

Unit 2: Animals and Habitats

WEEK7 Day 3

**Writing Explanation**  
Joint Construction in Small Groups: Frog Life Cycle  
continued on Day 4

<b>Content Objective</b>	With a small group, I can draw and write the frog life cycle. (W.K.2, W.K.7)
<b>Language Objective</b>	I can participate collaboratively in my small group to discuss and write about the frog life cycle. (SL.K.1)
<b>Vocabulary</b>	<p><b>stages:</b> the parts of a piece of writing</p> <p><b>explanation:</b> a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p><b>statement of phenomenon:</b> the beginning of an explanation, where the phenomenon is introduced</p> <p><b>explanation sequence:</b> the phenomenon explained, in order</p> <p><b>sequence:</b> in a particular order</p>
<b>Materials and Preparation</b>	<p>In this lesson, children will be working in small groups of four children. Before the lesson, group children strategically.</p> <ul style="list-style-type: none"><li>● writing tools</li><li>● explanation picture and label sheets, cut apart and paperclipped together, one set for each small group</li><li>● frog life cycle cards, from Day 2; <i>Frogs</i>, Elizabeth Carney; and <i>From Tadpole to Frog</i>, Wendy Pfeffer; available for children’s reference</li><li>● piece of chart paper, one for each small group</li></ul> <p>Draw a large oval on each sheet of chart paper. See the following example.</p>

	<div data-bbox="479 113 1386 636" data-label="Image"> </div> <ul data-bbox="492 680 1398 785" style="list-style-type: none"> <li>● glue sticks, one for each child</li> <li>● explanation sentence sheets, cut apart and paperclipped together, one set for each small group</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p><i>Yesterday we learned more about the <b>stages of explanation</b>—that explanations begin with a <b>statement of phenomenon</b> that introduces what the writer will explain, followed by the <b>explanation sequence</b>. Then you worked in pairs to put the life cycles of different animals in <b>sequence</b>.</i></p>
<p><b>Joint Construction in Small Groups</b> 28 minutes</p>	<p><i>We are going to work together as a class to write an explanation of the frog life cycle to add to our frog report. Today you will work in small groups to draw and write the frog life cycle.</i></p> <p>Show the explanation picture and label sheets. <i>In your group, you will begin by talking about the frog’s life cycle. Then you will work together to draw and label each part of the life cycle, using these sheets. There are four sheets in the pack, so each of you might draw and label one part of the life cycle.</i></p> <p>Show the chart paper. <i>After you have drawn and labeled the parts of the life cycle, I will give you a piece of chart paper. As a group, you will place your drawings on the paper. When you are sure they are in the right order, you can glue them down. Be sure to leave space in between each picture.</i></p> <p>Show the explanation sentence sheets. <i>Your last job will be to write sentences about how frogs change from one stage of the life cycle to another. When you are ready for this task, I will explain more to your group.</i></p> <p>[Children write sentences to place in between pictures that explain how</p>

	<p>the change takes place. For example, between tadpole and froglet, children might write “Tadpoles grow legs.”]</p> <p>Send children with writing tools and explanation picture and label sheets to write in small groups. As they write, circulate to support their work.</p> <p>After groups complete their pictures and labels, distribute chart paper and glue sticks.</p> <p>After groups glue their pictures, meet with them briefly to explain and model the next task.</p> <p><i>Now your job is to write a sentence explaining how the frog changes from one stage in the life cycle to another. Take a look here [point to the tadpole]. When tadpoles change into froglets, they grow legs. We can write that in a sentence: Tadpoles grow legs.</i></p> <p><i>You will write one sentence to go in between each stage. After you write the sentence, glue it to your life cycle.</i></p> <p>Distribute the explanation sentence sheets.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today you began working writing an explanation of the frog life cycle in small groups. Tomorrow you will have time to continue working, and we will provide feedback about one group’s work.</i></p>
<p><b>Standards</b></p>	<p><b>W.K.2.</b> Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p><b>W.K.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Review children’s group work.</p> <p>Are children’s illustrations and labels accurate?</p> <p>Are the life cycle stages in the correct order?</p> <p>How do children explain the changes between each stage of the life cycle?</p> <p>What do children understand about the frog life cycle? What is still confusing?</p>

**Notes**