Write an Informational Report

1. Focus (10 Minutes)

Display the cover of *Animals in Their Habitats*. Read aloud the title and author. **Say**: We have been reading this book and using the facts we learn to write reports. Who can remember some facts we have learned about habitats? (Allow responses.) I will read aloud Chapter 3 today.

Read pages 10–11 aloud in a fluent, expressive voice. Discuss the photographs, caption, and labels. **Ask**: What is the topic of this chapter? (Allow responses. Students should understand that the chapter is about desert habitats.) A desert is another type of animal habitat. One title we could use for our report is “Deserts.” Can you think of any other title we might use? (Allow responses.) Discuss and agree on a title with students.

Close the big book and write the title on your chart paper. **Say**: Remember that we read to find out facts that we can use when we write our reports. What facts did we learn about deserts? (Allow responses. Generate a list of students’ ideas on the chart paper.) Today you will think of a topic sentence that tells something you learned. Who can remember what a topic sentence is? (Allow responses.) That’s right. A topic sentence is the most important idea in your report. Then what do you need to write after you write your topic sentence? Yes. You need to write one or more facts. The facts should give more information about your topic sentence.

2. Rehearse (5 Minutes)

Invite students to tell their partners what they will focus on during independent writing. For students beginning a new report based on Chapter 3, **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 desert _____.*
- *A camel _____.*

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 10 in the big book.) The chapter heading is “Animals Live in Deserts.” 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)

Invite two or three students to share their reports. Point out and celebrate examples of drawings, topic sentences, and facts that are based on information from the text. You may also wish to provide additional modeling based on your observations during Independent Writing and Conferring.