Nonfiction Big Book

1. Focus (15 minutes)

Display the cover of *Habitats Around the World*. Read aloud the title and author. **Say:** We wrote a report using information from this book. What was the topic of the report we wrote yesterday? Allow responses.

Turn to page 8. Discuss the photographs, map, and other graphic features in the chapter. **Say:** The title of Chapter 2 is “What Is the Arctic Like?” What do you think the topic of this chapter is? (Allow responses.) I’ll read Chapter 2 today. While I read, think about what the main idea is.

Display a copy of BLM 2 on chart paper or using the interactive whiteboard resources. Distribute a copy of BLM 2 to each student.

Read aloud pages 8 and 9 in a fluent, expressive voice. **Ask:** What is the topic of this chapter? (Allow responses.) Right! This chapter is about the Arctic. Let’s write “The Arctic” for the title of our report. Write the title on the graphic organizer and ask students to copy it on their individual graphic organizers.

**Ask:** What is the main idea in this chapter? (Allow responses.) We need to write notes about the main idea on our graphic organizers so that we can use them later to write a topic sentence. One important idea is that the Arctic is a cold, polar habitat. Let’s write notes about this on our graphic organizers. Record notes about the topic sentence as students record notes on their graphic organizers, for example, “cold, polar habitat.”

**Say:** Let’s see if we can use the notes on our graphic organizer to come up with an idea for our topic sentence that tells what our report is mostly about. Ask for students’s ideas and then write a topic sentence such as the one below on chart paper.

**Sample Topic Sentence**

The Arctic is a cold, polar habitat.

**Say:** If you are ready to write a new report today, you can find facts to support this topic sentence. Then you can record the facts on your graphic organizer and cite your sources. Then you’ll be ready to write your supporting sentences.
2. Rehearse (5 MINUTES)

Say: Tell your partner what you will work on today. If you are ready to begin a new report, read the topic sentence with your partner. Talk about facts you remember from the book that tell about the Arctic. Think about what pictures you would like to add to your report. Share your ideas with your partner. If you are continuing to work on your report from yesterday, talk with your partner about what you plan to do today.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders. Students will continue to work on reports from the last lesson or begin new ones. Make sure the big book is available for students to refer to if needed. Say: You’ve talked about important facts about the Arctic. Now write notes about these facts on your graphic organizer. Remember to write the pages where you found your facts. After you complete your graphic organizer, you can use your facts to write some fact sentences for a report. Remember that we have already written the topic sentence together. Today you just need to write the sentences that tell about the topic sentence. Ask questions as needed to help students remember and record facts on their graphic organizers. Check that they cite page references. As students begin writing their fact sentences, support them in applying the skills and strategies they’ve learned. Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students. After students finish writing, encourage them to add drawings and other graphic features to support their facts.

4. Share (5 MINUTES)

Invite several students to share the facts on their graphic organizers and the sources they cited. Discuss why including the source of information is an important step when gathering information for a report. Point out and celebrate examples of facts and drawings on both the graphic organizers and in the sentences that provide information about the topic sentence you and the students wrote together.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will make sure to tell what the sentence is about and an action.
- I reread what I have written so far before writing the next word.

Directive and Corrective Feedback
- Reread the topic sentence. What facts could you write about this topic?
- What are some words you could use to describe the Arctic? Use one of these words in your sentence.

Self-Monitoring and Reflection
- Could you add another fact that tells about the topic sentence?
- Think of another describing word you could use here to make your writing easier to visualize.
- What do you do to write words that are unfamiliar to you?

Validating and Confirming
- Your facts tell about the topic sentence. That’s what facts to in a good report.
- You asked yourself questions about the topic sentence. That helped you find facts to write.
- Have you included all the facts you wanted to share? What could you add?
- You went back and fixed ______. Strong writers do that to make their writing better.

Teacher Tip

Point out to students that writers are never supposed to copy another author’s words and ideas directly from a book into their reports. Say: When you write your report, you need to put the facts you learned from the book into your own words.