Using Colons

A. Directions: Read each sentence. Rewrite them using colons in the correct places.

1. There is an issue that every chef must think about. Will the soufflé rise or collapse?

2. The president often thought of his favorite childhood memory. It was when he picked blackberries each summer on his grandfather’s farm.

3. The player who commits a foul on purpose can get a yellow card. This is a warning.

B. Directions: Read each sentence. Circle whether each one is correct or incorrect.

1. Look for games in your neighborhood: Watch college matches on television.
   Correct   Incorrect

2. There is one very tricky rule in soccer: Offside keeps an attacker from standing in front of the other team’s goal.
   Correct   Incorrect

3. Serious soccer players need special shoes called cleats. Cleats have hard plastic or metal studs on the bottom.
   Correct   Incorrect
LOOKING AT INFORMATIONAL TOPICS THROUGH A WRITER’S EYES

Introduce Informational Report Writing

Display a book, magazine, or Internet article (preferably with photos or illustrations) about a topic that interests you. Use the sample think-aloud below as a model of how to talk to students about the topic and the facts you learned from reading about it. You may wish to share with students other resources that you’ve used to find information about the topic.

Sample think-aloud. Say: I happen to know a lot about our state and its history. But not too long ago, I traveled through the eastern part of our state and saw some interesting land formations that I had never seen before. I didn’t know anything about these formations—how they were made and when. So I did some reading to find out about them. I read to learn new information all the time. I read informational texts in books, magazines, newspapers, and online, too. All of us read informational texts to learn new information, and we can also write informational texts to share information with others.

Say: In informational reports, authors write about real-life topics that they have researched. For the next several weeks, we are going to read, write, and share informational reports with each other. We will learn about why we research, or look for information, what kind of writing makes informational reports interesting, and how to use maps and graphs and other illustrations to support the information in our reports.

Introduce the Purpose and Audience for Informational Reports

Say: The main purpose of informational texts is to share information. When I write a report I ask myself, who will read my writing? I try to write in a way that keeps my readers’ attention. I want to pull readers in while explaining the facts clearly, accurately, and in an organized way. You may not realize it, but you read informational reports all the time. A magazine article about a favorite athlete and an account on the web about crazy cat tricks are both informational reports. In our small reading groups, we often read nonfiction informational texts. Learning how to write a strong informational report will help you not only in school but whenever you have to share information with others.

Mini-Lesson

Mini-Lesson Objectives

In this mini-lesson, teachers will:

• Launch the informational reports unit of study.

• Establish themselves as an informational report writing mentor by sharing facts they know about nonfiction topics they are interested in, have read about, or have watched documentaries about.

• Model how to talk about nonfiction topics.

Students will:

• Use photographs, books, and magazine or Internet articles about a nonfiction topic they have a recent interest in to make connections to that topic.

• Share facts about a topic with a partner and discuss the process with the whole class.

Mini-Lesson Preparation

Materials Needed

• Magazine or Internet article, books, and/or other resources (preferably with photos or illustrations) about an interesting nonfiction topic

• Interactive whiteboard resources

Advanced Preparation

During the model portion of this lesson, use one or more of the resources to model how you get your facts for a nonfiction topic.

During the practice portion of this lesson, students will need a book, picture, poster, magazine, or real object about a topic they are interested in.

1. The soccer team from the state of wa traveled to the state of ca to play in the tournament.

2. The naacp is an organization that helps people achieve their dreams.

3. My sister is studying for her b.a. in science.

4. The television show was going to be on the abc network.

5. Hector always tells us how smart he is and how high his iq is.


7. The scientist at nasa always wanted to work on a space station.

Directions: Read each sentence and write the correct abbreviations on the lines.

1. The soccer team from the state of wa traveled to the state of ca to play in the tournament.

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Mini-Lesson One

Make Cultural Connections
As you introduce this unit, you may wish to acknowledge the diversity and knowledge about different topics that students bring to the classroom. Say: We all have many different topics that we want to know more about. As we share our interests and our informational reports, remember to respect the unique interests of each person.

Strategies to Support ELs
Beginning
Meet with beginning ELs one on one while other students work with partners. Encourage them to describe their topics of interest in any way they can—with words or gestures or by pointing to pictures. Use the following sentence frames to help them talk about topics they are interested in. Use self-stick notes to label the images in their sources.

I know ______.
I want to know ______.

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

I want to learn more about ______.
I want to learn more because ______.
Here are three things I know: ______, ______, and ______.

Advanced
Pair ELs with fluent English speakers during partner practice.

All Levels
If you have students whose first language is Spanish, share these English/Spanish cognates to help them understand the lesson focus: topic/el tema; study/estudiar; photographs/las fotografías; informational/informacional.

Practice Talking About Nonfiction Topics
Invite students to work with a partner. Students should tell their partners facts they know about one topic they have learned about recently. Encourage students to refer to the sources they brought with them, such as magazine articles or books about the topics. Students should explain to their partners what sources they used to learn about the topic. The partner listening to the information should be prepared to retell some facts about the topic to the class.

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

Share Nonfiction Topics with the Class
Invite volunteers to retell information about the topic their partners shared with them. Ask them to tell which source or sources their partners used to learn about the topic. Use one or more of the following questions to engage students in a discussion about the exercise.

Student sharing facts
• How did you feel as you shared information with your partner about your topic?
• Why did you choose the topic you chose?
• How did the sources you had (magazine, book, etc.) help you tell about the topic?

Listener
• How did you feel as you listened to your partner talk about the topic?
• What fact that your partner shared was most interesting to you, and why?

Connect and Transfer to Independent Writing
Say: We learned that informational reports give facts about nonfiction topics. We read informational reports to learn new information, and we write them to share the knowledge we have. We practiced sharing facts with our partners to understand what kind of information we would share in our reports. In the next several weeks, we will look at how to research a topic and how to write informational reports that engage readers.

Appositives
Directions: Read each sentence and find the appositive phrase. Draw a line under the phrase. Decide if the appositive provides necessary or unnecessary information. Add commas if the information is unnecessary.

1. The United States soccer team the “dream team” won world championships in 1991 and 1999.

2. Soccer an old sport around the world is actually quite new to the United States.

3. Organizations like the NCAA sponsor women’s soccer championships.

4. More than 90,000 fans the largest ever for a women’s soccer game watched a great game.

5. Soccer player Mia Hamm retired shortly after her team won Olympic gold in 2004.

6. Spectators at the game against China cheered when the United States scored on five kicks.

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6. Spectators at the game against China cheered when the United States scored on five kicks.
READ ALOUD A MENTOR INFORMATIONAL REPORT

Introduce the Mentor Informational Report

**Say:** Reading informational reports can help us become better informational report writers. Today I’m going to read a short report about women’s soccer in the United States. As I read this report, I’m going to name some of its key features. You will use these features in your reports, too.

**Say:** The title of the article is “Women’s Soccer: Keeping the Dream Alive.” I know a lot of women who play soccer. Why do you think this is called “Keeping the Dream Alive”? Allow students to share their predictions or “I wonder” questions. Invite students to share any knowledge they have about the game of soccer.

You may wish to display the informational report on the interactive whiteboard resources so that students can follow along as you read.

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

*Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight key features of an informational report:*

1. **Informational reports have a strong lead that grabs the reader’s attention.**

   **Strong Lead**
   Page 10, after the first paragraph. *Say:* Now that I’ve read the first paragraph, I know the article will be about world championship women’s soccer teams. The first sentence grabs my attention. It makes me want to know why the women’s soccer team was called “the dream team.” It seems like there is something more to the story than just winning a soccer match.

2. **Information is presented in a logical order.**

   **Presenting Information in a Logical Order**
   After reading page 10 and the first paragraph on page 11. *Say:* I like the way the author lays out the history of women’s soccer in the United States. I learned that women didn’t seriously begin playing soccer until the 1970s after the United States passed the Title IX law. Then in the 1980s the NCAA began to sponsor, or support, women’s soccer championships. In 1985 the Women’s National Team started. And in 1991, the U.S. Women’s National Team won the first women’s World Cup. There is a lot of information, but it is in a logical,

3. **Reports have a strong nonfiction ending that makes readers think about the topic.**

   **Strong Ending**

   *Say:* The article ends with thoughtful questions to consider. The author invites readers to think about the impact of soccer on women’s lives.

**Appositives**

Directions: Read each sentence and underline the appositive phrase. Put commas in the sentences where they are needed.

1. My brother’s team considered an underdog by many won the game.

2. Uruguay a South American country hosted the first World Cup.

3. The World Cup a global event is held every four years.

4. There have been many World Cups nineteen in all.

5. Soccer the world’s most popular game is played by about half the people on Earth.
Irregular Plural Possessive Nouns

Directions: Read each sentence. Find the nouns that show possession and write them on the blank lines showing possession.

1. Deer winter coats are made of hollow hairs filled with air.
2. Children bikes come in all shapes and sizes.
3. Cats are able to smell mice tracks.
4. It is very important to take care of your teeth enamel.
5. Women shoes come in many different materials and designs.

Sequential order, so it is easy for me to follow, and it makes sense. If the writer had not presented the facts in a sequence, it would have been very hard for me to appreciate how women's soccer has progressed over time.

Presenting Information in a Logical Order
After reading page 11. Say: On this page, the author describes the growth of the U.S. women’s team in a logical order. She tells me that the team won the World Cup in 1991. Then she goes on to tell me that a big game for women's soccer was in 1999 when the World Cup was held in the United States. By organizing the information over a period of time, it's easier for me to understand how the U.S. women's soccer team was becoming an important player in world soccer.

Strong Nonfiction Ending
After reading page 12. Say: Now I’ve learned that in 2009, a Women’s Professional Soccer league was formed. In the last sentence the author does something interesting. She brings back the word dream from the beginning. Only this time she’s referring to a bright future for women’s soccer. She leaves me with something to think about—what will happen next in women’s soccer. I like this ending. It is a strong ending that stays in my mind.

Respond Orally to the Mentor Informational Report
After reading, invite students to share their personal reactions to the text by asking questions such as:

- Did you like this report? Why or why not?
- What did you find particularly interesting in this report? Why did it interest you?
- How do you think the author felt about women's soccer in the United States?
- Would you want to read more articles by this author? Why or why not?

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

- I liked this report because ______.
- The most interesting thing to me was ______.
- The author of this report felt ______.

Connect and Transfer to Independent Writing

Say: We just listened to a report to learn more about this genre. We learned that when we start an informational report, we want to grab readers’ attention with a strong sentence or question. We also learned that we need to present our facts in a logical sequence so that readers can follow along. And we learned that at the end of our report, we should sum up our topic with a strong nonfiction ending. A strong ending leaves our readers with something to think about.

Make the Mentor Text Comprehensible for ELs

Beginning
Provide photographs of people playing soccer or use the images on the interactive whiteboard resources to reinforce the vocabulary. The labeled diagram from page 7 of the mentor text is particularly helpful for vocabulary and background building, although it is not a part of the article “Women’s Soccer: Keeping the Dream Alive.” Name and label each item: soccer ball, soccer player, etc.

Intermediate
Show students photographs of people, especially women, playing soccer. Ask student to tell what they know about the game. Label vocabulary that is relevant to the text.

Intermediate and Advanced
Point to the photographs on pages 10–12 or to those provided on the interactive whiteboard resources. Say: What are these women doing? What else do you know about soccer? Encourage a background-building discussion about the game of soccer in general, and women’s soccer in particular.

All Levels
If you have students whose first language is Spanish, share these English/Spanish cognates to help them understand the content of the mentor text: sport/el deporte; goal/el gol; victory/la victoria; championship/el campeonato; champion/el campeón, la campeona.

