Model Writing an Informational Report

1. Focus (15 MINUTES)

Display the cover of *The Life Cycle of a Butterfly*. Read aloud the title and author. Point to the Informational Reports anchor chart. **Say:** Steps one and two of our Informational Reports anchor chart say that we first choose a topic and then read about it to find information. Today the topic of my report will be life cycles, and I’ll read this book to find information I can use in my report.

Read pages 4 and 5 aloud in a fluent, expressive voice. Discuss the photographs and other graphic features.

Make a copy of BLM 2 on chart paper or using the interactive whiteboard resources, leaving out the “Sources” and “Pictures” sections. (You will model these sections in later lessons.) Model using the graphic organizer to plan your report.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Animal Life Cycles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas for a Topic Sentence:</strong></td>
<td>All animals; Life cycles</td>
</tr>
<tr>
<td><strong>Facts I Can Write About:</strong></td>
<td></td>
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<tr>
<td>1. Life begins</td>
<td></td>
</tr>
<tr>
<td>2. Animals grow and change</td>
<td></td>
</tr>
<tr>
<td>3. Animals die</td>
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</table>

Sample Informational Reports Graphic Organizer (BLM 2)

Plan a title and a topic sentence. **Say:** I can use the graphic organizer to help me prewrite, or plan, my informational report. The first thing I think about is the main idea of my report. The main idea is that all animals have life cycles. This main idea gives me an idea for my title: “Animal Life Cycles.” I’ll write that title on the graphic organizer. I also use the main idea to think of ideas for a topic sentence. I’ll jot down some notes on the graphic organizer that will help me write a topic sentence when I’m ready to draft my report.

Plan facts to write about. **Say:** Now I need to find facts that tell about the topic sentence. One fact I read on page 4 is that the beginning of life is the first part of an animal life cycle. On page 5 I read that animals grow and change, and that they die. These are also parts of an animal life cycle. I’ll write these three facts on the graphic organizer. Then I will use these ideas to write my fact sentences when I’m ready to write.

Model how you use the notes on the graphic organizer to write a report. **Say:** Now I’ll use my notes to help me write a topic sentence. The topic sentence should be what my report is mostly about. I learned that a life cycle is something that all animals have. I’ll write “Every animal has a life cycle.”
Write the title and topic sentence on chart paper. As you write, model how you apply concepts about print, letter/sound relationships, and comprehension strategies.

**Say:** Now I can use the facts on my graphic organizer to help me write some fact sentences. I don’t want to copy what’s in the big book. I need to write my sentences in my own words. I must make sure that my sentences tell about my topic sentence. I will write sentences that include the facts about animals beginning life, growing and changing, and then dying.

Model how you write your sentences on chart paper. Then ask students to help you read the report to check it.

**Animal Life Cycles**
Every animal has a life cycle. Life begins. An animal grows and it changes. Then it dies.

Sample Informational Reports Draft

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**2. Rehearse (5 minutes)**

Students will continue to write personal narratives today. Based on their progress, emphasize a skill or strategy they still need to practice. **Say:** Tell your partner what you will be working on during independent writing time. If you are struggling to get your ideas on paper, talk to your partner about what you want to say. If you are beginning a new personal narrative, use the Personal Narratives graphic organizer to help you remember what to talk to your partner about.

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

Distribute students’ writing folders. Give a copy of BLM 1 to each student who is ready to prewrite. Allow students to plan and write at their own pace. Reinforce the editing and revising strategies they have learned (checking and editing uppercase letters, end punctuation, complete sentences, descriptive words, writer’s voice, overused words). Use the Sample Responsive Conferring Prompts to support students based on their individual needs.

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**4. Share (5 minutes)**

Invite students at different stages of writing to share what they are working on, questions they have as they work, and ideas they have for completing their writing.

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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 made sure to write a beginning, a middle, and an end.

**Directive and Corrective Feedback**
- What problem did you write about? Tell me how it was resolved.
- Would ______ help express your personality?
- Tell me about ______. Now describe ______ in your sentence.
- Would a period or exclamation point best show your feelings?

**Self-Monitoring and Reflection**
- Check that you wrote about how the problem was solved.
- Read your sentence. Is something missing? 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**
Display the Informational Reports anchor chart on the wall beside the Journals and Personal Narratives anchor charts for easy reference.