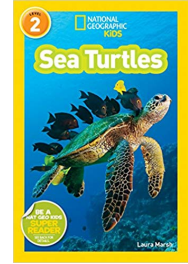
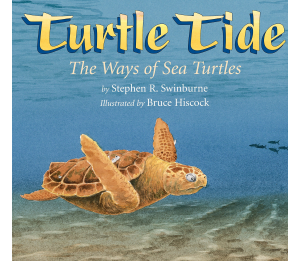


Unit 2: Animals Surviving and Thriving

WEEK 2 Day 1



**Writing Report**  
 Deconstruction: Posters  
 Individual Construction: Body Diagram

<b>Content Objective</b>	I can use research to write a report. (W.3.1.b, W.2.1.a, W.1.1.a, W.1.1.b)
<b>Language Objectives</b>	<p>I can describe the features of posters and compare them to other media. (SL.1.1)</p> <p>I can draw a diagram to represent my animal’s body. (SL.3.1.b)</p>
<b>Vocabulary</b>	<p><b>medium:</b> a form of communication</p> <p><b>image:</b> a representation of something in the form of a drawing, photograph, etc.</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>diagram:</b> a picture drawn to show a specific piece of information</p>
<b>Materials and Preparation</b>	<p>In this lesson, the group of three that modeled research on Week 1, Day 3 will again come forward to model.</p> <ul style="list-style-type: none"> <li>● Sample Posters slides</li> <li>● projector and screen</li> <li>● animal research sheet, from Week 1, Day 3</li> <li>● <i>Sea Turtles</i>, Laura Marsh</li> <li>● <i>Turtle Tide: The Ways of Sea Turtles</i>, Stephen R. Swinburne</li> <li>● drawing and writing tools</li> <li>● blank paper, one sheet for each child and one for modeling</li> <li>● research bins, including texts and animal research sheets, from Week 1, Day 3</li> <li>● children’s writing folders</li> </ul>

Writing U2 W2 D1

<p><b>Opening</b> 1 minute</p>	<p><i>Today we will begin turning research into writing. But first we need to learn a little bit more about the medium we will use: posters.</i></p>
<p><b>Deconstruction</b> 10 minutes</p>	<p><i>So far this year you have written using different <b>media</b>, or forms of communication. You published procedures in different ways and wrote personal recount books. Today we will explore a new medium: posters.</i></p> <p><i>Where have you seen posters before? [in the classroom; around the school; event flyers around the city]</i>  <i>What do they communicate? [fire drill instructions; classroom or school information; event details]</i></p> <p><i>We are going to look at sample posters to see what we notice. Look carefully at each poster. Then we will discuss what you noticed.</i>  Show the slides; then facilitate a class discussion about what children noticed.</p> <p><i>What did you notice about the posters?</i>  <i>What is the same/different about posters and other media?</i></p> <p>If the children do not say anything about the layout of the posters, go back to the slides and ask them what they notice about how they are organized.</p> <p><i>Posters usually hang in common spaces for people to look at as they walk by. They need to catch their audience’s attention, and need to be seen from far away. When we studied procedures, we talked about the importance of images. Images make writing more clear. As you can see, images are especially important on posters. Images are used to communicate a lot of the information in posters.</i></p> <p><i>Images are also especially important for your audience of K2 students. They are just learning to read, so the images you put on your poster will help them learn information about your animal, even if they can’t read the words.</i></p>
<p><b>Modeling</b> 8 minutes</p>	<p><i>One image you will need on your poster is a diagram of your animal’s body. A <b>diagram</b> is a drawing that communicates information. You will use the research you did to help you draw and label your animal’s body structures.</i></p> <p><i>For the rest of the week you will be using your research to begin writing your reports, and we will always follow the same process. The first thing you will do is identify the subtopic you are writing about.</i></p> <p>Show the animal research sheet.</p>

	<p><i>Which subtopic are we writing today?</i></p> <p><i>Right, we are writing about our animals’ body structures, beginning with drawing a diagram.</i></p> <p><i>Now my group will help me model what you will do today.</i></p> <p>Bring the group forward, or in the middle of the rug, so that all can see and hear.</p> <p><i>We have our two research texts right here [refer to the two sea turtle books], and our first job as a group is to find the pages that we marked with information about the sea turtle’s body structures. We are looking for sticky notes that say “B,” for “body structures.”</i></p> <p>Identify the pages (pages 8-9 in <i>Sea Turtles</i>).</p> <p><i>Now, as a group, we will review and talk about the pages one by one. What do we learn about sea turtles’ body structures from this page?</i></p> <p>Model talking together as a group, encouraging each group member to speak.</p> <p><i>If more than one text includes information about your animal’s body structures, be sure to review all of the texts. After you identify and discuss the information, you will be ready to draw and write. Your job today will be to draw your animal’s body. You’ll look carefully at the photograph, think about the body structures you discussed, and draw the body as big as you can on your sheet.</i></p> <p>Ensure that children are clear about the process of identifying and discussing information before drawing. Then send groups with research bins, drawing and writing tools, and blank paper.</p>
<p><b>Individual Construction</b> 10 minutes</p>	<p>As children work, circulate to support them.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we learned about a new medium: posters. Posters rely on images to communicate their messages. Then you used the research about your animal’s body structures to draw a diagram.</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.2.1.a</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</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</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.3.1.b</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the lesson.  What do children understand about posters?  What might need to be revisited?</p> <p>Reflect on small group discussions.  Do children identify and discuss research before drawing?  What supports will they need as they continue to turn research into writing?</p> <p>Review children’s diagrams.  Do they accurately represent their animals’ bodies?</p>

**Notes**