

Unit 2: Animals and Habitats

WEEK 7 Day 4

Writing Explanation
Joint Construction in Small Groups: Frog Life Cycle
continued from Day 3
Feedback

Content Objective	With a small group, I can draw and write the frog life cycle. (W.K.2, W.K.7)
Language Objective	I can participate collaboratively in my small group to discuss and write about the frog life cycle. (SL.K.1)
Vocabulary	explanation: a genre of writing whose purpose is to explain a phenomenon in sequence feedback: specific, helpful suggestions given to improve work statement of phenomenon: the beginning of an explanation, where the phenomenon is introduced
Materials and Preparation	<ul style="list-style-type: none">● writing tools● small group life cycle charts and explanation sheets, from Day 3 Before the lesson review the groups' work and choose one chart to serve as a model for adding sentences between the drawings.● 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● glue sticks, one for each child● Explanation Feedback packet, one copy
Opening 5 minutes	<p><i>Yesterday you began writing explanations in small groups. You drew and labeled the stages of the frog life cycle. Some of you began adding sentences in between your drawings.</i></p> <p>Show one group's work as an example of adding sentences between each drawing, explaining how frogs change from one stage to the next.</p>

<p>Joint Construction in Small Groups 10 minutes</p>	<p><i>Now you will continue to work with your group on your explanation of the frog life cycle. It's OK if you don't finish. After about 10 minutes of small group time, we will come back together and provide feedback about one group's work.</i></p> <p>Send groups with materials to continue their work. As they work, circulate to support them.</p> <p>Choose one group's work for group feedback. On Day 5 this work will be revised by the class and used as the class's explanation to be added to the frog report.</p>
<p>Feedback 14 minutes</p>	<p>Bring the class back to the meeting area. Display the group's work for all to see.</p> <p><i>We are going to review and give feedback about one group's work. Then we will work together to revise their work and publish it as part of our class frog book.</i></p> <p><i>Let's read the explanation.</i></p> <p>Read the explanation, or have the group present it.</p> <p>Show the Explanation Feedback packet.</p> <p><i>This is what we will use to review and provide feedback about this group's explanation.</i></p> <p><i>We learned that explanations begin with a statement of phenomenon, so that is the first item in this packet. It says, "The statement of phenomenon names the phenomenon." We have not worked on this yet, though, so we will circle "Not Yet."</i></p> <p>Go through the Explanation Feedback packet item by item, deciding as a class whether the explanation meets the criteria or not. Then work together to set next steps for revision.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we will use our feedback to revise our class's explanation.</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>W.K.7. 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>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>

<p>Ongoing assessment</p>	<p>Review children's group work.</p> <ul style="list-style-type: none"> Are children's illustrations and labels accurate? Are the life cycle stages in the correct order? How do children explain the changes between each stage of the life cycle? What do children understand about the frog life cycle? What is still confusing? <p>Reflect on the class feedback.</p> <ul style="list-style-type: none"> What areas do children identify for revision? Are they accurate? Based on their feedback, what do children understand about explanations? What is still confusing?
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Notes