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 from the book to write reports. What are some facts you learned from listening to me read aloud this book? (Allow responses.) **What are the parts we included in our reports?** (Allow responses.) I will read the Conclusion today and then we can write another report.

Read pages 14–15 aloud in a fluent, expressive voice. Discuss the photographs and other graphic features. **Ask:** What do we need to include in a report? (Allow responses.) We need a title, a topic sentence, and at least one fact about the topic sentence. We can get an idea for our title from the topic. What is the topic of these two pages? (Allow responses.) These pages are about animal habitats. We can write “Animal Habitats” for the title of our report.

Close the big book and write the title on your chart paper. **Ask:** What did we learn about animal habitats from reading the Conclusion? (Generate a list of students’ ideas on the chart paper. Encourage responses about animals adapting to habitats so they can stay alive and animals adapting in different ways.) Today, if you are ready to write a new report, you can write about animal habitats using the facts in this book. If you prefer, you can write about a different topic. Either way, you will think of a topic sentence that tells something you learned. Then you will write facts to support your topic. The facts 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. For students beginning a new report, say: **Tell your partner your topic sentence. Then tell your partner a fact about your topic sentence. After you talk about your 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 ______.
- Animals adapt ______.
- A pond ______.
- A forest ______.
- A desert ______.
- The Arctic ______.

Objectives

**Concepts About Print**
- Use uppercase and lowercase letters correctly.
- Put spaces between words.
- Use appropriate end punctuation.

**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 and invite students to write independently. If you observe students who are having difficulty coming up with a topic sentence, say: Go back to the pages you read. Ask yourself, “What is this text mostly about?” Then you can make up a topic sentence about the main idea. As students work, ask questions as needed to help them remember and state a fact they learned about their 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 students to share which words in their reports they were able to remember how to write because they see the words often. Add these words to a list of high-frequency words posted in the classroom.
- Ask volunteers to tell what questions they asked themselves to help them decide on a main idea and then write a topic sentence. Encourage volunteers to read aloud their topic sentences.
- Invite volunteers to share their drawings and explain how the drawings tell about the information in their reports.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I learned that ______.
- I will check the start and end of each sentence I write.
- I will try looking at the first sentence in the chapter to help me find the main idea.

Directive and Corrective Feedback
- What is your topic sentence? What fact could you write about this topic?
- Try looking at the pictures in the chapter to remind you of the main idea. Use this to help you write.

Self-Monitoring and Reflection
- Tell me how you decided what to write for your topic sentence.
- Did you write a fact? Show it to me. Check that it supports your topic sentence.
- Did you check your punctuation? What do you need to do to fix your punctuation, if anything?

Validating and Confirming
- Your fact gave me more information about your topic sentence. Good job!
- You asked yourself questions. That’s something strong writers do to find mistakes.

Teacher Tip

Continue to reinforce the concept of a topic by reading short informational newspaper articles aloud and asking students to help you figure out the topic of each one. Point out that writers often reveal the topic in the title and/or first sentence of the article. If the article includes photographs, explain that these often support the topic as well.