Use the images provided on the interactive whiteboard resources to front-load key content vocabulary and concepts for the read-aloud.
READ ALOUD A MENTOR INFORMATIONAL REPORT

Introduce the Mentor Informational Report

Say: Today I’m going to read an informational report titled “Before You Play.” What do you think we might learn about in this article? Allow students to share their predictions.

You may wish to display the informational report on the interactive whiteboard resources so that students may follow along as you read aloud.

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

Read aloud the Mentor Informational Report

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight key features of an informational report:

1. The author of an informational report researches the topic and uses accurate information in the report.

Page 6, after the second paragraph. Say: The author describes the field in a way that allows me to picture it in my mind. She doesn’t just say, “Soccer is played on a field.” She tells the size and shape of it—a rectangle 100 yards wide and 130 yards long—and she describes the markings. To find these exact measurements, she had to research the topic, and then she recorded the facts accurately for her readers. I’m going to read on and see what other facts I can learn about soccer.

2. The author may use graphic features, such as photographs and diagrams, to support the facts in the report.

page 7. Say: I’ve read about what soccer players wear, but on this page I see photographs with labels that point to specific parts of a soccer player’s uniform. The diagram helps me understand what I’ve read in the text. It supports the text and gives me visual information that the text cannot give me. A good informational report writer thinks about how to use graphic features to help readers.

Regular Plural Possessive Nouns

Directions: Read each sentence and find the noun that shows possession. Write the correct form of the possessive noun on the blank.

1. It was amazing to see the fans excitement when their team won.

2. The two teams scores were neck and neck throughout the game.

3. The players jerseys were so bright that they almost seemed to glow in the dark.

4. The shoes cleats were almost worn down from having been used so much.

5. The uniforms numbers are the same color for each team.

6. Several goalkeepers uniforms were on sale at the sports store.
Informational Report Features

<table>
<thead>
<tr>
<th>Informational Report Feature</th>
<th>Examples from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researching and Using Accurate Information</td>
<td>After reading page 8. Say: I can tell that the author really understands the game. She has done her research and studied the details so that she can tell them to me in a way that I can easily understand. In this paragraph, she clearly explains the offside rule in soccer. In order to do this, she needed to research the rules so she could explain them accurately to her readers.</td>
</tr>
<tr>
<td>Using Graphic Features</td>
<td>Page 9, end of article. Say: I see another graphic feature on the page: a photograph. To the left of the photo is a sentence in smaller letters. That is a caption. The caption explains what is in the photograph. This caption says that the photo shows a penalty kick. The perspective of the photo makes me feel like I'm on the field. I can see the kicker looking right at the ball and how much net the goalkeeper has to cover. The goalkeeper has a look of concentration on his face. This photo supports the facts the author has presented and also adds drama to the text.</td>
</tr>
</tbody>
</table>

Respond Orally to the Mentor Informational Report

After reading, invite students to share their personal reactions to the text by asking questions such as:
- Did you like this informational report? Why or why not?
- What did you picture in your mind as you listened to the article?
- Do you feel that you understand the game of soccer better now? Why or why not?
- Which graphic features in the article were most helpful to you, and why?

If necessary, model the following sentence frames to support ELs and struggling students:
- I liked/didn’t like this informational report because ______.
- I pictured ______.
- The most helpful graphic feature was ______. It helped me ______.

Connect and Transfer to Independent Writing

Say: Today we listened to another mentor report to learn more about the features in a good informational report. We learned that when we write a report, we need to research our topics so that we can present accurate details. We also learned how important graphic features can be in a report. Graphic features can include photographs, captions, labels, diagrams, and any other visuals that help us understand the topic. Let’s remember all of these features as we begin to write our own informational reports.

Make the Mentor Text Comprehensible for ELs

Beginning
If possible, bring some soccer equipment to class: a ball, cleats, and shin guards. Identify each item for students and label them. Point to these items on page 7 of the mentor text and to the actual items.
- Say: This is a soccer ball. These are shin guards. These are cleats. You put on shin guards before you play. You put on cleats before you play. Label each item. Provide the following sentence frames to help students talk about the equipment.
  - This is ______.
  - These are ______.
  - Players wear ______.

Intermediate and Advanced
Encourage students to tell what they know about soccer to build vocabulary and background information.
- Ask: Who plays soccer? What can you tell me about the game of soccer?

All Levels
Use the images provided on the interactive whiteboard resources to front-load key content vocabulary and concepts for the read-aloud.
Mini-Lesson Six

ANALYZE THE FEATURES OF AN INFORMATIONAL REPORT

Explain Genre Features

Say: Each genre has some common key features. For example, when you read a procedural text, you expect step-by-step information about how to do something. Those steps, or directions, are one of the features of a procedural text. Informational reports also have common key features, and today we’re going to identify and analyze those features.

Build a Class Genre Features Anchor Chart

Ask: What do you already know about informational reports? Think about the informational reports we have read together and that you have read by yourself. Let’s create an anchor chart to summarize the key features that we can expect to find in an informational report.

Display a blank chart like one shown here on chart paper or using the interactive whiteboard resources. Also distribute copies of the chart to students on BLM 1. Work with students to record features of informational reports in the left column. If necessary, use the following prompts to guide students:

- What does a writer do before writing an informational report?
- How should a writer begin an informational report?
- How should the author present the information in a report so that readers don’t get confused?
- Other than text, what features can you expect to find in an informational report?
- What viewpoints does an informational report provide?
- Where do writers of informational reports get their information?
- How should an informational report end?

Informational Report Features | Examples from the Text
--- | ---
Author researches topic and uses accurate information | page 17: Writer tells how FIFA was created in 1904; that U.S. joined FIFA in 1933.
| page 19: Writer uses information from Reuters (research source) to tell the number of fans estimated to have watched the World Cup in 2010.
Strong nonfiction lead that hooks readers | page 16: Writer includes amazing facts about soccer’s popularity; then asks a question and answers with more interesting information about the history of the game.
Information presented in a logical order | pages 18–19: Writer tells about first World Cup and then how the World Cup grew as other nations participated.
Includes graphic features (photographs, diagrams) that support the text | page 17: Photographs show children from around the world playing soccer.
| page 18: A photograph from the first World Cup and one from the 1938 World Cup.

Practice Using Colons

Display the practice test on chart paper (without the colons in place) or use the interactive whiteboard resources.

Ask students to work with a partner to decide where to insert a colon in each sentence. (Students do not need to copy the sentences.)

1. After a sleepless night, the senator made her decision: She would not seek re-election.
2. Music is more than an arrangement of sounds: It is an expression of deep feeling.
3. There is a reason for a drop in attendance at NBC games this season: There was no superstar to take the place of the popular team leader.

Practice Text

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

Share Sentences with Correct Placement of Colons

Invite volunteers to come to the chart or the interactive whiteboard and insert colons where needed in each sentence. Discuss their choices as a class.

Connect and Transfer to Independent Writing

Say: Remember to use colons in your writing when you want to signal that more information about a statement is coming. Colons can take the place of a period to introduce more information. Be sure that the students understand the meaning of the practice sentences before they complete the activity.

Pair students with fluent English speakers to complete BLM 7.

Strategies to Support ELs

Beginning

The colon is used infrequently in most languages. Some of your ELs might have had few chances to see colons used in English. This concept may be too difficult for beginners. You might want to work one on one with students and use simple sentences to demonstrate the use of the colon. Or you may just want to help reinforce the vocabulary of the mentor text, using the picture on page 7.

Intermediate and Advanced

Pair these students with fluent English speakers to identify when colons can be used in place of a period to introduce more information. Be sure that the students understand the meaning of the practice sentences before they complete the activity.

Pair students with fluent English speakers to complete BLM 7.
USING COLONS

Mini-Lesson Objectives

In this mini-lesson, students will:
• Identify colons used in sentences.
• Practice using colons in sentences.

Materials Needed
• Interactive whiteboard resources
• Chart paper and markers
• Using Colons (BLM 7)

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the modeling texts and practice text (without the colons) onto chart paper prior to the mini-lesson.

Materials Needed
• Interactive whiteboard resources
• Chart paper and markers
• Using Colons (BLM 7)

Using Colons

Mini-Lesson Preparation

Modeling Text

Say: Let’s start with the field. It’s a rectangle 100 yards wide and 130 yards long divided by a halfway line.

Modeling Text

Say: Look at the first part of the sentence before the colon. “Let’s start with the field” introduces another piece of information. It tells you that the next statement you will read is about the field. “It’s a rectangle 100 yards wide and 130 yards long divided by a halfway line” tells you the dimensions of the field. The colon after the word “field” lets you know that the next piece of information you will read will be about the field. Also notice that the first word after the colon, “Players,” is capitalized.

Modeling Text

Say: I’m going to write a sentence that includes a colon from the mentor text “Before You Play.”

Modeling Text

Say: The first part of the sentence, “The basic gameplay of soccer is simple,” introduces a piece of information. It tells you that the next statement relates to the gameplay of soccer. “Players kick the ball up and down a large field” tells you the simple gameplay of soccer. The colon after the word “simple” lets you know that the next piece of information you will read will be about the gameplay. The first word after the colon, “Players,” is capitalized.

Modeling Text

Say: Before You Play. A colon usually signals that the next statement relates to the previous statement. Two sentences are separate statements, but they are connected by a colon.

Modeling Text

Say: Colons have many different uses. Colons usually signal that more information follows. One of the uses of colons is to introduce a piece of information. Colons can take the place of periods, in some cases, to make writing more interesting.

Modeling Text

Say: Explain Using Colons

Display the following text on chart paper or using the interactive whiteboard resources and read it aloud to students.

The basic gameplay of soccer is simple: Players kick the ball up and down a large field.

Sample Informational Report Features Anchor Chart (BLM 1)

Teacher Tip

Many of the writing mini-lessons include partner and small-group activities. Throughout the unit, ensure that all students work with a variety of partners and groups. This will expose students to many points of view and give them opportunities to make connections among their classmates.

Read Aloud an Informational Report

Before you read, point out the right-hand column on your chart and on students’ BLMs. Explain that you are going to read aloud an informational report and that students should read carefully and identify examples of the key genre features in the report. Explain that after the reading, students will work in small groups to complete the chart by recording examples of each genre feature from the text. Read aloud “World’s Favorite Sport” from World Soccer Magazine. Note: You may wish to project the text using the interactive whiteboard resources so students can follow along and so they can see the graphic features for themselves.

Analyze the Mentor Text

Form small groups of students to complete column 2 of the graphic organizer on BLM 1. If you are using the interactive whiteboard resources, invite students to revisit parts of the text at the whiteboard as they look for the examples they need.

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

Share Ideas

Bring students together and invite volunteers to share the examples they found in the text. Record their findings on the class anchor chart. Post this anchor chart for students to refer to throughout the unit as they think about the common informational report features they should include in their reports.

Connect and Transfer to Independent Writing

Say: As you research and then write your own informational reports, remember that informational reports have key features that readers expect to see. Refer to our anchor chart to help you remember these features.
RECOGNIZE AND USE THE COMPARE-AND-CONTRAST TEXT STRUCTURE

Explain Compare-and-Contrast Text Structure

Say: Authors organize information in a report in different ways. Sometimes an informational report uses description to present facts. Sometimes a report presents factual information by comparing and contrasting. When writers compare, they tell how two or more persons, places, or things are alike. When they contrast, they tell how two or more persons, places, or things are different. We can usually tell if a writer is using the compare-and-contrast text structure because he or she will use compare/contrast signal words. Words such as same, both, and alike are used to compare things that are similar. Words such as different, but, unlike, and instead of are used to contrast things that differ.

Model Identifying the Compare-and-Contrast Text Structure

Ask students to listen as you read a paragraph from “Fast and Furious Futsal.” Read the third paragraph on page 14. Note: You may want to display the page from the book using the interactive whiteboard resources so that students may read along.

