

Unit 4: The Power of Pollinators

WEEK 3 Days 1-3

During Days 1-3 children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Week 2, Day 5 for a detailed lesson). In addition, children's writing is assessed using the Report Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review each child's Report Observation Tool. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Report: (see the attached lessons for recommendations)

- turning research into writing
- the third person
- general nouns
- adjectives

Conventions: (no suggested lessons included)

- writing and expanding complete sentences
- capitalization
- end punctuation, commas, and apostrophes
- applying rules and strategies taught in *Foundations*

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as chunking and writing word parts
- using resources such as texts, environmental print, and *Foundations* posters for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 1-3. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 1

Target Students (individual, small group, or whole group?):

Topic:

Day 2

Target Students (individual, small group, or whole group?):

Topic:

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Writing Report

Review: Turning Research into Writing

Materials:

- Yellow Lady's-slipper slides, from Week 1, Day 3
- pencils
- writing folders, including brochure pages, research materials, and Report Notes packets

Process (small or whole group):

- Review the steps on slide 7 for turning research into writing.
- Guide the children to follow each step.

Writing Report

Deconstruction and Revision: The Third Person

Materials:

On the whiteboard, write:

Field thistle has a purple flower.

I know that field thistle has a purple flower.

Field thistle blooms in late summer or early fall.

I learned that field thistle blooms in late summer or early fall.

- Report anchor chart, from Week 1, Day 1
- research resources
- pencils
- children's reports

Process (small or whole group):

- Read the first set of sentences and ask which sounds more like an expert wrote it and why. Repeat the process with the second set of sentences.
- Reread the sentence beginning with "I learned..." Explain that this sentence is really about the writer as a learner, rather than focusing on information about field thistle.
- Review what it means to write in the third person—writing just about the plant, and not writing "I" or "you."
- Show the Report anchor chart. Review the use of the third person in report—to sound like an expert.
- If needed, show more examples of the third person in the research resources.
- Have children review their own writing to identify places where they may have written in the first or second person.
- Guide children to say the sentences aloud in a new way, in the third person. Then have them revise the sentences.

Writing Report

Deconstruction and Revision: General Nouns

Materials:

- Report anchor chart, from Week 1, Day 1
- *What is pollination?*, Bobbie Kalman, pages 18-19 or 20-21
- pencils
- children's reports

Process (small or whole group):

- Show the Report anchor chart. Review the use of general nouns in report: to name a class of things, rather than one in particular.
- Read the selected pages from *What is pollination?* Together, identify the general nouns [butterflies, moths, proboscises, mouthparts, flowers, pollinators, scents/wasps, flies, carnivores, insects, pollinators]. Discuss why Bobbie Kalman uses general nouns: she is writing about all [butterflies and moths/wasps and flies], not just one in particular.
- Have children review their writing, underlining the places where they named their plant with a singular, rather than a general, noun; for example, "crocus" instead of "crocuses."
- Have children reread the sentences to make sure that a general noun makes sense with the rest of the sentence. Guide them to revise their work.

Writing Report

Deconstruction and Revision: Adjectives

Materials:

- Report anchor chart, from Week 1, Day 1
- mentor text for report: *Amazing Bees* (Close-up View, pages 8-9) or a child's writing that packs information with adjectives
- pencils
- children's reports

Process (small or whole group):

- Show the Report anchor chart. Review the stages and language of report.
- Read the mentor text.
- Together identify a sentence that includes adjectives to pack information.
- Refer children back to their reports. Have them underline the nouns.
- Guide children to add adjectives by asking the following questions:
 - How many/much?
 - What kind?
 - What like?
 - Which ones? Whose?