

WEEK 9 Days 1-2

Writing Explanation
Individual Construction

Content Objective	I can write an explanation of my animal’s life cycle. (W.K.2, W.K.7, W.K.8)
Language Objective	I can explain how an animal grows and changes, orally and in writing. (SL.K.4)
Vocabulary	<p>statement of phenomenon: the beginning of an explanation, where the phenomenon is introduced</p> <p>feedback: specific, helpful suggestions given to improve work</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>revise: make changes to writing</p> <p>publish: to prepare writing for an audience</p>
Materials and Preparation	<ul style="list-style-type: none"> ● statement of phenomenon, one for each child Print/copy and cut apart the statements of phenomenon for children to add to their explanations. ● writing tools ● children’s sheets: explanation picture and label sheets, life cycle ovals, and explanation sentences sheets ● tape, for attaching small explanation sheets to the life cycle oval temporarily ● animal report research resources: unit texts, texts about other animals (optional), animal videos (optional); from Week 5, Day 1 ● life cycle cards, from Week 7, Day 2 ● Explanation Observation Tools, from Day 1
Opening 1 minute	<i>Yesterday you worked with your group to write a statement of phenomenon. I have prepared these for each of you to add to your explanations. Tomorrow you will provide feedback to each other about your explanations so that you can revise and publish your</i>

	<i>work next week. By the end of writing today, you should have all of the parts of your explanation written and taped onto your life cycle oval, so that you can share it with a partner for feedback.</i>
Individual Construction 28 minutes Continue on Day 2	<i>Now you will sit with your groups and continue your life cycle explanations.</i> Distribute statements of phenomenon. Send the children to write. As they work, circulate to support them and to take notes on the Explanation Observation Tools. Assist children in locating the best place for taping the statement of phenomenon to their life cycle sheets. In a couple of days, children will give each other feedback. Choose one child's work to model how to provide feedback, and check in with that child before presenting her work.
Closing 1 minute	<i>It's really exciting to see all of your work—you have learned so much about animals!</i>
Standards	W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
Ongoing assessment	Use the Explanation Observation Tool to review and take notes about children's work. Are children's illustrations and labels accurate? Are the life cycle stages in the correct order? How do children explain the changes between each stage of the life cycle? What do children understand about their animals' life cycles? What is still confusing? Do children use general nouns and present tense action verbs when speaking/writing?

Notes
