1. Focus (15 MINUTES)

Display the cover of *Habitats Around the World*. Read aloud the title and author. **Ask**: What are we learning about from reading this book? (Allow responses.) *What have we learned about reports?* (Allow responses.) I’ll read Chapter 3 today. While I read, think about what we could write on the graphic organizer about a title and ideas for a topic sentence.

Show students pages 10 and 11 and discuss the photographs, map, and other graphic features. **Ask**: What do you think is the topic of this chapter? (Allow responses.) Let’s read and find out!

Read the pages aloud in a fluent, expressive voice. After reading ask: **What did we learn about the topic of this chapter?** (Allow responses.) This chapter is about tropical rain forests. We can use “Tropical Rain Forests” for the title of our report.

Display a copy of BLM 2 on chart paper or using the interactive whiteboard resources and write in the title. Give each student a copy of BLM 2 and ask students to copy the title on their graphic organizers.

Ask students to help you record notes about the topic sentence. **Ask**: What did we learn about tropical rain forests? (Allow responses.) One of the important ideas is that a tropical rain forest is a habitat. It’s warm and wet. Let’s write notes on our graphic organizers. Record notes on your graphic organizer as students record the notes on theirs.

Using the notes, ask students to help you come up with a topic sentence. **Say**: Let’s see if we can think of a good topic sentence that tells what our report is mostly about. What would make a good topic sentence? Allow responses. Then record a topic sentence on chart paper, such as the one below.

**Sample Topic Sentence**

A tropical rain forest is a warm, wet habitat.

Depending on where students are in their writing, not all students will be ready to begin a report about tropical rain forests. For those who are ready, **say**: Today I’d like you to find facts to support this topic sentence. I’d like you to write the page numbers where you find your information. Remember that it’s important to cite our sources so we can show that facts are true and not just things we made up.
2. Rehearse (5 MINUTES)

Say: Tell your partner what you will work on today. If you are beginning a report about tropical rain forests, reread the topic sentence with your partner. Then talk to your partner about facts you remember from the book that tell about the rain forest. Think about facts that tell what it’s like. Think about what pictures you would like to add to your report and share your ideas with your partner.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders and ask them either to continue with their writing or to begin a new report. Make sure the big book is available for students to refer to if needed. Say: You’ve talked about important facts about rainforest habitats. Now write notes about those 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, such as saying words slowly to listen for sounds, writing familiar words, rereading after each word, and editing and revising. 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)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

• Invite volunteers to read aloud their sentences. Then ask them to cite their sources orally, telling the name and author and the page number(s) where they got their information. Provide sentence frames such as “My source is ______ by ______” or “I got the information from ______.”

• After several students have shared their sentences, ask students to compare the sentences. Discuss how students can use the same information and write it in their own words so it sounds different.

• Ask volunteers to share how they solve problems as they write.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I will make sure I write complete thoughts.
• I will use describing words to help my readers picture the information.

Directive and Corrective Feedback
• What facts did you learn about the tropical rain forest? What could you write to tell more about your topic sentence?
• What do you need at the end of this sentence?
• How could you describe ______?

Self-Monitoring and Reflection
• Check that your facts tell about the topic sentence. Do you need to change anything?
• What questions did you ask to help you write your sentences?
• How can you tell if you have a complete thought?

Validating and Confirming
• You wrote some facts you learned about ______!
• This sentence tells more about your topic sentence. Strong writers support their topic sentence with facts.
• Strong writers ask themselves questions to help them decide what to write. I noticed that you did this.
• I learned something new from reading your sentences!

Teacher Tip

Using short informational newspaper articles, continue to reinforce the concept that readers can figure out a topic through titles, headings, first sentences, and photographs.