

Unit 4: Communicating with Sound and Light

WEEK 7 Day 4

**Writing Explanation**  
Individual Construction: Phenomenon Statement

<b>Content Objective</b>	I can use research to write an explanation. (W.3.1.b, W.2, W.1.1.a, W.1.1.b)
<b>Language Objective</b>	I can write using present tense action verbs and general nouns. (L.1.1.b, L.1.1.d)
<b>Vocabulary</b>	<b>explain:</b> to describe in detail <b>phenomenon statement:</b> the beginning of an explanation, where the phenomenon is introduced <b>feedback:</b> specific, helpful suggestions given to improve work <b>explanation:</b> a genre of writing whose purpose is to explain a phenomenon in sequence <b>explanation steps:</b> the phenomenon explained, in order
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● explanation planning chart, from Week 5, Day 4</li><li>● Explanation anchor chart, from Week 4, Day 2</li><li>● Phenomenon Statement sheet, one copy for each child</li><li>● writing tools</li><li>● children’s writing folders</li><li>● Explanation Observation Tools, from Week 5, Day 1</li><li>● unit texts about sound, available for children’s reference</li></ul>
<b>Opening</b> 5 minutes	<p><i>You have been writing to explain to children in PreK how sound travels. Today you will write the phenomenon statement and prepare your writing for feedback tomorrow.</i></p> <p>Refer to the Explanation anchor chart. Briefly review the stages and language of explanation.</p> <p><i>The <b>phenomenon statement</b> introduces what is being explained. It can be helpful to think of the phenomenon statement as answering a question.</i></p> <p>Refer to the planning chart.</p>

	<p><i>Remember, the question you are answering in your explanation is, How does sound travel?</i></p> <p><i>Think of a phenomenon statement you could write to introduce your explanation; then tell it to a partner.</i></p>
<p><b>Individual Construction</b> 24 minutes</p>	<p>Send children with materials to write. As children work, circulate to support them with writing phenomenon statements. After children complete their phenomenon statements, guide them to put their explanations in order and to ensure that they include all explanation steps.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today you finished writing your explanations. Tomorrow you will give each other feedback to make your work even better.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>W.1.1.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.1.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p><b>L.1.1.b</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p><b>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>
<p><b>Ongoing assessment</b></p>	<p>Review children’s work using the Explanation Observation Tool, focusing on Phenomenon Statement, Verbs, and Nouns.</p>

<p><b>Notes</b></p>
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