

Unit 2: Animals Surviving and Thriving

WEEK 3 Day 4

**Writing Report**  
Deconstruction and Joint Construction: Adjectives

<b>Content Objective</b>	I can revise my writing by adding adjectives. (W.1.1.a, W.1.1.b, W.2.1.a, W.2.1.b, W.3.1.b)
<b>Language Objective</b>	I can use adjectives to pack information into a sentence. (L.1.1.a – L.1.1.i)
<b>Vocabulary</b>	<b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea <b>information:</b> facts or details about a subject
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● projector and screen</li><li>● Report Adjectives slides Note: Slide 5 includes a sentence to revise. To revise directly on the slide, make a copy of the slides first.</li><li>● Report anchor chart, from Week 1, Day 1</li><li>● Report anchor chart image: language</li><li>● writing folders</li><li>● writing tools</li></ul> <p>On the whiteboard, write: What? Which ones?/Whose? How many? What is it like? What kind?</p>
<b>Opening</b> 1 minute	<i>Today we are going to learn about another language feature of reports: adjectives. Remember, <b>adjectives</b> are words and phrases that give more information about nouns. When you wrote procedures, you used adjectives to give more information about the materials. Today we will look at how writers use adjectives in reports, and you'll go back to your own writing to add adjectives.</i>

<p><b>Deconstruction</b> 15 minutes</p>	<p>Show slide 1. <i>We're going to look closely at this page from Animals in the City, by Elizabeth Carney. I'm going to read the page in two ways. As I read, think about what information the page provides.</i></p> <p>Read the page without the adjectives.</p> <p><i>What information does this version provide?</i> [animals learn skills]</p> <p><i>Now listen as I read the page again.</i></p> <p>Show slide 2 and read the page as it is written in the text.</p> <p><i>What additional information does the full page provide?</i> [some animals learn skills that help them live in the city]</p> <p><i>Elizabeth Carney packed a lot of information into just one sentence by using adjectives. Let's add this to our chart.</i></p> <p>Attach the Adjectives card to the Report anchor chart, under Language.</p> <p>Refer to the questions on the board. <i>These are some questions we will use as we think about adding adjectives to our writing. Let's see how the adjectives in Elizabeth Carney's sentence answer these questions.</i></p> <p>Show slide 3. <i>The beginning of this sentence says "some city animals." This phrase is talking about animals [point to the What? question], and it includes two adjectives. "City" tells what kind of animals [refer to the question] and "some" tells how many animals [refer to the question].</i></p> <p>Show slide 4. <i>The second half of the sentence describes the skills that city animals learn. The adjectives describe what these skills are like—they are new and surprising, and they help the animals succeed at city living.</i></p>
<p><b>Joint Construction</b> 5 minutes</p>	<p>Show slide 5. <i>We are going to work together to add adjectives to this sentence to make it even better. The sentence says "Sea turtles live in water." Let's think about the word "water" and see if we can add adjectives to get a better idea about the water sea turtles live in.</i></p> <p><i>What kind of water do they live in? [ocean]</i> <i>What is that ocean water like? Describe it. [warm, salty]</i></p>

	<p><i>How could we rewrite this sentence, adding these adjectives?</i></p> <p>Harvest the children’s ideas and write the revised sentence on the copied slide or the whiteboard.</p>
<p><b>Individual Construction</b> 8 minutes</p>	<p><i>Now you are going to go back to your own writing. Choose one sentence that you think needs more information. Decide what in the sentence you will describe with adjectives, like “ants,” for example, and then ask yourself these questions [refer to the whiteboard]:</i></p> <p><i>Which ones?/Whose?</i>  <i>How many?</i>  <i>What is it like?</i>  <i>What kind?</i></p> <p><i>Then add at least one adjective to your sentence.</i></p> <p>Send children to revise. As they work, circulate to support them and to take notes on the Report Observation Tool.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we learned how adjectives work in reports. Tomorrow we will learn more about one of the stages of report: the general statement.</i></p>
<p><b>Standards</b></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>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.2.1.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>L.1.1.a</b> Use common, proper, and possessive nouns.</p> <p><b>L.1.1.b</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p><b>L.1.1.c</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p><b>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p><b>L.1.1.e</b> Use frequently occurring adjectives.</p> <p><b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.g</b> Use determiners (e.g., articles, demonstratives).</p>

	<p><b>L.1.1.h</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p><b>L.1.1.i</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<b>Ongoing assessment</b>	As children write, circulate and take notes on the Report Observation Tool, focusing on Adjectives.

**Notes**