1. **Focus** (15 minutes)

Refer to the Informational Reports anchor chart posted in the classroom and review it with students. As you discuss the questions, allow time for student responses before moving on to the next question. **Say:** Let’s review what we have learned about reports so far. What topics have we written about this week? What did we include in our reports? Why is the topic sentence important? We’ll read Chapter 3 today. While I read, think about what we could write for a title for our report.

Display pages 12 and 13 of *Life in a Suburban Community* and read the chapter title. **Ask:** What do you think the topic of this chapter is? How do you know? (Allow responses.) That’s right. The title gives us an idea, and the pictures show children playing. Now I’ll read this chapter aloud and we’ll see what we can learn about places to play in suburban communities.

Read the pages aloud in a fluent, expressive voice. **Ask:** Were we right about the topic of this chapter? (Allow responses. Then ask students to suggest a title, such as “Places to Play in Suburban Communities.”) **What is the main idea of this chapter?** (Allow responses.) Today you will think of a topic sentence that tells the main idea. Then you will write some facts. The facts should give more information about your topic sentence. When you are done, edit your writing. Make sure you have uppercase letters in the right places, punctuation at the end of each sentence, and complete thoughts.

2. **Rehearse** (5 minutes)

**Say:** Talk to your partner about the main idea and supporting facts in the report you will write. Share with your partner one strategy you can use to help you as you write.
3. Independent Writing and Conferring (20 minutes)

Distribute students’ writing folders and give a copy of BLM 2 to each student who is ready to begin a new report. For students who have difficulty coming up with a topic sentence, say: Sometimes we have to put information together to figure out the main idea. We read about different places people play, such as backyards, pools, parks, and playgrounds. The main idea is that there are different places where people play. A good topic sentence might be “People in suburban communities play in different places.”

Ask questions as needed to help students remember and state facts they learned about places to play in suburban communities. Continue to support students as they say words slowly, write the sounds they hear, write the words they know, reread after each word, and edit and revise. Encourage students to get help and ideas from one another as well, and use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations. 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 to read aloud their topic sentences. Where applicable, point out how the topic sentence tells the main idea and that the writers have stated the topic sentence in their own words.
- If you notice that students are having difficulty writing topic sentences and supporting sentences, provide more modeling examples. Use familiar nonfiction class texts to help students come up with topic sentences.
- Invite volunteers to tell where they are in their writing and share problems/questions they have. Encourage the group to support the writers and provide suggestions.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I learned that ______.
- I will write about only the important facts.

Directive and Corrective Feedback
- What did you learn about different places where people play? Now write what you learned.
- What do you need to remember to put between the words in your sentences?
- What do you need at the end of this sentence?

Self-Monitoring and Reflection
- Check that your topic sentence tells the most important idea. Do your other sentences tell about the topic sentence?
- How can you check that you have written complete sentences?
- Think about what you learned. Could you write a new sentence telling another fact?

Validating and Confirming
- I like how you organized your thinking on your graphic organizer.
- You wrote interesting facts that tell about your main idea.
- Strong writers ask questions to help them decide what to write. I noticed you did that!
- You wrote the word ______! I like the way you worked that out.

Teacher Tip
As you continue to model writing reports throughout the unit, remember to think aloud about how you apply concepts about print, phonics skills, and comprehension strategies to generate your ideas and get the ideas on paper.