

WEEK 8 Day 5

Writing Explanation

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 Objective	I can explain how an animal grows and changes, orally and in writing. (SL.K.4)
Vocabulary	<p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>action verbs: verbs that express action</p> <p>statement of phenomenon: the beginning of an explanation, where the phenomenon is introduced</p>
Materials and Preparation	<ul style="list-style-type: none"> ● class-generated frog life cycle explanation, from Week 8 ● writing tools ● children’s sheets: explanation picture and label sheets, life cycle ovals, and explanation sentences sheets ● tape, for attaching small explanation sheets to the life cycle oval temporarily ● computer or sheets of blank paper, for recording each group’s statement of phenomenon Note that a copy will need to be made or printed for each group member, and that the text will need to fit on the life cycle oval pages. ● animal report research resources: unit texts, texts about other animals (optional), animal videos (optional); from Week 5, Day 1 ● life cycle cards, from Week 7, Day 2 ● Explanation Observation Tools, from Day 1
Opening 5 minutes	<i>Yesterday you continued writing your life cycle explanations, and we learned that explanations are written with present tense action</i>

	<p>verbs. Today you will continue writing your own explanations and will work with your group to write a statement of phenomenon.</p> <p>Remember, a statement of phenomenon introduces what the explanation is about. As a class, we introduced our explanation by writing [read the class’s statement of phenomenon].</p> <p>Your first job today is to talk with your group about a possible statement of phenomenon you could write to introduce your life cycle explanation. As you work, I will check in with each group and record your statement of phenomenon.</p>
<p>Individual Construction 24 minutes</p>	<p>Now you will sit with your groups and continue your life cycle explanations.</p> <p>Send the children to write. Check in with each group. Support them in generating a statement of phenomenon. It can be more general, such as “A life cycle is a series of changes that every animal goes through,” (from <i>The Life Cycle of a Salmon</i>), or it can be specific to the animal, such as “Frogs go through four stages as they grow and change.” Write or type each group’s statement of phenomenon.</p>
<p>Closing 1 minute</p>	<p>Next, you will continue to write your life cycle explanation!</p> <p>Before the next session, prepare a statement of phenomenon for each child by copying or printing the work generated by the group.</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>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>Ongoing assessment</p>	<p>Use the Explanation Observation Tool to review and take notes about 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>

	Do children use general nouns and present tense action verbs when speaking/writing?
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Notes

Writing U2 W8 D5