# Mentor Informational Reports Big Book: Let’s Read About Reports

<table>
<thead>
<tr>
<th>MINI-LESSON MENU</th>
<th>PAGE</th>
<th>BLM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce the Genre</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Sharing Facts About Interesting Topics*</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. Read Aloud a Mentor Informational Report</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Read Aloud a Mentor Informational Report</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>4. Let’s Read About Informational Reports*</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>5. Recognize and Use the Descriptive Text Structure*</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Model the Writing Process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Brainstorm Ideas Using Personal Interests and Knowledge*</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>2. Organize Ideas Using a Main Idea and Supporting Details Chart</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>3. Draft an Informational Report*</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>4. Revise Your Informational Report for Word Choice: Some, Many, All*</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>5. Edit Your Informational Report for End Punctuation*</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td><strong>Author’s Craft</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Using the Five Senses to Describe*</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>2. Using Some, Many, and All*</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>3. Sentences That Flow*</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td><strong>Grammar and Conventions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Using the Preposition Over*</td>
<td>34</td>
<td>5</td>
</tr>
<tr>
<td>2. Using Number Adjectives*</td>
<td>36</td>
<td>6</td>
</tr>
<tr>
<td>3. Using Periods at the End of Sentences</td>
<td>38</td>
<td>7</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Research Facts for Your Informational Report*</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td><strong>MANAGEMENT &amp; ASSESSMENT TOOLS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process Writing Class Tracking Sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Connection Letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational Reports Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational Reports Evaluation Rubric</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Advanced preparation for this mini-lesson may include gathering visual props or writing model and/or practice text on chart paper (if you are not using the interactive whiteboard resources).
Recommended Trade Books—Informational Reports

Recommended Trade Book Read-Alouds

Titles TK
Titles TK
Titles TK
Titles TK
Titles TK
Titles TK
Titles TK
Titles TK

Additional Resources

[[Show Launching Your Writer’s Workshop Blue PD Book]]

[[Show Informal Assessments for Writing Development]]
# Introduce the Informational Reports Genre

<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sharing Facts About Interesting Topics</td>
<td>Tk</td>
</tr>
<tr>
<td>2. Read Aloud a Mentor Informational Report</td>
<td>Tk</td>
</tr>
<tr>
<td>3. Read Aloud a Mentor Informational Report</td>
<td>Tk</td>
</tr>
<tr>
<td>4. Let’s Read About Informational Reports</td>
<td>Tk</td>
</tr>
<tr>
<td>5. Recognize and Use the Descriptive Text Structure</td>
<td>Tk</td>
</tr>
</tbody>
</table>
**SHARING FACTS ABOUT INTERESTING TOPICS**

### Introduce Sharing Facts About Interesting Topics

**Say:** I think science topics, or ideas, are so interesting. I especially like plants because they are beautiful and grow everywhere, even in the desert. I like talking about plants because I know a lot about them. And others might be interested in what I have to say. They might want to learn more about what I’ve said.

### Model Sharing Facts About a Topic

Display a small plant or use photographs of plants. Use the sample think-aloud below as a model of how to share facts about the plant.

**Sample think-aloud.** Say: I’m going to show you how I tell facts about a plant. I know that this plant needs water, sun, and air to grow. I also know that this plant has a stem and leaves. (Point to the stem and leaves.) But that’s not all I know about this plant. I know that roots are at the bottom of this plant. Even though I can’t see them, roots run deep into the soil holding the plant in place and sending food to the shoot and leaves. I can draw a picture of this plant and write my facts. Draw a picture of a plant and write a plant has a stem, leaves, and roots. Add a sun and rain falling from clouds and write Plants need sun, water, and air. Say: A classroom visitor would look at my picture and understand my facts. They would be interested in my facts. What facts do you know about plants? Allow responses.

### Guide Practice: Share Facts About a Topic

Display a large picture of an animal, such as a dog or cat. (You can also project an image using the interactive whiteboard resources.) Invite students to practice telling facts about the animal. Write facts on the picture.

Model and encourage students to use the following sentence frames as they tell facts about the animal:

- ______ have ______.
- ______ are ______.
Partner Practice: Tell Facts About a Topic

Ask: What science topics interest you? Are you interested in stars, the moon, rocks? Write student responses on chart paper. Encourage students to choose a science topic from the chart or think of a different topic. Invite students to work with a partner. Partners should take turns telling facts about their chosen topic.

Remind partners to use the sentence frames below as they share their topic and facts about their topic:

- I like _____ because _____.
- _____ have _____.
- _____ are _____.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Facts with the Class

Invite partners to discuss their sharing experience with the class. Use the following questions to guide discussion:

- You told facts about your topic. How did you know your facts were true?
- You heard facts about your partner’s topic. Were the facts interesting? Why or why not? Do you want to learn more about the topic now?

Connect and Transfer

Say: Today we talked about science topics that interest us. We told facts about the topics. We drew pictures of our topics and wrote about them, too. When we tell others about a topic, we might make them interested in the topic, too.

Make Cultural Connections

Invite students who have visited or lived in different parts of the world to share facts they know about plants that grow in different regions or habitats.

Strategies to Support ELs

Beginning

Meet with beginning ELs one on one while other students work with partners. Use simple language to build the concept of telling facts about a topic. Show a photograph of a plant. Say: I see a plant. I see leaves. I see a stem. I see ______. Invite students to tell you what they see. Repeat the activity with other visual prompts.

Intermediate

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frames on chart paper and model how students can use them to tell facts about their topics:

- I like _____ because _____.
- _____ have _____.
- _____ are _____.

Advanced

Pair ELs with fluent English speakers during partner practice.

All Levels

If you have students whose first language is Spanish, share the following English/Spanish cognate that will help them understand the focus of this lesson: information/la información.

Teacher Tip

You may wish to repeat this mini-lesson with other topics to give students additional modeling and practice sharing facts.
READ ALOUD A MENTOR INFORMATIONAL REPORT

Introduce the Mentor Informational Report

Say: We can write facts about a topic. When we write facts about a topic, we are writing a report. Since we are telling facts, we need to be sure the facts are true. Today I am going to read aloud a short report. Let’s find out what the author is writing about and listen for facts.

Display pages 2–3 of the mentor big book. You can also display the informational report on the interactive whiteboard resources.

Say: The title of this report is “Extreme Weather.” Hmmm. That is an interesting title. The word extreme can mean really, really good or really, really bad. I wonder if the author is going to tell facts about really, really bad weather—maybe hurricanes and tornadoes. I’m going to read this report and find out facts about extreme weather. I might learn something new.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the informational reports, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Informational Report

Read aloud the entire informational report in a fluent, expressive voice as you track the words on the pages with your index finger or a pointer.

Say: Now let’s read this report again and pay attention to what the writer says about extreme weather. Stop at some or all of the places indicated (or at other points you choose) to highlight the following features of a report:

1. The writer tells facts about the topic.
2. The writer makes sure the facts are true.

The Writer Tells Facts About the Topic

Bottom of page 3. Say: The author says that blizzards are huge snowstorms. She also says that the wind is strong and the air is very cold. She is giving me facts about her topic. She is giving me information about blizzards.

Bottom of page 4. Say: The author says that hurricanes are storms that start over the ocean. She also says that hurricanes have strong winds and that waves from hurricanes can bring floods. That sounds bad. These are facts that really help me understand how serious hurricanes are.
Bottom of page 5. Say: The author says that tornados also have strong winds. She says that the wind spins and moves over the ground. I bet that’s like water draining out the bathtub. In my mind, I visualize a whirlpool in the air.

The Writer Knows Facts Are True

Say: The author has given me a lot of information about extreme weather. But how does the author know these facts are true? A good informational text writer checks her facts. She does some research. I have watched weather reports on the news. The reports tell about storms like these. They show snow and ice piled on streets after a blizzard. They show water standing in people’s houses after a hurricane. I have even seen pictures of trees that have been torn out of the ground. I think this author has done her research. I think the writer made sure her facts were true.

Respond Orally to the Mentor Informational Report

Encourage students to share their personal reactions to the text by asking questions such as:

• What topic did the author write about?
• What facts did the author tell you in the report?
• Were the facts interesting? Why or why not?
• What could you do to make sure the author’s facts are true?

