Read About Informational Reports

1. Focus (15 minutes)

Display pages 10 and 11 of *Informational Reports* and invite students to tell what they remember about the nonfiction text you read together yesterday. Use the following questions as needed to generate conversation:

- *What is the topic of this nonfiction text?*
- *What are some facts you learned from the text?*
- *What are some facts you learned from the pictures?*

**Say:** Today we’re going to reread “Dinosaurs Were Big and Small” together. After we’re done, we will read some reports that students wrote about this nonfiction text.

Reread pages 10–13. Follow students’ lead in discussing the information and pictures as you pause after each page.

Read aloud the instructional text on page 14. **Ask:** What does it mean to describe? (Allow responses.) Yes! It means to tell about something.

Read aloud the report “One Big Plant Eater” on page 14. **Say:** In this report, the title doesn’t name the topic. We use the picture and first sentence to figure out that this report is about a dinosaur. What is the main idea of this report? (Allow responses.) That’s right! The topic sentence tells us that Brachiosaurus was a very big dinosaur that ate plants. What facts does the student share? (Allow responses.) The student describes the neck of the Brachiosaurus. The student gives even more information by using picture and adding labels.

Read aloud the instructional text at the top of page 15. **Ask:** What does it mean to compare and contrast? (Allow responses.) Yes! When we compare and contrast, we tell how things are alike and how they are different.

Read aloud the report called “Two Very Different Giants!” on page 15. **Say:** This title doesn’t name a topic, either, but it sure catches our attention! We want to keep reading to find out about these giants. We figure out that the report is about dinosaurs by looking at the drawings and reading the first sentence. What is the main idea of this report? (Allow responses.) That’s right! The topic sentence tells us that Brachiosaurus and T-Rex were similar and different. What facts does the student share? (Allow responses.) The student compares and contrasts how big the two dinosaurs were, what they looked like, and what they ate. The student gives us even more information by including a picture of each dinosaur.

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 review what we’ve learned about reports. Today 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:** Share with your partner what you will be focusing on during independent writing time.

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. **Say:** Before you write, tell your partner what you need to remember to do today. 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 share the edits they made to their writing and why they made them.
- Ask volunteers to read aloud their personal narratives. Ask listeners to tell what they like about the writing. Encourage them to make positive suggestions for making the writing even better, for example: add descriptive words, bring in more writer’s voice, look for replacements for overused words, etc.
- Find examples of complete and incomplete sentences in student’s writing. Copy these on chart paper and ask students to work with you to check for complete thoughts and to suggest ways to make incomplete sentences complete.

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

**Goal Oriented**
- I use words such as ______ to show how I feel.
- I might describe ______ with the word ______.
- I check that I have a “who” or “what” and an action in each sentence.

**Directive and Corrective Feedback**
- If you don’t know how to write this word, what could you do?
- Say this word again and listen for the middle sound. Now write the letter for that sound.
- How could you describe that?
- Would a period or exclamation point best show your feelings?

**Self-Monitoring and Reflection**
- Does this tell the resolution? Do you need to add anything?
- How could you write that? How could you fix it?
- What word could you use in place of ______?
- How does this part show your own special style of writing?

**Validating and Confirming**
- You told a problem and how you resolved it!
- You asked yourself questions about your sentence. That’s something strong writers do.
- You used the word ______! I like the way you figured that out!
- You fixed the ______! Good thinking!

**Teacher Tip**

Continue to ask students to say words slowly and write what they hear. Encourage them to keep a list of high-frequency words they learn to write. Celebrate each gain in sound/symbol relationships and known words.