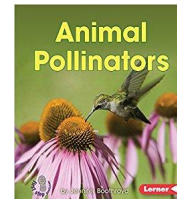
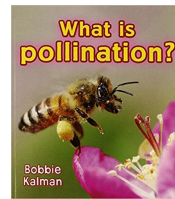


Unit 4: The Power of Pollinators



WEEK 2 Day 3

Writing Report
Deconstruction: Nouns and Adjectives

Content Objectives	<p>I can identify the general nouns and adjectives in reports. (W.2.2)</p> <p>I can use research to write information about a plant. (W.2.2, W.2.4, W.2.8)</p>
Language Objective	I can write a sentence in the third person that includes general nouns and adjectives. (L.2.1b, L.2.1c)
Vocabulary	<p>adjective: a word or phrase used to describe a person, place, thing, or idea</p> <p>general: naming a group; not specific</p> <p>information: facts or details about a subject</p> <p>noun: a word that names a person, place, thing, or idea</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>the third person: writing that uses pronouns like <i>he, she, it, or they</i></p>
Materials and Preparation	<ul style="list-style-type: none"> ● Nouns and Adjectives slides ● Report anchor chart images: language, cut apart ● Report anchor chart, from Unit 2, Week 4, Day 3 ● writing tools ● writing notebooks or a blank sheet of paper for each child ● writing folders, including Report Notes packets ● Report Observation Tool, one copy for each child
Opening 1 minute	<i>Today we will continue to learn about the language of report.</i>
Deconstruction 18 minutes slide 2	<p><i>When we wrote explanations, we wrote using general nouns, which talk about a whole group of things, rather than one thing in particular. Many reports also use general nouns.</i></p> <p><i>In this report Jennifer Boothroyd uses the general noun “animal pollinators” to talk about groups of animal pollinators. It is plural.</i></p>

	<i>The -s at the end makes it a general noun.</i>
slide 3	<i>Let's read these pages from the book together. As we read, listen for general nouns.</i> After reading, harvest the children's ideas.
slide 4	<i>"Animals" is a general noun. It names all animals, not one in particular.</i>
slide 5	<i>Now let's read these pages together. Again, as we read, listen for general nouns.</i> After reading, harvest the children's ideas.
slide 6	<i>"Lizards" is a general noun. It refers to a group of small lizards that pollinate, not the specific lizard in the photograph.</i> <i>"Doves" is a general noun, because it names all doves, not that dove in particular.</i> <i>The reports you write will also use general nouns. If you are writing about cardinal flowers, you are writing about the whole group of cardinal flowers, not one particular flower.</i>
slide 7	<i>Another important language feature of reports is adjectives. We learned about the adjectives in reports when we wrote captions during Unit 2. Let's review adjectives by looking closely at pages from What is pollination?</i>
slide 8	<i>Let's read a sentence from this page. Some of the words are covered up.</i> Read the sentence together. <i>This sentence gives us some information.</i>
slide 9	<i>Now let's read the whole sentence.</i> <i>This gives us a lot more information! The parts that give more information are called adjectives.</i>
slide 10	Read the information on the slide to review adjectives.
slide 11	<i>In the sentence we read earlier, "food" is one of the nouns. The adjective "important" describes what the food is like. "For bees and other animals" is a phrase that describes whose food it is.</i>
slide 12	<i>Let's read this sentence from Amazing Bees.</i>

	<i>Can you find the adjective? It describes the kind of bees.</i>
slide 13	<i>“Worker” is an adjective that describes what kind of bees.</i>
	<i>Let’s add information about the language of report to our anchor chart.</i> Add the language cards to the chart, with the adjectives card added in Unit 2.
Individual Construction 10 minutes slide 14	<i>Now you will practice writing using the language features of report. Review the notes you have been taking about your plant. Write at least one sentence that gives information about your plant. Use the third person to show that you are an expert who has researched that plant. Use general nouns to write about that type of plant. Include adjectives to pack information.</i> Send children to write with writing tools, notebooks or blank paper, and their writing folders. Encourage them to check in with each other and to resolve questions collaboratively. As they work, circulate to support them and to record observations on the Report Observation Tool.
Closing 1 minute	<i>Today we learned about the nouns and adjectives in reports, and you began using research to write. Tomorrow we will talk more about turning research into writing.</i>
Standards	W.2.2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. W.2.8. Recall information from experiences or gather information from provided sources to answer a question. L.2.1b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. L.2.1c. Use collective nouns and frequently occurring irregular plural nouns.
Ongoing assessment	Reflect on the class discussion. Do children accurately identify the general nouns and adjectives? What do they understand about the function of general nouns and adjectives in report? What are their confusions? Review children’s work using the Report Observation Tool, focusing on Language.