Say: The author writes, “Futsal is a lot like soccer.” The word like tells me that the author is going to compare how soccer and futsal are the same. She says that both games have goals and goalkeepers and players who kick the ball to try to score points. In the next paragraph, the author writes “But there are real differences.” The word but at the very beginning of the sentence is a signal. It tells me, “Wait a minute. I’m going to tell you about some contrasts now.” Then the author uses the word differences. This also helps me understand that the author is now contrasting the two sports. The author goes on to explain how the two games are different. She uses phrases that describe the differences, such as the ball is “smaller and harder than a soccer ball” and “the ball spends less time in the air.” These compare-and-contrast words and phrases help me understand how futsal is similar to and different from soccer.

Practice Using Capitalizations of Abbreviations

Display the practice text on chart paper or use the interactive whiteboard resources.

Ask students to work with a partner to decide which words or abbreviations should be capitalized. (Students do not need to copy the sentences.)

1. In 2009, a new league was formed, Women’s Professional Soccer (wps).
2. The FA, the FSA, and the FA have decided to cooperate on the investigation.
3. Blair O’Brien, CPA, has a top-floor office in the building.

Practice Text

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

Share Capitalizations of Abbreviations

Invite volunteers to come to the chart or interactive whiteboard and insert capital letters where needed in each sentence. Discuss their choices as a class.

Connect and Transfer to Independent Writing

Say: We learned that many abbreviations come from the first letter in each word of the name of a state, group, or organization. These abbreviations have capital letters.

If you would like to give students additional practice capitalizing abbreviations, have them complete BLM 6.

Practice Identifying the Compare-and-Contrast Text Structure

Say: Now I’ll read the next paragraph. Listen for words that show comparison or contrast. Read the second paragraph on page 15. Students should notice the word only that signals a comparison between the number of players on Futsal and soccer teams. They should notice the phrases “much smaller,” fewer players,” and “more chances” used to contrast the two games.
**Mini-Lesson Five**

**CAPITALIZATION OF ABBREVIATIONS**

**Mini-Lesson Objectives**

In this mini-lesson, students will:
- Identify abbreviations that are capitalized.
- Practice capitalizing abbreviations.

**Materials Needed**
- Interactive whiteboard resources
- Chart paper and markers
- Capitalizations of Abbreviations BLM (BLM 6)

**Mini-Lesson Preparation**

Display the following chart on chart paper or on the interactive whiteboard resources.

**Rule 1:** In 1991, the U.S. Women’s National Team played a game against China at the Rose Bowl in Pasadena, CA. In 2009, a new league was formed called Women’s Professional Soccer (WPS).

**Model Using Capitalizations of Abbreviations**

Write the modeling text on the board and read it aloud.

In the 1980s, the National Collegiate Athletic Association (NCAA) and other organizations began to sponsor women’s soccer championships.

**Modeling Text**

Say: In this sentence, the abbreviation NCAA is a shortened version of National Collegiate Athletic Association. The letters N-C-A-A are capitalized because they are the first letter of each of the words in National Collegiate Athletic Association.

Create a Class Compare-and-Contrast Text Structure Anchor Chart

**Say:** Writers use compare-and-contrast words to help readers learn about and understand a topic. Let’s make an anchor chart of compare-and-contrast words that we can use when we write.

On chart paper, work with students to brainstorm compare-and-contrast words they may use in an informational report. Begin with the words they found in the excerpts from “Fast and Furious Futsal.” Encourage students to be aware of these types of words in other texts they read. These can be added to the chart. Post the chart in your classroom as a Compare-and-Contrast Signal Words anchor chart that students can refer to throughout the unit. Reread and clarify the meaning of unfamiliar compare-and-contrast words and phrases.

**Compare-and-Contrast Signal Words Chart**

<table>
<thead>
<tr>
<th>Words to Compare</th>
<th>Words to Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>also, a lot, for, greater</td>
<td>however, most, on the other hand</td>
</tr>
<tr>
<td>but, since, than</td>
<td>never, even bigger, instead of</td>
</tr>
<tr>
<td>differences, only, just</td>
<td>both, bigger, similar</td>
</tr>
<tr>
<td>less, time, too</td>
<td>as well as, same</td>
</tr>
</tbody>
</table>

Sample Compare-and-Contrast Signal Words Anchor Chart

**Practice Using the Compare-and-Contrast Text Structure in Oral Conversation**

Turn and talk. Ask students to use compare-and-contrast words to tell a partner about the differences between two sports they play or two hobbies they enjoy. Remind students to consult the anchor chart to remind them of words and phrases they can use.

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

**Connect and Transfer to Independent Writing**

Say: We learned that some informational reports use the compare-and-contrast text structure. This text structure allows the writer to discuss the similarities and differences between two or more persons, places, or things. We also learned about the signal language associated with the compare/contrast text structure. Let’s remember these words if we need to make comparisons in our informational reports.

**Sentence Frames**

______ is different from ______ because ______.

______ is not like ______ because ______.

______ is like ______ because ______.

**All Levels**

Display photos of various sports and hobbies (provided on the interactive whiteboard resources) to visually support students’ discussion about their activities.

**Strategies to Support ELs**

**Beginning**

Invite beginning ELs to draw a picture of two sports they play or like or two hobbies. (As an alternative, provide students with pictures from magazines or catalogs that show people playing various sports, playing instruments, and so on.) Meet with students one on one during the independent writing and conferencing time and ask them to tell you about their illustrations or photographs. You may help students identify compare-and-contrast words by pointing to specifics in their pictures and asking questions.

**Intermediate and Advanced**

Provide the idea bank and sentence frames below on chart paper to support ELs and struggling writers as they talk about their sports and hobbies and compare them. Also, you may wish to post photographs that show typical sports and hobbies they may participate in.

**Idea Bank**

- play baseball
- play basketball
- play softball
- paint
- play the piano
- play the violin
- collect rocks
- collect stamps
- go hiking
- make cookies
- read books
- draw

**Sentence Frames**

______ is different from ______ because ______.

______ is not like ______ because ______.

______ is like ______ because ______.
USING PERSONAL INTERESTS TO BRAINSTORM INFORMATIONAL REPORT IDEAS

Mini-Lesson Objectives

In this mini-lesson students will:
• Use their interests to brainstorm ideas for an informational report.
• Brainstorm with a partner using guiding questions and sentence frames as needed.
• Contribute to a class list of informational report ideas.

Mini-Lesson Preparation

Materials Needed
• Chart paper and markers
• Students’ writer’s notebooks
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, you may wish to copy on chart paper the questions for practicing brainstorming and the sample sentence frames provided in “Strategies to Support ELs” to help students talk about brainstorming.

Preparation Tip
You may wish to display examples of nonfiction informational texts from your classroom and school library to show a range of ideas published by writers who have used for their own writing. See the list of recommended trade books provided for this unit.

Model Using Personal Interests to Brainstorm Ideas

Using the think-aloud below or develop your own think-aloud to share with students. Demonstrate how to record ideas on chart paper as you model brainstorming.

Sample think-aloud. Say: When I was shopping last week, I saw a man who was unable to see. He was walking through the store with his guide dog. I think it’s interesting how an animal can be so helpful to a human. I’d like to know more about guide dogs and other animals that help people with disabilities. I’ll write that idea on my chart because it’s very interesting to me. Another interest I could write about is flowers. I love to grow them, and I know which ones are best for our climate. I’ll add that idea to my brainstorming list. Something I don’t know a lot about is growing vegetables and herbs. I’d like to have more information about that. I would like to expand my flower garden to include vegetables and herbs. I could use to make salads, like tomatoes, arugula, basil, and mint. I think it’s something that would be interesting to write about, too.

Things That Interest Me
- animals that help disabled people
- growing flowers
- growing vegetables and herbs
- mountain biking
- hybrid cars
- tsunami
- pioneers

Sample Brainstorming Chart

Practice Using Appositives

Display the practice text on chart paper or use the interactive whiteboard resources.

Ask students to work in small groups to identify the appositive phrase in each sentence below. Ask them to decide whether or not the phrase should be separated from the rest of the sentence by commas.

1. Talented soccer player Mia Hamm retired soon after her team won gold in 2004.
2. The women’s team was on the covers of magazines Time, Newsweek, People, and Sports Illustrated.
3. The World Cup was held in the United States in 1999 another big year for women’s soccer.

Practice Text

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

Share Practice Sentences

Invite pairs to share the appositive phrases they identified and whether or not the phrases needed commas to set them apart. Ask the questions below to help students discuss appositives. Make note of students who struggle with this activity. Use this information to plan further instruction.

• What is the appositive in the first sentence? Is it necessary information to understand the sentence?
• What is the appositive in the second sentence? Does it need commas? Why or why not?
• What is the appositive in the third sentence? Does it need commas? Why or why not?

Connect and Transfer to Independent Writing

Say: We learned that appositives tell more about a noun. Sometimes appositives provide necessary or essential information about the noun, and sometimes the information they provide is unnecessary to understanding the sentence. When we write, we need to remember to use commas to separate nonessential appositive phrases from the rest of the sentence.

If you would like to give students additional practice identifying appositives in sentences and inserting commas where necessary, have them complete BLM 5.

Strategies to Support ELs

Beginning
Beginning ELs are not ready to work on this English grammar skill. While other students collaborate on the small-group practice activity, meet one on one with students to support developmentally appropriate grammar skills based on their independent writing and language level.

Intermediate and Advanced
Pair students with fluent English speakers to identify appositives and appositive phrases. Read the sentences from the practice activity with students and make sure they understand them. Provide the following sentence frames to help ELs talk about appositives:

The appositive in the sentence is _______.
We use commas because _______.
We do not need commas because _______.

All Levels
If you have ELs whose first language is Spanish, share these English/Spanish cognates: appositive/appositivo; essential/esencial; unnecessary/innecesario; necessary/necesario.

Pair students with fluent English speakers to complete BLM 5.

BLM 5
Mini-Lesson Objectives

In this mini-lesson, students will:

- Identify appositives and appositive phrases used in sentences.
- Use commas to punctuate appositive phrases in sentences.

Mini-Lesson Preparation

Materials Needed

- Interactive whiteboard resources
- Chart paper and markers
- Appositives (BLM S)

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling and practice text onto chart paper prior to the mini-lesson. Also copy the sentence frames for EL support.

APPOSITIVES

Explain Appositives

Say: Appositives are nouns that follow a noun or pronoun. They identify the noun or pronoun and give more information about it. An appositive phrase includes an appositive and its modifiers, or words that affect its meaning. Appositive phrases can also follow a noun or pronoun and identify it and give more information about its meaning. Appositives and appositive phrases can be essential or nonessential to the sentence. This means that they can either be important or unnecessary. When appositives or appositive phrases are unnecessary, they are separated from the rest of the sentence by commas.

Model Using Appositives

Display the modeling text from “Women’s Soccer: Keeping the Dream Alive” on chart paper or using the interactive whiteboard resources and read it aloud to students.

American Mia Hamm, already a soccer superstar, stood out.

Modeling Text

Say: In this sentence, the phrase already a soccer superstar tells more about American Mia Hamm. Is it necessary information to have in order to understand the meaning of the sentence? Listen as I read the sentence without the phrase: American Mia Hamm stood out. Does the meaning of the sentence change without the appositive phrase? No, it doesn’t. This means that the appositive phrase in this sentence is nonessential, or unnecessary. In this same example, the words Mia Hamm is also an appositive, but this appositive is necessary for us to understand which American. We don’t separate Mia Hamm with commas.

Practice Using Personal Interests to Brainstorm Ideas

Invite students to work with a partner to brainstorm things they find interesting. Remind them to record their ideas in their writer’s notebooks. To support students’ brainstorming, write the following questions on chart paper to guide their thinking:

- Why is this interesting to me?
- Is this something I know a lot about?
- Is this something I want to know about?

