

Unit 4: The Power of Pollinators



WEEK 3 Day 4

Writing Report

Deconstruction and Individual Construction: General Statement
Individual Construction: Diagrams

Content Objective	I can use research notes to write a report. (W.3.2, W.2, W.1.2.b)
Language Objective	I can draw diagrams of my plant and its flower. (W.3.2, W.2, SL.3.2.b)
Vocabulary	<p>classify: to assign to a class or category</p> <p>general statement: the beginning of a report, which introduces and classifies the topic</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>topic: what the writing is about</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Report anchor chart, from Unit 2, Week 4, Day 3 ● General Statement and Diagram slides ● writing tools ● writing folders, including brochure pages, research materials, and Plant Notes packets ● Report Observation Tools, from Week 2, Day 3
Opening 1 minute	<i>Today you will write the general statement for your report, and you will draw diagrams of the plant and its flower.</i>
Individual Construction 28 minutes	<p>Refer to the Report anchor chart.</p> <p><i>Remember, reports begin with a general statement that introduces and classifies the topic.</i></p>
slide 2	<p><i>The general statement in this report is</i></p> <p style="margin-left: 40px;"><i>A bee is an insect.</i></p> <p><i>This general statement introduces the topic, bees, and classifies</i></p>

	<p><i>bees as insects.</i></p> <p>Think, Pair, Share.</p> <p><i>Think about the plant you are writing about. What would be a good general statement to introduce and classify that plant?</i></p> <p>Circulate to support children’s conversations.</p> <p><i>Now you will write that general statement in this section of the brochure pages.</i></p> <p>Refer to the brochure image on the slide.</p> <p>Group the children according to the plants they are reporting on. Send them to work with writing tools and writing folders. As children write, circulate to support their work. When children finish writing their general statements, they can continue writing subtopics. When all children have finished writing general statements, bring the class back together.</p>
slide 3	<p><i>Now you will draw and label diagrams of your plant and its flower.</i></p> <p>Review the steps on the slide.</p>
slide 4	<p><i>These are additional resources you can use for drawing and labeling your diagrams.</i></p>
slide 5	<p><i>If you finish early, go back to complete your subtopics.</i></p> <p>Send the children back to their groups with writing tools and folders. As children work, circulate to support them.</p>
Closing 1 minute	<p><i>Today you wrote general statements and drew diagrams. Tomorrow we will write titles and finish writing your reports. Next week you’ll be ready to receive feedback.</i></p>
Standards	<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>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>SL.3.2.b Create audio/video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
Ongoing assessment	<p>During the lesson, use the Report Observation Tool to assess the children’s individual writing.</p>