

## Writing to Explain Introduction Week

|  | Day 1  | Day 2  | Day 3  | Day 4  | Day 5  |
|--|--|--|--|--|--|
| <b>Learning Intention &amp; Success Criteria</b> (also developed with students further after exemplars are unpacked.)  | LI: Write to explain I can:<br>-identify the features of an explanation  | LI: Write to explain I can:<br>- identify the features of an explanation   | LI: Write to explain I can:<br>- use the exemplars to help structure my writing<br>- plan my ideas before writing  | LI: Write to explain I can:<br>- use the exemplars to help structure my writing<br>- edit spelling and grammar mistakes<br>- make improvements to my language choices  | LI: Write to explain I can:<br>- plan my ideas before writing<br>- share my writing with others  |
| <b>Teaching focus</b>  | Exemplars - unpacking of features of emails and letters<br><br>Discuss the purpose and audience of writing to communicate. Record these ideas.   | Exemplars - unpacking of features of emails and letters<br><br>Give some students an exemplar at a higher level  | Shared writing - planning and begin writing  | Shared writing - Continue writing - editing and improving  | Review of explanation writing features and success criteria  |
| <b>Students</b><br><br><b>Quick Write to start lesson:</b> (linked to explanation writing)<br><br><b>Writing to explain focus:</b> (focus on structure and features) | Dictation race p.107<br>Use an extract from one of the exemplars below.<br><br>-----<br><br>Read through an example of writing below to the class and explain that we are wanting to identify what makes this a good explanation<br>Students are given a copy of an explanation.<br>Complete in pairs - teacher to work with | Fact or Fib p. 108<br><br>-----<br><br>Review an exemplar from yesterday.<br>Students are given a copy of an explanation.<br>Complete in pairs - teacher to work with target students.<br><br>Come back as a class with larger copies of the | Remember it p.121<br>Use a topic related to inquiry - rivers and streams<br><br>-----<br><br>Review success criteria with class.<br>Watch <a href="#">Murray Gadd - explanation writing example</a> - watch and then repeat the process with explanation of your choice.<br>Shared writing - write the first couple of sentences | Perfect proofreading p.119<br>Use an extract from one of the explanation texts used in reading.<br><br>-----<br><br>Review success criteria with class.<br>Review what we did yesterday - complete writing (can be pre-written and shared with the students) and then model the editing and improving process. | Describe it p.106<br>Using images of everyday items - students to brainstorm all of the parts/vocab associated with this item. Images linked below<br><br>-----<br><br>How does it work? p.111<br>Review the success criteria for explanations<br><br>Students to complete a How does it work? Explanation of an everyday object (could be their one from brainstorm). |

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|           | <p>target students.</p> <p>Come back as a class with larger copies of the exemplars and make notes about what the students found.</p> | <p>exemplars and make notes about what the students found. Give some students an exemplar at the higher level - discuss the differences between the different levels. Be specific with the students about what level they should aim for (level 3). Could use blank framework planning sheets to work backwards.</p> <p>Develop success criteria for explanation writing - publish.</p> | <p>before asking for some student input. Model referring back to the plan throughout the drafting process.</p>   | <p>Review text using the self-assessment checklist.</p> <p>Publish this model for display in the classroom.</p> | <p>Share their writing in small groups.</p> <p>Publish these for display.</p> |
| Resources | <p><a href="#">The best nest - L2</a></p> <p><a href="#">Why does earth need atmosphere? - L2</a></p>                                 | <p>Level 3 exemplars:<br/><a href="#">How to make a hangi</a><br/><a href="#">What makes talk?</a></p> <p>Level 4 exemplars:<br/><a href="#">How were mummies made?</a></p>   | <p>Hamburger framework</p> <p><a href="#">Murray Gadd explanation writing</a></p> <p><a href="#">Explanation framework 1</a><br/><a href="#">Explanation framework 2</a></p> | <p>Self-assessment checklist</p>  |   |

Create a class 'board' of resources for writing to explain. This could be a digital board that is shared with students. This will be an important resource for students later in the term.

Students may need to research information before writing - these graphic organisers will help with that:

-  Fact Recall
-  Finding Keywords

Your reading programme this week would support the teaching of the structure and language features of a narrative. Text choices would be narratives.

Searching 'explanations' in journal surf gave 41 possible titles across all levels and around different contexts. (This list is printed and put in your cubby holes) The learning intentions for your reading groups would be around recognising the features, purpose, audience and language choices for an explanation text. You could also use some of these texts as the exemplars for Monday and Tuesday as well.

Creating a scientific diagram would be a great activity in reading as well - I have copied a template and put it in your cubby hole as well.