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

Share Ideas

Bring the class back together and invite volunteers to share an idea from their brainstorming as you record each one on a class brainstorming list. As students share, ask them if the idea is something they know a lot about or if it is something they want to find out about. Reread the ideas on the chart and talk about the variety of interesting things students shared. Remind students that a classmate’s idea can lead them to a new idea of their own because, in a classroom of writers, we all get ideas from each other.

Connect and Transfer to Independent Writing

Say: We’ve just learned a strategy for using our interests to brainstorm ideas for writing informational reports. As you brainstorm ideas of your own, think about all the things you find interesting and whether you know a lot about them or not. An interesting idea can grow into an interesting report!

Strategies to Support ELs

Beginning

Give beginning ELs a sheet of drawing paper folded into two or three sections. Invite them to sketch things they find interesting in each section and then tell you about their drawings using whatever words they can. Write a brief title above each section and label the key people and items in their drawings. Help students form simple sentences about their ideas using simple sentence frames: I am interested in ______.

Intermediate and Advanced

Provide sentence frames to help ELs talk to their partners as they brainstorm. For example:

I’m interested in ______.
I know a lot about ______.
I’d like to know more about ______.
______ is an interesting idea because ______.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: information/la información; interesting/interesante.
REGULAR PLURAL POSSESSIVE NOUNS

Explain Regular Plural Possessive Nouns

Say: We know that nouns name people, places, or things. When we make most nouns plural, we add the letter _s_ at the end, for example: _player_, _players_. When we want to show that something belongs to the players, we just add an apostrophe at the end of the word, for example, the players’ jackets. Let’s look at some more examples of showing ownership using plural nouns.

Model Using Regular Plural Possessive Nouns

Display the following chart on chart paper or on the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Regular Plural Noun</th>
<th>Possessive Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>players</td>
<td>players’</td>
</tr>
<tr>
<td>goalkeepers</td>
<td>goalkeepers’</td>
</tr>
<tr>
<td>teammates</td>
<td>teammates’</td>
</tr>
</tbody>
</table>

Regular Plural Possessive Nouns Chart

Say: Look at the first column of the chart. All of these nouns are plural, and they end with an _s_. Now look at the second column. Since the nouns are plural and they end with an _s_, we add an apostrophe to the end of each one to make them possessive. So _goalkeepers_ becomes _goalkeepers’_ and _teammates_ becomes _teammates’_. It is not correct to add an apostrophe and _s_ at the end, for example: _players_, _players s_.

Model Using Regular Plural Possessive Nouns

Say: I’m going to write a few sentences that include plural nouns that end in _s_. Display the modeling text on chart paper or using the interactive whiteboard resources and read it aloud to students.

**Modeling Text**

Shin guards protect _players’_ legs from bruises and cuts when other players kick them while going for the ball. _Goalkeepers’_ jerseys are a different color than their _teammates’_ jerseys.

Practice Text

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

Share Ideas

Invite pairs to share which words they identified as appositive phrases. Make note of student pairs who struggle with this activity. Use this information to plan further instruction.

- What does the appositive tell you about_ Pelé_?
- Where is the appositive in the second sentence?
- What is the appositive in the third sentence? What does it tell you about _FIFA_?
- What is the appositive in the last sentence?

Connect and Transfer to Independent Writing

Say: Remember to use appositives to tell more about a noun or pronoun. Also remember to use commas to separate nonessential appositive phrases from the rest of the sentence.

If you would like to give students additional practice identifying appositive phrases, have them complete BLM 4.

**Strategies to Support ELs**

**Beginning**

Show beginning-level students how some phrases are nonessential. On a strip of paper, write a sentence containing an unnecessary appositive phrase, for example: _We like to play soccer, a fun game, in our backyard._ Fold the strip to hide the appositive phrase to show students that the sentence makes sense without the phrase. Emphasize that when the phrase is reinserted, it must be set off from the sentence by commas.

**Intermediate and Advanced**

Pair students with fluent English speakers to identify appositive and appositive phrases. Read the sentences from the practice activity with students and make sure they understand the vocabulary.

**All Levels**

If you have ELs whose first language is Spanish, share these English/Spanish cognates: _appositive/_apositivo; _essential/_esencial; _unnecessary/_innecesario; _necessary/_necesario.

Pair students with fluent English speakers to complete BLM 4.

**BLM 4**

Appositives

1. The Brazilian Pelé, considered to be the perfect footballer, participated in four World Cups.
2. It was a game against one of the best teams in the world, England.
3. North Korea, a low-ranked team, played against the Italian national team at the 1966 World Cup.
4. My brother’s team considered an underdog by many.
Mini-Lesson Preparation

Materials Needed
- Interactive whiteboard resources
- Chart paper and markers
- Appositives (BLM 4)

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the modeling and practice text onto chart paper prior to the mini-lesson.

Mini-Lesson Objectives
In this mini-lesson, students will:
- Identify appositives and appositive phrases used in sentences.
- Use commas to punctuate appositives and appositive phrases in sentences.

APPOSITIVES

Explain Appositives

Say: An appositive is a noun or a noun phrase that renames another noun right beside it. In the sentence "Ramona Small, leader of our team, is an excellent player," the phrase leader of our team is the appositive in the sentence and tells more about Ramona Small. The words in the phrase are separated from the rest of the sentence by commas.

Model Using Appositives

Display the following sentence from page 19 of the mentor text "World’s Favorite Sport" on chart paper or using the interactive whiteboard resources and read it aloud to students.

An Irish newspaper, The Belfast Telegraph, called the Americans "a band of no-hopers."

Modeling Text

Say: In this sentence, the words The Belfast Telegraph follow the words An Irish newspaper. The Belfast Telegraph renames or identifies which Irish newspaper called the Americans "a band of no-hopers." The Belfast Telegraph is an appositive phrase. I see that the appositive phrase has a comma before and after it. This phrase includes nonessential, or unnecessary, information, which means that we can understand the meaning of the sentence without knowing the name of the paper. These types of phrases are always separated from the rest of the sentence using commas. Sometimes appositive phrase can appear at the beginning or end of a sentence.

Practice Using Appositives

Display the practice text on chart paper or using the interactive whiteboard resources and read it aloud to students.

Ask students to work in small groups to identify the appositive phrase in each sentence of the practice text and be able to share what information each phrase gives the reader.

Practice Using Regular Plural Possessive Nouns

Discuss pairs’ responses. Ask the following questions:
- What are the plural nouns in the sentence?
- Which plural nouns show possession?
- What did you do to make the nouns possessive?

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

Share Sentences with Correct Regular Plural Possessive Nouns

Discuss pairs’ responses. Ask the following questions:
- What are the plural nouns in the sentence?
- Which plural nouns show possession?
- What did you do to make the nouns possessive?

Connect and Transfer to Independent Writing

Say: We learned that when we want to make a plural noun that ends in s possessive, we just need to add an apostrophe after the s. Remember how to show possession for these plural nouns in your writing.

If you would like to give students additional practice making plural nouns that end with an s possessive, have them complete BLM 2.

Strategies to Support ELs

Beginning
Work one on one with EL students to show them how to make a plural noun possessive. Draw a sketch of two cats next to a bowl on chart paper. Under the sketch write the cats’ bowl. Repeat using other simple sketches: the dogs’ bone, the boys’ soccer ball, etc.

Intermediate and Advanced
Pair students with fluent English speakers to complete the practice activity and the BLM.

All Levels
If you have ELs whose first language is Spanish, share these English/Spanish cognates: possessive/posesivo: plural/el plural.
IRREGULAR PLURAL POSSESSIVE NOUNS

Explain Irregular Plural Possessive Nouns

Say: We know that nouns name people, places, or things. Sometimes we use nouns to show possession, for example, we say the children’s books.

This means the books belong to the children. The word children is a plural noun, which means there is more than one child. We make most nouns plural by adding the letter s, such as boy/boys, girl/girls. Words like children are irregular plurals. When we make plural nouns such as children show possession, we add an apostrophe followed by the letter s. For example, we say the children and the children’s books. Let’s look at some more examples of showing ownership using irregular plural nouns.

Display the following chart on chart paper or on the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Irregular Plural Noun</th>
<th>Possessive Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>children’s</td>
</tr>
<tr>
<td>men</td>
<td>men’s</td>
</tr>
</tbody>
</table>

Irregular Plural Possessive Nouns Chart

Say: Look at the first column of the chart. These two nouns are plural, but they do not end with an s. They are irregular plurals. Now look at the second column. Since the nouns are plural but don’t end in s, we need to add an apostrophe and an s to the end of each word to make them possessive. So, men becomes men’s and children becomes children’s.

Model Using Irregular Plural Possessive Nouns

Say: I’m going to write a few sentences that include plural nouns that don’t end in s.

Display the modeling text on chart paper or using the interactive whiteboard resources and read it aloud to students.

Kipchoge Keino was the leader of the Kenyan men’s team, which took home eight medals in the 1968 Olympics.

Modeling Text

Say: The word men’s shows possession. It means that the team belonged to the men. The word men is a plural noun, so I needed to add an apostrophe and an s to make the word men show possession. The apostrophe and s tells readers which team I’m talking about.

Practice Using Irregular Plural Possessive Nouns

Display the practice text on chart paper (without the apostrophe and s in place), or use the interactive whiteboard resources. Ask students to work with a partner to identify which nouns in the sentences are possessive nouns and then decide how to make them possessive nouns. (Students do not need to copy sentences.)

1. There are many children’s books written about sports.
2. The store sold all my geese’s eggs in just a matter of minutes.
3. We were amazed at the mice’s success in climbing out of their cage.

Practice Text

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

Share Sentences with Correct Irregular Plural Possessive Nouns

Ask students to share how they would make the plural words show possession.

• Which noun in the sentence is an irregular plural noun?
• Which noun in the sentence shows possession?
• What did you do to make the noun possessive?

Connect and Transfer to Independent Writing

Say: We learned that some nouns are plural but don’t end in s. These nouns are irregular plural nouns. When we want to make these nouns show possession, we need to add an apostrophe and an s. Remember how to write possessive nouns in your writing.

If you would like to give students additional practice making plural nouns that don’t end in an s possessive, have them complete BLM 3.

Strategies to Support ELs

Beginning

Work with EL students one on one to help them understand how nouns show possession. Use familiar objects and the students to model possession. Point to students and objects in the classroom to model the concept of possession, for example: Hasim’s sweater, the teacher’s book, the children’s classroom. Write the examples on chart paper as you say them and highlight the apostrophe and s.

Intermediate and Advanced

Pair students with fluent English speakers to identify plural nouns in the practice sentences. Make sure that students understand the meaning of each word before they begin the activity.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: singular/singular; possessive/posesivo.

Pair students with fluent English speakers to complete BLM 3.
IRREGULAR PLURAL POSSESSIVE NOUNS

**Mini-Lesson Objectives**

- Identify irregular plural possessive nouns.
- Write using irregular plural possessive nouns.

**Mini-Lesson Preparation**

- Interactive whiteboard resources
- Chart paper and markers
- Irregular Plural Possessive Nouns (BLM 3)

**Advanced Preparation**

If you will not be using the interactive whiteboard resources, copy the Irregular Plural Possessive Nouns chart, the modeling text, and the practice text (but do not show the possessive forms) onto chart paper prior to the mini-lesson.

**Mini-Lesson Two**

**Mini-Lesson Preparation**

Materials needed

- Interactive whiteboard resources
- Chart paper and markers
- Irregular Plural Possessive Nouns (BLM 3)

**Advanced Preparation**

If you will not be using the interactive whiteboard resources, copy the Irregular Plural Possessive Nouns chart, the modeling text, and the practice text (but do not show the possessive forms) onto chart paper prior to the mini-lesson.

