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 what we’ve learned from this book? (Allow responses.) What did you write your report about yesterday? What parts did you include in your report? (Allow responses.) I will read Chapter 4 today, and we will use facts from this chapter to write another report.

Read pages 12–13 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 schools. What would make a good title for our report? Allow responses.

Close the big book and write the title “Schools” on your chart paper. **Ask:** What did we learn about schools? (Allow responses. Generate a list of students’ ideas on the chart paper. Lead students to understand that the chapter is mostly about ways that schools in the past differ from those today.) **Today you will think of a topic sentence that tells something you learned from listening to me read this chapter. Then you will write two facts. The facts should give more information about your topic sentence.**

2. Rehearse (5 minutes)

Invite students to rehearse with a partner what they will write about during independent writing time. **Say:** Tell your partner your topic sentence. Then tell your partner two facts about your topic sentence that you remember from the book. 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 ______.*
- *Children went ______.*
- *Today children go ______.*
- *In the past schools ______.*
- *Today schools ______.*

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**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. Invite students to write their reports. For students who have difficulty coming up with a topic sentence based on Chapter 4, say: We read that some children didn’t go to school long ago, but today most children go to school. That is the main idea of this chapter. A good topic sentence could be “More children go to school today than 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)

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 think about the main idea first.
• Notice that I put together information about ______ and ______ to help me write a topic sentence.
• I will describe ______ with the word ______.

Directive and Corrective Feedback
• Read your topic sentence. Now tell me some facts that tell about it.
• Tell me what you see when you look again at the pictures and reread the text. Try writing your topic sentence again.

Self-Monitoring and Reflection
• Tell me how your facts tell about your topic sentence.
• How did you find your facts?
• What did you do to check your writing?

Validating and Confirming
• You wrote a clear topic sentence and facts that told more about it. This is exactly what strong writers do!
• I noticed that you used uppercase and lowercase letters correctly. Good job!

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.