



WEEK 5 Day 4

## Writing Explanation

### Planning

<b>Content Objective</b>	I can plan for writing an explanation for K1 students. (W.3.1.b, W.2)
<b>Language Objective</b>	I can contribute to a class discussion about our audience. (SL.1.1)
<b>Vocabulary</b>	<p><b>explanation:</b> a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>medium:</b> a form of communication</p> <p><b>image:</b> a representation of something in the form of a drawing, photograph, etc.</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● at least one example of an accordion book</li> <li>● <i>From Sheep to Sweater</i> and <i>From Cocoa Bean to Chocolate</i> slides</li> <li>● chart paper, 1 piece</li> </ul> <p>Prepare the following explanation planning chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">How does sound travel?</p> <p>Audience: K1 students</p> </div> <div style="border: 1px solid black; height: 100px; margin-top: 10px;"></div>

<p><b>Opening</b> 1 minute</p>	<p><i>For the rest of Writing this year, you will write an explanation that answers the question, How does sound travel?</i></p> <p><i>You will write your explanation for children in PreK and publish it as an accordion book. Today we will prepare for writing explanations by learning more about accordion books and planning for our audience of PreK students.</i></p>
<p><b>Deconstruction</b> 5 minutes</p>	<p><i>Accordion books are books that have pages connected from end to end.</i></p> <p><i>They can be read by turning pages, like a regular book. [model with the sample text(s)] Or, they can be read by spreading them out flat across the floor. [model with the sample text(s)]</i></p> <p><i>Accordion books are a good medium for publishing explanations, because the reader will be able to see all of the parts of the explanation at once, in order.</i></p>
<p><b>Joint Construction</b> 10 minutes</p>	<p><i>We know that it is important to plan for writing to a specific audience.</i></p> <p>Think, Pair, Share. <i>What do you know about PreK students?</i></p> <p>Harvest children’s ideas, recording them in the top section of the planning chart.</p> <p><i>Based on what we know about children in PreK, what will be important to keep in mind as we write our explanations?</i></p> <p>Harvest children’s ideas and record them in the bottom section of the planning chart.</p>
<p><b>Deconstruction</b> 13 minutes</p> <p><i>From Sheep to Sweater and From Cocoa Bean to Chocolate slides</i></p>	<p><i>Many children in PreK do not read independently, so it will be very important for us to include clear images in our explanations. This will help our audience understand how sound travels, even if they are not able to read all of the words by themselves.</i></p> <p><i>Let’s look at the images in our mentor texts. What do you notice?</i></p> <p>Facilitate a discussion about how the images support children’s understanding of the explanations. Add any relevant insights to the bottom of the planning chart.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today you began planning for writing explanations by considering your audience and medium. Tomorrow you will begin researching the topic of your explanation.</i></p>

<b>Standards</b>	<b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details. <b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. <b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	Reflect on the class discussion. What do children understand about their audience of PreK students? Based on their understanding of PreK students, what considerations do children offer?

**Notes**

