Write an Informational Report

1. Focus (10 MINUTES)

Display the cover of *Children Past and Present*. Read aloud the title and author. **Ask:** What did we read about in this book yesterday? (Allow responses.) *We used facts we learned in Chapter 1 to write a report about toys and games. Today I will read Chapter 2. We can learn new facts from this chapter and write another report. As I read, listen carefully to see if you can tell what the topic of the chapter is.*

Read pages 8–9 aloud in a fluent, expressive voice. Discuss the pictures and captions. **Ask:** What is the topic of this chapter? (Allow responses.) *This chapter is about clothes. We can write “Clothes” for the title of our report.*

Close the big book and write the title on your chart paper. **Say:** Remember, when you write a report, you need to research, or learn about, a topic so that you can write facts in your own words. What did we learn about clothes in the past and clothes in the present? (Allow responses. Generate a list of students’ ideas on the chart paper. Lead students to understand that the chapter is about how the clothes children in the past wore differ from those children wear today.) **Say:** Today, if you are ready to write a new report, you can use the facts in the chapter we just read together. You can think of a topic sentence that tells an important idea that you learned. Then you can write facts to support your topic. The facts should give more information about your topic sentence.

2. Rehearse (5 MINUTES)

Invite students to tell a partner what they plan to work on during independent writing time. **Say:** Practice telling your partner the facts you will write about. Put the facts in your own words. If you can put information into your own words, that means you really understand it. A good report writer really understands his or her topic. If you need help, let me know and we can reread the chapter.

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 ______.*
- *In the past children had ______.*
- *Today children have ______.*

---

**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: *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 get started. For students who have difficulty coming up with a topic sentence based on Chapter 2, say: *Sometimes we have to put information together to figure out the main idea.* We read that children had few clothes long ago, but today they have many kinds of clothes. That is the main idea of this chapter. A good topic sentence might be “Children have more clothes today.” 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)

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 ______.
- I will reread the text to remind me of the main idea.
- When I write a topic sentence, I make sure it has the most important idea.

**Directive and Corrective Feedback**
- Try telling me about the pictures in the chapter. Now try telling what the main idea is.
- How will you start your sentences? What will you put at the end of each sentence?
- Make sure you are using uppercase and lowercase letters correctly.

**Self-Monitoring and Reflection**
- Does your topic sentence tell something you learned? Do your facts give more information about the topic sentence?
- How did talking with a partner help you?
- How did rereading help you?

**Validating and Confirming**
- I like that you decided on the main idea and then wrote a topic sentence.
- You wrote an interesting fact about ______. Good job!
- You asked yourself questions. That’s something strong writers do to make sure facts give more information about a topic sentence.

**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.