Write an Informational Report

1. Focus (10 minutes)

Display the cover of *Children Past and Present*. Read aloud the title and author. **Ask:** What do you remember about this book? (Allow responses.) **What were the topics of the reports you wrote so far using information from this book?** Today I will read Chapter 3. Listen to see if you can tell what the topic of this chapter is.

Read pages 10–11 aloud in a fluent, expressive voice. Discuss the pictures, captions, and labels. **Ask:** What is the topic of this chapter? (Allow responses.) *This chapter is about tools for learning. What would be a good title for our report?* Allow responses.

Close the big book and write a title (for example, “Tools for Learning”) on the chart paper. **Ask:** What did we learn about tools for learning? (Allow responses. Generate a list of students’ ideas on the chart paper. Lead students to understand that the chapter is comparing learning tools in the past with those today.) Today, if you are ready to begin a new report, you can think of a topic sentence that tells an important idea that you learned from this chapter. Then you can write facts. The facts should give more information about your topic sentence.

2. Rehearse (5 minutes)

Invite students to talk to a partner about what they will focus on during independent writing time. If you have students beginning a new report, **say:** Tell your partner your topic sentence. Then tell your partner two facts about your topic sentence. After you talk about the topic sentence and facts, 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 ______.
- In the past children used ______.
- Today children use ______.

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 ask students to get started. For students who have difficulty coming up with a topic sentence based on Chapter 3, say: Sometimes we have to put information together to figure out the main idea. We read that children had few tools for learning long ago, but today they have many things to use. That is the main idea of this chapter. A good topic sentence might be “Children have more tools for learning today than they had in the past.” Ask questions as needed to help students remember and state two 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:

• After volunteers read aloud their reports, ask other students to retell what the main idea and topic sentence of each report is.

• Ask several students to read aloud their reports. Ask each student to choose a sentence and tell “who” or what that sentence is about. Ask them to tell the action in the sentence. Alternatively ask volunteers to read one of their sentences and invite the group to tell “who” or what the sentence is about, and what the action is.

• Invite volunteers to read aloud their sentences and then to hold them up for the group to see. Ask other students to point out the things each writer did that strong writers do, for example: wrote from left to right, put spaces between words, began with an uppercase letter, ended with a period, wrote a complete thought, matched text to picture, etc.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I learned that ______.
• I will write ______ to tell more about ______.
• I will check the start and end of each sentence I write.

Directive and Corrective Feedback
• Try rereading the text and putting ideas together. What is the text mostly about? Can you write this as a topic sentence?
• Make sure you write facts that give more information about your topic sentence.
• 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? Do your facts give more information about the topic sentence?
• How did talking with a partner help you get ready to write?
• How could you fix that?

Validating and Confirming
• You put information together to find the main idea. Good job!
• You wrote the word ______! You worked that out!
• You asked yourself questions. That’s something strong writers do to make sure their facts support their topic sentences.

Teacher Tip

Continue collecting informational reports from primary grade magazines. Use these as read-alouds throughout the day and make them available in your classroom library for independent exploration.