If necessary, model the following sentence frames to support ELs and struggling students:

• I learned that ______.
• The facts were interesting because ______.
• I know the facts are true because ______.

Connect and Transfer

Say: Remember that an informational report tells interesting facts about a topic. The facts must be true. We can learn about new and interesting topics from reading an informational report.

Make the Mentor Text Comprehensible for ELs

Beginning

Read the report title on page 2 and point to the pictures of the non-extreme weather. Invite students to say the non-extreme weather names with you. Say: These are pictures of good weather. This report is about bad weather.

Display the photographs of extreme weather (available on the interactive whiteboard resources) and label each type of weather. Invite students to come to the whiteboard and point to and name different kinds of extreme weather as you say: Find the ______.

Beginning and Intermediate

Say: This report is about bad weather. We will learn about bad weather. What do you know about bad weather?

Intermediate and Advanced

Before reading the report, invite students to use the picture clues on pages 3–5 to make their own predictions about what “Extreme Weather” might be about.

All Levels

If you have students whose first language is Spanish, share the following English/Spanish cognates: aire/el aire; hurricane/el huracán; ocean/el océano; tornado/el tornado.
READ ALOUD A MENTOR INFORMATIONAL REPORT

Introduce the Mentor Informational Report

Say: An informational report tells factual information about a topic. We can learn about a topic from reading a report. A report has an interesting first sentence, or lead, that makes the reader want to keep reading. A good report also has pictures that help us understand what we are reading. Today I am going to read aloud a short report. Let’s find out what the author is writing about. Let’s think about the first sentence of the report. Let’s look at the pictures and talk about how they help us understand the report.

Display pages 6–7 of the mentor big book. You can also display the informational report on the interactive whiteboard resources.

Say: The title of this report is “Insects All Around.” I like that title. It makes me think of the insects in my backyard—butterflies, ladybugs, bees, and lots of mosquitoes. Some of them are pretty and some are not. Some of them sting or bite. Others do not. I don’t like insects very much, but I know they are helpful. Maybe this book will tell facts about some of the bugs in my backyard. Listen as I read this report to you.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the informational report, use “Make the Mentor Text Comprehensible for ELs.”

Read aloud the Mentor Informational Report

Read aloud the entire informational report in a fluent, expressive voice as you track the words on the pages with your index finger or a pointer.

Say: Now let’s read this report again and pay attention to the first two sentences of the report and the pictures. Stop at some or all of the places indicated (or at other points you choose) to highlight the features:

1. The report has an interesting beginning, or lead.
2. The writer adds supporting pictures.

The Report Has an Interesting Beginning, or Lead

Page 6, after the first two sentences. Say: Look at the first sentence. The author says, “Some insects can go through the hole of a needle.” The hole of a needle. Now that’s tiny. I don’t really think about insects being that small.

Now look at the second sentence. The author says that other insects are more than four inches long. That’s longer than my pointer finger. This is a
very interesting beginning, or lead. It makes me want to keep reading about insects. I wonder what else I’ll learn about insects.

The Writer Adds Supporting Pictures

Bottom of page 7. Photographs help me understand the facts. On this page, I read that some insects have antennae. The writer includes some photographs with labels. The photographs give me examples of some insects that have antennae. That is very helpful.

Bottom of page 8. Say: This page tells me that many insects are pests. I know what a mosquito looks like because I have been bitten by mosquitoes. But I haven’t seen that many beetles, and I have never seen a termite. I am glad the author included a photograph of a termite. This picture gives me information I can’t get from the words.

Bottom of page 9. Say: The author tells us that bees help us. She says that bees carry seeds from plant to plant, and they make honey. She shows a picture of a bee on a plant. She also shows a picture of a bee in a hive. That hive is covered in honey. So that’s what a bee hive looks like. I didn’t know that. The pictures helped me learn something new.

Respond Orally to the Mentor Informational Report

Encourage students to share their personal reactions to the text by asking questions such as:

- What topic did the author write about?
- Did you like the beginning, or lead? Did you want to keep reading?
- What did you think about the photographs? How did they help you?
- What new facts did you learn from this report?

If necessary, model the following sentence frames to support ELs and struggling students:

- This report was about ______.
- I liked the lead because ______.
- The photographs helped me ______.

Connect and Transfer

Say: Today we learned that an informational report has a good beginning, or lead, that makes readers want to keep reading. Many reports also have photographs and diagrams that help us understand what we read. Pictures can even help us learn something new. When we write our reports, we will want to include some pictures, too.
LET’S READ ABOUT INFORMATIONAL REPORTS

Introduce Reports

Say: When you read a recipe, you expect to hear certain things in it. You expect to hear a list of ingredients and materials. You expect to hear steps telling you what to do to make the recipe. When you listen to a report, you should hear certain things, too. Today we’re going to read about what is in a report.

Display the cover of “Let’s Read About Reports.” You can also display the cover on the interactive whiteboard resources. Read the title aloud.

Say: This book tells about reports. We’re going to read about what things are in a report.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the report, use “Make the Mentor Text Comprehensible for ELs.”

Read About Reports

Read aloud one section of the text at a time and use the think-alouds to help students understand the text.

Read “What is a Report?” (page 2). Say: Oh. So reports are nonfiction. That means that they tell facts. Facts are true. They explain the way things really are. Flowers need sun, water, and air. That is a fact. I know it is true because I have planted flowers and watched them grow. Orange juice is made from oranges. That is a fact. I know this is true because I have seen my mother squeeze oranges to make orange juice. What facts can you think of? How do you know they are true? (Allow responses.) This page also says that reports can be about any topic. Hmmm. I think topic means idea or subject. So reports can be about any subject like plants, rocks, or trees. I like all of these topics. What topics or ideas do you like? (Allow responses.) I bet reports are very interesting.

Read “Why Do People Write Reports? Why Do People Read Reports?” (page 3). Point to the book covers on the page. Say: Look at all the different titles. Say a few of the titles. Say: I bet the people who wrote those books really liked their topics. I would like to write about [mention a topic from one of the books]. That would be very interesting. Hey. Look at that. There’s a book about [mention a book topic that interests you]. I really like [topic]. I would like to read more about [topic]. I bet I could learn a lot from reading that book.
Read “What Information Should You Include in a Report?” (pages 4–5). Point to the Reports web and read it with students. **Say:** This web shows the important information in a report.

### Talk Like Report Writers

Display a nonfiction book you have previously read to your class (a favorite read-aloud or big book is idea). Also display the Reports web on pages 4–5 or “Let’s Read About Reports.” **Say:** Let’s think about [title of your class book] the way a report writer would. We will supply the information on this web.

Work with your students to apply each sentence frame on the Reports web to a nonfiction informational book your class has read and knows well.

- **The topic for this book is _____**.
- **The facts for this book are _____**.
- **I know the facts are true because _____**.
- **The first sentence of this book is _____**.
- **The pictures show _____**.

### Connect and Transfer

**Say:** We just talked about a book the way a report writer would. We just gave facts and thought about how the pictures told more about the facts.

### Make the Mentor Text Comprehensible for ELs

#### Beginning/Intermediate

Front-load academic concepts students will need as they listen to the text. Point to the title of the book. **Say:** This book is about [topic]. Read a sentence from the book. **Say:** This sentence tells a fact. A fact is information. Point to the pictures in the book. **Say:** This is a picture of a ______. It tells me about the [topic]. It tells me that ______.

#### Advanced

Before reading the text, ask students to tell you what a report is. Ask them to give example of facts. **Say:** A report includes facts and pictures.

#### All Levels

If you have students whose first language is Spanish, share the following English/Spanish cognates: ideas/las ideas; information/la información.

### Teacher Tip

Repeat the “Talk Like Report Writers” activity with other favorite nonfiction class texts using the same sentence frames to build students’ oral language and reinforce students’ understanding of what a report is.
RECOGNIZE AND USE THE DESCRIPTIVE TEXT STRUCTURE

Introduce Descriptive Text Structure

Say: The other day, I read a report about frogs. This report had lots of facts in it. Some facts told me what frogs are. Other facts told me what frogs look like, sound like, and feel like. But the most important facts told what frogs do, or how they act. All of these facts described the frogs. The descriptions made the report more interesting. The descriptions helped me visualize frogs and their actions. I learned more about frogs because of the author’s descriptions.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the report, use “Strategies to Support ELs.”