**IRREGULAR PLURAL POSSESSIVE NOUNS**

**Explain Irregular Plural Possessive Nouns**

**Say:** We know that nouns name people, places, or things. Sometimes we use nouns to show possession, for example, we say the children's books.

This means the books belong to the children. The word *children* is a plural noun, which means there is more than one child. We make most nouns plural by adding the letter *s*, such as *boy/boys, girl/girls*. Words like *children* are irregular plurals. When we make plural nouns such as *children* show possession, we add an apostrophe followed by the letter *s*. For example, we say the *children* and the *children's* books.

Let's look at some more examples of showing ownership using irregular plural nouns.

Display the following chart on chart paper or on the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Irregular Plural Noun</th>
<th>Possessive Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>children's</td>
</tr>
<tr>
<td>men</td>
<td>men's</td>
</tr>
</tbody>
</table>

**Irregular Plural Possessive Nouns Chart**

**Say:** Look at the first column of the chart. These two nouns are plural, but they do not end with an *s*. They are irregular plural nouns. Now look at the second column. Since the nouns are plural but don't end in *s*, we need to add an apostrophe and an *s* to the end of each word to make them possessive. So, *men* becomes *men's* and *children* becomes *children's*.

**Model Using Irregular Plural Possessive Nouns**

**Say:** I'm going to write a few sentences that include plural nouns that don't end in *s*.

Display the modeling text on chart paper or using the interactive whiteboard resources and read it aloud to students.

Kipchoge Keino was the leader of the Kenyan *men's* team, which took home eight medals in the 1968 Olympics.

**Modeling Text**

**Say:** The word *men's* shows possession. It means that the team belonged to the men. The word *men* is a plural noun, so I needed to add an apostrophe and an *s* to make the word *men* show possession. The apostrophe and an *s* tells readers which team I'm talking about.

**Practice Using Irregular Plural Possessive Nouns**

Display the practice text on chart paper (without the apostrophe and *s* in place), or use the interactive whiteboard resources. Ask students to work with a partner to identify which nouns in the sentences are possessive nouns and then decide how to make them possessive nouns. (Students do not need to copy sentences.)

1. There are many children's books written about sports.
2. The store sold all my geese's eggs in just a matter of minutes.
3. We were amazed at the mice's success in climbing out of their cage.

**Practice Text**

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

**Share Sentences with Correct Irregular Plural Possessive Nouns**

Ask students to share how they would make the plural words show possession.

- Which noun in the sentence is an irregular plural noun?
- Which noun in the sentence shows possession?
- What did you do to make the noun possessive?

**Connect and Transfer to Independent Writing**

**Say:** We learned that some nouns are plural but don't end in *s*. These nouns are irregular plural nouns. When we want to make these nouns show possession, we need to add an apostrophe and an *s*. Remember how to write possessive nouns in your writing.

If you would like to give students additional practice making plural nouns that don’t end in an *s* possessive, have them complete BLM 3.

**Strategies to Support ELs**

**Beginning**

Work with EL students one on one to help them understand how nouns show possession. Use familiar objects and the students to model possession. Point to students and objects in the classroom to model the concept of possession, for example: Hasim’s sweater, the teacher’s book, the children’s classroom. Write the examples on chart paper as you say them and highlight the apostrophe and *s*.

**Intermediate and Advanced**

Pair students with fluent English speakers to identify plural nouns in the practice sentences. Make sure that students understand the meaning of each word before they begin the activity.

**All Levels**

If you have ELs whose first language is Spanish, share these English/Spanish cognates: *singular/singular; possessive/posesivo*.

Pair students with fluent English speakers to complete BLM 3.
APPOSITIVES

Explain Appositives

Say: An appositive is a noun or a noun phrase that renames another noun right beside it. In the sentence “Ramona Small, leader of our team, is an excellent player,” the phrase leader of our team is the appositive in the sentence and tells more about Ramona Small. The words in the phrase are separated from the rest of the sentence by commas.

Model Using Appositives

Display the following sentence from page 19 of the mentor text “World’s Favorite Sport” on chart paper or using the interactive whiteboard resources and read it aloud to students.

An Irish newspaper, The Belfast Telegraph, called the Americans “a band of no-hopers.”

Modeling Text

Say: In this sentence, the words The Belfast Telegraph follow the words An Irish newspaper. The Belfast Telegraph renames or identifies which Irish newspaper called the Americans “a band of no-hopers.” The Belfast Telegraph is an appositive phrase. I see that the appositive phrase has a comma before and after it. This phrase includes nonessential, or unnecessary, information, which means that we can understand the meaning of the sentence without knowing the name of the paper. These types of phrases are separated from the rest of the sentence using commas. Sometimes appositive phrase can appear at the beginning or end of a sentence.

Practice Using Appositives

Display the practice text on chart paper or using the interactive whiteboard resources and read it aloud to students.

Ask students to work in small groups to identify the appositive phrase in each sentence of the practice text and be able to share what information each phrase gives the reader.

Say: The first sentence contains several plural nouns, but not all of them show possession. Look at legs. Legs is a plural noun that ends with an s. However, it doesn’t show possession. So I don’t need to add an apostrophe to the end. Look at players. Players is a plural noun that ends with an s, but players also shows possession. The legs belong to the players. So players needs an apostrophe at the end to make it possessive. Look at goalkeepers and teammates in the second sentence. Both of them are plural nouns that end with an s. They also both show possession, so they both need an apostrophe at the end to make them possessive.

Practice Using Regular Plural Possessive Nouns

Display the practice text on chart paper (without the apostrophe in place) or use the interactive whiteboard resources. Ask students to work with a partner to change the plural nouns to possessive nouns. (Students do not need to copy sentences.)

1. Players try to kick the ball onto the other players’ side of the court.
2. The soccer stars’ fame spread all around the world.
3. Most soccer followers’ dreams are to be able to watch their teams in person.

Practice Text

1. Players try to kick the ball onto the other players’ side of the court.
2. The soccer stars’ fame spread all around the world.
3. Most soccer followers’ dreams are to be able to watch their teams in person.

Share Sentences with Correct Regular Plural Possessive Nouns

Discuss pairs’ responses. Ask the following questions:
• What are the plural nouns in the sentence?
• Which plural nouns show possession?
• What did you do to make the nouns possessive?

Connect and Transfer to Independent Writing

Say: We learned that when we want to make a plural noun that ends in the letter s possessive, such as the word players, we just need to add an apostrophe after the s. Remember how to show possession for these plural nouns in your writing.

If you would like to give students additional practice making plural nouns that end with an s possessive, have them complete BLM 2.
MINI-LESSON 1

GRAMMAR AND CONVENTIONS

Mini-Lesson Objectives

In this mini-lesson, students will:

• Identify regular plural possessive nouns.
• Write regular plural possessive nouns.

Mini-Lesson Preparation

Materials Needed

• Interactive whiteboard resources
• Chart paper and markers
• Regular Plural Possessive Nouns (BLM 2)

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the Regular Plural Possessive Nouns Chart, the modeling text, and the practice text (without showing the possessive form) onto chart paper prior to the mini-lesson.

Regular Plural Possessive Nouns

Explain Regular Plural Possessive Nouns

Say: We know that nouns name people, places, or things. When we make most nouns plural, we add the letter s at the end, for example: player, players. When we want to show that something belongs to the players, we just add an apostrophe at the end of the word, for example, the players’ jackets. Let’s look at some more examples of showing ownership using plural nouns.

Model Using Regular Plural Possessive Nouns

Display the following chart on chart paper or on the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Regular Plural Noun</th>
<th>Possessive Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>players</td>
<td>players’</td>
</tr>
<tr>
<td>goalkeepers</td>
<td>goalkeepers’</td>
</tr>
<tr>
<td>teammates</td>
<td>teammates’</td>
</tr>
</tbody>
</table>

Regular Plural Possessive Nouns Chart

Say: Look at the first column of the chart. All of these nouns are plural, and they end with an s. Now look at the second column. Since the nouns are plural and they end with an s, we add an apostrophe to the end of each one to make them possessive. So goalkeepers becomes goalkeepers’ and teammates becomes teammates’. It is not correct to add an apostrophe and an s to the end of plural nouns that already have an s at the end.

Model Using Regular Plural Possessive Nouns

Say: I’m going to write a few sentences that include plural nouns that end in s.

Display the modeling text on chart paper or using the interactive whiteboard resources and read it aloud to students.

Shin guards protect players’ legs from bruises and cuts when other players kick them while going for the ball. Goalkeepers’ jerseys are a different color than their teammates’ jerseys.

Modeling Text

Practice Text

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

Share Ideas

Invite pairs to share which words they identified as appositives in the sentences. Ask the questions below to prompt discussion about appositives. Make note of student pairs who struggle with this activity. Use this information to plan further instruction.

• What does the appositive tell you about Pelé?
• Where is the appositive in the second sentence?
• What is the appositive in the third sentence? What does it tell you about FIFA?
• What is the appositive in the last sentence?

Connect and Transfer to Independent Writing

Say: Remember to use appositives to tell more about a noun or pronoun. Also remember to use commas to separate nonessential appositive phrases from the rest of the sentence.

If you would like to give students additional practice identifying appositives in sentences, have them complete BLM 4.

Strategies to Support ELs

Beginning

Show beginning-level students how some phrases are nonessential. On a strip of paper, write a sentence containing an unnecessary appositive phrase, for example: We like to play soccer, a fun game, in our backyard. Fold the strip to hide the appositive phrase to show students that the sentence makes sense without the phrase. Emphasize that when the phrase is reinserted, it must be set off from the sentence by commas.

Intermediate and Advanced

Pair students with fluent English speakers to identify appositives and appositive phrases. Read the sentences from the practice activity with students and make sure they understand the vocabulary.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: appositive/appositivo; essential/esencial; unnecessary/innecesario; necessary/necesario.

Pair students with fluent English speakers to complete BLM 4.
Practice Using Personal Interests to Brainstorm Ideas

Invite students to work with a partner to brainstorm things they find interesting. Remind them to record their ideas in their writer’s notebooks. To support students’ brainstorming, write the following questions on chart paper to guide their thinking:

- Why is this interesting to me?
- Is this something I know a lot about?
- Is this something I want to know about?

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

Share Ideas

Bring the class back together and invite volunteers to share an idea from their brainstorming as you record each one on a class brainstorming list. As students share, ask them if the idea is something they know a lot about or if it is something they want to find out about. Reread the ideas on the chart and talk about the variety of interesting things students shared. Remind students that a classmate’s idea can lead them to a new idea of their own because, in a classroom of writers, we all get ideas from each other.

Connect and Transfer to Independent Writing

Say: We’ve just learned a strategy for using our interests to brainstorm ideas for writing informational reports. As you brainstorm ideas of your own, think about all the things you find interesting and whether you know a lot about them or not. An interesting idea can grow into an interesting report!

Strategies to Support ELs

Beginning

Give beginning ELs a sheet of drawing paper folded into two or three sections. Invite them to sketch things they find interesting in each section and then tell you about their drawings using whatever words they can. Write a brief title above each section and label the key people and items in their drawings. Help students form simple sentences about their ideas using simple sentence frames. I am interested in ______.

Intermediate and Advanced

Provide sentence frames to help ELs talk to their partners as they brainstorm. For example:

I’m interested in ______.
I know a lot about ______.
I’d like to know more about ______.
______ is an interesting idea because ______.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: information/la información; interesting/interesante.
USING PERSONAL INTERESTS TO BRAINSTORM INFORMATIONAL REPORT IDEAS

Mini-Lesson Objectives

In this mini-lesson students will:

• Use their interests to brainstorm ideas for an informational report.
• Brainstorm with a partner using guiding questions and sentence frames as needed.
• Contribute to a class list of informational report ideas.

