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. **Ask:** What have we learned so far about the life cycle of a butterfly? (Allow responses.) I have been reading to find information that I can use to write reports. What did I include in the reports I’ve written so far? (Allow responses.) That’s right. I wrote a title. Then I wrote a topic sentence and some facts that told about the topic sentence. Today I’ll read another chapter and show you how I write another report.

Show pages 8 and 9 and discuss the photographs and captions. Then read the pages aloud in a fluent, expressive voice. After reading **ask:** What is the topic of these two pages? (Allow responses.) These pages are about caterpillars and how they grow. I will write “A Caterpillar Grows” for the title of my report.

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 caterpillar grows. The main idea is that it grows quickly because it eats a lot of food. I’ll write this information on the graphic organizer so I can use it later for writing a topic sentence.

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

<table>
<thead>
<tr>
<th>Title: A Caterpillar Grows</th>
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<tbody>
<tr>
<td><strong>Idea for a Topic Sentence:</strong> Grows quickly; Eats a lot of food</td>
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<tr>
<th>Facts I Can Write About:</th>
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<tbody>
<tr>
<td>1. Spends most of its time looking for food</td>
</tr>
<tr>
<td>2. Attaches to leaf or twig</td>
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<tr>
<td>3. Will change again</td>
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Sample Informational Reports Graphic Organizer (BLM 2)

**Say:** Now I need to find facts that tell about the main idea. I’m looking for facts about what happens as a caterpillar grows. I can find facts in the pictures and captions. I learn from the caption on page 8 that a caterpillar spends most of its time looking for food. On page 9, I find a fact about how the caterpillar attaches itself to a leaf or twig when it grows. The caption tells me that the caterpillar will soon change again. I’ll write the facts on the graphic organizer. The facts will help me write fact sentences when I’m ready to write.

Record your notes on the graphic organizer. Then model using the notes to write your report.

Objectives

Concepts About Print
- Apply print concepts and conventions during writing.

Oral Language and Grammar
- Retell information orally.
- Use nouns, verbs, adjectives, and personal pronouns in complete sentences.

Purposeful Phonics Connections
- Apply letter/sound relationships.
- Write high-frequency words.

Reflecting Reading in Writing
- Visualize and ask questions.
- Identify main idea and details.

Writing
- Plan, draft, revise, or edit a personal narrative.

Materials
- Big book: *The Life Cycle of a Butterfly* (Benchmark Literacy Unit 3, Week 2)
- Personal Narratives graphic organizer (BLM 1)
- Chart paper and markers
- Interactive whiteboard resources
Say: Now I’m ready to write. First I’ll use my notes to write a topic sentence. The most important idea is that a caterpillar grows quickly because it eats a lot of food. I want to write my own words and not copy the sentences from the book. I’ll write “A caterpillar eats a lot of food and grows quickly.”

Say: I’ve written my topic sentence. Now I need to use the facts on my graphic organizer to write sentences. I’ll write something about how much time a caterpillar spends looking for food. Then I’ll write about how it attaches itself to a leaf or twig and how it will change again.

When you are finished writing your report, ask students to help you check the report by rereading it with you.

A Caterpillar Grows
A caterpillar eats a lot of food and grows quickly. It spends most of the time looking for food. Then a caterpillar attaches itself to a leaf or twig. It will soon change again.

Sample Informational Reports Draft

**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 write. 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.

**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. Use the Sample Responsive Conferring Prompts to support students based on their individual needs.

**4. Share** (5 MINUTES)

Invite volunteers to read aloud their personal narratives. Use good examples from students’ writing to highlight and model a selected strategy.