
Unit 2: Animals and Habitats

WEEK 7 Day 1



Writing Explanation
Deconstruction: Explanation Purpose

Content Objective	I can state the main purpose of a text. (RI.K.6)
Language Objective	I can describe what I notice about a text. (SL.K.1)
Vocabulary	<p>purpose: the reason for doing or creating something</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>genre: a type of writing</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>phenomenon: an observable thing that happens</p> <p>sequence: in a particular order</p> <p>stages: the parts of a piece of writing</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Explanation (in the Introduction documents).</p> <p>Explanation mentor texts:</p> <ul style="list-style-type: none"> ● post it notes, for flagging pages ● <i>Owls</i>, Gail Gibbons (2 copies) Flag pages 22 and 28. ● <i>Wolves</i>, Gail Gibbons (2 copies)

	<p>Flag the pages beginning with “Wolves often mate for life.” and “At six months old...”</p> <ul style="list-style-type: none"> ● <i>Frogs</i>, Elizabeth Carney (2 copies) Flag pages 24 and 27. ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger (2 copies) Flag page 13. ● <i>From Tadpole to Frog</i> (2 copies) ● Frog Life Cycle, from the Art Studio, Week 1 ● whiteboard <p>On the whiteboard, write the following questions, leaving space under each one to record children’s ideas: What do you notice? Why did the author write this?</p> <ul style="list-style-type: none"> ● Explanation mentor text images Cut apart the images. ● chart paper <p>Prepare the following Explanation anchor chart. Glue the mentor text images to the chart.</p> <div data-bbox="488 867 1370 1236" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Explanation</p> <p>Purpose: to explain a phenomenon in sequence</p> <p>Examples:</p>  </div> <ul style="list-style-type: none"> ● Why We Write chart, from Unit 1, Week 1, Day 1 ● Why We Write: <i>From Tadpole to Frog</i> sheet ● tape, for attaching the sheet to the chart
<p>Opening 1 minute</p>	<p><i>We have been learning so much about writing for different purposes! We have written personal recounts, procedures, and reports, and today we are going to begin learning about a new genre of writing!</i></p>
<p>Deconstruction 28 minutes</p>	<p><i>The new genre we are going to learn about is called explanation.</i></p> <p>Show the Explanation anchor chart. <i>The texts, or sections of text, that you will look at today are all explanations. Explanations are written to explain a phenomenon in sequence.</i></p> <p>Show <i>The Life Cycle of a Salmon</i>, page 13. <i>This explanation explains the phenomenon of a salmon growing and</i></p>

	<p><i>changing, and it explains it in sequence—in order.</i></p> <p><i>With a partner, each of you is going to look at a text, or part of a text, to figure out why the author wrote it. Turn through the pages. Talk about the illustrations.</i></p> <p>Refer to the questions on the whiteboard. <i>With your partner you are going to answer these two questions: What do you notice? And Why did the author write this?</i></p> <p><i>The texts you will look at today are almost all ones that you have seen before. Some of them have pages marked. [Show an example.] If you are looking at one of these books, you will not look at the whole thing. Start by looking at the first marked page and end with the last marked page.</i></p> <p>Distribute texts to pairs of children. As children work, circulate to support them and refer them to the questions on the board. Give children about ten minutes to work together, then bring them back to the whole group.</p> <p>One at a time, have each pair hold up their text to show their classmates. Ask, “What did you notice?” and “Why did the author write this?” Encourage children to cite key details from the text as they respond. Write the pairs’ responses on the whiteboard. As pairs share, think aloud to highlight the trends in their responses.</p> <p><i>Explanations can be written about a lot of different phenomena, but all of the ones we will look at are about how animals grow and change—their life cycles.</i></p> <p>Display the Why We Write chart and the Why We Write: <i>From Tadpole to Frog</i> sheet. <i>Now we have a new purpose for writing to add to our Why We Write chart! From Tadpole to Frog is an explanation, written to explain a phenomenon in sequence. Let’s add this to our chart.</i></p>
<p>Closing 1 minute</p>	<p><i>Now we are learning about a new genre that gives information, but in a different way! Tomorrow we will continue to look closely at explanations and learn more about their stages.</i></p> <p>Note: Leave the Explanation anchor chart posted. You will continue to reference and add to it throughout the unit.</p>
<p>Standards</p>	<p>RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text. *Note: Although the K version of this standard does not directly address author’s purpose, the Anchor Standard reads: Assess how point of view or purpose shapes the content and style of a text.</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.
Ongoing assessment	Listen for and make note of how children discuss the explanations. What do they notice about the structure of the explanations? What do children already know about the purpose of explanation?

Notes