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 now read the whole book! Today I will read the inside back cover. It’s called “Meet Jane Goodall.” What do you think the topic of this text is? (Allow responses.) *Let’s read and find out.*

Read the questions and answers aloud in a fluent, expressive voice. Discuss the photograph and caption. **Ask:** *What is the topic of this page?* (Allow responses.) *This page is about Jane Goodall. We can write “Jane Goodall” for the title of our report.*

Close the big book and write the title on your chart paper. **Ask:** *What did we learn about Jane Goodall?* (Allow responses. Generate a list of students’ ideas on the chart paper.) *Today those of you who are ready to begin a new report can use the facts in this text, or you can write your report about a different topic you have read about.*

2. Rehearse (5 minutes)

Invite each student to talk to a partner about what he or she will work on during independent writing time. Students who are planning and drafting their reports should rehearse their ideas for a topic sentence and supporting facts. Students who are revising a report should tell their partner what they will be revising for. Students who are editing should identify specific conventions they will be looking for as they edit. Remind partners to help each other by asking questions and providing suggestions.
3. Independent Writing and Conferring (25 MINUTES)

Distribute students’ writing folders and encourage students to focus on what they rehearsed with their partners. For students who have difficulty coming up with a topic sentence, say: Sometimes you can use a sentence from the text to get an idea for your topic sentence. Many authors state the main idea of their text in their writing. You can reread to look for the main idea. Remember, however, that as a writer, you have a responsibility to use your own thoughts and words. You don’t want to copy exactly what someone else has written.

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.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I learned that ______.
• Notice that my fact sentence gives more information about my topic sentence.
• I will describe ______ with the word ______.

Directive and Corrective Feedback
• Tell me what you think the text is mostly about. Use this to write your topic sentence.
• What fact did you tell your partner? Try writing this again.
• 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?
• How did you check your writing? What did you change?

Validating and Confirming
• Good job finding the main idea and writing about it!
• You wrote the word ______! You worked that out!
• You reread what you wrote, which is something strong writers do.

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.”