Model Identifying Descriptive Text Structure


Read aloud sentence 1, page 7. Say: The author says, “Some insects have antennae.” This sentence tells me that some insects have antennae, but it doesn’t tell me what they do. I’ll read the next sentence and see if the author describes them to me.

Read aloud sentence 2, page 7. Say: Oh. I see. In this sentence, the author describes how insects use their antennae. They use them to smell and feel. I’ve seen insects’ antennae wiggle back and forth. They must have been smelling and feeling. Let’s read some more to find other descriptions.

Read aloud sentence 1, page 8. Say: On this page, the author tells me that some insects are pests. Let’s see if she describes the pests.

Read aloud the rest of page 8. Say: Oh. I see. Each sentence describes an insect that is a pest. The author names the pest and then tells what it does that is pesty. She says that mosquitoes bite, beetles eat leaves, and termites hurt homes. Hmmm. I didn’t know beetles eat leaves. I do know that mosquito bites really hurt. They itch for a long time. I don’t really like mosquitoes.
Guided Practice: Identify Descriptive Text Structure

Read aloud page 9. Ask: Where does the author describe on this page? (bees help us in many ways, bees carry seeds from plant to plant, bees make honey) What do these descriptions tell us? (what bees do or how they act) I understand more about bees because the author describes what bees do. She describes their actions. In my mind, I visualize bees carrying seeds from plant to plant. I can also see bees buzzing around. Wow. Descriptions really do make reports more interesting.

Partner Practice: Use Descriptive Text Structure Orally

Remind students that authors use descriptive text structure to tell about their topic. Descriptive text structure makes reports interesting and helps readers learn about the topic. Display photographs of animals or insects. Encourage students to choose a photograph. Invite students to work with a partner. Partners should take turns describing their chosen animal or insect. Remind students to tell what their animal or insect is and then describe it by telling what it does or how it acts.

Share Ideas

Invite partners to discuss their photographs and descriptions with the class. Use the following questions to guide discussion:
• You described your [animal/insect name]. What words did you use to describe your [animal/insect name]?
• You heard your partner describe his/her [animal/insect name]. Which describing words were interesting? What did you learn about [animal/insect name] from your partner’s descriptions? Were you able to visualize the [animal/insect name]?

Connect and Transfer

Say: We just talked about using words that describe in a report. We learned that descriptions make reports more interesting. We learned that descriptions help our readers understand what we write. We found descriptions in a report. We looked at photographs and described them to a partner. Remember to use descriptions when you write a report.

Strategies to Support ELs

Beginning
While other students work with partners, meet one on one with beginning ELs. Display an animal photograph. Model using simple sentence frames to orally describe the animal (for example, This [animal] is ______). Display another animal photograph and encourage students to use the same sentence frame. Record sentences on chart paper. Read them aloud together.

Intermediate
Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frames on chart paper and model how students can use them to tell about their photographs:
• This is a ______.
• ______ have ______.
• ______ look like ______.

Advanced
Pair ELs with fluent English speakers during the partner practice.

Teacher Tip
Extend this mini-lesson on subsequent days by having students describe objects they see at school and at home. For example, “My mom drives an old, red car” or “I saw a bird make a nest out of twigs and sticks.”
## Informational Reports
### Model the Writing Process

<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brainstorm Ideas Using Personal Interests and Knowledge</td>
<td>TK</td>
</tr>
<tr>
<td>2. Organize Ideas Using a Main Idea and Supporting Details Chart</td>
<td>TK</td>
</tr>
<tr>
<td>3. Draft an Informational Report</td>
<td>TK</td>
</tr>
<tr>
<td>5. Edit Your Informational Report for End Punctuation</td>
<td>TK</td>
</tr>
</tbody>
</table>
BRAINSTORM IDEAS USING PERSONAL INTERESTS AND KNOWLEDGE

**Explain the Process**

**Say:** Every writer starts by brainstorming ideas. Without an idea, we can’t put any words on paper. Did you know that writers have many strategies for brainstorming? For example, a story writer may brainstorm by thinking about interesting characters and plots. A how-to writer may think about procedures he knows how to do and explain. But those strategies don’t work for a report writer. Instead, we can think about topics we are interested in and know something about. In a report, we need to give a lot of information about a specific topic. If we know something about the topic, and we’re interested in the topic, then we will feel a connection to it. We will want to write about it. Let me show you how I think about topics I’m interested in and know something about. I’ll show you how I start brainstorming a list of report ideas.

**Model Using Personal Interests and Knowledge to Brainstorm**

Display an object that reflects your interest and knowledge about a subject. Use the sample think-alouds below or construct your own think-alouds to share with students.

**Sample think-aloud. Say:** I brought in something to show you today. It’s a photograph of my cat. I’ll let you pass this photograph around so you can see her. She is a Siamese cat. That is one breed of cats. I know a lot about this cat breed. Siamese cats have long, sleek bodies. They have almond-shaped eyes, and their heads are triangular. They are very smart. They talk a lot, too. There are different kinds of Siamese cats. For example, there are chocolate points, lilac points, and blue points. The name indicates the color of the fur on their nose, tail, and paws. I love cats, and I think this would be a topic I could write a report about. I know many facts, and I would love to learn more by doing some research. So I am going to write “Cats” on my brainstorming web.

**Sample think-aloud. Say:** I have another interest, too. I like to look at the night sky. I have a telescope at home, and I have seen the planets Venus and Mars through my telescope. I have also seen many stars. I think it might be fun to write an informational report about what you can see in the night sky. I’m going to add that idea to my brainstorming web, too.
Guided Practice: Using Personal Interests and Knowledge to Brainstorm

**Say:** Let’s brainstorm a topic together. Let’s think about some topics we all know about and are interested in. We can add these to our brainstorming web. Ask volunteers to share their ideas. If students have difficulty, use the prompts below:

- **What is a topic we have learned about in our class this year?**
- **Think of places we have gone this year together. What topics did we explore?**

![Brainstorming Anchor Web](image)

Partner Practice: Using Personal Interests and Knowledge to Brainstorm

Invite students to work with a partner to think aloud about topics that interest them. Each partner should share at least three things they already know about the topic. The student listening should be prepared to share what they learned about their partner’s topic. Model and encourage students to use the following sentence frames as they discuss topics:

- **I am interested in ______.**
- **One fact I know about ______ is ______.**

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Bring the class together and invite students from each pair to share what they learned about a topic from listening to their partner. Add the topics mentioned to your brainstorming anchor web. Point out the range of topics students are interested in and have knowledge about.

Connect and Transfer

**Say:** We just learned that we can brainstorm ideas for a report by thinking about what we are interested in and what we already know about. We brainstormed some ideas together, and then you brainstormed your own ideas with a partner. You also told your partners some facts about your topic. That is what report writers do when they write.

Strategies to Support ELs

**Beginning**

While other students work with partners, invite beginning ELs to draw a picture of something they know about. Invite students to tell you about their picture in whatever words they can. Expand on students’ language with simple frames such as **I know about ______ and I know that ______** and add them to the drawing on sticky notes.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner practice. Monitor their partner talk and reinforce their use of sentence frames:

- **I am interested in ______.**
- **One fact I know about ______ is ______.**
ORGANIZE IDEAS USING A MAIN IDEA 
AND SUPPORTING DETAILS CHART

Explain Organizing Ideas

Say: Now that we have our report ideas and we have researched our facts, are we ready to draft? (Allow responses.) Well, we’re almost ready, but there’s one more bit of preparation we will want to do. We need to organize our ideas before writing. When I have my topic and my research, I sit down and think about what I’m going to say and what order I’m going to say it in. I put my ideas on a chart. This chart helps me when I write. When I am organizing a report, sometimes I use a main idea and supporting details chart. I figure out what my big idea is, and then I decide what facts, or details, I’ll share. I use my research to help me. Today I’m going to show you how I organize ideas.

