

Unit 2: Animals Surviving and Thriving

WEEK 2 Day 2



Writing Report

Deconstruction and Individual Construction: The Third Person and General Nouns

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| Content Objective | I can use research to write a report. (W.3.1.b, W.2.1.a, W.1.1.a, W.1.1.b) |
| Language Objective | I can tell and write information using third person and general nouns. (L.1.1.b) |
| Vocabulary | <p>the third person: writing that uses pronouns like <i>he, she, it, or they</i></p> <p>general: naming a group; not specific</p> <p>noun: a word that names a person, place, thing, or idea</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Animals in the City</i>, Elizabeth Carney ● <i>Sea Turtles</i>, Laura Marsh ● general nouns cards, cut apart ● Report anchor chart, from Week 1, Day 1 ● Report anchor chart images: language Cut apart the images. ● research bins, including texts and animal research sheets, from Week 1, Day 3 ● writing tools ● lined paper, one sheet for each child ● children’s writing folders ● Report Observation Tool, one copy for each child |
| Opening 1 minute | <i>Yesterday you began turning your research into writing, by drawing a diagram of your animal’s body. Before you continue writing, we need to learn more about the language writers use in reports.</i> |
| Deconstruction | <i>We have been reading Animals in the City, by Elizabeth Carney. As I</i> |

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| <p>5 minutes</p> | <p><i>was reading, I was thinking that Elizabeth Carney is an expert about city animals! One way that I know she is an expert is that she gives a lot of information about animals who live in the city. Another way I know is how she writes the information. She says things like “Pigeons are a common sight in many cities.” She doesn’t say things like “I think pigeons can be seen in many cities.”</i></p> <p><i>When writers write like experts and don’t say anything about themselves, this is called writing in the third person.</i></p> <p>Use Example/Non Example to practice “the third person.” <i>If I say something in the third person, put up three fingers. If I say something that is not in the third person, don’t put up any fingers.</i></p> <p><i>Sea turtles are reptiles. [the third person]</i> <i>I know a lot about sea turtles!</i> <i>Sea turtles eat jellyfish. [the third person]</i> <i>You must think sea turtles are very interesting!</i></p> |
| <p>Deconstruction 8 minutes</p> | <p><i>Now let’s look at another language feature writers use when writing reports.</i></p> <p>Hold up <i>Animals in the City</i> and <i>Sea Turtles</i>. <i>Let’s look at the titles of these texts. This book is called <i>Animals in the City</i> and this is called <i>Sea Turtles</i>. Elizabeth Carney writes about all different types of animals in a city, not just one particular raccoon in her backyard. Laura Marsh writes about all sea turtles, not just one tracked by the New England Aquarium.</i></p> <p>Open <i>Sea Turtles</i> to page 6 and read the page. <i>Laura Marsh writes about how all sea turtles swim, not about one particular sea turtle swimming, so she uses the plural of the word “sea turtle.” That means she writes “sea turtles” [emphasize the /z/], instead of “sea turtle”—more than one sea turtle.</i></p> <p><i>When you are writing in general about an animal, the type of word you use is called a general noun.</i></p> <p>Hold up <i>Animals in the City</i> and open to page 6. <i>Elizabeth Carney does the same thing. On this page, she gives information about all pigeons, so she writes “pigeons” [emphasize the /z/], instead of “pigeon”—more than one pigeon.</i></p> <p><i>How do you say more than one ant?</i> Show the general nouns card: ants.</p> |

Repeat the process for raccoons, snakes, and squirrels.

We know that sea stars are sometimes called sea stars and sometimes called starfish. Scientists are now using the name “sea star,” because sea stars do not share the body structures of fish. We will also say “sea star.” How do you say more than one sea star?

Show the general nouns card: sea stars.

Each group will get one of the cards I just showed you, to help you as you write about your animal.




Let’s add information about the third person and general nouns to our Report anchor chart.

Show the Report anchor chart. Add “Language:” and attach the language cards below. See the following example.

Report

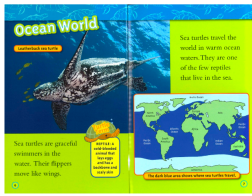
Purpose: to organize information about a topic

Examples:



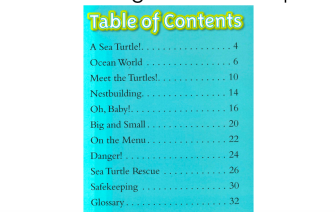
Stages:

