

Winter's Child & the Ice Garden Explanation Text

Author Purpose: To help someone understand why something has happened by being really clear

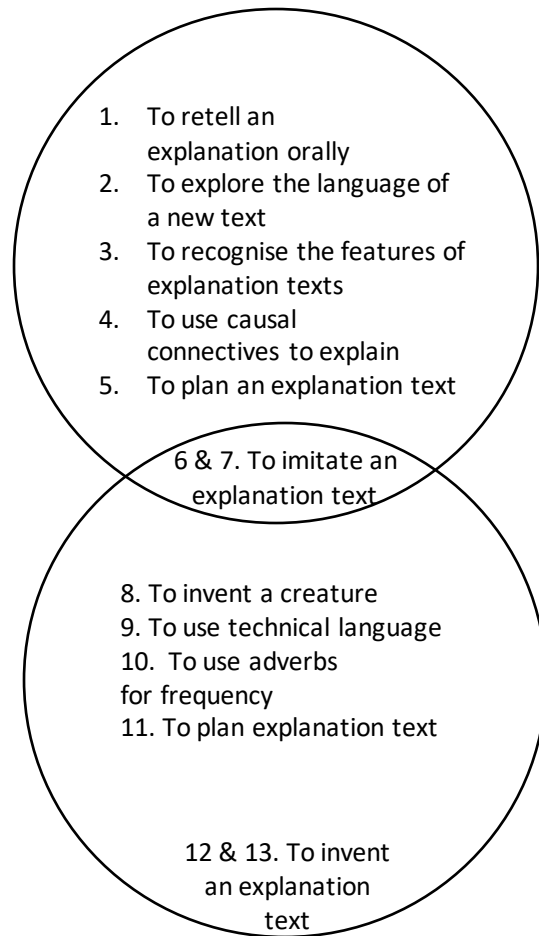
Tier 2 words: extinct, environment, migration, visible, subsequently, exist, adaptation



Winter's Child Explanation text

SC:
Cohesion including through
causal connectives
Fronted adverbials
Technical language

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This unit would build on explanation text unit taught in term 1. This unit should be accompanied by whole class reading of texts about why real animals became extinct in reading lessons. E.g. Save the animals (myOn text), Guardians of the planet p108-112. Encourage use of magpie books in reading lessons to build banks of alternative technical language.

1. Read pages 46-47 of the Ice Garden describing the elephant mouse. Show pictures of the elephant mouse. Explain that sadly these animals are now extinct. Share model text. Story map as a class why the elephant mouse is now extinct. Perform explanation in pairs.
2. Warm up: Describe to a friend over the phone why elephant mice are now extinct. Tier 2 words: Match language to definitions. Explore examples and non-examples. Tier 2 word activities. Then point out words in model text where applicable. End with rehearsing explanation of why elephant mice are now extinct.
3. Get children to colour code features of elephant mouse text (causal connectives, adverbs, technical language). Give them why I'm late for school text cut into parts and jumbled up. Get them to order it and then highlight features in that text.
4. Step out story map as starter. Use causal connectives – explain that these are a mixture of conjunctions (because, so) and adverbials (therefore, consequently) that help us link ideas logically. Share examples (therefore, when..., this means, because of this, since..., this allows, this enables, consequently, owing to the fact..., another reason why...) to explain why bananas are curved or why dogs bark (Imaginative explanations but must follow a logical train of thought). Shared writing as a class then they have a go independently.
5. In partners rehearse story map. Provide planning template for an explanation– introduce what is being explained and hook, key reason why wiped out, related reason a, related reason b, conclusion. Box up plan for why the elephant mouse is now extinct. Encourage HAPs and MAPs to change or embellish details and move away from the original. Model how alter small details.
6. Imitate the explanation text for why the elephant mouse is now extinct, changing details and embellishing them.
8. Learners create animal and name it (encourage short name so spelt correctly each time)– they draw it/collage it and label two distinguishing features, two predators, what the animal needs to survive – conditions and diet. Mind map reasons that they might have become extinct as a class. Model how these can link to specific features an animal has or needs. E.g. Climate change meant the animal overheated. Or e.g. Orange trees stopped growing so the animal had to migrate.
9. Explain some language creates a more formal tone. Get learners to practise using phrases like Experts believe that, It is widely believed that, Scientists think that... Practise with explanations about why different made-up creatures have become extinct. Create class visible word bank of alternative technical sentence starters (Could also go in magpie books).
10. Model how the use of adverbs of frequency (often, always, rarely) helps make explanations more vague or specific in parts. Write a description of their own creature's past using adverbs of frequency. E.g. Twenty years ago, Ligs were frequently seen in coastal towns. They normally came out at night because they needed starlight to give them vitamin D.
11. Get learners to story map own explanation text with structure of 3 related reasons. First reason that leads to 2nd and then 3rd reason. Provide planning template – introduce what is being explained and hook, key reason why wiped out, related reason a, related reason b, conclusion. They should then step it out and perform for a partner. CT to support LAPs with shared plan.
12. & 13. Write an explanation text for why an invented animal is now extinct.
14. Publish explanations for class book of extinct animals with diagrams.

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Talk for writing version

Why the elephant mouse is now extinct

It is a well-known fact that, until a few hundred years ago, elephant mice roamed England's cities. Why are they now extinct?

Experts think that the main reason is the rise in popularity of mice-wool jumpers in the last century. Because so many people started wearing mice-wool, elephant mice were hunted and started to flee their natural urban environments. They quickly fled to mountainous areas and, because of their fast flying speeds, they managed to escape the hunters in the initial migration period.

