1. **Focus** (15 minutes)

Display the cover of *Discover Informational Reports* using the big book or interactive whiteboard resources. Read aloud the title and authors of the book. Preview pages 2–7 with students. Use the following questions to activate students’ knowledge and initiate a background-building discussion:

- **The title of this book is** *Discover Informational Reports*. **What do you think a report is?**
- **What do you see in this photograph? What is the girl holding? What do you think the girl’s report is about?** **What are some things you already know about whales?**

**Say:** I’m going to read to you about reports. **Follow along as I read.** Read aloud pages 2–5 one section at a time in a fluent, expressive voice as you point to each word. Stop and discuss where indicated below. Follow students’ lead in discussing the information as you pause after each spread or page.

**After reading page 2.** **Say:** We just learned what a report is. People write reports about many different topics. A **topic is what a report is about.**

**After reading page 3.** **Say:** The girl on this page is learning about bees. She wrote a report to share what she learned. Her topic is bees. Her report has facts about bees.

Read the heading on page 4. **Say:** These next pages will tell us how to write a report. **What do you think you need to do to write a report?** (Allow responses.) **I’ll read this sentence aloud to find out.** Read aloud the instructional text at the top of pages 4 and 6.

**After reading instructional sentences on pages 4 and 6.** **Say:** Before we write a report, we need to read about our topic. **We read to find out facts that we can use when we write our report.** What is the topic of the book we see on these pages? (Allow responses.) **Yes. The topic is whales. If I wanted to write a report about whales, I would read a book like this to find out facts about whales. Tomorrow we’ll read this report.**

Put the big book aside. **Say:** Because we’re still learning about reports, we’ll keep working on our book reviews today.
2. Rehearse (5 MINUTES)

Display copies of books that students have previously read. Invite partners to choose a book and reread it together. **Say:** Tell your partner what part of the book you’re going to write about. Remember that you can write about a character, a story event, or an illustration or other feature of the book. Tell what you like or don’t like. Then tell why.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- I like _____ because _____.
- I don’t like _____ because _____.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders. Invite students to write their book reviews. Ask questions as needed to help students develop their sentences, and remind them to reread after each word. Continue to ask students to say words slowly, write the sounds they hear, and write the high-frequency words they know. Reinforce the editing and revising strategies they have learned, such as adding adjectives, using an uppercase letter for the word I, and checking for the correct beginning and end on each sentence. Encourage students to get ideas from one another as well.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 MINUTES)

Invite two or three students to share their book reviews. Point out and celebrate examples of opinions supported by information from the text. You may also 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 like _____ because ___. I don’t like _____ because ___.
- I will say the word _____ and listen for the first sound.
- I will describe _____ with the word _____.

**Directive and Corrective Feedback**
- Tell me your opinion about the (characters/story events/illustrations). Tell me a reason for your opinion. You can use what you tell me to help you write your review.
- Listen for sounds you know. Write any sounds you can hear.
- What words could you use to describe _____?

**Self-Monitoring and Reflection**
- Did you tell what you like or don’t like? Did you tell why? Show me where.
- What letter would you expect to see at the beginning? In the middle? At the end?
- How could you fix that?

**Validating and Confirming**
- I like the way you supported your opinion with a reason.
- You wrote the word _____! You worked that out!
- I watched how you got ideas from other students. Good job.

Teacher Tip

Begin collecting informational reports from primary grade magazines. Use these as read-alouds throughout the day and make them available in your classroom library for independent exploration.