Learn About Informational Reports

1. Focus (15 minutes)

Display the cover of Discover Informational Reports using the big book or interactive whiteboard resources. Invite students to tell what they remember about the reports they read and told yesterday. Then reread the instructional text on pages 2 and 3. Use the following questions to prompt discussion:

- What kind of text is a report?
- Why do people write reports?
- Who can remember how we write a report?

Reread the instructional text at the top of pages 4–9. Use the following questions after reading to prompt discussion:

- Why do we need to read about our topic?
- What is the first thing we do when we write a report? How does a picture help readers when they read a report?
- What is a topic sentence? Why do we write a topic sentence?
- What are facts? Where do we get the facts we use in our report?

Read aloud page 16. Say: This page tells us what we do when we write a report. We have read several reports this week. Now we know the steps we need to follow to write a report. Next week I will show you how to write a report. Then you’ll be ready to write your own reports!

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: Today we’ll continue writing book reviews. If you will be starting a new book review, 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 continue writing 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)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Invite volunteers to tell parts of the book they wrote about and why they chose these parts for their book reviews. Then ask them to read their book reviews aloud.
- Involve students in a discussion about which part of a book review is the hardest to write and why.
- Ask volunteers to share some of the questions they asked themselves as they wrote their book reviews.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**
- I will tell why I would recommend this book.
- When I write an opinion, I support it with a reason.

**Directive and Corrective Feedback**
- Which part of the book will you write about?
- Tell me your opinion about ______. Tell me a reason for your opinion. Now use that to help you write your review.
- Try talking with a partner to get ideas.

**Self-Monitoring and Reflection**
- Did you tell what you like or don’t like? Did you tell why?
- What did you do when you had trouble writing a word?
- What made you choose the part of the book that you wrote about?

**Validating and Confirming**
- Good job explaining your reason for recommending the book!
- I like the way you asked yourself questions to help you write your review.
- I noticed that you gave reasons for your opinions. Strong writers do this!

**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.