Materials Needed

• Chart paper and markers
• Students’ writer’s notebooks
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, you may wish to copy on chart paper the questions for practicing brainstorming and the sample sentence frames provided in “Mini-Lesson Preparation” to help students talk about brainstorming.

Preparation Tip

You may wish to display examples of nonfiction informational texts from your classroom and school library to show a range of ideas students have used for their own writing. See the list of recommended trade books provided for this unit.

Model Using Personal Interests to Brainstorm Ideas

Use the think-aloud below or develop your own think-aloud to share with students. Demonstrate how to record ideas on chart paper as you model brainstorming.

Sample think-aloud. Say: When I was shopping last week, I saw a man who was unable to see. He was walking through the store with his guide dog. I think it’s interesting how an animal can be so helpful to a human. I’d like to know more about guide dogs and other animals that help people with disabilities. I’ll write that idea on my chart because it’s very interesting to me. Another interest I could write about is flowers. I love to grow them, and I know which ones are best for our climate. I’ll add that idea to my brainstorming list. Something I don’t know a lot about is growing vegetables and herbs. I’d like to have more information about that. I would like to expand my flower garden to include vegetables and herbs I could use to make salads, like tomatoes, arugula, basil, and mint. I think it’s something that would be interesting to write about, too.

Things That Interest Me

- animals that help disabled people
- growing flowers
- growing vegetables and herbs
- mountain biking
- hybrid cars
- tsunamis
- pionners

Sample Brainstorming Chart

Practice Using Appositives

Display the practice text on chart paper or use the interactive whiteboard resources.

Ask students to work in small groups to identify the appositive phrase in each sentence below. Ask them to decide whether or not the phrase should be separated from the rest of the sentence by commas.

1. Talented soccer player Mia Hamm retired soon after her team won gold in 2004.
2. The women’s team was on the covers of magazines Time, Newsweek, People, and Sports Illustrated.
3. The World Cup was held in the United States in 1999 another big year for women’s soccer.

Practice Text

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

Share Practice Sentences

Invite pairs to share the appositive phrases they identified and whether or not the phrases needed commas to set them apart. Ask the questions below to help students discuss appositives. Make note of students who struggle with this activity. Use this information to plan further instruction.

• What is the appositive in the first sentence? Is it necessary information to understand the sentence?
• What is the appositive in the second sentence? Does it need commas? Why or why not?
• What is the appositive in the third sentence? Does it need commas? Why or why not?

Connect and Transfer to Independent Writing

Say: We learned that appositives tell more about a noun. Sometimes appositives provide necessary or essential information about the noun, and sometimes the information they provide is unnecessary to understanding the sentence. When we write, we need to remember to use commas to separate nonessential appositive phrases from the rest of the sentence.

If you would like to give students additional practice identifying appositives in sentences and inserting commas where necessary, have them complete BLM 5.

Strategies to Support ELs

Beginning

Beginning ELs are not ready to work on this English grammar skill. While other students collaborate on the small-group practice activity, meet one on one with students to support developmentally appropriate grammar skills based on their independent writing and language level.

Intermediate and Advanced

Pair students with fluent English speakers to identify appositives and appositive phrases. Read the sentences from the practice activity with students and make sure they understand them. Provide the following sentence frames to help ELs talk about appositives:

The appositive in the sentence is ______. We use commas because ______. We do not need commas because ______.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: appositive/aapositivo; essential/esencial; unnecessary/in necesario; necessary/necesario.

Pair students with fluent English speakers to complete BLM 5.
Mini-Lesson Objectives
In this mini-lesson, students will:
• Identify abbreviations that are capitalized.
• Practice capitalizing abbreviations.

Mini-Lesson Preparation
Materials Needed
• Interactive whiteboard resources
• Chart paper and markers
• Capitalizations of Abbreviations BLM 6

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the Capitalizations of Abbreviations BLM, modeling text, and practice text onto chart paper prior to the mini-lesson.

CAPITALIZATION OF ABBREVIATIONS

Explain Capitalization of Abbreviations

Say: We use capital letters for many reasons in writing. Capitalizing correctly is necessary for effective writing. When we use abbreviations, or shortened versions of words, we usually capitalize the letters in the abbreviations. Let’s look at some general rules for when to capitalize abbreviations.

Display the following chart on chart paper or on the interactive whiteboard.

Rule 1: In 1991, the U.S. Women’s National Team played a game against China at the Rose Bowl in Pasadena, CA. In 2009, a new league was formed called Women’s Professional Soccer (WPS).

Say: The abbreviation for the United States is U.S. This abbreviation uses capital letters for each word in the name United States and has periods after each letter. Many abbreviations use periods, for example, Mr. and Mrs. Some abbreviations do not use periods. When we abbreviate the names of states, such as California, we write the letters in capitals and do not use periods. Many organizations are abbreviated by using the first letter of each word in the organization’s name, for example WPS.

Model Using Capitalizations of Abbreviations

Write the modeling text on the board and read it aloud.

In the 1980s, the National Collegiate Athletic Association (NCAA) and other organizations began to sponsor women’s soccer championships.

Modeling Text

Say: In this sentence, the abbreviation NCAA is a shortened version of National Collegiate Athletic Association. The letters N-C-A-A are capitalized because they are the first letter of each of the words in National Collegiate Athletic Association.

Create a Class Compare-and-Contrast Text Structure Anchor Chart

Say: Writers use compare-and-contrast words to help readers learn about and understand a topic. Let’s make an anchor chart of compare-and-contrast words that we can use when we write.

On chart paper, work with students to brainstorm compare-and-contrast words they may use in an informational report. Begin with the words they found in the excerpts from “Fast and Furious Futsal.” Encourage students to be aware of these types of words in other texts they read. These can be added to the chart. Post the chart in your classroom as a Compare-and-Contrast Signal Words anchor chart that students can refer to throughout the unit. Reread and clarify the meaning of unfamiliar compare-and-contrast words and phrases.

Sample Compare-and-Contrast Signal Words Anchor Chart

<table>
<thead>
<tr>
<th>Words to Compare</th>
<th>Words to Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>also</td>
<td>however</td>
</tr>
<tr>
<td>a lot like</td>
<td>most</td>
</tr>
<tr>
<td>lesser players</td>
<td>never</td>
</tr>
<tr>
<td>but</td>
<td>even bigger</td>
</tr>
<tr>
<td>differences</td>
<td>neither</td>
</tr>
<tr>
<td>unique</td>
<td>instead of</td>
</tr>
<tr>
<td>different</td>
<td>best</td>
</tr>
<tr>
<td>not just</td>
<td>both</td>
</tr>
<tr>
<td>less time</td>
<td>similar</td>
</tr>
<tr>
<td>too</td>
<td>as well as</td>
</tr>
</tbody>
</table>

Practice Using the Compare-and-Contrast Text Structure in Oral Conversation

Turn and talk. Ask students to use compare-and-contrast words to tell a partner about the differences between two sports they play or two hobbies they enjoy. Remind students to consult the anchor chart to remind them of words and phrases they can use.

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

Connect and Transfer to Independent Writing

Say: We learned that some informational reports use the compare-and-contrast text structure. This text structure allows the writer to discuss the similarities and differences between two or more persons, places, or things. We also learned about the signal language associated with the compare/contrast text structure. Let’s remember these words if we need to make comparisons in our informational reports.

Strategies to Support ELs

Beginning
 Invite beginning ELs to draw a picture of two sports they play or like to play. (As an alternative, provide students with pictures from magazines or catalogs that show people playing various sports, playing instruments, and so on.) Meet with students one on one during the independent writing and conferencing time and ask them to tell you about their illustrations or photographs. You may help students identify compare-and-contrast words by pointing to specifics in their pictures and asking questions.

Intermediate and Advanced
 Provide the idea bank and sentence frames below on chart paper to support ELs and struggling writers as they talk about their sports and hobbies and compare them. Also, you may wish to post photographs that show typical sports and hobbies they may participate in.

Idea Bank

play baseball
play basketball
play softball
play the piano
play the violin
collect rocks
collect stamps
read books
go hiking
make cookies
paint
draw

Sentence Frames

______ is different from ______.

______ is like ______ because ______.

______ is not like ______ because ______.

All Levels

Display photos of various sports and hobbies (provided on the interactive whiteboard resources) to visually support students’ discussion about their activities.

Connect and Transfer to Independent Writing

Say: We learned that some informational reports use the compare-and-contrast text structure. This text structure allows the writer to discuss the similarities and differences between two or more persons, places, or things. We also learned about the signal language associated with the compare/contrast text structure. Let’s remember these words if we need to make comparisons in our informational reports.
RECOGNIZE AND USE THE COMPARE-AND-CONTRAST TEXT STRUCTURE

Explain Compare-and-Contrast Text Structure

Say: Authors organize information in a report in different ways. Sometimes an informational report uses description to present facts. Sometimes a report presents facts in a sequence, or order. And other times, a report presents factual information by comparing and contrasting. When writers compare, they tell how two or more persons, places, or things are alike. When they contrast, they tell how two or more persons, places, or things are different. We can usually tell if a writer is using the compare-and-contrast text structure because he or she will use compare/contrast signal words. Words such as same, both, and alike are used to compare things that are similar. Words such as different, but, unlike, and instead of are used to contrast things that differ.

Model Identifying the Compare-and-Contrast Text Structure

Ask students to listen as you read a paragraph from “Fast and Furious Futsal.” Read the third paragraph on page 14. Note: You may want to display the page from the book using the interactive whiteboard resources so that students may read along.

Say: The author writes, “Futsal is a lot like soccer.” The word like tells me that the author is going to compare how soccer and futsal are the same. She says that both games have goals and goalkeepers and players who kick the ball to try to score points. In the next paragraph, the author writes “But there are real differences.” The word but at the very beginning of the sentence is a signal. It tells me, “Wait a minute. I’m going to tell you about some contrasts now.” Then the author uses the word differences. This also helps me understand that the author is now contrasting the two sports. The author goes on to explain how the two games are different. She uses phrases that describe the differences, such as the ball is “smaller and harder than a soccer ball” and “the ball spends less time in the air.” These compare-and-contrast words and phrases help me understand how futsal is similar to and different from soccer.

Practice Using Capitalizations of Abbreviations

Display the practice text on chart paper or use the interactive whiteboard resources.

Ask students to work with a partner to decide which words or abbreviations should be capitalized. (Students do not need to copy the sentences.)

1. In 2009, a new league was formed, Women’s Professional Soccer (WPS).
2. The FBI, the FDA, and the UN have decided to cooperate on the investigation.
3. Blair O’Brien, CFA, has a top-floor office in the building.

Practice Text

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

Share Capitalizations of Abbreviations

Invite volunteers to come to the chart or interactive whiteboard and insert capital letters where needed in each sentence. Discuss their choices as a class.

Connect and Transfer to Independent Writing

Say: We learned that many abbreviations come from the first letter in each word of the name of a state, group, or organization. These abbreviations have capital letters.

If you would like to give students additional practice capitalizing abbreviations, have them complete BLM 6.

Strategies to Support ELs

Beginning

Show students a map of the United States that has the name of each state. Work one on one with students to say the name of the state and write the abbreviation of its name.

Intermediate and Advanced

Pair students with fluent English speakers to complete the practice text and the BLM.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: capitalize/capitalizar, abbreviation/la abreviatura, la abreviación.

Pair students with fluent English speakers to complete BLM 6.
Mini-Lesson Objectives

In this mini-lesson, students will:
- Identify colons used in sentences.
- Practice using colons in sentences.

Materials Needed
- Interactive whiteboard resources
- Chart paper and markers
- Using Colors (BLM 7)

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the modeling texts and practice text (without the colons) onto chart paper prior to the mini-lesson.

