

Unit 4: Communicating with Sound and Light

WEEK 7 Days 1-3, continued from Week 6, Days 3-5

During Days 1-3, children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Week 6, Day 2 for a detailed lesson). In addition, children's writing is assessed using the Explanation Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review children's Explanation Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Explanation: (see the attached lessons for recommendations)

- explanation steps
- verbs
- nouns
- images

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 1-3. Make additional copies as necessary to plan for multiple individual, small group, and/or whole group lessons.

Day 1

Target Students (individual, small group, or whole group?):

Topic:

Day 2

Target Students (individual, small group, or whole group?):

Topic:

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Writing Explanation

Deconstruction and Revision: Explanation Steps

Materials:

- Explanation anchor chart, from Week 4, Day 2
- unit texts about sound
- children's explanations

Process (small or whole group):

- Show the Explanation anchor chart. Review the stages and language of explanation.
- Remind children that explanation steps include all steps needed to explain the phenomenon, in order.
- Guide children to read their explanations to a partner to identify whether they have included all steps, in order.
- Refer children to unit texts to support their knowledge of how sound travels.
- Guide children to add missing steps or reorder steps, as needed.

Writing Explanation

Deconstruction and Revision: Verbs

Materials:

- Explanation anchor chart, from Week 4, Day 2
- mentor text for explanation: *From Sheep to Sweater, From Cocoa Bean to Chocolate*, or a child's writing that uses present tense action verbs
- children's explanations

Process (small or whole group):

- Show the Explanation anchor chart. Review the stages and language of explanation.
- Read the mentor text.
- Together identify the present tense action verbs.
- Refer children back to their own explanations. Have them underline the verbs.
- If children identify verbs that are not present tense action verbs, have them work with a partner or with teacher guidance to choose the appropriate replacement verbs.

Writing Explanation

Deconstruction and Revision: Nouns

Materials:

- Explanation anchor chart, from Week 4, Day 2
- mentor text for explanation: *From Sheep to Sweater, From Cocoa Bean to Chocolate*, or a child's writing that uses general nouns
- children's explanations

Process (small or whole group):

- Show the Explanation anchor chart. Review the stages and language of explanation.
- Read the mentor text.
- Together identify the general nouns. Remind children that they are writing explanations about how sound travels, not just how one particular sound traveled.
- Refer children back to their own explanations. Have them underline the nouns.
- If children identify specific nouns, have them work with a partner or with teacher guidance to change them to general nouns.

Writing Explanation

Deconstruction and Revision: Images

Materials:

- explanation planning chart, from Week 5, Day 4
- mentor text for explanation: *From Sheep to Sweater, From Cocoa Bean to Chocolate*, or a child's writing with clear images that demonstrate how sound travels
- children's explanations

Process (small or whole group):

- Refer to the planning chart and mentor texts to reinforce the importance of images in explanations, particularly for the audience of K1 students.
- Remind children that their explanations show how sound travels.
- Have them illustrate each step of the explanation, showing how sound travels and matching the images to the words in each explanation step.