Unfortunately, the cold weather in the mountains meant that elephant mice found it difficult to find their favourite foods like nuts and berries, which they needed to eat in vast quantities to survive. These foods were not only vital for their health but also for building strength in their wings. Subsequently, the elephant mice stopped being able to fly and this meant they had to adapt their lifestyle and hide in the snow to prevent being caught by predators and hunters.

It was this inability to fly that led to their final extinction. Once the snow melted away in the autumn, the elephant mice could no longer camouflage themselves effectively in the mountains. Slowly, as they became more easily visible, hunters were able to shoot them for their wool.

This is why elephant mice no longer exist and you are only able to learn about them today in books.

Why I am late for school

It is a well-known fact that, apart from on Thursdays, I am frequently late for school. Why does this happen when I have so many exciting things to learn?

Experts think that the main reason is the lack of an alarm clock in my house. Because we have no alarm clock, my mother often fails to wake up on time. She is somebody who is very fond of sleep, and this means she can happily lie in her bed until past 9am.

Unfortunately, this means that I am unable to get ready efficiently, as usually I am unsure where the breakfast cereal is. It is vital that I eat my breakfast before getting dressed or brushing my teeth as otherwise I can become very bad-tempered. Therefore, I have to play games or watch TV until my mother surfaces from bed and directs me to the correct cupboard.

It is this delay in eating breakfast that causes me to get later and later for school. Once my mother has made my breakfast, it takes me around fifteen minutes to digest it comfortably. Because of this, it is normally around 9.15 when I begin the process of getting dressed for school and around 9.45 when we eventually embark on the journey to the building.

This is why I am often late for school.

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Innovated example for first circle output

Why the elephant mouse is now extinct

It is a well-known fact that, until fifty years ago, elephant mice could frequently be spotted in the streets of Bristol. Why are they now extinct?

Scientists think that the main reason is that elephant mice whiskers became very popular in women's fashion. Because so many people started wearing mice-whisker hairclips, elephant mice were hunted and started to move away from their natural urban environments. They migrated to mountainous areas where they could camouflage themselves in the snow.

However, the freezing climate in the mountains meant that elephant mice found it difficult to their essential diet of blueberries, which they need to eat large amounts of to keep their legs strong. Consequently, the elephant mice stopped being able to run away from predators quickly and this meant they had to adapt their lifestyle and hide in the snow to prevent being caught by bears.

It was this inability to move quickly that caused their final extinction. Once the snow melted away in the autumn, the elephant mice were clearly visible in the green grass. Over a period of just a few weeks, they were all caught by bears and eaten.

This is why elephant mice no longer exist and you are only able to learn about them today in books.

Planning template	Elephant mice	HAPs innovate
What is being explained	A few hundred years ago, the elephant mouse became extinct	A few hundred years ago, the elephant mouse became extinct
Key reason why it all started	Mice-wool became popular and they fled to mountains	Their whiskers became popular for hair-slides and they fled to the mountains
Related reason A	Cold weather meant no food to keep wings strong	Mountain foxes started to hunt them but they were able to camouflage in the winter
Related reason B	Couldn't fly so got hit by hunters when snow melted and no longer camouflaged	Snow melted and they were eaten
Conclusion	No longer exist only see them in books	No longer exist only see them in books

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Invented example

Why the merman is now extinct

At the end of the last century, mermen swam the seas around Great Britain and were regularly visible on Britain's coastline. Why do they now no longer exist?

Scientists believe that the main reason that mermen became extinct was the increasing popularity of orange squash. During the 1990s, many children in the UK started to drink orange squash after school, which caused a surge in the amount of sweet orange particles going through the sewage works into the North Sea. Mermen, who generally have a savoury appetite, started to migrate to other European seas so that they could swim in a less sweet environment. Subsequently, by the year 2000, no mermen were left in British seas.

Regrettably, once they had moved, the warmer weather in Europe caused the mermen to get sunburn more frequently. This condition is much more dangerous for mermen than humans as it leads to them shedding their scales and losing strength in their tails, which they need to swim. Over time, the mermen population therefore lost their ability to swim and became stranded on a rock in the Mediterranean.

Their final extinction came because they were unable to find food on the rock, once they had exhausted the initial supply of clams. Sadly, this meant the whole mermen population died of starvation.

This is why mermen are now extinct and the only ones you see today are in books or films. Unfortunately, this means we are unable to ask them questions about life in the sea.

Explanation text model for Enquiry

The water cycle

Water is an essential part of life. The Earth has a limited amount of water. However, it is continually recycled in a process called the water cycle. There is the same amount of water on the Earth now as there was when the Earth began.

The cycle includes precipitation, evaporation, condensation, and accumulation. Earth's water keeps changing from liquid water to vapour and then back again. This cycle happens because of the sun's heat and gravity.

Evaporation

To begin the cycle, water molecules from oceans, lakes, rivers and streams are heated by the sun. This causes the liquid to turn into gas known as water vapour. As a result, the water vapour rises into the air. This process is called evaporation. In addition, water can also be evaporated from plants. This process is called transpiration.

Condensation

Once the water vapour has risen, it begins to cool which means that the gas forms back into a liquid. Clouds are formed as a result of water droplets grouping together. When water changes from a gas to a liquid, the process is called condensation. Surprisingly, there is still water in the air even though there may not be any clouds.

Precipitation

As more water condenses in the air, clouds become heavy. Due to the force of gravity, the water held in the clouds will fall back to earth as rain. If these water droplets are frozen they can also fall as sleet, hail or snow.

Accumulation

When water falls back to the earth as precipitation, it may fall back in the oceans, lakes, rivers or it may end up on land. When it ends up on land, it soaks into the earth and is stored as ground water. This means that the water has come full circles and the cycle is ready to start again since the water cycle is an on-going process.