USING COLONS

Explain Using Colons

Say: Colons have many different uses. Colons usually signal that more information follows. One of the uses of colons is to introduce a piece of information. Colons can take the place of periods, in some cases, to make writing more interesting.

The basic gameplay of soccer is simple: Players kick the ball up and down a large field.

Modeling Text

Say: The first part of the sentence, “The basic gameplay of soccer is simple,” introduces a piece of information. It tells you that the next statement relates to the gameplay of soccer. “Players kick the ball up and down a large field” tells you the simple gameplay of soccer. The colon after the word “simple” lets you know that the next piece of information you will read will be about the gameplay. The first word after the colon, “Players,” is capitalized.

Model Using Commas in a Series

Say: I’m going to write a sentence that includes a colon from the mentor text “Before You Play.”

Display the following text on chart paper or using the interactive whiteboard resources and read it aloud to students.

Let’s start with the field: It’s a rectangle 100 yards wide and 130 yards long divided by a halfway line.

Modeling Text

Say: Look at the first part of the sentence before the colon. “Let’s start with the field” introduces another piece of information. It tells you that the next statement you will read is about the field. “It’s a rectangle 100 yards wide and 130 yards long divided by a halfway line” tells you the dimensions of the field. The colon after the word “field” lets you know that the next piece of information you will read will be about the field. Also notice that the first word after the colon is capitalized. The two sentences are separate statements, but they are connected by a colon.

Modeling Text

Say: Before the colon is capitalized. The two sentences are separate statements, but

May use primary sources

May use primary sources

Strong nonfiction ending that makes reader think

Strong nonfiction ending that makes reader think

The basic gameplay of soccer is simple: Players kick the ball up and down a large field.

Modeling Text

Say: The first part of the sentence, “The basic gameplay of soccer is simple,” introduces a piece of information. It tells you that the next statement relates to the gameplay of soccer. “Players kick the ball up and down a large field” tells you the simple gameplay of soccer. The colon after the word “simple” lets you know that the next piece of information you will read will be about the gameplay. The first word after the colon, “Players,” is capitalized.

Model Using Commas in a Series

Say: I’m going to write a sentence that includes a colon from the mentor text “Before You Play.”

Display the following text on chart paper or using the interactive whiteboard resources and read it aloud to students.

Let’s start with the field: It’s a rectangle 100 yards wide and 130 yards long divided by a halfway line.

Modeling Text

Say: Look at the first part of the sentence before the colon. “Let’s start with the field” introduces another piece of information. It tells you that the next statement you will read is about the field. “It’s a rectangle 100 yards wide and 130 yards long divided by a halfway line” tells you the dimensions of the field. The colon after the word “field” lets you know that the next piece of information you will read will be about the field. Also notice that the first word after the colon is capitalized. The two sentences are separate statements, but they are connected by a colon.

Reporting and Writing a Mini-Lesson

Mini-Lesson Preparation

Materials Needed
- Interactive whiteboard resources
- Chart paper and markers
- Using Colors (BLM 7)

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the modeling texts and practice text (without the colons) onto chart paper prior to the mini-lesson.

USING COLONS

Explain Using Colons

Say: Colons have many different uses. Colons usually signal that more information follows. One of the uses of colons is to introduce a piece of information. Colons can take the place of periods, in some cases, to make writing more interesting.

The basic gameplay of soccer is simple: Players kick the ball up and down a large field.

Modeling Text

Say: The first part of the sentence, “The basic gameplay of soccer is simple,” introduces a piece of information. It tells you that the next statement relates to the gameplay of soccer. “Players kick the ball up and down a large field” tells you the simple gameplay of soccer. The colon after the word “simple” lets you know that the next piece of information you will read will be about the gameplay. The first word after the colon, “Players,” is capitalized.

Model Using Commas in a Series

Say: I’m going to write a sentence that includes a colon from the mentor text “Before You Play.”

Display the following text on chart paper or using the interactive whiteboard resources and read it aloud to students.

Let’s start with the field: It’s a rectangle 100 yards wide and 130 yards long divided by a halfway line.

Modeling Text

Say: Look at the first part of the sentence before the colon. “Let’s start with the field” introduces another piece of information. It tells you that the next statement you will read is about the field. “It’s a rectangle 100 yards wide and 130 yards long divided by a halfway line” tells you the dimensions of the field. The colon after the word “field” lets you know that the next piece of information you will read will be about the field. Also notice that the first word after the colon is capitalized. The two sentences are separate statements, but they are connected by a colon.

Read Aloud an Informational Report

Before you read, point out the right-hand column on your chart and on students’ BLMs. Explain that you are going to read aloud an informational report and that students should listen carefully and identify examples of the key genre features in the report. Explain that after the reading, students will work in small groups to complete the chart by recording examples of each genre feature from the text. Read aloud “World’s Favorite Sport” from World Soccer Magazine. Note: You may wish to project the text using the interactive whiteboard resources so students can follow along and so they can see the graphic features for themselves.

Analyze the Mentor Text

Form small groups of students to complete column 2 of the graphic organizer on BLM 1. If you are using the interactive whiteboard resources, invite students to revisit parts of the text at the whiteboard as they look for the examples they need.

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

Share Ideas

Bring students together and invite volunteers to share the examples they found in the text. Record their findings on the class anchor chart. Post this anchor chart for students to refer to throughout the unit as they think about the common informational report features they should include in their reports.

Connect and Transfer to Independent Writing

Say: As you research and then write your own informational reports, remember that informational reports have key features that readers expect to see. Refer to our anchor chart to help you remember these features.

Teacher Tip

Many of the writing mini-lessons include partner and small-group activities. Throughout the unit, ensure that all students work with a variety of partners and groups. This will expose students to many points of view and give them opportunities to make connections among their classmates.

Strategies to Support ELs

Beginning
Keep in mind that ELs will not be able to contribute many ideas orally. At this point, you may want to reinforce the vocabulary of soccer instead of working with the features of informational reports. Students may have had their own experiences with soccer. Encourage them to share these experiences through words, gestures, or drawings. Use self-stick notes to label drawings with appropriate content vocabulary.

Intermediate and Advanced
Pair ELs with fluent English speakers during the small-group activity. Write the following sentence frames on chart paper and model how students can use them to contribute ideas in the group. For example:

One graphic feature is ______. An informational report begins ______. An informational report ends ______. Before I write an informational report, I ______.
ANALYZE THE FEATURES OF AN
INFORMATIONAL REPORT

Explain Genre Features

Say: Each genre has some common key features. For example, when you read a procedural text, you expect step-by-step information about how to do something. Those steps, or directions, are one of the features of a procedural text. Informational reports also have common key features, and today we’re going to identify and analyze those features.

Build a Class Genre Features Anchor Chart

Ask: What do you already know about informational reports? Think about the informational reports we have read together and that you have read by yourself. Let’s create an anchor chart to summarize the key features that we can expect to find in an informational report.

Display a blank chart like one shown here on chart paper or using the interactive whiteboard resources. Also distribute copies of the chart to students on BLM 1. Work with students to record features of informational reports in the left column. If necessary, use the following prompts to guide students:

• What does a writer do before writing an informational report?
• How should a writer begin an informational report?
• How should the author present the information in a report so that readers don’t get confused?
• Other than text, what features can you expect to find in an informational report?
• What viewpoints does an informational report provide?
• Where do writers of informational reports get their information?
• How should an informational report end?

Informational Report Features

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<th>Informational Report Features</th>
<th>Examples from the Text</th>
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<tr>
<td>Author researches topic and uses accurate information</td>
<td>page 17: Writer tells how FIFA was created in 1904; that U.S. joined FIFA in 1933. page 19: Writer uses information from Reuters (research source) to tell the number of fans estimated to have watched the World Cup in 2010.</td>
</tr>
<tr>
<td>Strong nonfiction lead that hooks readers</td>
<td>page 16: Writer includes amazing facts about soccer’s popularity; then asks a question and answers with more interesting information about the history of the game.</td>
</tr>
<tr>
<td>Information presented in a logical order</td>
<td>pages 18–19: Writer tells about first World Cup and then how the World Cup grew as other nations participated.</td>
</tr>
<tr>
<td>Includes graphic features (photographs, diagrams) that support the text</td>
<td>page 17: Photographs show children from around the world playing soccer. page 18: A photograph from the first World Cup and one from the 1930 World Cup.</td>
</tr>
</tbody>
</table>

Practice Using Colons

Display the practice text on chart paper (without the colons in place) or use the interactive whiteboard resources.

Ask students to work with a partner to decide where to insert a colon in each sentence. (Students do not need to copy the sentences.)

1. After a sleepless night, the senator made her decision: She would not seek re-election.
2. Music is more than an arrangement of sounds: It is an expression of deep feeling.
3. There is a reason for a drop in attendance at NBS games this season: There was no superstar to take the place of the popular team leader.

Practice Text

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

Share Sentences with Correct Placement of Colons

Invite volunteers to come to the chart or the interactive whiteboard and insert colons where needed in each sentence. Discuss their choices as a class.

Connect and Transfer to Independent Writing

Say: Remember to use colons in your writing when you want to signal that more information about a statement is coming. Colons can take the place of periods, in some cases, to make writing more interesting.

If you would like to give students additional practice using colons in sentences, have them complete BLM 7.
Researching and Using Accurate Information
After reading page 8. Say: I can tell that the author really understands the game. She has done her research and studied the details so that she can tell them to me in a way that I can easily understand. In this paragraph, she clearly explains the offside rule in soccer. In order to do this, she needed to research the rules so she could explain them accurately to her readers.

Using Graphic Features
Page 9, end of article. Say: I see another graphic feature on the page: a photograph. To the left of the photo is a sentence in smaller letters. That is a caption. The caption explains what is in the photograph. This caption says that the photo shows a penalty kick. The perspective of the photo makes me feel like I'm on the field. I can see the kicker looking right at the ball and how much net the goalkeeper has to cover. The goalkeeper has a look of concentration on his face. This photo supports the facts the author has presented and also adds drama to the text.

Respond Orally to the Mentor Informational Report
After reading, invite students to share their personal reactions to the text by asking questions such as:
• Did you like this informational report? Why or why not?
• What did you picture in your mind as you listened to the article?
• Do you feel that you understand the game of soccer better now? Why or why not?
• Which graphic features in the article were most helpful to you, and why?

If necessary, model the following sentence frames to support ELs and struggling students:
I liked/didn't like this informational report because ______.
I pictured ______.
The most helpful graphic feature was ______. It helped me ______.

Connect and Transfer to Independent Writing
Say: Today we listened to another mentor report to learn more about the features in a good informational report. We learned that when we write a report, we need to research our topics so that we can present accurate details. We also learned how important graphic features can be in a report. Graphic features can include photographs, captions, labels, diagrams, and any other visuals that help us understand the topic. Let's remember all of these features as we begin to write our own informational reports.
READ ALOUD A MENTOR INFORMATIONAL REPORT

Introduce the Mentor Informational Report

Say: Today I’m going to read an informational report titled “Before You Play.” What do you think we might learn about in this article? Allow students to share their predictions.

You may wish to display the informational report on the interactive whiteboard resources so that students may follow along as you read aloud.

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

Read aloud the Mentor Informational Report

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight key features of an informational report:

1. The author of an informational report researches the topic and uses accurate information in the report.
2. The author may use graphic features, such as photographs and diagrams, to support the facts in the report.

Researching and Using Accurate Information
Page 6, after the second paragraph. Say: The author describes the field in a way that allows me to picture it in my mind. She doesn’t just say, “Soccer is played on a field.” She tells the size and shape of it—a rectangle 100 yards wide and 130 yards long—and she describes the markings. To find these exact measurements, she had to research the topic, and then she recorded the facts accurately for her readers. I’m going to read on and see what other facts I can learn about soccer.

