Learn About Informational Reports

1. Focus (15 MINUTES)

Display pages 10–13 of Discover Informational Reports using the big book or interactive whiteboard resources. Invite students to tell what they remember about the nonfiction text you read together yesterday. Use the following questions as needed to generate conversation:

- What is the topic of this text?
- What are some facts you learned from the text?
- What are some facts you learned from the photographs?

Say: Today we’re going to reread “Coral Reefs” together. After we’re finished, we will read a report that a student wrote about this text.

Read aloud the headings and text on pages 10–13 in a fluent, expressive voice as you point to each word. Follow students’ lead in discussing the information or photographs as you pause after each spread or page.

Discuss the report about coral reefs on page 14. Say: A child wrote this report. Look at the picture. Look at the title. Do the picture and title help you figure out the topic of this report? (Allow responses.) Yes! We can tell from the picture and title that this report is about coral reef plants.

Read aloud the child’s report and discuss each section. Ask: What is the main idea of this report? (Allow responses.) What does the topic sentence tell us? (Allow responses.) That’s right! The topic sentence tells us that many plants grow on coral reefs. What fact does the child share? (Allow responses.) Yes! The child tells us about one of the plants that live on coral reefs—sea grasses. This writer included two important parts of a report—a topic sentence and facts about the topic sentence.

Read page 15 and guide students to write a report. Say: Now you can tell a report about coral reefs. First draw a picture. Next choose a title. Then tell a topic sentence. Finally tell one or two facts you learned from reading the text about coral reefs. Allow time for students to share their drawings and tell their titles, topic sentences, and facts, prompting as needed.

Put the big book aside. Say: We’ll learn more about reports tomorrow. Because we’re still learning about reports, we’ll keep working on our book reviews today.

Objectives

Concepts About Print
- Use uppercase/lowercase letters.
- Use end punctuation correctly.

Oral Language and Grammar
- Express an opinion and state a reason.
- Use common nouns and adjectives.

Purposeful Phonics Connections
- Listen for sounds in words.
- Write high-frequency words.

Reflecting Reading in Writing
- Develop genre awareness.
- Ask questions.
- Make judgments about story elements.
- Identify main idea and supporting details.

Writing
- Write a book review.
- Demonstrate writer’s voice.

Materials
- Mentor big book: Discover Informational Reports
- Familiar fiction books
- Interactive whiteboard resources
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 students writing strong reasons to support their opinions. 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 will write the title and the author first.
- I will say the word ______ and listen for the first sound.
- I will describe ______ with the word ______.

#### Directive and Corrective Feedback
- I can see your opinion, but not your reason. Can you add it here?
- Try writing the sentence again with words that describe ______.

#### Self-Monitoring and Reflection
- Did you tell what you like or don’t like? Did you tell why?
- I notice that you wrote about ______. How did you choose this ______ (character/event/illustration)?
- Did you have any trouble giving reasons for your opinions? What helped?
- How did you use descriptive words?

#### Validating and Confirming
- I like the way you described ______.
- Good job at telling about your picture!
- You made me think about the book in a new way.

### Teacher Tip

Continue to use a simple checklist students can refer to as they edit and revise their writing, such as this example:
- Begin with an uppercase letter.
- Use an uppercase letter for the word I.
- Use a describing word.
- Put a period or exclamation point at the end.