

Unit 4: The Power of Pollinators

WEEK 2 Day 4

Writing Report

Deconstruction: Brochures

Joint Construction: Subtopics

Content Objective	I can write a heading that gives the main idea of a paragraph. (W.1.2.a, W.1.2.b, W.3.2)
Language Objective	With a partner I can describe what I notice about brochures. (SL.1.2)
Vocabulary	heading: the title of a section of the text information: facts or details about a subject report: a genre of writing whose purpose is to organize information about a topic subtopic: a smaller part of the topic
Materials and Preparation	<ul style="list-style-type: none">● sample brochures, one for each pair● Yellow Lady-slipper slides, from Week 1, Day 3 Make a digital copy of the slides to edit as a class. Set up to project the slides on the whiteboard or on chart paper.● writing tools and surfaces● quarter sheets of scrap paper, one piece for each child
Opening 1 minute	<i>Today we will talk about turning research notes into paragraphs.</i>
Deconstruction 10 minutes	<p><i>When we publish our reports, we are going to write them in the form of brochures. Today with a partner, you will explore a brochure and discuss how the information is organized. Then we'll come back together to share what we noticed.</i></p> <p>Pass out brochures. Allow pairs about five minutes to explore the brochures and discuss how the information in brochures is organized. .</p>

	<p>Bring the class back together and harvest the children’s ideas. During the discussion, make sure to highlight the following features of brochures:</p> <ul style="list-style-type: none"> ● Brochures are folded, so people can focus on one section at a time. ● Each section gives information with images and words. ● Many sections have headings to tell the reader what that part is about.
<p>Joint Construction 18 minutes</p> <p>slide 7</p>	<p><i>Now that you have learned about the purpose, stages, and language of report and conducted research about a plant, you are ready to write your report.</i></p> <p><i>These are the steps you will take to use research to write subtopics.</i> Review the steps on the slide.</p>
<p>slide 5</p>	<p><i>Here is an example using the plant we researched together, Yellow Lady’s-slipper.</i></p> <p><i>First I reviewed my research notes.</i> Read the notes aloud.</p>
<p>slide 6</p>	<p><i>Then I turned my notes into a paragraph.</i></p> <p><i>Now I need to reread my paragraph to see if it makes sense. Read the paragraph silently. If there’s anything that doesn’t make sense, think about how to improve it.</i></p> <p>Allow the children one minute to read the paragraph silently. Then read the paragraph together. Harvest the children’s ideas and revise, if necessary.</p>
	<p><i>The information in this paragraph needs to be introduced. Often brochures introduce information using headings.</i></p> <p>Distribute writing tools, surfaces, and paper.</p> <p><i>Like you did for Amazing Bees, think about the main idea of this paragraph. On the paper, write a heading to introduce it.</i></p> <p>Allow the children several minutes to write headings. Then collect and review children’s ideas. Decide on a heading together and add it to the beginning of the paragraph.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow you will begin writing the subtopics for your reports.</i></p>
<p>Standards</p>	<p>W.1.2.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.2.b Gather information from provided sources and/or recall</p>

