Write an Informational Report

1. Focus (10 minutes)

Display the cover of *Children Past and Present*. Read aloud the title and author. Say: *We learned that report writers need to learn facts about a topic before they can write a report. Over the next few days, we will read this book and use the facts we learn to write reports. I will read Chapter 1 today. As I read, listen carefully to see if you can decide what the topic of this chapter is.*

Read pages 6–7 aloud in a fluent, expressive voice. Discuss the pictures, captions, and labels. Ask: *What is the topic of this chapter?* (Allow responses.) Right! This chapter is about toys and games that children play with now and in the past. Let’s think of a title for our report. Does anyone have an idea? (Allow responses. Provide a suggestion if necessary.) We can write “Toys and Games” for the title of our report.

Close the big book and write the title on your chart paper. Ask: *What did we learn about toys and games?* (Allow responses. Generate a list of students’ ideas on the chart paper.) Today, if you are ready to start a new report, you can use the information you just learned. You can also write about a different topic you have read about.

2. Rehearse (5 minutes)

Invite students to talk to their partners about what they will focus on during independent writing time. Students who are beginning a new report should orally rehearse their ideas for a topic sentence and related facts. Students who will be revising or editing a report they started during a previous independent writing session should tell their partner what they will be looking for as they review their draft.

Objectives

Concepts About Print
• Use uppercase and lowercase letters correctly.
• 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 and record 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: *Children Past and Present* (Benchmark Literacy Unit 8, Week 2)
• Chart paper and markers
3. Independent Writing and Conferring (25 MINUTES)

Distribute students’ writing folders and invite students to write their reports. For students who have difficulty coming up with a topic sentence based on Chapter 1 of the big book, say: Sometimes we have to put information together to figure out the main idea. We read that children in the past found many ways to have fun and that children today also find many ways to have fun. Our topic sentence could be “Through time, children have found ways to have fun.” Ask questions as needed to help students remember and state facts 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:

- Invite two or three students to share their drafts. As students listen to the sentences being read aloud, ask them to decide if the sentences tell complete thoughts. If they don’t, write the sentences on chart paper and ask students to help you add words to make them complete thoughts.
- Invite several students to read aloud their reports. Ask students who are listening to close their eyes and see if they can visualize the information. Encourage students to tell what they visualized. Discuss how adding some describing words might make visualizing easier.
- Invite several students to read aloud their reports and then explain how the facts in their sentences tell about their topic sentences.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will remember to write sentences that tell about my topic sentence.
- I will reread to check my writing.
- I will describe ______ with the word ______.

Directive and Corrective Feedback
- What is the chapter mostly about? Try telling me. Now try writing your topic sentence again.
- Make sure your fact gives more information about your topic sentence.

Self-Monitoring and Reflection
- Does your topic sentence tell something you learned?
- How did you find the main idea to help you write your topic sentence?
- Did you have any trouble finding a fact to support the main idea? Tell me about this.

Validating and Confirming
- Your report helped me understand how the fact ______ supports the main idea of the chapter.
- You wrote the word ______! You worked that out!
- You put information together to find the main idea. 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.