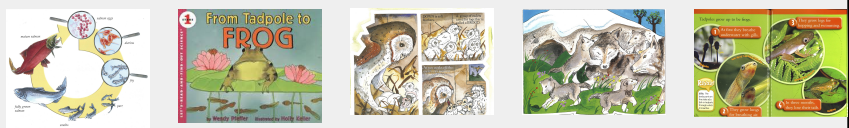


WEEK 8 Days 1-2

Writing Explanation
 Deconstruction: General Nouns
 Individual Construction

Content Objective	I can write an explanation of my animal’s life cycle. (W.K.2, W.K.7, W.K.8)
Language Objectives	I can explain how an animal grows and changes, orally and in writing. (SL.K.4) I can tell and write information using general nouns. (L.K.1c)
Vocabulary	explanation: a genre of writing whose purpose is to explain a phenomenon in sequence report: a genre of writing whose purpose is to organize information about a topic general: naming a group; not specific noun: a word that names a person, place, thing, or idea
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● Explanation anchor chart, from Week 7, Day 1 ● writing tools ● children’s explanation picture and label sheets, from Week 7, Day 5 ● life cycle ovals, one copy for each child Before the lesson, tape the two pages together to complete the life cycle oval. ● tape, for attaching small explanation sheets to the life cycle oval temporarily ● explanation sentence sheets, one copy for each child and a few extra copies Cut apart the sheets. Each child will need about four sections, or one sheet. ● animal report research resources: unit texts, texts about other

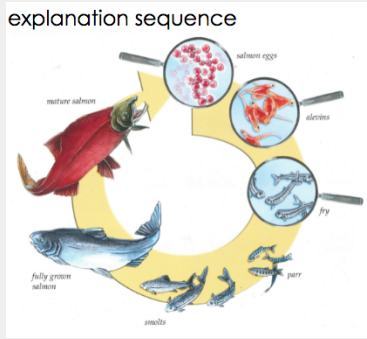
	<p>animals (optional), animal videos (optional); from Week 5, Day 1</p> <ul style="list-style-type: none"> • life cycle cards, from Week 7, Day 2 • Explanation Observation Tool, one copy for each child <p>Note: Some of the cutting and taping should be done by the children.</p>
<p>Opening 1 minute</p>	<p><i>Last week you began writing your own explanations of an animal's life cycle. Today you will learn an important language feature of explanation, and then you will continue writing.</i></p>
<p>Deconstruction 8 minutes</p>	<p><i>When we learned about reports, we learned that writers use general nouns to talk about whole groups of animals, rather than just one particular animal. For example, Seymour Simon writes about wolves in general, rather than one particular wolf.</i></p> <p><i>Explanations also use general nouns! Let's read part of The Life Cycle of a Salmon and listen for general nouns.</i></p> <p>Skip the heading and read the first few sentences page 13 of <i>The Life Cycle of a Salmon</i>.</p> <p><i>When Bobbie Kalman and Rebecca Sjonger write an explanation of the salmon life cycle here, they don't write about one particular salmon—they write about all salmon. What general nouns did you hear that show that they are writing about all salmon? [salmon, eggs, embryos, alevins]</i></p> <p><i>If you are writing about the salmon life cycle, those are general nouns that you might use, too!</i></p> <p><i>Think, Pair, Share: What are some general nouns you might use as you write about the life cycle of your animal?</i></p> <p><i>Let's add information about general nouns to our Explanation anchor chart.</i></p> <p>Show the Explanation anchor chart. Add</p> <p>Language: general nouns</p> <p>See the following example.</p> <div data-bbox="500 1535 1360 1745" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">Explanation</p> <p>Purpose: to explain a phenomenon in sequence</p> <p>Examples:</p> </div>



Stages:

statement of phenomenon

A life cycle is a series of changes that every animal goes through.



Language:
general nouns

Individual Construction
20 minutes

Continue on Day 2

Show the life cycle ovals.

This is the page you will add to your animal book. The two pages can be folded in half to fit in the book. The oval represents the life cycle. After you draw and label each part of your animal's life cycle, you can tape it them on the oval, in order.

Then, just like we did as a group, you will write a sentence to explain how your animal changes from one stage to the next, using these sheets.

Show the explanation sentences sheets.

Send the children with explanation picture and label sheets, life cycle ovals, and tape to write in small groups. As they write, circulate to support their work.

After groups tape their pictures, meet with them to talk about the sentences they will write, emphasizing the use of general nouns.

Allow all children to attempt writing sentences on the explanation sentence sheets. For children who need more support, have the group orally generate sentences that you type and print for children, rather than having children spend time copying sentences they are not writing

	independently. After the sentences are printed, children can read them together as a group and decide where they belong on the life cycle.
Closing 1 minute	<i>Today we learned that explanations use general nouns, just like reports! Tomorrow we will learn about the verbs in explanations and continue writing.</i>
Standards	<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>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p> <p>L.K.1c. Form regular plural nouns orally by adding /s/ or /es/.</p>
Ongoing assessment	<p>Review children’s 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 their animals’ life cycles? What is still confusing?</p> <p>Do children use general nouns when speaking/writing?</p>

Notes