Model Organizing Ideas

Display a blank main idea and supporting details chart on chart paper or using the interactive whiteboard resources. Say: I have decided that I would really like to write a report about cats. I’ve researched cats, and I know many facts that I could share. But I’m not quite ready to write my report yet. I need to organize my ideas. I need to figure out what I’m going to say and what order I will say it in. Today I’m going to show you how I do this. I’m going to use this main idea and supporting details chart.

Main Idea. Say: I start by thinking about my big idea. I know that my topic is cats. My big idea is that there are many kinds of cats and they make great pets! That is something I know from personal experience as well as from my research. I am going to write that down in the main idea box on my chart. Model writing the main idea.

Detail 1. Say: Now I need to decide what facts I’m going to tell about cats. My facts, or details, need to support my big idea. So I think I should start my report by telling about the many kinds of cats there are. I can mention different cat breeds, like Siamese cats and Persian cats. I can show some photos of cats and label them. Model writing your ideas in the Detail 1 box.

Detail 2. Say: My big idea mentions that cats make excellent pets, so I need to support this with some details. One thing that I have learned from having cats as pets is that they are easy to take care of. You don’t have to walk them or groom them like a dog. They groom themselves! I’ll make this point in my report. Model writing this in the Detail 2 box.
**Guided Practice: Organizing Ideas**

**Detail 3. Say:** Let’s include one more piece of information about cats. What other information could we give to support our big idea? Allow responses. If students have difficulty, prompt them with the following questions: What is it about cats that people like? How do cats show their affection for people? How do cats communicate with people? Work with students to add a third detail in the Detail 3 box.

Reread the completed chart with students. **Say:** Now I know how I will organize my report. Now I feel ready to begin my first draft.

---

**Partner Practice: Organizing Ideas**

Invite students to work with a partner to organize a report idea they have researched using the Main Idea and Supporting Details Chart (BLM 1). Each partner should organize his or her own idea. Partners should support each other as needed. Each partner should think of three details to support his or her main idea. Note: Students may not be able to write down all three ideas. They can continue this activity during the independent writing time.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

---

**Strategies to Support ELs**

**Beginning**

While other students work with partners, invite beginning ELs to draw a picture of something they want to write about. Invite students to tell you about their picture in whatever words they can. Expand on students’ language with simple frames such as One detail is ______ and Another detail is ______. Add them to the drawing on sticky notes.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. Monitor their progress, and model and encourage the use of these sentence frames to help them record information:

- My big idea is ______.
- One detail is ______.
- Another detail is ______.

**Teacher Tip**

Save your organizing chart so that you can refer to it in Modeling the Writing Process Mini-Lesson 3 (Draft an Informational Report).

---

**Sample Main Idea and Supporting Details Chart**

<table>
<thead>
<tr>
<th>Main Idea: There are many kinds of cats, and they make great pets!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detail 1:</strong> There are many kinds of cats, such as Siamese and Persian. (Show pictures.)</td>
</tr>
<tr>
<td><strong>Detail 2:</strong> Cats are easy to take care of. You don’t have to walk or groom them.</td>
</tr>
<tr>
<td><strong>Detail 3:</strong> Cats sit on your lap. They purr. They meow to tell you things.</td>
</tr>
</tbody>
</table>

---

**Connect and Transfer to Independent Writing**

**Say:** We just learned how to organize ideas using a main idea and supporting details chart. We can use this chart when we plan the report we want to write independently, too.
DRAFT AN INFORMATIONAL REPORT

**Explain the Drafting Process**

**Say:** First I brainstormed my idea. Then I organized my idea. Now I’m ready to write my draft. A draft doesn’t have to be perfect. In my draft, I just want to get my thoughts down on paper. Then I can go back later and make my report better. Today I will show you how I draft a report. I am going to use the chart I made to organize my ideas. This will help me draft.

**Model Drafting a Report**

Display your main idea and supporting details organizing chart on chart paper or using the interactive whiteboard resources. Reread the big idea and details you developed.

**Main Idea. Say:** The first thing I want to do in my report is let my readers know what my report is about. I also want to get them interested in reading my report. My report is about cats, so I will write, “Did you know that there are many kinds of cats? Cats are amazing animals and they make great pets.” I liked starting my report with a question because it makes my reader think right away. I’m not sure if I like every word I’ve drafted, but I’m not going to worry about that now. I’m going to go on and get more ideas on paper. Model writing the sentences.

**Detail 1. Say:** Now I will write about my first supporting detail. I want to tell my readers, “Not all cats are alike. Some cats are black. Some cats are striped. Most cats have fur. A few cats don’t have any.” I’m going to make a note to myself that I want to show different kinds of cats and label them. I can find those later. Model writing the sentences.

**Detail 2. Say:** Now I will write about my second supporting detail. Let me go back to my organizing chart and read my idea again. How can I say this in an interest way? I will say, “Cats make good pets because they don’t need too much care. Cats do not need to go outside every day for walks. Cats do not need people to give them baths. They wash themselves!” Model writing the sentences.

**Guided Practice: Drafting a Report**

**Detail 3. Say:** We have one more detail on our chart. Let’s reread that idea. (Read aloud Detail 3 from your organizing chart.) Let’s work together to write some sentences to express this idea. How could we start?

Allow responses. If students have difficulty, say: Cats keep you company, don’t they? They do all these things to communicate with you. How can we say that? Work with students to compose sentences.
Group Practice: Drafting a Report

Invite students to work in small groups. Display the following main idea and details on chart paper and ask students to work as a group to draft a main idea and one detail based on this topic. Each group should have a scribe who writes down the group’s ideas. Ensure that each group knows who their scribe is.

Sample Organizing Ideas Chart

Main Idea:
Many people have dogs as pets.

Detail 1:
There are many kinds of dogs.

Detail 2:
You need to take good care of your dog.

Detail 3:
Dogs can do many things.

Sample Informational Report Draft

Main Idea:
Many people have dogs as pets.

Detail 1:
There are many kinds of dogs.

Detail 2:
You need to take good care of your dog.

Detail 3:
Dogs can do many things.

Strategies to Support ELs

Beginning

While other students work with partners, work one on one with beginning ELs. Display a photograph of a cat (available on the interactive whiteboard resources) and model telling facts about cats using the sentence frames Cats are ______, Cats can ______, and/or Cats have ______. Support your ideas visually by pointing and gesturing. Ask beginning ELs to tell you facts about cats using the sentence frames, and write down their ideas on chart paper. Reread the sentences aloud with students.

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity. Monitor their progress.

Share Ideas

Bring students together and invite volunteers to read aloud the main ideas and details they drafted. Point out the different ways that groups chose to begin their drafts.

Connect and Transfer to Independent Writing

Say: Today we practiced drafting a report. We used our organizing chart to help us. We started by introducing the main idea of our report. Then we drafted some information about each of the details on our chart. We didn’t worry about our grammar, punctuation, or spelling. We just got our ideas on paper. Remember this when you are doing your own independent writing. You don’t have to get everything perfect the first time. Just let yourself get your ideas down.
REVISE YOUR INFORMATIONAL REPORT FOR WORD CHOICE: SOME, MANY, ALL

**Mini-Lesson Objectives**

In this mini-lesson, teachers will:

- Model how to revise a report to correctly use words like **some**, **many**, and **all** to ensure that information is factual.

**Students will:**

- Revise a section of text and share their revisions with the class.
- Discuss the importance of applying this strategy to their independent writing.

**Mini-Lesson Preparation**

**Materials Needed**

- Chart paper and markers
- Four yellow pencils and two red pencils (for the beginning EL support)
- Interactive whiteboard resources

**Advanced Preparation**

If you will not be using the interactive whiteboard resources, copy the modeling/guided practice text and partner practice text onto chart paper prior to the mini-lesson. Leave enough space between lines to allow you to insert new text.

**Preparation Tip**

This mini-lesson on revision reinforces Author’s Craft Mini-Lesson 2 on word choice.

**Revise Your Informational Report for Word Choice: Some, Many, All**

**Explain Revising for Word Choice**

**Say:** When we finish our first draft, we’re not done with our report yet. One of the most important parts of writing is going back and revising, or making changes to, our report. Every writer needs to do this. And when we revise our reports, one of the most important things we need to focus on is the facts in our report. Are they correct the way we have stated them? The words we use in our report can change whether a sentence is true or false. Let me give you some examples. Listen to these two sentences:

- Cats have stripes.
- Some cats have stripes.

