



WEEK 8 Day 3-4

**Writing Explanation**  
 Deconstruction: Verbs  
 Individual Construction  
 continued from previous days

<b>Content Objective</b>	I can write an explanation of my animal’s life cycle. (W.K.2, W.K.7, W.K.8)
<b>Language Objective</b>	I can explain how an animal grows and changes, orally and in writing. (SL.K.4)
<b>Vocabulary</b>	<p><b>explanation:</b> a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p><b>report:</b> a genre of writing whose purpose is to organize information about a topic</p> <p><b>verb:</b> a word that expresses a physical action, mental action, or state of being</p> <p><b>action verbs:</b> verbs that express action</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman &amp; Rebecca Sjonger</li> <li>● Explanation anchor chart, from Week 7, Day 1</li> <li>● writing tools</li> <li>● children’s sheets: explanation picture and label sheets, life cycle ovals, and explanation sentences sheets</li> <li>● tape, for attaching small explanation sheets to the life cycle oval temporarily</li> <li>● Explanation Observation Tools, from Day 1</li> <li>● animal report research resources: unit texts, texts about other animals (optional), animal videos (optional); from Week 5, Day 1</li> <li>● life cycle cards, from Week 7, Day 2</li> </ul>
<b>Opening</b> 1 minute	<i>Yesterday you continued writing your life cycle <b>explanations</b> and we learned that explanations are written with <b>general nouns</b>. Today we</i>

	<i>will learn about the <b>verbs</b> in explanations, and you will continue writing.</i>
<b>Deconstruction</b> 8 minutes	<p>Show page 13 of <i>The Life Cycle of a Salmon</i>. <i>I am going to read a few sentences from this page so that we can figure out what types of verbs are used in explanations. Remember, verbs are words that show actions or feelings.</i></p> <p>Read the following sentences: <i>Tiny salmon called alevins hatch from the eggs.</i> <i>After about a month, alevins grow into fry that can swim and find food.</i></p> <p><i>These sentences explain the changes that happen to salmon as they move from one stage of their life cycle to the next. There are two special verbs in these sentences: “hatch” and “grow.”</i></p> <p>Quickly write “hatch” and “grow” on the board. <i>Both of these verbs are <b>action verbs</b>—they show the action of what the salmon are doing. We can easily act out these verbs.</i></p> <p>With children still sitting, invite them to quickly dramatize “hatch” and “grow.” <i>These verbs are also in the present tense. That means they are happening now or can happen any time. They are not verbs that tell something that already happened.</i></p> <p><i>Think, Pair, Share: What are some present tense action verbs you might use as you write about the life cycle of your animal?</i></p> <p><i>Let’s add information about verbs to our Explanation anchor chart.</i></p> <p>Show the Explanation anchor chart. Under Language add present tense action verbs.</p>
<b>Individual Construction</b> 20 minutes	<i>Now you will sit with your groups and continue your life cycle explanations. Remember to use general nouns and present tense action verbs!</i>
Continue on day 4	<p>Send the children to write. As they work, circulate to support them and to take notes on the Explanation Observation Tools.</p> <p>Continue to check in with groups as they complete their pictures and begin their sentences, as described on Day 1.</p>
<b>Closing</b> 1 minute	<i>Today we learned that explanations use present tense action verbs. Tomorrow you will continue writing.</i>
<b>Standards</b>	<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><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>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p>
<p><b>Ongoing assessment</b></p>	<p>Use the Explanation Observation Tool to review and take notes about children’s work.</p> <ul style="list-style-type: none"> <li>Are children’s illustrations and labels accurate?</li> <li>Are the life cycle stages in the correct order?</li> <li>How do children explain the changes between each stage of the life cycle?</li> <li>What do children understand about their animals’ life cycles? What is still confusing?</li> <li>Do children use general nouns and present tense action verbs when speaking/writing?</li> </ul>

**Notes**