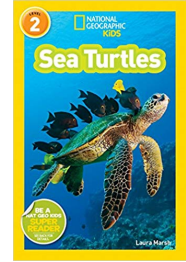
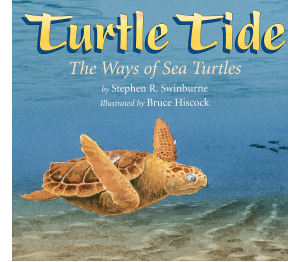


Unit 2: Animals Surviving and Thriving

WEEK 1 Day 3



## Writing Report

Modeling and Joint Construction in Pairs: Research  
continued on Days 4 and 5

<b>Content Objective</b>	I can research to gather information for a report. (W.3.1.b, W.1.1.a, W.1.1.b)
<b>Language Objective</b>	With my partner, I can discuss the information found in our research text, and explain how it relates to a particular subtopic. (SL.1.1.a)
<b>Vocabulary</b>	<p><b>stages:</b> the parts of a piece of writing</p> <p><b>research:</b> to get information about something</p> <p><b>offspring:</b> a new plant or animal produced by a parent</p>
<b>Materials and Preparation</b>	<p>Although children write their own individual reports, they work together with their peers to research, generate information, and provide feedback to one another. In this lesson, children begin researching the animals they will write about. Research resources are provided (see the following), but may be supplemented by video and live animal observations.</p> <p>Before the lesson, choose three children from a single animal group to help with modeling research.</p> <ul style="list-style-type: none"> <li>● animal research sheet, 5 copies</li> <li>● <i>Sea Turtles</i>, Laura Marsh</li> <li>● <i>Turtle Tide: The Ways of Sea Turtles</i>, Stephen R. Swinburne</li> <li>● writing tools</li> <li>● sticky notes, one pad for each group and 5 for modeling</li> </ul> <p>Prepare the following research bins and put them in the areas where each group will work.</p>

### Ants

Books to collect:

- *Ants*, Melissa Stewart
- *A Bird Can Fly*, Douglas Florian, pages 8-9

Scanned book selections (included):

- "Pavement Fight," from *Hidden City*, Sarah Grace Tuttle
- *Peterson First Guide to Urban Wildlife*, Sarah B. Landry, pages 48-49
- *How Animal Babies Stay Safe*, Mary Ann Fraser, pages 20-21

### Raccoons

Books to collect:

- *Raccoons*, Allan Fowler
- *Animals in the City*, Elizabeth Carney  
Before the lesson, put a sticky note on page 16.

Scanned book selections (included):

- "The Hunting Lesson," from *Hidden City*, Sarah Grace Tuttle
- *Peterson First Guide to Urban Wildlife*, Sarah B. Landry, pages 110-111
- *How Animal Babies Stay Safe*, Mary Ann Fraser, pages 24-25
- *Slither, Slide, Hop, and Run*, Katherine Kenah, page 56

### Snakes

Books to collect:

- *Snakes!*, Melissa Stewart

Scanned book selections (included):

- *Peterson First Guide to Urban Wildlife*, Sarah B. Landry, pages 74-77
- *How Animal Babies Stay Safe*, Mary Ann Fraser, page 8
- *Slither, Slide, Hop, and Run*, Katherine Kenah, page 47

### Squirrels

Books to collect:

- *Gray Squirrels*, G. G. Lake
- *Squirrels Leap, Squirrels Sleep*, April Sayre

Scanned book selections (included):

- "Dine and Dash," from *Hidden City*, Sarah Grace Tuttle
- *Peterson First Guide to Urban Wildlife*, Sarah B. Landry, pages 104-105

### Sea Stars

Books to collect:

- *Starfish*, Edith Thacher Hurd
- *Tide Pools*, Laura Marsh  
Before the lesson, put sticky notes on pages 13, 14, and 26.

Scanned book selection (included):

	<ul style="list-style-type: none"> <li>● <i>Peterson First Guide to Urban Wildlife</i>, Sarah B. Landry, pages 54-55</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p><i>Yesterday we learned about the <b>stages</b>, or parts, of report. You also chose animals to write about and began writing what you know about those animals. Today you will learn about doing research, so that you can gather even more information about these animals.</i></p>
<p><b>Modeling</b> 18 minutes</p>	<p>Hold up <i>Sea Turtles</i>.  <i>We know that reports are full of information. Laura Marsh wrote this great book about sea turtles. But how did she get all the information she needed? Authors like Laura Marsh need to do research to learn about a topic before they can write about it.</i></p> <p><b>Research</b> means finding out information about a topic, and it can happen in many different ways. Researchers do a lot of reading; sometimes they interview experts; they observe animals; or they watch videos.</p> <p><i>Sometimes researchers have a clear idea of the types of information they are searching for before they begin. They might start with questions or subtopics they want to learn more about. When I reviewed the animal reports we have in our classroom, I noticed that there are some common subtopics that are usually included in animal reports.</i></p> <p>Show the animal research sheet.  <i>Authors usually include information about the animal’s habitat, or where it lives; its body structures; its food; and <b>offspring</b>, or babies. We will research these four subtopics.</i></p> <p>Hang the animal research sheet on the board, for all to see.</p> <p>Show one research bin.  <i>Each group will get a bin of research texts, an animal research sheet, a pad of sticky notes, and pencils. Your job today is to review the texts and label information you find related to the four subtopics.</i></p> <p><i>Let me show you what I mean.</i></p> <p>Have the children who are helping model come forward.  <i>We are a group. We are all researching sea turtles. For today, ____ [child] and I will be research partners, and ____ and ____ will be partners. Each pair will start by looking through one of the texts.</i></p> <p>Give <i>Turtle Tide</i> to the other pair, and keep <i>Sea Turtles</i>.</p> <p>Refer to the animal research sheet.  <i>As we look through our books, we are trying to find information about these subtopics: habitat, body, food, and offspring. We’re</i></p>

	<p><i>going to look through our books with our partners and pause when we get to a piece of information about one of these subtopics.</i></p> <p>Model turning through the book pages with a partner. Pause on page 6 and talk to your partner.</p> <p><i>This looks like helpful information. What do you think these pages are telling us about?</i></p> <p><i>Yes, this is information about the sea turtles habitat. I see that the sea turtle is swimming in the water.</i></p> <p>Ask your partner,</p> <p><i>What else do you notice about the sea turtle’s habitat on this page?</i> [map of the oceans where sea turtles travel]</p> <p><i>We are going to label this page with a sticky note. We’ll write “H” so that we can go back later and remember that we found information about the habitat here.</i></p> <p>Turn the page and pause on page 8.</p> <p><i>What kind of information do we find here?</i> <i>Should we label it?</i> <i>What should we write on the sticky note? Why?</i></p> <p>Ask the other pair,</p> <p><i>Have you found any pages that we might label with one of our subtopics?</i></p> <p>Continue modeling identifying, discussing, and labeling information until children understand their task.</p>
<p><b>Joint Construction in Pairs</b> 10 minutes</p>	<p><i>Now you will begin your research! You will sit with other children writing about the same animal. On the table are your research bins. Work in partners to read, discuss, and label information.</i></p> <p>Distribute animal research sheets, sticky notes, and pencils, and send the children to begin researching in small groups. As children work, circulate to support them.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow you will continue your research!</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details</p> <p><b>W.1.1.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.1.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others</p>

	with care, speaking one at a time about the topics and texts under discussion).
<b>Ongoing assessment</b>	Observe and take notes as children research. Do children accurately identify information related to a subtopic? Which subtopics do children identify easily? Which appear more difficult?

**Notes**



Writing U2 W1 D3