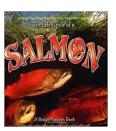
WEEK 8 Day 3-4



Writing Explanation

Deconstruction: Verbs
Individual Construction
continued from previous days

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	explanation: a genre of writing whose purpose is to explain a phenomenon in sequence report: a genre of writing whose purpose is to organize information about a topic verb: a word that expresses a physical action, mental action, or state of being action verbs: verbs that express action				
Materials and Preparation	 The Life Cycle of a Salmon, Bobbie Kalman & Rebecca Sjonger Explanation anchor chart, from Week 7, Day 1 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 Explanation Observation Tools, from Day 1 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 				
Opening 1 minute	Yesterday you continued writing your life cycle explanations and we learned that explanations are written with general nouns . Today we				

	will learn about the verbs in explanations, and you will continue writing.				
Deconstruction 8 minutes	Show page 13 of The Life Cycle of a Salmon. I am going to read a few sentences from this page so that we can figure out what types of verbs are used in explanations. Remember, verbs are words that show actions or feelings. Read the following sentences: Tiny salmon called alevins hatch from the eggs. After about a month, alevins grow into fry that can swim and find food. These sentences explain the changes that happen to salmon as they move from one stage of their life cycle to the next. There are two special verbs in these sentences: "hatch" and "grow." Quickly write "hatch" and "grow" on the board. Both of these verbs are action verbs—they show the action of what the salmon are doing. We can easily act out these verbs. With children still sitting, invite them to quickly dramatize "hatch" and "grow." These verbs are also in the present tense. That means they are happening now or can happen any time. They are not verbs that tell something that already happened. Think, Pair, Share: What are some present tense action verbs you might use as you write about the life cycle of your animal?				
	Let's add information about verbs to our Explanation anchor chart. Show the Explanation anchor chart. Under Language add present tense action verbs.				
Individual Construction 20 minutes	Now you will sit with your groups and continue your life cycle explanations. Remember to use general nouns and present tense action verbs!				
Continue on day 4	Send the children to write. As they work, circulate to support them and to take notes on the Explanation Observation Tools.				
	Continue to check in with groups as they complete their pictures and begin their sentences, as described on Day 1.				
Closing 1 minute	Today we learned that explanations use present tense action verbs. Tomorrow you will continue writing.				
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		