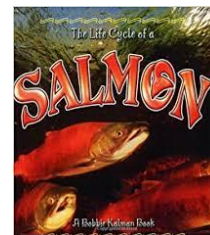


Unit 2: Animals and Habitats



WEEK 7 Day 5

**Writing Explanation**  
 Joint Construction: Revision  
 Individual Construction

<b>Content Objectives</b>	<p>With my class, I can use feedback to revise our frog life cycle. (W.K.2, W.K.5)</p> <p>I can write an explanation of my animal’s life cycle. (W.K.2, W.K.7, W.K.8)</p>
<b>Language Objective</b>	I can explain how an animal grows and changes, orally and in writing. (SL.K.4)
<b>Vocabulary</b>	<p><b>feedback:</b> specific, helpful suggestions given to improve work</p> <p><b>explanation:</b> a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p><b>revise:</b> make changes to writing</p> <p><b>statement of phenomenon:</b> the beginning of an explanation, where the phenomenon is introduced</p> <p><b>report:</b> a genre of writing whose purpose is to organize information about a topic</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● explanation chart used for feedback on Day 4</li> <li>● Explanation Feedback packet, from Day 4</li> <li>● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman &amp; Rebecca Sjonger</li> <li>● writing tools</li> <li>● explanation picture and label sheets, one copy for each child and a few extra copies</li> </ul> <p>Cut apart the sheets into squares. Each child will need about four squares, or one sheet.</p> <ul style="list-style-type: none"> <li>● animal report research resources: unit texts, texts about other animals (optional), animal videos (optional); from Week 6, Day 1</li> <li>● life cycle cards, from Day 2</li> <li>● way to collect each child’s papers (paperclips, envelopes, folders, etc.), one for each child</li> </ul>

Writing U2 W7 D5

<p><b>Opening</b> 1 minute</p>	<p><i>Yesterday we reviewed and gave <b>feedback</b> about one group’s <b>explanation</b>. Today we will work together to <b>revise</b> it.</i></p>
<p><b>Joint Construction</b> 20 minutes</p>	<p>Show the Explanation Feedback packet. <i>When we reviewed the explanation yesterday, we saw that we had not written a <b>statement of phenomenon</b> yet, so let’s begin by writing that part. Remember, the statement of phenomenon introduces what the explanation is about.</i></p> <p>Open <i>The Life Cycle of a Salmon</i> to page 12. <i>For example, this explanations begins with “A life cycle is a series of changes that every animal goes through.” We can write something similar to begin our explanation, or we can make the statement more specific to frogs. Think, Pair, Share: What would be a good statement of phenomenon for our explanation?</i></p> <p>Harvest the children’s ideas and come to consensus about a statement of phenomenon. Add it to the upper left hand corner of the chart paper.</p> <p>Using the Explanation Feedback packet, review the rest of the the explanation, revising the words together as a class.</p>
<p><b>Individual Construction</b> 8 minutes</p>	<p><i>Each of you will write your own explanation next week. You’ll write the life cycle of the animal you wrote your <b>report</b> about and add it to your animal book! Today you will sit with the group you sat with when writing reports, so that you can talk and write together.</i></p> <p><i>With your group, talk about your animal’s life cycle. What are the parts of the life cycle? How does your animal grow and change? There are books and other <b>research</b> materials available for your group to look at, if you’re not sure about the stages of your animal’s life cycle.</i></p> <p><i>After talking, each of you will sketch the parts of the life cycle.</i></p> <p>Show the explanation picture and label sheets. <i>You will draw and label each stage of the life cycle on one of these sheets.</i></p> <p>Send the children to talk and write in small groups. As they write, circulate to support them.</p> <p>At the end of the lesson, collect children’s work for use in Week 9.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we revised our class explanation and you began writing your own explanations! Next week you will continue writing your explanations.</i></p>
<p><b>Standards</b></p>	<p><b>W.K.2.</b> Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information</p>

	<p>about a topic.</p> <p><b>W.K.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the class revision.</p> <p>What suggestions for revision do children make?</p> <p>To what extent do the revisions clarify the explanation?</p> <p>To what extent do the revisions match the stages of explanation?</p> <p>What still needs to be revised before publishing?</p> <p>Review children’s work.</p> <p>Are children’s illustrations and labels accurate?</p>

**Notes**