Draft, Edit, and Revise an Informational Report

1. Focus (15 MINUTES)

Refer to the Informational Reports anchor chart you revised in Week 22 and review it with students. Say: Our anchor chart reminds us of what we do when we write informational reports. How do we decide what our topic sentence will be? (Allow responses.) That’s right. We think about what our topic is and the most important thing we want to say about it. Then we write sentences about facts that tell more about the topic sentence. The last point on the anchor chart is “I begin my sentences in different ways.” Last week we practiced doing this. What did we do to change the beginnings of our sentences? (Allow responses.) We used pronouns and we used describing words. Today we will write more informational reports. When we write, we need to remember all these things listed on our anchor chart.

Display the inside back cover of The Life Cycle of a Butterfly. Read the heading to students. Ask: What is a life cycle? (Allow responses.) What do we do when we predict something? Allow responses.

Read the page aloud in a fluent, expressive voice. (Do not read “Keep a Science Journal” at the bottom of the page.) Discuss the photographs, captions, and labels. Say: The pictures are not in the order that happens during the life cycle. We can use the information on pages 14 and 15 to help us number the pictures from 1 to 4. Distribute self-stick notes labeled 1, 2, 3, and 4. Using pages 14 and 15 as a reference, help students label the photographs in the correct order (1-eggs; 2-larva; 3-pupa; 4-ladybug).

NOTE: Use this time to revisit or reteach any concepts students still need to practice based on your daily observations of their current strengths and needs in writing informational reports.

Before students rehearse and write, discuss the topic and main idea of “Predict the Stages of a Ladybug Life Cycle.” Then say: Today you will write about the life cycle of a ladybug. I want you to think of a title for your report. Remember that your title gives your readers a clue about the topic of your informational report. Next you will think about ideas for a topic sentence and write them on your graphic organizer. Then you will search for facts to support the topic sentence and record these on your graphic organizer. You will also write the page numbers where you found these facts. When you are ready to write, you will use your notes to write a topic sentence that tells the main idea of your report. After writing your topic sentence, you will write sentences using the facts from your graphic organizer. When you are done, edit your writing. You should check to make sure you have uppercase letters in the right places, punctuation at the end of each sentence, and complete thoughts. You should check to make sure that your sentences begin in different ways.
2. Rehearse (5 MINUTES)

**Say:** Share your title and topic sentence with your partner. Make sure your topic sentence tells the main idea. Then tell your partner some important facts you remember about the topic.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- **The topic is ______.**
- **The most important idea is ______.**
- **A fact that supports the topic sentence is ______.**
- **An idea for a topic sentence is ______.**

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders and give each student a copy of BLM 2. For students who have difficulty coming up with a topic sentence, **say:** Sometimes you can use words from a heading to help you with your topic sentence. This section’s heading is “Predict the Stages of a Ladybug Life Cycle.” We know that a ladybug has a life cycle. That is the main idea of this page, so a good topic sentence might be “A ladybug has a life cycle.”

Ask questions as needed to help students remember and state facts they learned about the stages of a ladybug life cycle. 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 pairs to share their revised reports. Point out and celebrate examples of varied sentence beginnings. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

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**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- I will think about the main idea to help me come up with a topic sentence.
- I will write sentences that are complete thoughts.

**Directive and Corrective Feedback**
- What is your topic sentence? What facts could you write about this topic?
- What did you learn about ______?
- How could you describe ______?
- What is another way to write ______?
- Try ______. Would that work?

**Self-Monitoring and Reflection**
- Does your topic sentence tell the most important information you learned? Do your facts give more information about the topic sentence?
- What could you ask yourself here to add describing words?

**Validating and Confirming**
- Your topic sentence tells the main idea!
- You wrote some facts you learned about ______!
- You asked yourself questions. That’s something strong writers do.
- You wrote the word ______! I like the way you worked that out.

**Teacher Tip**

Keep the Informational Reports anchor chart on display in the classroom and encourage students to refer to it both as a writing tool and as a checklist for editing and revising their writing.