Write an Informational Report

1. Focus (10 MINUTES)

Display the cover of Animals in Their Habitats. Read aloud the title and author. **Say:** Yesterday you used facts from this book to write a report. Today I will read Chapter 1. Then, if you are ready to write a new report, you can write a report about the facts in Chapter 1. Listen as I read and see if you can figure out what the topic of this chapter is.

Read pages 6–7 aloud in a fluent, expressive voice. Discuss the photographs, caption, and labels. **Ask:** What is the topic of this chapter? (Allow responses.) Yes! This chapter is about ponds. A pond is one type of animal habitat. We can write “Ponds” for the title of our report.

Close the big book and write the title on your chart paper. **Ask:** What did you learn about ponds? (Allow responses. Generate a list of students’ ideas on the chart paper. Reread them with students.) **Today if you are ready to write a new report, you will think of a topic sentence that tells something you learned. Remember that a topic sentence is the most important idea about your topic. You will also write a fact. The fact should give more information about your topic sentence.**

2. Rehearse (5 MINUTES)

Invite students to talk to their partners about what they will write today during independent writing time. Students writing about the facts in Chapter 1 may need extra support to understand that the chapter is about the pond habitat. **Say:** Tell your partner your topic sentence. Then tell your partner a fact about your topic sentence. After you talk about the topic sentence and fact, draw a picture.

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 pond ______.
- A duck ______.

Objectives

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

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

Purposeful Phonics Connections
- Listen for and record sounds in words.
- 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: Animals in Their Habitats (Benchmark Literacy Unit 6, Week 2)
- Chart paper and markers
3. Independent Writing and Conferring (25 MINUTES)

Distribute students’ writing folders and invite students to write their reports. For students who have difficulty coming up with a topic sentence, say: Sometimes you can use the chapter heading as your topic sentence. (Turn to page 6 in the big book.) The chapter heading is “Animals Live in Ponds.” That is the main idea of this chapter. That would be a good topic sentence. 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)

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 reports. Ask students to listen for the topic sentence in each report. Encourage students to tell whether the other sentences in the reports tell about the topic sentence.

• After each volunteer reads aloud his or her report, ask listeners to tell what the main idea of the report is.

• Encourage students to provide positive comments about their peers’ writing.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I learned that ______.
• I will reread to check my writing.
• When I look for ideas in nonfiction text, I think about words, pictures, and other features.

Directive and Corrective Feedback
• Try thinking about the chapter heading again to help you write a topic sentence.
• Ask yourself which facts from the text tell more about the topic sentence. Write a fact in your own words.
• How will you start your sentences? What will you put at the end of each sentence?

Self-Monitoring and Reflection
• How did you choose your topic sentence?
• Does your fact give more information about the topic sentence?
• Did you use any strategies to help you write? Tell me about them.

Validating and Confirming
• I like the fact you chose! It supports your topic sentence well!
• I noticed you reread what you wrote. That’s something strong writers do to find and fix mistakes.
• Good job checking the beginnings and endings of your sentences.

Teacher Tip
Continue to reinforce the concept of a fact by pointing out examples from environmental print and pictures during the school day. For example, say, “Here is our schedule for the day. We will have lunch at ______. That is a fact.” Or say, “Here is a photograph of our class. We have ______ students in our class. That is a fact.”