Write an Informational Report

1. Focus (15 minutes)

**Say:** We have been writing reports. Who can explain what a report is? (Allow responses.) Yes! A report is a nonfiction text that gives facts about a topic.

Display the cover of *The Life Cycle of a Frog*. Read aloud the title and author.

**Say:** We read this big book to get our facts. Then we wrote our reports. We have now read this whole book! Today I will read the inside back cover. It’s called “Frog Facts."

Read the questions and answers aloud in a fluent, expressive voice. Discuss the photographs. **Ask:** What is the topic of this page? (Allow responses.) **This page is about frogs.** I will write “Frogs” for the title of our report.

Close the big book and write the title on your chart paper. **Ask:** What did we learn about frogs? (Allow responses.) **The author writes some surprising things about frogs.** That is one of the main ideas. We can write about that for our topic sentence.

Under the title on your chart paper, write “Some facts about frogs are surprising.” 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 the topic sentence with you, and then **ask:** What else do we need to include in our report? Yes. We need to include facts. Today you will write two facts about the topic sentence of our report.

**Objectives**

**Concepts About Print**
- Use uppercase and lowercase letters correctly.
- 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 and record beginning, middle, and ending sounds.
- Write some CVC words.
- Write some high-frequency words.

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

**Writing**
- Draft, revise, or edit a report.

**Materials**
- Big book: *The Life Cycle of a Frog* (Benchmark Literacy Unit 3, Week 2)
- Chart paper and markers
2. **Rehearse** (5 MINUTES)

Invite students to talk to a partner about facts they learned. Say: *Let’s read the topic sentence again: “Some facts about frogs are surprising.” Now tell your partner two important facts that you learned about this topic from listening to me read these pages. After you talk about them, draw a picture about your facts.*

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 frog ______.*
• *A toad ______.*

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 two facts they learned about the topic in their own words. 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)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

• Invite several students to read aloud their facts. Then ask them to show their drawings and explain how the drawings tell about the information in the text.

• After volunteers have shared their facts, ask other students to compare the facts they heard read aloud in the different reports.

• As students read aloud their facts, ask listeners to pay attention to describing words that the writers use. Involve students in a brainstorm of other describing words that would make sense in the sentences.

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

**Goal Oriented**
• *I learned that ______.*
• *Notice that I check the beginnings and ends of the sentences I write.*

**Directive and Corrective Feedback**
• *What is the topic sentence? What facts could you write about this topic?*
• *What facts did you tell your partner? Use this to help you write them.*
• *Did you leave spaces between words? Try writing sentences again if you did not.*

**Self-Monitoring and Reflection**
• *Do your facts give readers more information about the topic sentence?*
• *How did you choose which facts to write about?*
• *How could you fix that?*

**Validating and Confirming**
• *I like the way you used uppercase and lowercase letters correctly.*
• *You wrote interesting facts about ______!*
• *You asked yourself questions. That’s something strong writers do to help them choose important ideas.*

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**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.