Learn About Informational Reports

**1. Focus** (15 MINUTES)

Display pages 8–9 of *Discover Informational Reports* using the big book or interactive whiteboard resources. Invite students to tell what they remember about the reports you read together yesterday. Use the following questions as needed to generate conversation:

- What are the four parts of a report that we talked about?
- Which part tells what the topic is?
- Which part gives more information about the topic?

**Say:** Now we will read a new nonfiction text about a different topic. We will learn some information about coral reefs.

Read aloud the instructional text at the top of pages 10 and 12 before reading the text about coral reefs. **Ask:** What are two ways we can learn about a topic? (Allow responses.) Yes. We can read facts and we can find facts in photographs, too.

Read aloud the text on coral reefs in a fluent, expressive voice as you point to each word. Follow students’ lead in discussing the information as you pause after each spread or page. **Ask:** What is one fact you learned about coral reefs from listening to me read the words? (Allow responses.) Look at the photographs. What can we learn from looking at these pictures? Allow responses.

Put the big book aside. **Say:** Tomorrow we’ll read a report that students wrote using the facts from this text about coral reefs. 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. Ask listeners to notice whether the writers have included reasons for their opinions. You may also wish to provide modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• When I choose a part of a story to write about, I think about its characters, events, and other features.
• I will describe ______ with the word ______.

Directive and Corrective Feedback
• Which part of the book will you write an opinion about?
• Try saying the word slowly and writing any sounds you can hear.
• What words could you use to describe ______?

Self-Monitoring and Reflection
• What was your opinion? How did you support your opinion?
• What letter would you expect to see at the beginning? In the middle? At the end?
• What words could you use to make your sentences more descriptive?

Validating and Confirming
• You wrote the letter that stands for the ______ sound.
• I noticed that you used uppercase letters correctly. Good work!
• You stated an opinion and you supported it. That’s what strong writers do.

Teacher Tip
Reinforce the concept of a topic by reading short informational newspaper articles aloud and asking students to help you figure out the topic of each one. Point out that writers often reveal the topic in the title and/or first sentence of the article. If the article includes photographs, explain that these often support the topic as well.