1. Focus (15 MINUTES)

Display the cover of Needs Past and Present. Read aloud the title and author and review with students what they learned from the book and the topics of the reports they have written so far. Show students pages 12 and 13 and read aloud the chapter title. Say: I will read Chapter 4 today. What do you think shelter means? What examples of shelter do you see in the pictures? (Allow responses.) How do you think shelter in the past is different from shelter today? (Allow responses.) While I read, think about what we could write for a title for our report.

Read pages 12 and 13 aloud in a fluent, expressive voice. Ask: What is the topic of this chapter? Ask students to suggest a title, such as “Shelter Past and Present.”

Ask: 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 4. Turn and tell a partner what you need to do to get ready to write your report. Allow time for students to talk in pairs. Then ask volunteers to share what they talked about.

Say: Talking about what you learned and your ideas for your report is the first thing we do to get ready to write. What do we do after we talk about our ideas? Allow time for students to talk in pairs. Then ask volunteers to share what they talked about.

Say: After we talk about our ideas, we jot down notes on our graphic organizers. The notes will help us write our sentences when we are ready to write. Then we write our reports, making sure to write a topic sentence and sentences that provide more information about the topic sentence. What do we do when we finish writing our drafts? (Allow responses.) That’s right. We reread to edit and revise our drafts.

2. Rehearse (5 MINUTES)

Say: If you will be drafting today, tell your partner some important facts you remember about the topic of shelter. Share ideas you have 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 key 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:

• My graphic organizer helps me ______.
• The text is mostly about ______.
• An important fact is ______.
• When I edit, I ______.
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: You need to think about the topic of your report. You need to decide on the most important thing you want to write about your topic. Then you need to think about what you learned from reading pages 12 and 13 and put the ideas together to write a topic sentence. We are writing about shelter in the past and today. We read about Native American homes and homes today and how they are different. An idea for a topic sentence could be “Homes in the past were different from homes today.” Then you could write sentences that tell facts about how they are different.

Ask questions as needed to help students remember and state facts they learned about shelter in the past and in the 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)

Invite two or three students to share their reports and cite their source. Point out and celebrate examples of topic sentences, facts, and drawings that share information from the text. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I will check that I’ve written complete sentences.
• Notice how I check for uppercase letters and end punctuation.

Directive and Corrective Feedback
• Think about the topic of your report. What is the most important thing you want to write about it?
• What did you learn about ______? Use what you learned to write your sentences.
• How could you describe ______?
• What did you write on your graphic organizer? Tell me how you can use the ideas to write a sentence.

Self-Monitoring and Reflection
• Check that your topic sentence tells an important idea about your topic.
• How could you say that? How could you fix it?
• Read your sentence. What’s missing?

Validating and Confirming
• You wrote complete sentences. Nice work!
• Your topic sentence tells the most important thing about your topic.
• You asked yourself questions. That’s something strong writers do to help them choose the most important information.
• I liked the way you listened for the sounds in words and then wrote the letters that stand for the sounds.

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.