



WEEK 5 Day 3

Writing Explanation
Deconstruction and Revision: General Nouns

Content Objective	I can identify the general nouns in explanations. (W.3.1.b)
Language Objective	I can revise my explanation to include general nouns. (L.1.1.a, L.1.1.b, W.2.1.a, W.3.1.b, W.2)
Vocabulary	<p>general: naming a group; not specific</p> <p>noun: a word that names a person, place, thing, or idea</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Cocoa Bean to Chocolate</i>, Robin Nelson ● General Nouns slides ● Explanation anchor chart images: language, cut apart ● Explanation anchor chart, from Week 4, Day 2 ● children’s writing folders, including phenomenon statements and explanation steps ● writing tools ● Explanation Observation Tools, from Day 1
Opening 1 minute	<i>Yesterday you learned about the verbs in explanations. Today you will learn about general nouns, and then you’ll revise the nouns in your explanation.</i>
Deconstruction 19 minutes <i>From Cocoa Bean to Chocolate</i>	<p>Show <i>From Cocoa Bean to Chocolate</i>.</p> <p><i>This book, From Cocoa Bean to Chocolate, is another book by Robin Nelson that we read during our last unit. It is also an explanation, written to explain a phenomenon in sequence.</i></p> <p>Depending on children’s familiarity with the text and available time, either read the whole text or do a picture walk to remind children of the book’s content.</p>

slide 2	<p><i>Just like we learned with reports, when authors write about a whole group of things, they use general nouns.</i></p> <p><i>For example, this book explains how chocolate is made in general, not just how one bar of chocolate was made.</i></p> <p><i>Robin Nelson uses the general noun cocoa beans to talk about all cocoa beans. It is plural. The -s at the end makes it a general noun.</i></p>
slide 3	<p><i>Let's look for more general nouns.</i></p> <p>Read the page. Ask the children to identify general nouns.</p>
slide 4	<p><i>Is this what you found? Machines, shells, and beans are general nouns.</i></p>
slide 5	<p><i>Let's try once more.</i></p> <p>Read the page. Ask the children to identify general nouns.</p>
slide 6	<p><i>Is this what you found? Workers, pods, trees, and cocoa beans are general nouns.</i></p>
	<p><i>Let's add what we learned about explanation language to our chart.</i></p> <p>Under the Stages section, write Language. Attach the language cards to the chart.</p>
Revision 9 minutes	<p><i>Now it's your turn to go back and revise. Begin by underlining all of the nouns in your explanation.</i></p>
slide 7	<p><i>Then check each noun. Is it a general noun? If not, change the noun to be a general noun.</i></p>
Closing 1 minute	<p><i>Today you learned about the nouns in explanations and revised your work. Tomorrow you will begin planning for the explanations you will write.</i></p>
Standards	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1.a Use common, proper, and possessive nouns.</p> <p>L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>

Ongoing assessment	After the lesson, review children’s work using the Explanation Observation Tool, focusing on Nouns.
---------------------------	---