Write a Shared Informational Report

Nonfiction Big Book

Objectives

Concepts About Print
• Use uppercase/lowercase letters.
• Put spaces between words.
• Use end punctuation correctly.

Oral Language and Grammar
• Share facts orally.
• Use common nouns and adjectives.

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

Reflecting Reading in Writing
• Develop genre awareness.
• Identify main idea and supporting details.
• Reread from the beginning of the sentence.

Writing
• Write a report.

Materials
• Big book: The Life Cycle of a Frog (Benchmark Literacy Unit 3, Week 2)
• Chart paper and markers

1. Focus (15 MINUTES)

Display the cover of The Life Cycle of a Frog. Read aloud the title and author. 
**Say:** This book is an informational text about frogs. Today I will read the Introduction of this book. As I read, listen to see if you can tell what the topic is.

Read pages 4–5 aloud in a fluent, expressive voice. Discuss the photographs and graphic features. **Ask:** What is the topic of these two pages? (Allow responses.) These pages are about life cycles. I can use the information from these pages to write my own report. Remember that we need to read to find out facts before we write a report. The title of my report will be “Life Cycles.”

Close the big book and write “Life Cycles” at the top of your chart paper.
**Say:** I remember the facts I learned about life cycles as I read these pages. I remember the author writes that every animal has a life cycle. I think that is the main idea. I will write this for my topic sentence.

Under your title, write “Every animal has a life cycle.” 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:** Remember that another part of a report is its set of facts. I need to write facts that support my main idea. The facts will give more information about my topic sentence.

Add the following sentence to your report: “Animals change and grow.” Model applying the strategies listed above as you write. Ask students to help you reread the entire report.

Explain that now students will help you write a report. **Say:** We’ll write a report together. I will read Chapter 1. While I read, think about what we could write for a title and topic sentence.

Read pages 6–7 aloud in a fluent, expressive voice. Discuss the photographs and captions. **Ask:** What is the topic of this chapter? (Allow responses.) Yes!
This chapter is about how a frog’s life cycle. I will write “A Frog’s Life Cycle” for the title of our report.

Close the big book and write the title on your chart paper. **Ask:** What did we learn about how a frog begins? (Allow responses.) **What could we write for a topic sentence?** Remember that a topic sentence tells the most important idea. (Allow responses and guide students to come up with a topic sentence.) **An important idea is that a frog starts out as a tiny egg.** We can write that for our topic sentence.

Write “A frog starts out as a tiny egg” under the title on your chart paper. **Say:** Now our report needs a fact. Today you will write a fact about the topic sentence.

2. **Rehearse** (5 MINUTES)

**Say:** Let’s read the topic sentence again: “A frog starts out as a tiny egg.” Now tell your partner an important fact you remember about this topic. After you talk about it, draw a picture about your fact.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I learned that ______.
• A tadpole ______. (as in: A tadpole hatches from an egg.)

3. **Independent Writing and Conferring** (20 MINUTES)

Distribute students’ writing folders. Invite students to write their facts. Ask questions as needed to help students remember and state a fact they learned about the topic. Continue to support students as they say words slowly, write the sounds they hear, write the high-frequency words they know, reread after each word, and revise and edit. Encourage students to get help and 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 the fact they wrote to support the topic sentence. Remind students that they can always reread a book to check their facts, but writers do not copy facts directly from the book. They put the facts in their own words in their reports.