

Unit 2: Animals Surviving and Thriving

WEEK 2 Day 3

Writing Report
Individual Construction: Subtopics

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 Objectives	With my group, I can review texts and recount information learned about a subtopic. (SL.1.1.a) I can write information using third person and general nouns. (L.1.1.c)
Vocabulary	audience: an individual or group for whom a piece of writing is composed
Materials and Preparation	<ul style="list-style-type: none">● animal research sheet, from Week 1, Day 3● drawing and writing tools● blank and lined paper● research bins, from Week 1, Day 3● children’s writing folders● Report Observation Tools
Opening 5 minutes	<p><i>Today and for the next few days you will continue to use your research to write the subtopics of your report.</i></p> <p><i>Let’s review the process we are using to write from our research.</i></p> <p>Show the animal research sheet. <i>We already wrote about our animals’ body structures, so today you will choose a new subtopic to write about.</i></p> <p><i>If you choose “food,” for example, you will gather all of the texts you have labeled with “F.”</i></p> <p><i>After gathering all of the texts you need, work as a group to review and talk about the pages one by one. Discuss what you learn about your animal’s food from the texts, making sure that each person has a chance to speak.</i></p>

	<p>Model talking together as a group, allowing each group member to speak.</p> <p><i>After reviewing all of the texts, you can begin to draw and write about that subtopic individually. As you draw and write, be sure to keep in mind your audience, or the people who will read your writing—children in Kindergarten.</i></p> <p>Ensure that children are clear about the process of identifying and discussing information before writing.</p>
<p>Individual Construction 15 minutes</p>	<p>Send children with materials to write. As children work, circulate to support them and to assess their work. Take notes about children’s writing using the Report Observation Tool. These notes will be used to plan for lessons on Days 4-5 and Week 3, Day 1, and for revisions in Week 4.</p> <p>Identify a child to present his writing and receive feedback using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Have the children put away their papers in their writing folders and bring the class back together. Use Thinking and Feedback for one child’s work. Record suggestions on sticky notes to place in the child’s writing folder.</p> <p><i>Tomorrow you will continue writing your reports.</i></p> <p>After the lesson, review the Report Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs, following the guidance outlined on Days 4-5 and Week 3, Day 1.</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> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p>
<p>Ongoing assessment</p>	<p>As children write, circulate and take notes on the Report Observation Tool, focusing on The Third Person, General Nouns, and Subtopics.</p>