**Ask:** Which sentence is true? (Allow responses.) That’s right, the first sentence sounds as if it applies to all cats. But we know that not all cats have stripes. However, if we say that some cats have stripes, this is a fact.

**Model Revising for Word Choice**

Display the modeling/guided practice text on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the passage aloud and to pay attention to the use of the words **some**, **many**, and **all**.

**Reread sentence 1. Say:** Hurricanes are extreme weather. I know that this is a true statement. I will not change this sentence.

**Reread sentence 2. Say:** All hurricanes form over the ocean. I have read books about hurricanes, and this is a fact I have read in several books. Using the word **all** in this sentence is correct. I will not change this sentence.

**Reread sentence 3. Say:** The hurricanes hit land and destroy homes. Hmmm. In this sentence, the words “the hurricanes” refer back to all hurricanes, but I know that not all hurricanes hit land. Some hurricanes actually stay over the ocean and never cause any damage on land. I have to change this sentence. Otherwise, it is not a fact. I will change “the hurricanes” to **many hurricanes**.

Model revising the sentence and reread it aloud. **Say:** Now this sentence is true.

**Guided Practice: Revising for Word Choice**

**Reread sentence 4. Say:** Now you take a turn. **Is this sentence accurate as it is, or do we need to change it?** Allow time for students to discuss the sentence and express their ideas. Students should recognize that not all hurricanes hurt
people. Many hurricanes never reach land, and not all hurricanes that hit land kill people. **Ask:** What word could we use that will make this sentence factual? Invite a volunteer to cross out the word “all” and insert the word **some** into the sentence.

Reread the revised text with students. **Say:** Now our sentences are true. Just by changing a few words, we made them accurate.

---

**Partner Practice: Revising for Word Choice**

Display the partner practice text on chart paper or the whiteboard and read it aloud for students as you point to each word. Invite students to choral-read the text with you. Explain that this text is not accurate as written and you would like each student to work with a partner to revise the text to make it accurate. Each team should write down their revised sentences and be ready to read them to the whole class.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

---

**Share Ideas**

Bring students together and invite partners to read aloud their revised sentences and explain why they made the revisions they did. Record students’ sentences on chart paper and compare any variations that teams have. Discuss and decide on the best revision for accuracy.

---

**Connect and Transfer to Independent Writing**

**Say:** Today we practiced revising a report. We learned that all writers revise their drafts to make them better and more accurate. We paid attention to the words **all**, **many**, and **some** in sentences to make sure we used them accurately. In a report, changing one of these words can change the whole meaning of a sentence and make it true or false. Remember to think carefully about how you use these words as you revise your own reports.
EDIT YOUR INFORMATIONAL REPORT FOR END PUNCTUATION

Explain Editing for Punctuation

Say: As we get closer to publishing our report, we need to make sure our writing has correct punctuation. We know that every sentence we write should end with a punctuation mark. What are the punctuation marks sentences can end with? (Allow responses.) That’s right. We can end a sentence with a period, a question mark, or an exclamation mark.

Display page 2 of “Extreme Weather” in the big book or using the interactive whiteboard resources and ask three different volunteers to each point out one of these punctuation marks in the text.

Model Editing for Punctuation

Display the modeling/guided practice text (with errors) on chart paper or using the interactive whiteboard resources. Ask students to listen as you read aloud the passage and look for missing or incorrect punctuation in your writing.

Reread sentences 1 and 2 together. Say: “Some insects help us Bees help us in many ways.” Wait a second. That doesn’t sound right. I’m very confused, and my readers will be too. The words “Some insects can help” sounds like a complete thought, but there’s no punctuation mark at the end. I forgot to put the period. I will put it there now. Modeling editing to add a period to the end of sentence 1.

Now my first sentence makes sense, and so does the second sentence.

Reread sentence 3. Say: This sentence sounds right and looks right. This is a factual statement. It’s not a question or an exclamation. The period at the end of this sentence is the right punctuation.

Guided Practice: Editing for Punctuation

Reread sentence 4. Say: Now let’s look at this sentence together. Do we have the right end punctuation for this sentence? Allow time for students to think and discuss. Students should recognize that this statement is correctly punctuated with a period.

Reread sentence 5. Say: What about this sentence? Is this sentence punctuated correctly? Allow discussion. If necessary, ask: Does it make sense for us to have a question mark? Is this really a question? What do you think the writer meant to put here? Students should recognize that an exclamation mark would make the most sense in this sentence, although a period would also be correct.
Reread the edited text with students. **Say:** Now our sentences are correctly punctuated.

| Some insects help us. Bees help us in many ways. Bees carry seeds from plant to plant. Bees make honey, too. Insects are all around? |

**Partner Practice: Editing for Punctuation**

Display the partner practice text on chart paper or the whiteboard. Explain that this text has some missing or incorrect end punctuation. Read aloud the text for students in a way that highlights the punctuation errors, but do not point them out to students. Explain that you would like each student to work with a partner to edit the end punctuation. Each team should write down their edited sentences and be ready to tell the class what corrections they made.

| Did you ever see a blizzard. A blizzard is a huge snowstorm. The wind is very strong. The air is very cold |

**Partner Practice Text**

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Strategies to Support ELs**

**Beginning**

While other students work with partners, work one on one with beginning ELs to reinforce the names, symbols, and uses of end punctuation. Display the following sentences on chart paper, read them aloud, and circle and name the end punctuation. Work with students to make additional oral sentences that require periods, question marks, or exclamation marks, and write them as well.

*My name is [student’s name]. What is your name? [Student’s name] is great!*

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. Monitor their progress.

Modeling/Guided Practice Text

**Mini-Lesson Five**

Some insects help us. Bees help us in many ways. Bees carry seeds from plant to plant. Bees make honey, too. Insects are all around?

**Partner Practice Text**

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Share Ideas**

Bring students together and invite partners to tell where they added or changed end punctuation in the sentences. Invite volunteers to write the corrected punctuation into the sentences on the chart paper or whiteboard. Discuss any variations that teams have, and discuss and decide on the best edits.

**Connect and Transfer to Independent Writing**

**Say:** Today we practiced revising a report. We learned that all writers revise their drafts to make them better and more accurate. We paid attention to the words all, many and some in sentences to make sure we used them accurately. In a report, changing one of these words can change the whole meaning of a sentence and make it true or false. Remember to think carefully about how you use these words as you revise your own reports.
## Informational Reports
### Author’s Craft

<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using the Five Senses to Describe</td>
<td>TK</td>
</tr>
<tr>
<td>2. Using Some, Many, and All</td>
<td>TK</td>
</tr>
<tr>
<td>3. Sentences That Flow</td>
<td>TK</td>
</tr>
</tbody>
</table>
**Using the Five Senses to Describe**

**Introduce Using the Five Senses to Describe**

*Say: When I describe something, I often use my five senses.* As you point to each sketch on the board, ask students to help you name which sense it represents. Record their responses by the correct picture (seeing, hearing, smelling, tasting, and touching). Then hold up the apple. *Say: I can use the five senses to describe this apple. When I touch the apple, I can feel how smooth the skin is. When I look at the apple, I can see its (red or green) skin. When I bite into the apple, I can hear a crunching sound. I can taste its sweetness. I can smell the sweetness, too. By using the five senses, I can help you understand what the apple is like. Using the five senses gives my description a special voice. Writers use the five senses to give their descriptions a special voice, too.*

**Model Using the Five Senses to Describe**

Display page 7 of the mentor big book. *Say: The writer uses some of the five senses in this book. Read the page aloud. Say: The writer tells us that insects use their antennae to smell and feel. I can imagine in my mind what it would be like to smell and feel things with antennae. Then the writer says that some insects make sounds. This helps me think of insect sounds I have heard before, like a cricket chirping or a mosquito buzzing. The writer uses the senses of smelling, touching, and hearing to give the descriptions a special voice. This makes the information more interesting. It helps me understand the information better, too.*

**Guided Practice: Identify Examples of Using the Five Senses to Describe**

Display page 3 of the mentor big book. Read the page aloud. *Say: The writer uses the sense of touch to give the description a special voice. What can you “feel” as you listen to these words? (the strong wind, the cold air) What would you do if the cold wind blew on you? How does imagining the cold wind help you understand what a blizzard is like? Model and encourage students to use the following sentence frames as they talk about the description:*

- *The wind feels like ______.*
- *The air feels like ______.*
- *Being in a blizzard would be ______.*
Partner Practice: Use the Five Senses to Describe

Remind students that using the five senses is a way to give descriptions a special voice when you talk or write. Distribute copies of BLM 2. Ask partners to draw a picture of something they would like to describe in the square. Then ask them to draw or write details about what the object looks, sounds, smells, tastes, and feels like in the circles. Point out that we can’t always use all five senses on all objects, so they can cross out any of the senses they can’t use.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Drawings and Descriptions

Invite volunteers to share their drawings with the class. Encourage them to use the following sentence frames to describe their objects:

- My ______ looks like ______.
- My ______ sounds like ______.
- My ______ smells like ______.
- My ______ tastes like ______.
- My ______ feels like ______.

