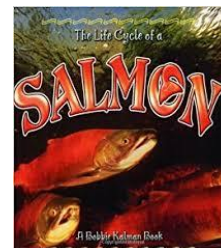



Unit 2: Animals and Habitats

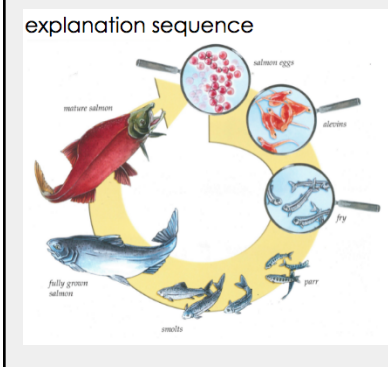


WEEK 7 Day 2

Writing Explanation
Deconstruction: Explanation Stages

Content Objective	I can put the parts of an explanation in order. (W.K.2)
Language Objective	I can explain how an animal grows and changes. (SL.K.4)
Vocabulary	<p>purpose: the reason for doing or creating something</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> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>organize: to arrange</p> <p>information: facts or details about a subject</p> <p>topic: what the writing is about</p> <p>statement of phenomenon: the beginning of an explanation, where the phenomenon is introduced</p> <p>explanation sequence: the phenomenon explained, in order</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● Explanation stages images Cut apart the images. ● Explanation anchor chart, from Day 1 ● envelopes, one for each pair of children ● Life cycle cards (owl, salmon, frog), about 4 copies (enough for each pair to have either owl, salmon, or frog)

	Cut apart the cards and put them in envelopes.
Opening 1 minute	<i>Yesterday we learned the purpose of explanation: to explain a phenomenon in sequence. Today we will look more closely at the stages of explanation.</i>
Deconstruction 20 minutes	<p>Show page 12 of <i>The Life Cycle of a Salmon</i>.</p> <p><i>We learned that this book is an example of a report, because it is written to organize information about a topic. This book is special because part of it is also an explanation. The life cycle section is an explanation, because it explains how salmon grow and change.</i></p> <p><i>The beginning of an explanation is called the statement of phenomenon. This is the part where the writer introduces what she will explain. The statement of phenomenon in this explanation is “A life cycle is a series of changes that every animal goes through.”</i></p> <p><i>After the statement of phenomenon comes the explanation sequence. After Bobbie Kalman and Rebecca Sjonger introduce that animals grow and change, they explain how this happens for salmon, in order.</i></p> <p><i>When we read before, we noticed that they use both diagrams and words in the explanation sequence. The diagram on this page [point to the life cycle on page 13] shows the whole sequence together.</i></p> <p><i>Let’s add what we just learned to our Explanation chart.</i></p> <p>On the Explanation anchor chart, add Stages. Glue the stages images below. See the following example.</p> <div data-bbox="500 1234 1360 1852" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Explanation</p> <p>Purpose: to explain a phenomenon in sequence</p> <p>Examples:</p>  <p>Stages:</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;"> <p>statement of phenomenon</p> <p>A life cycle is a series of changes that every animal goes through.</p> </div> </div>

	
<p>Joint Construction in Pairs 8 minutes</p>	<p><i>Now it's your turn to put explanations in sequence. Each pair will get an envelope with cards that show each part of the life cycle of either owls, salmon, or frogs. Take out the cards, and put them in order. As you work, talk with your partner about why you think the cards go in that sequence.</i></p> <p><i>After you put all of the cards in order, take turns explaining to each other, or to another pair, how the animal grows and changes over time.</i></p> <p>Distribute envelopes and send pairs to work. As they work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Explaining how animals grow and change is really exciting! Tomorrow we will begin writing our explanation as a class.</i></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.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the explanations.</p> <p>What do children understand about the stages of explanation?</p> <p>What is still confusing?</p> <p>What language do they use as they explain? (Do they use present tense verbs and general nouns?)</p>

Notes