

WEEK 9 Day 4

Writing Explanation

Introduction to and Beginning Revising and Publishing

Today’s lesson launches the work of revising and publishing that continues over the next several days. This lesson addresses two phases of the work: revisions (children’s individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of explanations: to explain a phenomenon, in sequence.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of explanation. (W.K.5, W.K.2)
Language Objective	I can discuss with a partner or small group how my writing should be revised. (SL.K.1)
Vocabulary	<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> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>feedback: specific, helpful suggestions given to improve work</p>
Materials and Preparation	<p>These materials will be used this week and next.</p> <ul style="list-style-type: none"> Explanation Observation Tools <p>Before the lesson, review the children’s Explanation Observation Tools, Explanation Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into groups—some to meet on Day 4 and some to meet</p>

	<p>on Day 5. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● writing folders, including children’s explanations and Explanation Feedback sheets ● materials for children’s reference: <ul style="list-style-type: none"> ○ animal report research resources: unit texts, texts about other animals (optional), animal videos (optional); from Week 6, Day 1 ○ life cycle cards, from Week 8, Day 2 ○ jointly-constructed explanation, from Week 8 ● Explanation anchor chart, from Week 8, Day 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● animal report research resources: unit texts, texts about other animals (optional), animal videos (optional), from Week 6, Day 1 and life cycle cards, from Week 8, Day 2; if necessary for adding/revising life cycle stages <p>For Publishing:</p> <ul style="list-style-type: none"> ● life cycle oval, for publishing the class explanation Tape the two pages together to complete the life cycle oval. ● explanation picture and label sheets and explanation sentence sheets, enough copies to publish the class explanation and for children to revise their individual explanations ● glue sticks
<p>Opening 5 minutes</p>	<p><i>This week and next you will be working to revise and publish your life cycle explanations and to complete your animal books to share at our Showcase of Learning. Our audience will learn so much about animals from your books!</i></p> <p><i>You each received feedback from each other. Today you will use that feedback to make your explanation even better. If the parts of your life cycle are not in order, move the papers to put them in order. If part of the life cycle is missing or does not make sense, you can get a new small sheet of paper to add or rewrite.</i></p> <p><i>If you finish your revisions today, you can begin to work on publishing our class explanation. Tomorrow you can begin to publish your own explanations, as well.</i></p>
<p>Individual</p>	<p>Send the children with writing folders to revise their work.</p>

<p>Construction 20 minutes, concurrent with Small Group instruction</p>	<p>After children revise, they may begin to publish the class explanation, by creating clear copies of pictures and labels and sentences and glueing them onto the life cycle oval sheet.</p>
<p>Small Group Possibilities 20 minutes, concurrent with Individual Construction</p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of report taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Explanation Sequence</u> Children should be pulled in small groups writing about the same animals. Using research resources, guide children in discussion about the stages of that particular animal’s life cycle and the order in which the stages occur. Guide children to include missing stages or to reorder stages, as necessary.</p> <p><u>General Nouns</u> Review the lesson from Week 9, Day 1. Review the sentences from <i>The Life Cycle of a Salmon</i> that include general nouns. Have children practice explaining the life cycle orally using general nouns. Guide children to revise their sentences to include general nouns.</p> <p><u>Verbs</u> Review the lesson from Week 9, Day 3. Identify the verbs in children’s sentences that are not present tense action verbs. Talk as a group about what change is taking place and generate present tense action verbs that accurately capture that change. Guide children to revise their sentences based on these changes.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</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. W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 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>Note children’s participation in and understanding of the content of each small group.</p>