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. **Say:** Yesterday I read aloud the Introduction and I used what I learned to write a report about life cycles. Remember that when we write a report, we need to decide on a topic and then read about it in books to get information that we can use for our report. I will read Chapter 1 today and use what I learn to write another report.

Turn to pages 6 and 7 and discuss the photographs and captions with students. Then read aloud the text in a fluent, expressive voice.

Make a copy of BLM 2 on chart paper or using the interactive whiteboard resources, leaving out the “Sources” and “Pictures” sections. Model how you use what you learned from reading the chapter to plan your report. **Say:** The topic of this chapter is how a butterfly begins life. I think a good title might be “A Butterfly Begins.” The chapter tells about several stages that a butterfly goes through as it begins life. I’ll jot down notes on the graphic organizer so I can remember the main idea when I’m ready to write.

Model writing your title and notes about the topic sentence on the graphic organizer.

<table>
<thead>
<tr>
<th>Title: A Butterfly Begins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea for a Topic Sentence: Begins life; Goes through several stages</td>
</tr>
<tr>
<td>Facts I Can Write About:</td>
</tr>
<tr>
<td>1. Is an egg at first</td>
</tr>
<tr>
<td>2. Larva comes from egg</td>
</tr>
<tr>
<td>3. Larva is caterpillar</td>
</tr>
</tbody>
</table>

**Say:** Now I need to find facts that tell about the main idea. I’m looking for facts about the early stages of a butterfly life cycle. On page 6 I find a fact about a butterfly starting inside an egg. Then on page 7, I find a fact about a larva coming out of the egg. Another fact is that the larva is a caterpillar.

After recording notes on the graphic organizer, model using the notes to write your topic sentence and fact sentences.

**Ask:** Who remembers what a topic sentence is? (Allow responses.) **Good!** A topic sentence tells the main idea or what a report is mostly about. My topic sentence will be “A butterfly goes through stages at the beginning of its life.”
As you write the topic sentence of your report, model how you apply concepts about print, letter/sound relationships, and comprehension strategies.

**Say:** I’ve written my topic sentence. What is the next part of my report? (Allow responses.) That’s right! I need to write sentences that give facts about the topic sentence. I can look at my graphic organizer to find facts I can use to write my sentences. I’ll use my own words to write the sentences.

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

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**A Butterfly Begins**
A butterfly goes through stages at the beginning of its life. It begins as an egg. A larva hatches from the egg. Now the larva is a caterpillar.

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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 a new 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 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 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.