Write a Shared Informational Report

1. Focus (15 Minutes)

Display the cover of *The Life Cycle of a Frog*. Read aloud the title and author. **Say:** Yesterday we read the Introduction and Chapter 1 of this book. Then we wrote reports about the facts in the Introduction and Chapter 1. I will read Chapter 2 today, and then I will write a report about the facts I learn.

Read pages 8–9 aloud in a fluent, expressive voice. Discuss the photographs and captions. **Ask:** *What is the topic of this chapter?* (Allow responses.) *This chapter is about tadpoles.* I will write a report now. The title of my report will be “Tadpoles.”

Close the big book and write “Tadpoles” at the top of your chart paper. **Say:** I remember what I learned about tadpoles. I remember the author writes that tadpoles grow. She also writes about ways tadpoles change. I think that is the main idea. I will write this for my topic sentence.

Under the title, write “Tadpoles grow and change.” 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 about tadpoles. The facts will give more information about my topic sentence.

Add these facts to your report: “A tadpole grows legs. It loses its tail.” 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 3. While I read, think about what we could write for a title and topic sentence.
Read pages 10–11 aloud in a fluent, expressive voice. Discuss the photographs and captions. **Ask:** What is the topic of these two pages? (Allow responses.) Yes! These pages are about adult frogs and what they can do. I think “Adult Frogs” will make a good title for our report.

Close the big book and write the title on your chart paper. **Ask:** What did we learn about adult frogs? (Allow responses. If necessary, revisit the big book text with students.) What is the most important idea? (Allow responses.) An important idea is that adult frogs can do many things. We can write that for our topic sentence. Write “Adult frogs can do many things” under the title on your chart paper. Then say: Another part of a report is its set of facts. Today you will write a fact about the topic sentence.

### 2. Rehearse (5 MINUTES)

Invite students to talk to a partner about facts they learned. Say: Let’s read the topic sentence of our report again: “Adult frogs can do many things.” Now tell your partner an important fact you remember about this topic. After you talk about it with your partner, 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 ______.
- Adult frogs can ______.

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

Distribute students’ writing folders. Invite students to write their reports. 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 facts they wrote. Model how you check your facts by looking back at the big book text. Reinforce the idea that writers state facts in their own words by comparing students’ text to the big book text.