general statement






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

information organized in subtopics

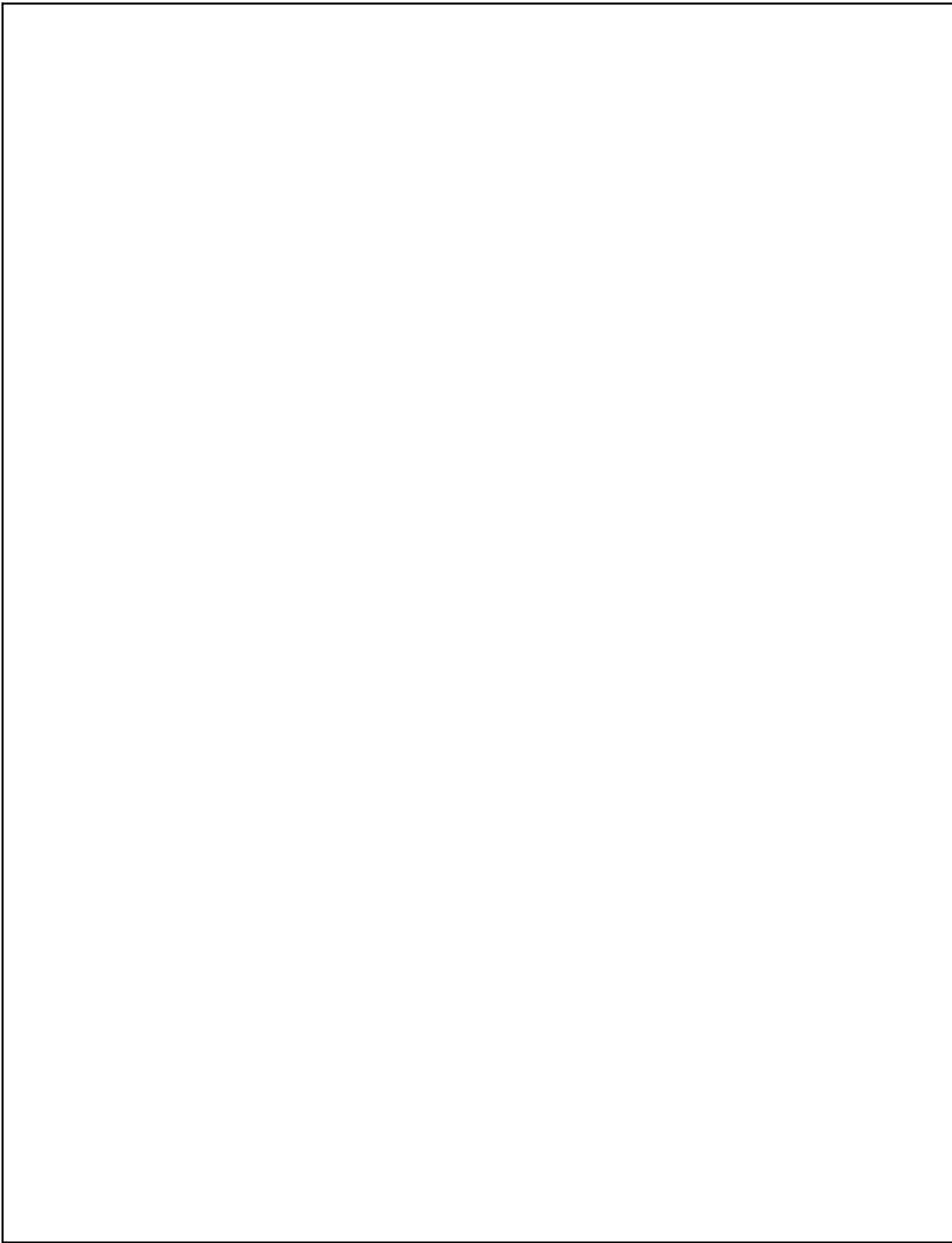


Language:

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| | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>the third person</p>  <p>Pigeons (PI) are a common sight in many cities. They might visit their friends through a park. They peck behind that people find them.</p> <p>Pigeons are a common sight in many cities.</p> </div> <div style="text-align: center;"> <p>general nouns</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> </div> </div> |
| <p>Individual Construction 15 minutes</p> | <p><i>Yesterday you communicated information about your animal’s body structures by drawing a diagram. Today you will write sentences that communicate more about its body structures. Let’s practice by talking. Think about what you know about your animal’s body structures. In your head, practice saying something about that animal in the third person, like an expert, and using a general noun. For example, I could say, “Sea turtles have lungs for breathing air.”</i></p> <p><i>When you have an idea for what you would like to tell your partner, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling information; then guide them to Think, Pair, Share.</p> <p>As the children talk to their partners, circulate to support them.</p> <p><i>Now you will write the sentences you told to your partners.</i></p> <p>Send the children to write in their groups. Provide each group with its general nouns card.</p> |
| <p>Closing 1 minute</p> | <p><i>Today we learned about language tools writers use when writing reports. They use general nouns to write about groups of animals and the third person to sound like experts. Tomorrow we will continue writing the other report subtopics.</i></p> <p>Add general nouns cards to the research bins, for children’s reference.</p> |
| <p>Standards</p> | <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.a 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>W.1.1.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> |

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| | L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). |
| Ongoing assessment | As children write, circulate and take notes on the Report Observation Tool, focusing on The Third Person and Nouns. |

Notes



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