1. Focus (15 minutes)

Display the cover of *Habitats Around the World*. Read aloud the title and author. **Say:** We have almost read this whole book! And we’ve written four reports using the information we have learned. Today I will read the Conclusion and then we will use the information to write another report. While I read, think about what we could write for a title and a topic sentence for our report.

Display pages 14 and 15 and discuss the photographs, map, and other graphic features. Point out that the boxed lists on top of the photographs provide summaries of the important features of each habitat discussed in the book. Then read the pages aloud in a fluent, expressive voice. **Ask:** What is the topic of the Conclusion? (Allow responses.) **That’s right.** The Conclusion is about different habitats. We can use “Habitats” 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. Distribute a copy of BLM 2 to each student and ask students to copy the title on their graphic organizers. **Ask:** What did we learn about habitats? (Allow responses.) **That’s right.** One important idea is that habitats are places. Animals and plants live in these places. Let’s write these notes on our graphic organizers.

Record “habitats are places” and “animals, plants” in the “Ideas” section of the graphic organizer as students copy the notes on their graphic organizers. **Ask:** Students to help you write a topic sentence based on the notes. **Say:** Remember that we use the notes we write on the graphic organizer to come up with a topic sentence. Let’s see if we can think of a good topic sentence that tells what our report is mostly about. Discuss ideas with students. Record a topic sentence such as the following on chart paper.

**Sample Topic Sentence**

Habitats are places where animals and plants live.

2. Rehearse (5 minutes)

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

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- A habitat is ______.
- A habitat has ______.
- One kind of habitat is ______. It has ______.

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 habitats. Now write notes on your graphic organizer. Remember to write the pages where you found your facts. After you finish writing your facts on your graphic organizer, use the 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 report 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 students at different stages of their writing to share what they are working on, questions they have as they work, and ideas they have for completing their writing.
- Ask several students who have completed their drafts to read them aloud so that other students can comment on what they like about the writing and make suggestions for each writer to make the writing even better.
- Ask students to share their planning graphic organizers and explain how they looked for facts and how they cited their sources.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I learned that ______.
- I will write complete sentences.
- I will check for uppercase letters and end punctuation.

Directive and Corrective Feedback
- Tell me an important fact you learned. Now write that in your report.
- Reread the topic sentence. What fact could you write to tell about it?
- Try looking at your graphic organizer again. Does that give you ideas for writing?

Self-Monitoring and Reflection
- Check that you wrote complete sentences.
- Check that your fact sentence tells about the topic sentence.
- What question could you ask yourself here to help you add a describing word?

Validating and Confirming
- Your sentences tell about the topic sentence. Nice writing!
- Your description of ______ helps me picture it in my mind.
- I noticed that you asked yourself questions about your writing. Strong writers do that.
- I like how you fixed ______.

Teacher Tip
Continue to ask students to say words slowly and write what they hear. Encourage them to keep a list of high-frequency words they learn to write. Celebrate each gain in sound/symbol relationships and known words.