1. Focus (15 minutes)

Say: We have been learning about reports. We have learned that reports have a topic sentence that tells the main idea. Reports include facts that give more information about the topic sentence. Writers can read books to learn facts for their reports. We read about our topic first and then we write our report.

Display the cover of What Are Some Rules at Home? Read aloud the title and author. Say: Last week, I read some chapters from this big book. Then I used the facts I learned from each chapter to write a report. I will read the Conclusion today and then use the facts to write another report.

Read pages 14–15 aloud in a fluent, expressive voice. Discuss the photographs and labels. Ask: What is the topic of these two pages? (Allow responses.) These pages are about family rules. Now I will use the facts from the Conclusion to write a report. The title of my report will be “Family Rules.”

Close the big book and write “Family Rules” at the top of your chart paper. Say: Now I will remember what I learned about rules. The author writes that family rules help us. I think that is the main idea. I will write this for my topic sentence.

Write “Family rules help us.” 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.
- 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 a fact I learned. The fact will give more information about my topic sentence.

Write “They help us learn to be good citizens.” Model applying the strategies listed above as you write.

Ask students to help you reread the entire report. Then say: Tomorrow I will use this big book to help me get information to write one more report. I will write a title, a topic sentence, and facts.
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 planning your book review, tell your partner your opinion and the reason for your opinion. If you are drafting, tell your partner what part you will write. And if you are editing, tell your partner what you will be looking for as you edit.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders. Invite students to write independently. 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 ask myself questions to choose what to write about.
- I will describe ______ with the word ______.

Directive and Corrective Feedback
- Which part of the book will you write about? Why?
- I see your opinion, but not your reason for the opinion. Try writing it here.
- 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 you decide which part of the book to write about?
- Show me where you write your recommendation.

Validating and Confirming
- I liked that you checked the start and end of your sentences.
- You wrote the word ______! You worked that out!
- You reread your writing. That’s something strong writers do to improve their sentences.

Teacher Tip

Continue 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.