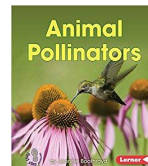
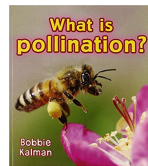
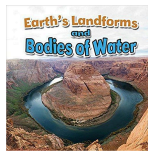


Unit 4: The Power of Pollinators

WEEK 3 Day 5



Writing Report
 Deconstruction and Joint Construction: Titles
 Individual Construction

Content Objective	I can choose an appropriate title. (W.3.2, W.2)
Language Objective	With my class I can discuss what makes a good report title. (SL.1.2)
Vocabulary	<p>publish: to prepare writing for an audience</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>revise: to make changes to writing</p> <p>series: a group of things that are related or go together</p> <p>title: the name of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Report Titles slides ● writing tools and surfaces ● sticky notes, one for each child ● chart paper, one sheet ● writing folders, including brochure pages, research materials, and Report Notes packets ● Report Observation Tool, from Week 2, Day 2
Opening 1 minute	<i>Today we will look at the titles of reports.</i>
Deconstruction 10 minutes slide 2	<p><i>These are the titles of the report mentor texts we have been reading. What do you notice about them? What is the same? What is different?</i></p> <p>Allow children time to think, and then harvest their ideas.</p> <p><i>Report titles are usually short and tell the reader exactly what the</i></p>

	<p><i>report is about.</i></p> <p><i>The reports you are writing are all related to each other. We are creating a series of brochures. A series is a group of things that are related or that go together. [Children may relate this to a book or television series.] Often when there is a series of reports, the series has a title, and each individual report has its own title. Let's look at a few examples.</i></p>
slide 3	<p><i>What do you notice about these titles?</i></p> <p><i>This series of fact sheets are about plants that attract pollinators in Australia. Each fact sheet title includes the series title, "Pollination Aware," and the name of the specific plant the report is about.</i></p>
slide 4	<p><i>Here is another series related to pollination. What is the series about? What is the series title?</i></p> <p><i>What are the individual reports about?</i></p>
<p>Joint Construction 10 minutes</p>	<p><i>We need to decide on a title for our classroom series of report brochures. Although the reports are about different plants, they all have something in common. Think about what all of the reports are about, and what we are trying to communicate to community gardeners. Then, think of a series title that will communicate this. Write your idea on a sticky note.</i></p> <p>Allow the children time to think and generate possible series titles. As they write, circulate to support their work. When children have finished, collect their titles. Review the possible titles and decide as a class which will be most appropriate for the report series.</p> <p>Write the title of the series on the chart paper. Then decide what the title of each report will be. For example, the series could be called "Boston Native Plants" and the title of the highbush blueberry report could simply be "Highbush Blueberry." Record all report titles on the chart paper for children to use when they publish their brochures.</p>
<p>Individual Construction 8 minutes</p>	<p>With any remaining time, allow the children to continue writing. As they work, circulate to support them, and use the Report Observation Tool to assess the children's individual writing.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned about report titles. Next week you will receive feedback on your reports before revising and publishing.</i></p>
<p>Standards</p>	<p>W.3.2 Use a combination of drawing and writing to communicate a topic</p>

	<p>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>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	<p>During the discussion, note children’s understanding.</p> <p>What do they notice about report titles?</p> <p>What do they notice about series titles?</p> <p>After the lesson, analyze the children’s title ideas.</p> <p>To what extent do children’s ideas capture what the series of brochures is about?</p> <p>Review the Report Observation Tools.</p>

Notes