Write an Informational Report

1. Focus (10 minutes)

Display the cover of *Animals in Their Habitats*. Read aloud the title and author. 
*Ask: What did we read about yesterday? (Allow responses.) What did we do with the facts that we learned? (Allow responses.) Today I will read another chapter from this text. Those of you who are ready to write a new report today can use the facts you learn from this chapter to write a new topic sentence and supporting information. Remember, part of being a report writer is gathering your information.*

Read pages 8–9 aloud in a fluent, expressive voice. Discuss the photographs, caption, and labels. *Ask: What is the topic of this chapter? (Allow responses.) That’s right! This chapter is about forests. A forest is another type of animal habitat. We can write “Forests” for the title of our report.*

Close the big book and write the title on your chart paper. *Ask: What did you learn about forests? (Allow responses. Generate a list of students’ ideas on the chart paper.) Today you will think of a topic sentence that tells the most important idea that you learned. Then you will write a fact. The fact should give more information about your topic sentence.*

2. Rehearse (5 minutes)

Invite each student to talk to a partner about what he or she will work on during independent writing time. Some students may still be working on a previous report. Other students will be ready to start a report based on Chapter 2. Some students may need extra support to understand that the topic of Chapter 2 is the forest 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 forest ______.*
- *A woodpecker ______.*

Objectives

Concepts About Print
- Use uppercase and lowercase letters correctly.
- Put spaces between words.
- 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 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. 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 8 in the big book.) *The chapter heading is “Animals Live in Forests.” 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:

- Ask several students to read aloud their topic sentences and have listeners compare them. Ask the writers to share how they decided what topic sentences to write.

- Using familiar nonfiction texts in your classroom, provide further modeling of identifying topics and topic sentences.

- Involve students in a discussion about what they find difficult when writing reports. Discuss which parts are easier and harder to write. Encourage students to share the strategies they use to help them write.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**
- I will use the chapter heading to find the main idea.
- I learned that ______.
- Notice that my fact gives more information about my topic sentence.

**Directive and Corrective Feedback**
- What is your topic sentence? What fact you could write about this topic?
- Try rereading to fix your sentence about ______.
- I see your topic sentence but not your fact. Write it here.

**Self-Monitoring and Reflection**
- How did you choose ______ as the main idea?
- How does your fact give readers more information about your topic sentence?
- Tell me what you did to revise and edit your writing.

**Validating and Confirming**
- I like how you wrote your topic sentence.
- You wrote the word ______! You worked that out!
- You found a fact that told more about your topic sentence. That’s something strong writers do.

**Teacher Tip**

Continue to use a simple checklist students can refer to as they edit and revise their writing, such as this example:

- Begin with an uppercase letter.
- Use an uppercase letter for the word I.
- Use a describing word.
- Put a period or exclamation point at the end.