

Unit 4: The Power of Pollinators

WEEK 2 Day 5

Writing Report
Individual Construction: Subtopics

Content Objective	I can use research notes to write a report. (W.1.2.a, W.1.2.b, W.3.2)
Language Objective	I can write using the third person, general nouns, and adjectives. (L.1.2.a, L.1.2.b, L.1.2.e)
Vocabulary	<p>general statement: the beginning of a report, which introduces and classifies the topic</p> <p>heading: the title of a section of the text</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>subtopic: a smaller part of the topic</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Yellow Lady’s-slipper slides, from Week 1, Day 3 ● brochure pages, one copy for each child ● sample brochure ● writing tools ● writing folders, including research materials and Report Notes packets ● Report Observation Tools, from Day 3 ● Thinking and Feedback visuals ● sticky notes, a few, for recording suggestions
Opening 1 minute	<i>Today you will begin to use research to write subtopics.</i>
Individual Construction 19 minutes slide 7	<p>Review the steps on the slide.</p> <p style="text-align: center;"><i>Yesterday I modeled how I used these steps to write my paragraph.</i></p> <p style="text-align: center;"><i>Today you will follow the same steps as you write.</i></p>
	<p>Show the brochure pages.</p> <p style="text-align: center;"><i>This is the paper we will use to write our reports. Each section here</i></p>

	<p><i>will fit on one panel of the brochure.</i></p> <p>Hold up a sample brochure to indicate each panel. <i>The first three sections include lines. This is where you will write your subtopics. Start writing your paragraph on the second line, leaving the dark top line blank to fill in the heading.</i></p> <p><i>The columns on the second page each include small boxes with lines and small blank boxes. The first small box with lines is for continuing subtopics.</i></p> <p><i>The second box, with the darker outline, will be used to write the general statement. The blank boxes are for the labeled plant and flower diagrams. We will work on both of those sections next week.</i></p> <p>Group the children according to the plants they are reporting on. Send them to work with writing tools, writing folders, and brochure pages. As children write, circulate to support their work. Record notes on the Report Observation Tools.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol for a challenge one child is facing. Record suggestions on sticky notes to place in the child’s writing folder.</p> <p><i>Next you will continue writing your report subtopics.</i></p> <p>Have the children put away their papers in their writing folders.</p> <p>After the lesson, review the Report Observation Tools. Note any emerging trends. Plan for individual, small group, or whole group instruction based on these needs, following the guidance outlined in Week 3, Days 1-3.</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 information from experiences in order to answer questions.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>L.1.2.a Use collective nouns (e.g., group).</p> <p>L.1.2.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p>
<p>Ongoing assessment</p>	<p>As children write, circulate and take notes on the Report Observation Tool.</p>