Model Writing an Informational Report

1. Focus (15 MINUTES)

Display the cover of *The Life Cycle of a Frog*. Read aloud the title and author. **Say:** We have read parts of this book, and we have used the facts to write reports. I will read the rest of Chapter 3 today.

Read pages 12–13 aloud in a fluent, expressive voice. Discuss the photographs and captions. **Say:** These pages are mostly about tadpoles. I’ll use this as the title of my informational report.

Close the big book and write “Tadpoles” at the top of your chart paper. **Say:** I remember what I learned about frogs on these pages of this chapter. I remember the author writes that some adult frogs lay eggs. I think that is the main idea. I will write this for my topic sentence.

Write “Some adult frogs lay eggs.” 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 ______.
- 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.

Add the following sentences to your report: “The eggs hatch into tadpoles. Tadpoles grow into adult frogs.” Model applying the strategies listed above as you write.

Ask students to help you reread the entire report. Then **say:** Now we will use the facts in the Conclusion to write a report. I will read aloud the Conclusion. While I read, think about what we could write for a title and topic sentence.

Read pages 14–15 aloud in a fluent, expressive voice. Discuss the photographs and other graphic features. **Ask:** What is the topic of these two pages? (Allow responses.) **Yes!** These pages are about frogs. I will write “Frogs” for the title of our report.

Objectives

Concepts About Print
- Use uppercase and lowercase letters correctly.
- Use end punctuation correctly.

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

Purposeful Phonics Connections
- Listen for and record beginning, middle, and ending sounds.
- Write some CVC words.
- Write new high-frequency words.

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

Writing
- Plan and draft a report.

Materials
- Big book: *The Life Cycle of a Frog* (Benchmark Literacy Unit 3, Week 2)
- Chart paper and markers
Close the big book and write the title on your chart paper. Ask: What did we learn about frogs? (Allow responses.) One of the main ideas is that a frog has a life cycle. We can write that for our topic sentence. Write “A frog has a life cycle” under the title on your chart paper. Then say: Another part of a report is its set of facts. Today you will write one or more facts 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: “A frog has a life cycle.” Now tell your partner an important fact you remember about this topic. Think about the stages of the frog’s life cycle and look at the photographs to help you remember facts. 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 ______.
• An egg ______.
• A tadpole ______.
• An adult frog ______.

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 their facts. Point out and celebrate examples of drawings and facts that provide more information about the topic sentence you wrote together. You may also wish to provide additional modeling based on your observations during Independent Writing and Conferring.