1. Focus (15 MINUTES)

Display the cover of *What Are Some Rules at Home?* Read aloud the title and author. **Say:** I have been reading aloud chapters from this big book. I have been using the facts in the book to write my own report. Today I will read Chapter 3 aloud. Then I will use the facts in Chapter 3 to write another report.

Read pages 10–11 aloud in a fluent, expressive voice. Discuss the photographs and caption. **Ask:** What is the topic of this chapter? (Allow responses.) This chapter is about respect. Now I will write my report. The title of my report will be “Respect.” A title is part of a report.

Close the big book and write “Respect” at the top of your chart paper. **Say:** I remember what I learned about respect from reading the facts in Chapter 3. I remember the author writes that rules help us to be respectful. I think that is the main idea. I will write this for my topic sentence. A topic sentence is part of a report.

Write “Rules help us to be respectful.” As you write, model the following:

- Continue to emphasize the concepts about print that students still need to practice.
- Continue to model how to say a word slowly and use letter/sound relationships to write words. For words with higher-level spelling patterns, say: Remember that if you don’t know how to spell a word, you can just write the sounds you hear.
- Tell how you remember to write those words you see often in print.
- Model rereading after each word by pointing to the words you’ve written so far and then pointing to where the next word should go. **Say:** We’re ready for the word ______. Then discuss and write the word.
- Model adding end punctuation and checking for the correct beginning and end to your sentence.

Ask students to reread your topic sentence with you, and then **say:** Another part of a report is its set of facts. I will write two facts I learned. The facts will give more information about my topic sentence.

Write “Rules teach us to share. Rules teach us to treat others well.” Model applying the strategies listed above as you write.

Ask students to help you reread the entire report. Then **say:** Tomorrow I will write another report about rules. I will use the big book to get my facts. I will write a title, a topic sentence, and facts.
Informational Reports

NOTE: If time allows, add a drawing before or after writing to reinforce the idea that the information in a report is usually supported by pictures and/or other graphic features.

Put the chart paper 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 who will be starting a new book review to choose a book and reread it together. **Say:** Tell your partner what you will be working on today. If you are beginning a new book review, tell 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.

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

**Goal Oriented**

* I like ______ because ______. I don’t like ______ because ______.
* When I state an opinion, I support it with a reason.
* Notice what I do when I have trouble spelling a word—I write the sounds I hear.

**Directive and Corrective Feedback**

* Try rereading the part of the book you will write about.
* Tell me your opinion about ______. Tell me a reason for your opinion. Use this to help you write.
* 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?
* How did rereading help you?
* How did checking the start and end of each sentence you wrote help you?

**Validating and Confirming**

* Good job at giving reasons for your opinion about ______!
* You wrote the word ______! You worked that out!
* You found ideas by talking to your partner. Strong writers get ideas by talking to other people.

**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.