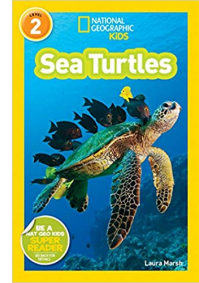


Unit 2: Animals Surviving and Thriving



WEEK 1 Day 2

Writing Report
 Deconstruction: Report Stages
 Individual Construction: Choosing Topics

Content Objective	I can draw and write what I know about an animal. (W.3.1.b)
Language Objective	With a partner, I can discuss what I might learn about sea turtles based on subtopic headings. (SL.1.1)
Vocabulary	<p>purpose: the reason for doing or creating something</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>organize: to arrange</p> <p>information: facts or details about a subject</p> <p>topic: what the writing is about</p> <p>stages: the parts of a piece of writing</p> <p>subtopic: a smaller part of the topic</p> <p>general statement: the beginning of a report, which introduces and classifies the topic</p> <p>classify: assign to a class or category</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Sea Turtles</i>, Laura Marsh ● Report anchor chart images, from Day 1, and glue stick Cut apart the stages images. ● Report anchor chart, from Day 1 ● animal reports: <ul style="list-style-type: none"> ○ <i>Ants</i>, Melissa Stewart ○ <i>Raccoons</i>, Allan Fowler ○ <i>Snakes!</i>, Melissa Stewart

	<ul style="list-style-type: none"> ○ <i>Starfish</i>, Edith Thacher Hurd ○ <i>Gray Squirrels</i>, G. G. Lake ● drawing and writing tools ● drawing and writing paper, one for each child ● children’s writing folders
Opening 1 minute	<i>Yesterday we learned the purpose of report: to organize information about a topic. Today we will look more closely at the stages, or parts, of report.</i>
Deconstruction 15 minutes	<p>Show <i>Sea Turtles</i>.</p> <p><i>This book is called Sea Turtles, by Laura Marsh. The topic of this book is sea turtles—that is what this book is about! We will look at parts of this book today to understand the stages of report. Later in the unit we will read the whole book during Text Talk.</i></p>
Table of Contents	<p><i>Reports are organized by grouping information together. The groups of information that tell more about the topic of a report are called subtopics.</i></p> <p><i>Some reports have a page like this: the Table of Contents. This page allows the reader preview the subtopics included in the text and to understand how it is organized.</i></p> <p><i>This book contains subtopics that tell more about the topic: sea turtles. What do you think this subtopic, “Ocean World,” might be about? [where sea turtles live; what sea turtles do in their habitat]</i></p> <p>Read the rest of the subtopics.</p> <p>Think, Pair, Share.</p> <p><i>Based on the names of the subtopics, what else might we learn about sea turtles from this book?</i></p>
pages 4-7	<p><i>Let’s read the beginning of the book to find out how reports begin.</i></p> <p>Read pages 4-7.</p> <p><i>Reports begin with a general statement that introduces and classifies the topic.</i></p> <p><i>Laura Marsh begins by asking questions and giving some interesting information to introduce sea turtles. Then she classifies sea turtles as reptiles. She says “They are one of the few reptiles that live in the sea.”</i></p>
pages 8-30	<i>After the general statement come the subtopics, where the author provides more information about sea turtles, organized in the order</i>

we saw in the Table of Contents.
 Quickly turn through the pages, reading several headings.

pages 30-31




Laura Marsh ends her report with one last subtopic, called "Safekeeping." She recommends ways that people can help sea turtles. Many reports end this way, with one final subtopic.

Let's add what we just learned to our Report chart.
 On the Report anchor chart, add Stages. Glue the stages images below. See the following example.

Report

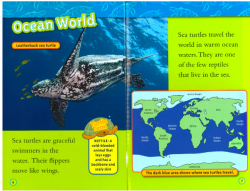
Purpose: to organize information about a topic

Examples:


Stages:

general statement



They are one of the few reptiles that live in the sea.

information organized in subtopics



Individual Construction
 13 minutes

During this unit you will each write a report about an animal. These reports will be written for Kindergarten students, so that they can learn about other animals than the ones they are already studying. Today you will get a chance to choose the animal you would like to write about and to draw and write what you already know about that animal.

There are five animals to choose from: ants, raccoons, snakes, squirrels, and starfish. Think about these animals. Which one would you most like to research and write about?

Hold up Ants.

This is one of the texts a group will use to research ants. I will put it here [indicate the area where the group who writes about ants will

	<p>work]. <i>If you are interested in researching and writing about ants, you will go to this table.</i></p> <p>Repeat the process of previewing the research texts and indicating where groups will work.</p> <p><i>Today you will begin by drawing and writing what you already know about your animal.</i></p> <p>Send children who are ready with paper and drawing and writing tools. There should be no more than six children in a group. Assist other children in choosing animals by having them preview the books about each animal.</p> <p>Circulate to support children as they draw and write.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned about the stages of reports, and you chose animals to research and write about. Tomorrow we will learn more about what it means to do research.</i></p> <p>Have children put their writing in their folders.</p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the reports.</p> <p>What do children understand about the stages of reports? What is still confusing?</p> <p>Review children’s individual work.</p> <p>What information do they record about their animals? How do they record that information—through illustrations, words, or both?</p>

<p>Notes</p>