Connect and Transfer

Say: Today we learned about using the five senses when we describe things in our speaking and writing. We learned that using the five senses gives our descriptions a special voice. This special voice makes the information more interesting and helps people understand what we are describing. Then, we drew pictures and described them using the five senses. Remember to use the five senses to give your descriptions a special voice.

Strategies to Support ELs

Beginning

Meet with beginning ELs one on one while other students work with partners. Support students to choose a familiar object and develop the oral sentence pattern I see/hear/smell/taste/feel ______ as you talk about the object. Encourage the students to point to their eyes, ears, nose, mouth, and hands as they say the appropriate sentence. If appropriate, model using the sentence pattern and invite the student to repeat your words.

Intermediate

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frames on chart paper and model how students can use them to tell about their illustrations:

- I see ______.
- I hear ______.
- I smell ______.
- I taste ______.
- I feel ______.

Advanced

Pair ELs with fluent English speakers during the partner practice.

Teacher Tip

Extend this mini-lesson on subsequent days by having students use the five senses to describe objects and places throughout the school building, such as the aroma of food and sound of voices as you enter the lunchroom.
USING SOME, MANY, AND ALL

Introduce the Words Some, Many, and All

Give each student a paper clip to hold. A few students should get small paper clips, and the majority should have large ones. Say: If you have a small paper clip, hold it up. Once students have done so, say: Some students have small paper clips. Not all students have small paper clips, only some students do. Next ask the students who have large paper clips to hold them up. Say: Many students have large paper clips. More students have large paper clips than small paper clips. But not all students have large paper clips. Finally, ask all the students to hold up their paper clips. Say: All the students in our class have paper clips. Every student has one. Ask students to put their paper clips down. Then say: We can use the words some, many, and all to help describe how many of something we have. We must be careful to choose the right word. We choose the word that best describes how many.

Model Using the Words Some, Many, and All

Display page 2 of the mentor big book. Say: Writers sometimes use the words some, many, and all in their writing. One of these words is on page 2. Read the page aloud. Say: I see that the writer uses the word many. She says, “Many people like sunny days.” The writer means that lots of people like sunny days, but not all people do. The writer was careful to choose the right word so her fact would be correct. The word many best describes how many people like sunny days.

Guided Practice: Identify Examples of Some, Many, and All

Display page 6 of the mentor big book. Read the page aloud. Ask: Where does the writer use the word some? (“Some insects can go through the hole of a needle. Some insects are more than four inches long.”) Does this mean that lots of insects are this small or this large? (no) Does this mean that all insects are this small or this large? (no) The writer was careful to choose the right word so her facts would be correct. Reread the page. Ask: Where does the writer use the word all? (“But all insects have three body parts. All insects have six legs.”) Does this mean that a few insects look like this or every insect looks like this? (every insect) The writer was careful to choose the right word so her facts would be correct. The word all best describes how many insects have three body parts and six legs.
Partner Practice: Use the Words Some, Many, and All

Remind students that writers sometimes use the words some, many, and all to describe how many. Hand out BLM 3. Ask partners to discuss each picture, choose the word that best describes how many, and write the word in the box. For an extra challenge, invite students to draw their own picture on the back of the paper that shows some, many, or all.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Invite volunteers to share their answers with the class and explain how they chose each word. Encourage them to use the following sentence frame:
- We chose the word ______ for this picture
  because ______.

If any pairs drew their own picture, invite them to share it. The rest of the class should then decide if the picture shows some, many, or all.

Connect and Transfer

Say: Today we learned about the words some, many, and all. We learned that the words some, many, and all help describe how many of something we have. We practiced choosing the right word to describe how many cats, trees, and pencils. Remember to choose the word that best describes how many when you talk and write. When you use the right word, your facts in your report will be correct.

Strategies to Support ELs

Beginning

Meet with beginning ELs individually while other students work with partners. Use simple language to build the concept of some, many, and all. Put several markers on a table. Hold up two or three of the markers. Say: I have some markers. Put the markers back on the table and ask: Can you pick up some of the markers? Help the students understand that they will only pick up a few of the markers as you encourage them to say, “I have some markers.” Repeat with the concepts of many and all.

Intermediate

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frames on chart paper and model how students can use them to tell about the illustrations:
- ______ of the cats are in the basket.
- ______ of the trees have apples.
- ______ of the pencils are sharp.

Advanced

Pair ELs with fluent English speakers during the partner practice.

Teacher Tip

Extend this mini-lesson on subsequent days by having students use the words some, many, and all to describe how many at school and home. For example, “Some kids brought their lunches today” or “All my brothers and sisters came to the play.”
SENTENCES THAT FLOW

Introduce Sentences That Flow

Say: Listen to the following sentences: I have a dog. Her name is Sadie. Sadie is black and white. I love playing with Sadie! Then say: These four sentences flow together. Each sentence adds a little more information to my topic. Each sentence helps my thoughts grow. People who write reports want their sentences to flow, too. These writers want their thoughts to grow. Now listen to some more sentences: I think a dog is the best pet. I used to have a cat. My uncle lives on a farm. Farms have many animals. Then ask: Do these sentences flow together? (no) Why not? (kept changing the subject; didn’t ever tell why a dog is the best pet; instead, talked about a cat and farm animals) When our sentences don’t flow together, people get confused. People don’t understand our thoughts. Our sentences don’t help our thoughts grow!

Model Using Sentences That Flow

Display page 2 of the mentor big book. Say: Listen to the sentences on this page. Read the page aloud. Say: I like the way the writer makes the sentences flow together. Point out that each sentence is about weather, and each sentence adds more information about types of weather people like or don’t like. Say: Each sentence helps the writer’s thoughts grow. The writer doesn’t confuse us by jumping around from one topic to another.

Guided Practice: Identify Examples of Sentences That Flow

Display page 8 of the mentor big book. Read the page aloud. Ask: Do the sentences flow together? Allow responses. Point out that each sentence adds more information to the topic. The first sentence says that some insects are pests. The other three sentences give examples of insects that are pests and tell why. Say: We’re not confused because each sentence helps the writer’s thoughts grow.
Partner Practice: Use Sentences That Flow

Remind students that writers need to make their sentences flow together. Hand out BLM 4. Ask partners to read each set of sentences and circle YES or NO to tell whether the sentences flow together. Remind them to ask themselves: Does each sentence add more information to the topic? Does each sentence help the writer’s thoughts grow? In the bottom box, invite students to draw their own pictures. Then ask them to practice telling about their pictures using sentences that flow.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Pictures and Sentences

Invite volunteers to share their answers with the class and explain why they chose YES or NO. Encourage them to use the following sentence frame:
- The sentences do/do not flow together because ______.

Next invite partners to share their drawings and sentences. Comment positively on any sentences that add more information to the topic and grow the students’ thoughts.

Connect and Transfer

Say: Today we learned about using sentences that flow together. We learned that each sentence should add a little more information to a topic and help the writer’s thoughts grow. We found sentences that flow and sentences that don’t flow. Then we drew pictures and told about them using sentences that flow. Remember to use sentences that flow together when you talk and write.

Strategies to Support ELs

Beginning

Meet with beginning ELs individually while other students work with partners. Use simple language to build the concept of sentences that flow. Invite students to select a familiar object in the classroom and take turns saying sentences that add information about the object. For example, point to a desk and say: I sit at a desk. The desk has four legs. The desk is (color). I put things on top of my desk.

