1. **Focus** (15 minutes)

Display the cover of *Needs Past and Present*. Read aloud the title and author. **Ask:** What did we learn about people’s needs yesterday when we read the Introduction?

Display pages 6 and 7. **Say:** I will read Chapter 1 today. Based on the title, what do you think the topic of this chapter is? (Allow responses.) **What do you think this chapter might compare?** Allow responses.

Read pages 6 and 7 aloud in a fluent, expressive voice. After reading **ask:** What is the topic of this chapter? (Allow responses. Ask students to suggest a title, such as “Food Past and Present.”) **What is the main idea of this chapter?** (Allow responses.) Today some of you will begin working on a report about the information you learned from listening to me read Chapter 1. What do you need to do first? (Allow responses.) That’s right. You need to talk about what you learned and record your ideas about the topic sentence and facts on a graphic organizer. **What will you do next?** (Allow responses.) You use the notes on your graphic organizer to write your report. First you write your topic sentence. Then you write fact sentences that tell about the topic sentence. **What will you do when you have written your draft?** (Allow responses.) That’s right. You reread to edit and revise your draft.

2. **Rehearse** (5 minutes)

**Say:** If you will be drafting today, tell your partner your ideas for a topic sentence and supporting facts. If you will be editing, tell your partner what you will be looking for. Partners should help each other remember important things to look for.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- **When I edit, I _____.
- **I will change _____.
- **An idea for a topic sentence is _____.
- **A fact I learned is _____.
3. Independent Writing and Conferring (20 minutes)

Distribute students’ writing folders and ask them either to continue drafting or editing or to begin a new report. Make sure the big book is available for students to refer to if needed. Give a copy of BLM 2 to each student who is ready to begin working on a new report. For students who have difficulty coming up with a topic sentence, say: Sometimes you can get an idea for your topic sentence from the topic sentence in the book. The first sentence tells us that people need food to live. We can’t copy this topic sentence. We have to use the ideas in the book to come up with a topic sentence of our own. Our report is about food in the past and today. We can make a topic sentence using the idea that people need food and that people needed food in the past, too. Our topic sentence might be “People have always needed food.” It might be “Food was important to people in the past, and it is important today, too.”

Ask questions as needed to help students remember and state facts they learned about food past and present. 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:

- Using sentences from students’ writing, point out examples of complete thoughts. Ask students to identify the “who” or “what” in the sentences and to name the action. If there is not an action verb, point out the verb or verb phrase that completes the thought.
- Invite two or three students to share their reports and cite their source. Reinforce the importance of and reason for citing sources.
- Ask volunteers to read aloud their drafts while other students determine the main idea of each informational report.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will write a topic sentence using the most important ideas in the book.
- My topic sentence will tell the most important idea.

Directive and Corrective Feedback
- Look at your graphic organizer. Use those ideas to write your own topic sentence.
- What does the text tell you about ______? How can you write that in your own words?
- Tell me what ______ is like? Now use one of the describing words in your sentence.

Self-Monitoring and Reflection
- Check that your topic sentence does not copy the topic sentence in the book.
- Read the facts you wrote. Do your facts give more information about the topic sentence?
- How can you check to see if you have written complete thoughts?

Validating and Confirming
- Your topic sentence is in your own words! Strong writers don’t copy sentences from their sources. They write the ideas in their own words.
- You wrote complete thoughts! You tell “who” or what the sentence is about and use a verb.

Teacher Tip
Continue using informational reports from primary grade magazines as read-alouds throughout the day and make them available in your classroom library for independent exploration.