1. Focus (15 MINUTES)

Display the inside back cover of *Habitats Around the World* and read aloud the heading. *Ask: What do you think an ecologist is?* (Allow responses. Then read aloud the sentence under the heading.) *Ask: What kinds of things do you think an ecologist might do or study?* (Allow responses.) I’ll read this aloud to see if we can find out.

Read the page aloud in a fluent, expressive voice and discuss the photographs. (Do not read “Make a Connection” at the bottom of the page.) After reading discuss the topic and the main idea of the text. Then say: *If you are ready to begin a new report today, you can use information from this page about an ecologist to write your own report. You will use your graphic organizer to help you plan your report. You can refer to our Informational Reports anchor chart to remind you of the steps. You will think of a title for your report. Next you will think of a topic sentence that tells the main idea of your informational report. Then you will write some facts about your topic sentence. When you are done, you will edit your writing. Make sure you have uppercase letters in the right places, punctuation at the end of each sentence, and complete thoughts. Finally check to make sure that your sentences begin in different ways.*

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.

2. Rehearse (5 MINUTES)

Invite students to work with a partner to discuss their ideas for their informational reports. Say: *If you are continuing to work on your report from yesterday, tell your partner what you will focus on today. If you are starting a new report, share your title and topic sentence with your partner. Make sure your topic sentence tells the main idea of your report. Then tell your partner some important facts you remember about the topic.*
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 that ecologists do research, conduct experiments, fix problems, and study the environment. They do many things, don’t they? That is the main idea of this page, so a good topic sentence might be “An ecologist does many things.” Now you will find some facts that tell some of the things that ecologists do and write sentences that explain what they do. You will be supporting your main idea, or telling more about it.

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

- Read aloud short sections of nonfiction texts you have in your classroom and have students decide on the main idea and identify the topic sentence in each selection. Remind students that when they write a report, they need to decide what they want the report to be about and then write a topic sentence that tells the most important information about the topic.

- Point out and celebrate examples of topic sentences, facts, and drawings that share information students learned from the text.

- Invite volunteers to read aloud their reports and then tell what questions they asked to help them decide what their reports would be about and what their topic sentences would be.

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

### Goal Oriented

- I will write facts about my topic sentence.
- I will write “who” or what a sentence is about and a verb.
- I will write the most important details I visualize.

### Directive and Corrective Feedback

- Read your topic sentence. Tell me the facts you want to write about the topic sentence.
- Tell me what ______ is like. Now use one of those describing words in your sentence.
- What is another way to write ______?
- What letter would you expect to see here?

### Self-Monitoring and Reflection

- How did you decide on your topic sentence?
- Check that your fact sentences tell about your topic sentence.
- What strategies did you use to help yourself write your report?
- Read your sentence. Does it describe what ______ is like? What word could you add?
- Which words were tricky? What strategies did you use to help you write them?

### Validating and Confirming

- This sentence gives me more information about the topic sentence. Strong writers look for ways to support their topic sentences with facts.
- You used the word ______ to describe ______. That really helps me picture what you’re writing about.

### Teacher Tip

Keep in mind that students will work at different paces during independent writing time. Monitor students’ progress using the Class Status Chart in *Making Sense of the Writer’s Workshop*, and confer with students who are not progressing from one stage of writing to the next.