Intermediate

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frames on chart paper and model how students can use them to tell about their pictures:
- The ______ is ______.
- The ______ can ______.
- The ______ has ______.

Advanced

Pair ELs with fluent English speakers during the partner practice.

Teacher Tip

Extend this mini-lesson on subsequent days by having students hold up three fingers and say three related sentences about various objects and events at school. Work up to four sentences and then five.
# Informational Reports

## Grammar and Conventions

<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using the Preposition <em>Over</em></td>
<td>TK</td>
</tr>
<tr>
<td>2. Using Number Adjectives</td>
<td>TK</td>
</tr>
<tr>
<td>3. Using Periods at the End of Sentences</td>
<td>TK</td>
</tr>
</tbody>
</table>
USING THE PREPOSITION **OVER**

**Introduce the Preposition Over**

Display a piece of string. **Say:** I am holding a long piece of string. Let’s learn about an interesting word using this piece of string. [Student’s name], please jump from one side of the string to the other side of the string. (Student jumps over the string.) What did [student’s name] do? (Allow responses.) Yes. [Student’s name] jumped over the string. **Over** is an interesting word. **Over** is a preposition. Prepositions are special words that give us more information like where, which one, and how. **Over** is a preposition that tells where. Where did [student’s name] jump? Over the string. Let’s write that sentence. Write the following sentence on chart paper or the whiteboard and underline the word *over*:

- [Student’s name] jumped **over** the string.

**Model Using the Word Over**

Display page 4 of the mentor big book. **Say:** Writers use the preposition **over** in their writing. Let’s look at page 4 and find this word. Read the page aloud. **Say:** I see that the writer uses the word **over**. She says, “A hurricane is a storm that starts **over** the ocean.” The writer is telling us where hurricanes start. They have to have a beginning. The preposition **over** tells us where they begin.

**Guided Practice: Identify Example of Over**

Display page 5 of the mentor big book. Read the page aloud. **Ask:** Where does the writer use the word **over**? (“The wind spins quickly as the tornado moves over the ground.”) **What is the writing telling us?** Where does the tornado move? (over the ground) **Does this mean that the tornado spins in one spot?** (no) **That’s right.** The word **over** tells us that the tornado moves from place to place. It moves over the ground.
Partner Practice: Use the Preposition *Over*

Remind students that writers use the preposition *over* to tell where. Distribute copies of BLM 5. Invite students to look at each picture as you read the incomplete sentence aloud. Ask partners to explain each picture using the word *over* and complete each sentence. For an extra challenge, encourage students to draw their own pictures on the backs of the papers that show how they use the word *over* to show where.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Share Ideas**

Invite volunteers to share their sentences with the class. Use the following prompts:

* What was your sentence?
* Where is the word *over*?
* What does the word *over* tell you about the picture?

If any partners drew their own picture, invite them to share it. The rest of the class should then suggest a sentence using *over* that describes the picture.

**Connect and Transfer**

**Say:** Today we learned about the preposition *over*. We learned that *over* is a preposition that can tell where. We practiced using *over* in sentences.

---

**Strategies to Support ELs**

**Beginning**

Meet with beginning ELs individually while other students work with partners. Use simple language to build the concept of *over*. Place a ball or other object on the table. **Say:** This is a ball. This ball moves. *This ball moves over the table.* Roll the ball over the table. **Ask:** Can you roll the ball *over the table*? Help students understand that *over* tells where the ball is moving as you encourage them to say, “The ball rolls over the table.”

**Intermediate**

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frame on chart paper and model how students can use it to tell about their sentences.

*Over* tells where ______.

**Advanced**

Pair ELs with fluent English speakers during the partner practice.

**Teacher Tip**

Extend this mini-lesson on subsequent days by having students use the preposition *over* to explain actions that happen at school and home. For example, “The lunch lady lifts the tray *over the counter*” or “The ball flew *over the net.*”
USING NUMBER ADJECTIVES

Introduce Using Number Adjectives

Say: Words that describe are called adjectives. Sometimes numbers are adjectives. We use number adjectives to describe how many of something there are. Let me show you some examples. I have some objects today. Let’s see how many of each object I have. Display the four pens. Ask: How many pens do I have? (Allow responses.) Say: That’s right. I have four pens. The word four is an adjective. Invite a student to draw the four pens in the correct column of the chart. Repeat the activity with the remaining objects.

Say: Now let’s look at our chart. We have four pens. Let’s write that on our chart under the picture of the pens. Write We have four pens under the balls. Say: We have three pencils. Let’s write that on our chart under the picture of the pencils. Write We have three pencils. Repeat with the remaining objects.

Say: When I use adjectives, I help you see what I am talking about. When I use number adjectives, I help you see the number of objects in your mind.

Model Using Number Adjectives

Display page 6 of the mentor big book. Say: Writers use number adjectives in their writing. Let’s reread this page together and find number adjectives. Read aloud the first two sentences. Say: I see a number adjective. The author uses the word four. She says, “Some insects are more than four inches long!” The author uses the adjective four to explain how long some insects can grow. She could have said that some insects are very long, but I would not understand what that means. My idea of long could be very different from the author’s idea. Using a number adjective helps me understand. Wow! Four inches is long for an insect.

Guided Practice: Identify Number Adjectives

Read the last two sentences of page 6 aloud. Ask: Where does the author use number adjectives in these sentences? (three body parts, six legs) What do the number adjectives tell us? (that an insect has three body parts and six legs) I understand more about insects because the author used number adjectives to describe the number of body parts and legs. In my mind, I visualize an insect with three body parts and six legs.
Partner Practice: Use Number Adjectives

Remind students that authors use number adjectives to tell how many. They also use number adjectives to help people understand. Hand out BLM 6. Invite students to look at each picture as you read the incomplete sentence aloud. Ask partners to explain how many objects are in each picture and complete the sentence. Encourage students to draw their own pictures on the backs of the papers that show a number of one item (for example, four blocks, two cars).

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Invite volunteers to share their sentences with the class. Use the following prompts:

- What is your sentence?
- What number adjective is in the sentence?
- What does the number adjective tell you about the picture?

If partners drew their own picture, invite them to share it. The rest of the class should then suggest a sentence with a number adjective.

Connect and Transfer

Say: Today we learned about number adjectives. We learned that number adjectives tell how many. We practiced using number adjectives in sentences. Remember to use number adjectives when you describe how many.

Strategies to Support ELs

Beginning

Meet with beginning ELs individually while other students work with partners. Use simple language to build the concept of number adjectives. Display one ball on the table. Say: This is a ball. This is one ball. Add one more ball next to the first ball. Say: We have two balls. Add one more ball. Say: We have three balls. Help students understand number adjectives as you encourage them to say, “This is one ball. We have two balls. We have three balls.”

Intermediate

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frame on chart paper and model how students can use it to tell about their sentences:

I have [number] ______.

Advanced

Pair ELs with fluent English speakers during the partner practice.

Teacher Tip

Extend this mini-lesson on subsequent days by having students using number adjectives to describe how many objects they see at school and home. For example, “I have four cars” or “I have six books.”
Introduce Using Periods at the End of Sentences

Say: All sentences begin with an uppercase letter and end with an end mark. Periods are end marks. An author uses a period when he’s finished telling a complete idea, or thought. The period means that we should stop reading for just a second, think about what we’ve read, and then keep reading. When we read a sentence that ends with a period, our voice stays the same.

Model Using Periods at the End of Sentences

Display page 3 of the mentor big book. Say: We can find periods at the end of sentences. Let’s read page 3 and look for periods at the end of sentences. Read aloud page 3, pausing at the end of each sentence. Say: Hey! I see a lot of periods. There’s a period after the word “weather.” The author finished her idea after the word “weather,” so she put a period after “weather.” The next sentence begins with an uppercase letter. Let’s look at the second period. There’s a period after the word “snowstorm.” The author finished this idea after the word “snowstorm,” so that’s where she put the period. And the next sentence begins with an uppercase letter. Oh, I see. A period at the end, and an uppercase letter at the beginning. Let’s look for more periods. Repeat the modeling process with the third and fourth sentences, pointing out that periods end sentences and uppercase letters begin sentences.

