Write an Informational Report

1. Focus (10 minutes)

Display the cover of *Animals in Their Habitats*. Read aloud the title and author. Then display the table of contents. **Say:** Last week we read about animal habitats. We read about ponds, forests, and deserts. (Point to the chapters listed.) Then we used the facts we learned to write reports about different habitats. We wrote titles for our reports. What else did we include in our reports? (Allow responses.) Right! We wrote a topic sentence and at least one fact about the topic sentence. (Point to Chapter 4 in the table of contents.) I will read Chapter 4 today.

Read pages 12–13 aloud in a fluent, expressive voice. Discuss the photographs, caption, and labels. **Ask:** What is the topic of this chapter? (Allow responses.) This chapter is about the Arctic. The Arctic is another type of animal habitat. We can write “The Arctic” for the title of our report.

Close the big book and write the title on your chart paper. **Ask:** What did we learn about the Arctic? (Allow responses. Generate a list of students’ ideas on the chart paper.) Today, if you are ready to begin a new report, you can write about the Arctic habitat. First, you will think of a topic sentence for your report about Arctic habitats. 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 they will focus on during independent writing time. Students beginning their report using the facts in Chapter 4 should rehearse their topic sentences with their partners. **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 ______.
- The Arctic ______.
- An Arctic hare ______.
- A polar bear ______.
3. Independent Writing and Conferring (25 MINUTES)

Distribute students’ writing folders. Note that some students may be working on a previous report while other students are ready to move on to a new one. Ask questions as needed to help students remember and state facts they have learned about the topic they are writing about. 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:

- Encourage students to share words from their sentences that they found hard to write and the strategies they used to write them. Write the words on chart paper and use them to demonstrate applying purposeful phonics connections.

- As volunteers read aloud their reports, ask other students to listen for describing words. Then involve students in brainstorming other words that would make sense in the sentences. Record the words on chart paper. Ask students to choose the describing words they think are most effective and to explain their choices.

- Invite volunteers to read aloud their reports. Encourage other students to tell what they liked about the reports.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I learned that ______.
- I will think about what the chapter is mostly about to help me write a topic sentence.
- I will describe ______ with the word ______.

Directive and Corrective Feedback
- What is your topic sentence? What fact could you write about this topic?
- Try rereading the chapter heading to help you find the main idea.
- How will you start your sentences? What will you put at the end of each sentence?

Self-Monitoring and Reflection
- Does your topic sentence tell something you learned? Does your fact give more information about the topic sentence?
- Did you have any trouble writing that word? What did you do?
- What questions did you ask to decide on a topic sentence?

Validating and Confirming
- I like that you checked the beginning and ending of each sentence. Good job!
- You wrote the word ______! You worked that out!
- You asked yourself questions. That’s something strong writers do to find facts that tell more about a topic sentence.

Teacher Tip

Based on your observations of students during independent writing time, you may wish to gather a small group of students who need additional modeling and guided practice and work with them while other students write independently.