Read About Informational Reports

1. Focus (15 MINUTES)

Display the cover of Informational Reports using the big book or interactive whiteboard resources. Invite students to tell you what they learned yesterday about reports. Use the following questions as needed to generate conversation:

- What is a report?
- Why do people write reports?

Say: Today we’re going to reread “Insects All Around” together. After we’re done, we’ll read two reports that students wrote about this nonfiction text.

Reread aloud pages 4–7. Follow students’ lead in discussing the information, photographs, and labels as you pause after each page.

Turn to pages 8 and 9 and read the instructional text at the top of the pages aloud.

After reading the instructional text on page 8. Ask: Who remembers what the word topic means? (Allow responses.) That’s right. A topic is what a report is about. Writers often tell the topic of a report in the title and show the topic by using pictures. Then the writer tells an important idea about the topic. The sentence that tells the main idea is called the topic sentence.

After reading the instructional text on page 9. Ask: Who remembers what the word fact means? (Allow responses.) Yes! A fact is a piece of information that the writer learns from reading a nonfiction text or book. Writers state the facts in their own words and show some of the information in their pictures.

Read aloud the report called “Many Kinds of Insects” on page 8. Say: We can tell from the title and photographs that this report is about insects. What is the main idea of this report? (Allow responses.) That’s right! The topic sentence tells us that there are many kinds of insects. What facts does the writer share? (Allow responses.) We learn that butterflies, crickets, mosquitoes, and termites are insects; some insects help people, but other insects are pests.

Read aloud the report called “Insects” on page 9. Say: We can tell from the title and drawing that this report is about insects, too. What is the main idea of this report? (Allow responses.) That’s right! The topic sentence tells us that insects are animals. What facts, or details, does this writer use to support the topic sentence? (Allow responses.) The student writes that you can find insects everywhere; some insects have antennae; some insects can fly; all insects have six legs and three body parts.

Ask students to turn to their partners and discuss how the two reports are alike and different.
Put the big book aside. **Say:** Tomorrow we will read a nonfiction text about dinosaurs. Because we’re still learning about reports, we’ll keep writing our personal narratives.

Based on students’ progress in personal narratives, emphasize a skill or strategy they still need to practice. **Say:** Today I want you to pay special attention to ______. If needed, provide a quick review using the Personal Narratives big book or a saved draft of a personal narrative. **Say:** Remember to use our Personal Narratives anchor chart, too. I will be here to help you if you need me!

**2. Rehearse** (5 MINUTES)

Ask students to turn to their partners. **Say:** Tell your partner what you will be working on today during independent writing time. If you are beginning a new personal narrative, talk to your partner about the characters, setting, problem, and resolution.

**3. Independent Writing and Conferring** (20 MINUTES)

Distribute students’ writing folders and give a copy of BLM 1 to each student who is ready to prewrite a personal narrative. Allow students to plan and write at their own pace. Ask questions as needed to help them develop their personal narratives. Reinforce the editing and revising strategies they have learned (checking for correct uppercase letters, end punctuation, and complete sentences; checking for descriptive words, writer’s voice, and overused words). Encourage students to get help and ideas from one another as you continue to support their growing skills.

**4. Share** (5 MINUTES)

Invite two or three students who applied the selected skill or strategy to share their planning and writing so far. Point out what they’ve done and celebrate their work. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

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**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- I will write complete sentences.
- I will remember to use describing words.
- Notice how I check for uppercase letters and end punctuation.

**Directive and Corrective Feedback**
- What pronoun could you use here?
- What describing word could you add here to help the reader visualize ______?
- Would a period or exclamation point best show your feelings?

**Self-Monitoring and Reflection**
- Check that you write about the resolution.
- How could you change the beginning of this sentence to make it better?
- Look for examples of your writer’s voice.

**Validating and Confirming**
- You wrote a beginning, a middle, and an end. Nice work!
- What strategies did you use to help you write your personal narrative?
- I like the way you show your writer’s voice here by ______.

**Teacher Tip**

Reinforce the concept of a topic by reading short informational newspaper articles aloud and asking students to help you figure out the main idea of each one. Point out that writers often reveal a main idea in the title and/or first sentence of a newspaper article. If the article includes photographs, these often support the topic as well.