Using Graphic Features
After reading page 7. Say: I’ve read about what soccer players wear, but on this page I see photographs with labels that point to specific parts of a soccer player’s uniform. The diagram helps me understand what I’ve read in the text. It supports the text and gives me visual information that the text cannot give me. A good informational report writer thinks about how to use graphic features to help readers.

Regular Plural Possessive Nouns

Directions: Read each sentence and find the noun that shows possession. Write the correct form of the possessive noun on the blank.

1. It was amazing to see the fans excitement when their team won.

2. The two teams scores were neck and neck throughout the game.

3. The players jerseys were so bright that they almost seemed to glow in the dark.

4. The shoes cleats were almost worn down from having been used so much.

5. The uniforms numbers are the same color for each team.

6. Several goalkeepers uniforms were on sale at the sports store.
Irregular Plural Possessive Nouns

Directions: Read each sentence. Find the nouns that show possession and write them on the blank lines showing possession.

1. Deer winter coats are made of hollow hairs filled with air.

2. Children bikes come in all shapes and sizes.

3. Cats are able to smell mice tracks.

4. It is very important to take care of your teeth enamel.

5. Women shoes come in many different materials and designs.

Sequential order, so it is easy for me to follow, and it makes sense. If the writer had not presented the facts in a sequence, it would have been very hard for me to appreciate how women’s soccer has progressed over time.

Presenting Information in a Logical Order
After reading page 11. Say: On this page, the author describes the growth of the U.S. women’s team in a logical order. She tells me that the team won the World Cup in 1991. Then she goes on to tell me that a big game for women’s soccer was in 1999 when the World Cup was held in the United States. By organizing the information over a period of time, it’s easier for me to understand how the U.S. women’s soccer team was becoming an important player in world soccer.

Strong Nonfiction Ending
After reading page 12. Say: Now I’ve learned that in 2009, a Women’s Professional Soccer league was formed. In the last sentence the author does something interesting. She brings back the word *dream* from the beginning. Only this time she’s referring to a bright future for women’s soccer. She leaves me with something to think about—what will happen next in women’s soccer. I like this ending. It is a strong ending that stays in my mind.

Respond Orally to the Mentor Informational Report
After reading, invite students to share their personal reactions to the text by asking questions such as:
- Did you like this report? Why or why not?
- What did you find particularly interesting in this report? Why did it interest you?
- How do you think the author felt about women’s soccer in the United States?
- Would you want to read more articles by this author? Why or why not?

If necessary, model the following sentence frames to support ELs and struggling students:
- I liked this report because ______.
- The most interesting thing to me was ______.
- The author of this report felt ______.

Connect and Transfer to Independent Writing
Say: We just listened to a report to learn more about this genre. We learned that when we start an informational report, we want to grab readers’ attention with a strong sentence or question. We also learned that we need to present our facts in a logical sequence so that readers can follow along. And we learned that at the end of our report, we should sum up our topic with a strong nonfiction ending. A strong ending leaves our readers with something to think about.

Make the Mentor Text Comprehensible for ELs

Beginning
Provide photographs of people playing soccer or use the images on the interactive whiteboard resources to reinforce the vocabulary. The labeled diagram from page 7 of the mentor text is particularly helpful for vocabulary and background building, although it is not a part of the article “Women’s Soccer: Keeping the Dream Alive.” Name and label each item: soccer ball, soccer player, etc.

Intermediate
Show students photographs of people, especially women, playing soccer. Ask student to tell what they know about the game. Label vocabulary that is relevant to the text.

Intermediate and Advanced
Point to the photographs on pages 10–12 or to those provided on the interactive whiteboard resources. Say: What are these women doing? What else do you know about soccer? Encourage a background-building discussion about the game of soccer in general, and women’s soccer in particular.

All Levels
If you have students whose first language is Spanish, share these English/Spanish cognates to help them understand the content of the mentor text: *sport/el deporte; goal/el gol; victory/victoria; championship/el campeonato; champion/el campéon, la campeona.*

Use the images provided on the interactive whiteboard resources to front-load key content vocabulary and concepts for the read-aloud.
READ ALOUD A MENTOR INFORMATIONAL REPORT

Introduce the Mentor Informational Report

Say: Reading informational reports can help us become better informational report writers. Today I’m going to read a short report about women’s soccer in the United States. As I read this report, I’m going to name some of its key features. You will use these features in your reports, too.

Say: The title of the article is “Women’s Soccer: Keeping the Dream Alive.” I know a lot of women who play soccer. Why do you think this is called “Keeping the Dream Alive”? Allow students to share their predictions or “I wonder” questions. Invite students to share any knowledge they have about the game of soccer.

You may wish to display the informational report on the interactive whiteboard resources so that students can follow along as you read.

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

Read aloud the Mentor Informational Report

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight key features of an informational report:

1. Informational reports have a strong lead that grabs the reader’s attention.

Strong Lead
Page 10, after the first paragraph. Say: Now that I’ve read the first paragraph, I know the article will be about world championship women’s soccer teams. The first sentence grabs my attention. It makes me want to know why the women’s soccer team was called “the dream team.” It seems like there is something more to the story than just winning a soccer match.

2. Information is presented in a logical order.

Presenting Information in a Logical Order
After reading page 10 and the first paragraph on page 11. Say: I like the way the author lays out the history of women’s soccer in the United States. I learned that women didn’t seriously begin playing soccer until the 1970s after the United States passed the Title IX law. Then in the 1980s the NCAA began to sponsor, or support, women’s soccer championships. In 1985 the Women’s National Team started. And in 1991, the U.S. Women’s National Team won the first women’s World Cup. There is a lot of information, but it is in a logical...

3. Reports have a strong nonfiction ending that makes readers think about the topic.

4. There have been many World Cups nineteen in all.

5. Soccer the world’s most popular game is played by about half the people on Earth.

Directions: Read each sentence and underline the appositive phrase. Put commas in the sentences where they are needed.

1. My brother’s team considered an underdog by many won the game.

2. Uruguay a South American country hosted the first World Cup.

3. The World Cup a global event is held every four years.

4. There have been many World Cups nineteen in all.

5. Soccer the world’s most popular game is played by about half the people on Earth.
Appositives

Directions: Read each sentence and find the appositive phrase. Draw a line under the phrase. Decide if the appositive provides necessary or unnecessary information. Add commas if the information is unnecessary.

1. The United States soccer team the “dream team” won world championships in 1991 and 1999.

2. Soccer an old sport around the world is actually quite new to the United States.

3. Organizations like the NCAA sponsor women’s soccer championships.

4. More than 90,000 fans the largest ever for a women’s soccer game watched a great game.

5. Soccer player Mia Hamm retired shortly after her team won Olympic gold in 2004.

6. Spectators at the game against China cheered when the United States scored on five kicks.

Practice Talking About Nonfiction Topics

Invite students to work with a partner. Students should tell their partners facts they know about one topic they have learned about recently. Encourage students to refer to the sources they brought with them, such as magazine articles or books about the topics. Students should explain to their partners what sources they used to learn about the topic. The partner listening to the information should be prepared to retell some facts about the topic to the class.

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

Share Nonfiction Topics with the Class

Invite volunteers to retell information about the topic their partners shared with them. Ask them to tell which source or sources their partners used to learn about the topic. Use one or more of the following questions to engage students in a discussion about the exercise.

Student sharing facts
• How did you feel as you shared information with your partner about your topic?
• Why did you choose the topic you chose?
• How did the sources you had (magazine, book, etc.) help you tell about the topic?

Listener
• How did you feel as you listened to your partner talk about the topic?
• What fact that your partner shared was most interesting to you, and why?

Connect and Transfer to Independent Writing

Say: We learned that informational reports give facts about nonfiction topics. We read informational reports to learn new information, and we write them to share the knowledge we have. We practiced sharing facts with our partners to understand what kind of information we would share in our reports. In the next several weeks, we will look at how to research a topic and how to write informational reports that engage readers.

Make Cultural Connections

As you introduce this unit, you may wish to acknowledge the diversity and knowledge about different topics that students bring to the classroom. Say: We all have many different topics that we want to know more about. As we share our interests and our informational reports, remember to respect the unique interests of each person.

Strategies to Support ELs

Beginning
Meet with beginning ELs one on one while other students work with partners. Encourage them to describe their topics of interest in any way they can—with words or gestures or by pointing to pictures. Use the following sentence frames to help them talk about topics they are interested in. Use self-stick notes to label the images in their sources.

I know ______.
I want to know ______.

Intermediate
Pair ELs with fluent English speakers during partner practice. Write simple sentence frames on chart paper and model how students can use them to talk about their topics. For example:

I want to learn more about ______.
I want to learn more because ______.
Here are three things I know: ______, ______, and ______.

Advanced
Pair ELs with fluent English speakers during partner practice.

All Levels
If you have students whose first language is Spanish, share these English/Spanish cognates to help them understand the lesson focus:
topic/el tópico; study/estudiar; photographs/las fotografías; informational/informacional.
LOOKING AT INFORMATIONAL TOPICS THROUGH A WRITER’S EYES

Introduce Informational Report Writing

Display a book, magazine, or Internet article (preferably with photos or illustrations) about a topic that interests you. Use the sample think-aloud below as a model of how to talk to students about the topic and the facts you learned from reading about it. You may wish to share with students other resources that you’ve used to find information about the topic.

Sample think-aloud. Say: I happen to know a lot about our state and its history. But not too long ago, I traveled through the eastern part of our state and saw some interesting land formations that I had never seen before. I didn’t know anything about these formations—how they were made and when. So I did some reading to find out about them. I read to learn new information all the time. I read informational texts in books, magazines, newspapers, and online, too. All of us read informational texts to learn new information, and we can also write informational texts to share information with others.

Say: In informational reports, authors write about real-life topics that they have researched. For the next several weeks, we are going to read, write, and share informational reports with each other. We will learn about why we research, or look for information, what kind of writing makes informational reports interesting, and how to use maps and graphs and other illustrations to support the information in our reports.

Introduce the Purpose and Audience for Informational Reports

Say: The main purpose of informational texts is to share information. When I write a report I ask myself, who will read my writing? I try to write in a way that keeps my readers’ attention. I want to pull readers in while explaining the facts clearly, accurately, and in an organized way. You may not realize it, but you read informational reports all the time. A magazine article about a favorite athlete and an account on the web about crazy cat tricks are both informational reports. In our small reading groups, we often read nonfiction informational texts. Learning how to write a strong informational report will help you not only in school but whenever you have to share information with others.

Capitalizations of Abbreviations

Directions: Read each sentence and write the correct abbreviations on the lines.

1. The soccer team from the state of wa traveled to the state of ca to play in the tournament. wa ca

2. The naacp is an organization that helps people achieve their dreams. naacp

3. My sister is studying for her b.a. in science. b.a.

4. The television show was going to be on the abc network. abc

5. Hector always tells us how smart he is and how high his iq is. iq


7. The scientist at nasa had always wanted to work on a space station. nasa
Using Colons

A. Directions: Read each sentence. Rewrite them using colons in the correct places.

1. There is an issue that every chef must think about. Will the soufflé rise or collapse?

2. The president often thought of his favorite childhood memory. It was when he picked blackberries each summer on his grandfather’s farm.

3. The player who commits a foul on purpose can get a yellow card. This is a warning.

B. Directions: Read each sentence. Circle whether each one is correct or incorrect.

1. Look for games in your neighborhood: Watch college matches on television.
   Correct  Incorrect

2. There is one very tricky rule in soccer: Offside keeps an attacker from standing in front of the other team’s goal.
   Correct  Incorrect

3. Serious soccer players need special shoes called cleats. Cleats have hard plastic or metal studs on the bottom.
   Correct  Incorrect

**MINI-LESSON MENU**

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**MANAGEMENT & ASSESSMENT TOOLS**

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* 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).