Guided Practice: Using Periods at the End of Sentences

Say: Now it’s your turn to find periods at the end of sentences. Display page 4 of the mentor big book. Ask: Who can find the first period? (Allow responses.) Yes, there is a period after “weather.” The author finished her sentence and used a period. What is right after the period? (Allow responses.) Say: Yes. An uppercase letter is right after the period. Reread the sentence aloud. Repeat the process with the remaining three sentences. Say: Remember, sentences end with an end mark. A period is an end mark.
Partner Practice: Using Periods at the End of Sentences

Remind students that sentences end with end marks and periods are end marks. Authors use periods when they finish a sentence, and they use an uppercase letter at the beginning of a sentence. Distribute copies of BLM 7. Invite students to follow along as you read the sentence pairs aloud and discuss the pictures. Ask partners to place periods after each sentence. Invite students to draw their own pictures on separate paper and write sentences about them. Remind students to end their sentences with periods. Encourage them to show their illustrations and read their sentences to a partner.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Sentences

Invite volunteers to share their illustrations and sentences with the rest of the class. Write sentences on chart paper and ask volunteers to circle each period. If students write two sentences, point out the uppercase letter in the second sentence.

Connect and Transfer

Say: Today we learned that sentences can end with a period. We looked at sentences and found the periods. We drew pictures and we wrote sentences about them. We used a period at the end of our sentences. Remember to use periods at the end of your sentences when you write independently.

Strategies to Support ELs

Beginning

Meet with beginning ELs one on one while other students work independently. Use simple language to build the concept of using a period at the end of a sentence. Write the sentence Apples are good. Read the sentence with students. Say: This is a sentence. Circle the letter A in “Apples.” Say: This is an uppercase letter. I start a sentence with an uppercase letter. Circle the period. Say: This is a period. I end a sentence with a period.

Intermediate

Pair ELs with fluent English speakers during the partner practice. Write the following simple sentence frame on chart paper and model how students can use it to tell about their illustrations and use a period at the end of a sentence:

This is a ______. (Remind students to use a period at the end of a sentence.)

Advanced

Pair ELs with fluent English speakers during the partner practice.

Teacher Tip

Extend this mini-lesson on subsequent days by having students find periods at the end of sentences in books from your classroom library.
## Informational Reports

### Research

<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research Facts for Your Informational Report</td>
<td>TK</td>
</tr>
</tbody>
</table>
RESEARCH FACTS FOR YOUR INFORMATIONAL REPORT

**Explain Researching Facts**

**Say:** When you write an informational report, you give facts about a topic. 
*What is a fact? (Allow responses.) That’s right, a fact is a piece of information that is true. You can find facts in nonfiction books and in the encyclopedia. When we look in books or in the encyclopedia to find facts, we are doing research. We are making sure that the information we will use in our report is good, reliable information.

**Model Researching Facts**

Display books about weather. Also display chart paper with the heading “Research About Storms.” Use the think-aloud below, or develop your own think-aloud, to model how you find facts in nonfiction books and write them down.

**Sample think-aloud. Say:** When I need to find facts, I go to the library and look for nonfiction books about my subject. Before today’s class, I went to the library and I found many books about weather. I am looking for facts about storms. I want to write a report about storms, but I don’t know that much about them. I know that there are different kinds of storms, but what kinds? I found this book called [supply title] and I see that it has sections about different kinds of storms. This book mentions four kinds of storms: blizzards, hurricanes, thunderstorms, and tornados. I can use this information in my report. I am going to write down the four types of storms. **Write the four types of storms on your chart paper.**

**Guided Practice: Researching Facts**

Divide students into small groups. Distribute one leveled text or nonfiction picture book about storms to each small group of students. Ask each group to look at the table of contents of their book and look through the pages of their book to find one fact about storms. Give groups about five minutes to look through their book. Then bring the class together and ask groups to share the facts they found and where in their book they found the facts. Write these additional facts on chart paper. **Say:** Remember to write your facts down. Otherwise you may forget them or remember them incorrectly when you are drafting your report.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

---

**Mini-Lesson Objectives**

**In this mini-lesson, teachers will:**
- Model how to research facts by reading informational texts.

**Students will:**
- Practice finding facts in informational texts.
- Discuss the importance of applying this strategy to their independent research.

**Mini-Lesson Preparation**

**Materials Needed**
- Chart paper and markers
- Informational nonfiction texts on a specific subject that you will use for modeling
- Interactive whiteboard resources

**Advanced Preparation**

Gather books about storms from your classroom or school library. Below is a list of Benchmark Education leveled informational texts about storms.

- *Severe Weather* by Kathy Furgang
- *Stormy Weather* by Natalie Lunis
- *Catastrophic Storms* by Michael Sandler
- *Discover Storms* by Barbara Brannon
- *The Power of Storms* by Barbara M. Linde
- *Twisters* by Sarah Feldman
- *The Power of Nature* by Margie Burton, Cathy French, and Tammy Jones
**Small-Group Practice: Researching Facts**

Challenge groups to look through the book they have and find two additional facts about storms to share with the class. Students should place a sticky note or other place holder where they found the fact so that they can show you the source of their information.

**Share Ideas**

Bring students together and invite groups to share the facts they found. Ask students how they decided which facts to focus on.

**Connect and Transfer**

**Say:** We just learned that report writers do research. They make sure that the information they put in their reports is factual. One good place to find facts for your reports is in nonfiction books. You can find books in the school library, and you can find them in our classroom library. When you research your facts, write them down so that you can remember them later.

**Strategies to Support ELs**

**Beginning**

While other students work with partners, meet one on one with beginning ELs. Read aloud a simple illustrated nonfiction text about storms. Model finding and recording information from the text using a simple sentence frames such as:

- ______ are storms.
- ______ have ______.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. Provide simple sentence frames to support their participation in the group. For example:

- One fact is ______.
- This book says ______.

**All Levels**

If you have students whose first language is Spanish, share the following English/Spanish cognate: information/la información.

**Teacher Tip**

Repeat this research activity with other research topics, such as insects, habitats, plants, or transportation.
Main Idea and Supporting Details Chart

Main Idea:

Detail 1:

Detail 2:

Detail 3:
Using Your Senses to Describe

I see . . .

I hear . . .

I smell . . .

I taste . . .

I feel . . .
Word Choice

MY WORDS

some

many

all

How many cats are in the basket?

How many trees have apples?

How many pencils are sharp?
# Sentence Structure

<table>
<thead>
<tr>
<th>I love to wear hats.</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wear a cap to the park.</td>
<td>Yes</td>
</tr>
<tr>
<td>I wear a cowboy hat to the ranch.</td>
<td>No</td>
</tr>
<tr>
<td>I wear a sun hat to the beach.</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you like hats?</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have a backpack.</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like school.</td>
<td>Yes</td>
</tr>
<tr>
<td>I like apples, too.</td>
<td>No</td>
</tr>
<tr>
<td>Do you like apples?</td>
<td>No</td>
</tr>
<tr>
<td>My backpack is blue.</td>
<td></td>
</tr>
<tr>
<td>Illustration</td>
<td>Sentence to Complete</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Cow jumping over the moon</td>
<td>The cow jumped over the moon.</td>
</tr>
<tr>
<td>Baby crawling on the floor</td>
<td>The baby crawls on the floor.</td>
</tr>
<tr>
<td>Boy climbing on the wall</td>
<td>The boy climbs on the wall.</td>
</tr>
</tbody>
</table>

Using Prepositions (Over)
## Using Number Adjectives

<table>
<thead>
<tr>
<th>Image</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Baseballs" /> <img src="image" alt="Baseballs" /></td>
<td>We have __________________________.</td>
</tr>
<tr>
<td><img src="image" alt="Dog and puppies" /></td>
<td>My dog had ______________________.</td>
</tr>
<tr>
<td><img src="image" alt="Boy and fish" /></td>
<td>The boy sees ______________________.</td>
</tr>
</tbody>
</table>
Using Periods at the End of Sentences

My dog plays outside. He chases squirrels.

Tom rides his bicycle. He never falls down.

Mary digs in the mud. Her mother is not happy.