1. Focus (15 MINUTES)

Display the cover of *The Life Cycle of a Butterfly*. Read aloud the title and author. **Say:** Today I will read the last two pages of Chapter 2 to see what else I can find out about caterpillars. As I read, listen to see if you can tell what the topic of these pages is.

Read aloud pages 10 and 11 in a fluent, expressive voice. After reading **ask:** *What is the topic of these two pages?* (Allow responses.) *These pages tell how a caterpillar changes as it becomes a butterfly. I’ll write “Becoming a Butterfly” for the title of my report.*

Make a copy of BLM 2 on chart paper or using the interactive whiteboard resources. This time include the “Pictures” section. Model how you take notes on the graphic organizer to plan your report. **Say:** *The topic of the pages we read is how a caterpillar continues to change as it becomes a butterfly. I’ll write notes on the graphic organizer to use later when I write a topic sentence.*

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

<table>
<thead>
<tr>
<th><strong>Title:</strong> Becoming a Butterfly</th>
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<tbody>
<tr>
<td><strong>Idea for a Topic Sentence:</strong> Caterpillar continues to change</td>
</tr>
<tr>
<td><strong>Facts I Can Write About:</strong></td>
</tr>
<tr>
<td>1. Sheds skin</td>
</tr>
<tr>
<td>2. Grows hard shell</td>
</tr>
<tr>
<td><strong>Ideas for Pictures:</strong></td>
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</tbody>
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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 will use these facts to write sentences when I’m ready to write my report. I’m looking for facts about how a caterpillar continues to change. On page 11, I learn that a caterpillar sheds its skin. I also learn that it grows a hard shell. I’ll write these facts on the graphic organizer. (Record the facts.) On page 12, there is an important fact about a pupa inside the shell. The pupa will become a butterfly. I’ll write these facts on the graphic organizer.*

Model how you come up with ideas for pictures you could add to your report. **Say:** *We’ve learned that we can get facts from pictures and captions in a report.*
as well as from the text. I want to add some pictures that will help my readers. One idea is to show the caterpillar growing its hard shell. Then I could show the pupa inside the shell. I’ll draw sketches on the graphic organizer to remind me about the pictures I want to add to my report.

After recording your notes and sketches on the graphic organizer, model using the notes to write your topic sentence and fact sentences. **Say:** Now I’m ready to write. Using my notes on my graphic organizer, I can come up with a topic sentence and some fact sentences.

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

**Becoming a Butterfly**
A caterpillar continues to change its form. A caterpillar sheds its skin. It grows a hard shell. A pupa is inside the shell. The pupa will be a butterfly.

**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. Provide differentiated support using the Sample Responsive Conferring Prompts that are provided.

4. **Share** (5 minutes)

Invite students at different stages of their writing to share what they are working on. Encourage them to share their graphic organizers and talk about how they gathered their information. Encourage a discussion of how using the graphic organizer before writing helped them write their reports.