Read About Informational Reports

1. Focus (15 minutes)

Display pages 8 and 9 of Informational Reports and invite students to tell what they remember about the reports you read together yesterday. Use the following questions as needed to generate conversation:

- What was the topic of both reports?
- What are the four parts of a report?
- Which parts might tell the topic?
- Which parts give information about the topic?

Say: Now we will read a new nonfiction text about a different topic. We will learn some information about dinosaurs.

Read pages 10–13 aloud. Invite students to tell what they see in the pictures, and follow their lead in discussing the information as you pause after each page. When you finish reading, ask:

- What is the topic of the nonfiction text we read on these pages?
- What are some facts we learned about the topic?
- What information can we learn from the pictures?

Put the big book aside. Say: Tomorrow we will read some reports that students wrote about dinosaurs using the information from this text. 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, tell your partner about the characters, setting, problem, and resolution you will be writing about.
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)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Invite volunteers to read aloud their personal narratives. Invite listeners to ask the writers questions to clarify information in the writing.
- Ask several students to share what they visualized before writing their personal narratives and how this helped them write.
- Choose good examples of students’ writing. Ask writers to read their personal narratives aloud and other students to name the features they hear in the narratives.
- Based on your observations, model and discuss a writing skill several students are still struggling with.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will use this word to show how I feel.
- I will check for uppercase letters and end punctuation.

Directive and Corrective Feedback
- Tell me what ______ was like. What words could you use to describe it?
- Say the word and listen carefully to the sounds.
- You used a period here. How would using an exclamation point change the sentence?

Self-Monitoring and Reflection
- Show me where you wrote the resolution.
- What word could you use in place of ______?
- Show me where you use your writer’s voice.

Validating and Confirming
- I can hear your writer’s voice. This sounds like you talking!
- What questions did you ask yourself as you wrote your personal narrative?
- You used the word ______! I like the way you figured that out!
- You went back and fixed that. Strong writers do that to make sure their writing is the best it can be.

Teacher Tip

Reinforce the concept of a fact by pointing out examples from environmental print and pictures during the school day. For example, say: Here is our schedule for the day. We will have lunch at ______. That is a fact. Or say: Here is a photograph of our class. We have ______ students in our class. That is a fact.