

Unit 4: The Power of Pollinators

WEEK 4 Day 3

**Writing Report**  
Introduction to Publishing and Continued Revision

<b>Content Objectives</b>	I can revise my writing to fit the purpose, structure, and language of report. (W.2.2.a, W.3.2, W.2, L.1.2.e, L.1.2.a, L.1.2.b) I can choose an effective layout for my brochure. (W.2.4)
<b>Language Objective</b>	I can revise my writing to include general nouns and adjectives. (L.1.2.e, L.1.2.a, L.1.2.b)
<b>Vocabulary</b>	<b>general statement:</b> the beginning of a report, which introduces and classifies the topic <b>information:</b> facts or details about a subject <b>layout:</b> the organization of a page <b>publish:</b> to prepare writing for an audience <b>report:</b> a genre of writing whose purpose is to organize information about a topic <b>revise:</b> to make changes to writing <b>subtopic:</b> a smaller part of the topic
<b>Materials and Preparation</b>	Write the following questions on the board, leaving space between each to record children’s ideas. <p style="text-align: center;">What is included on the cover? Where does the brochure start? How does information flow across the panels?</p> <ul style="list-style-type: none"><li>● sample brochures, from Week 2, Day 4, one for each pair of children</li></ul> <hr/> <ul style="list-style-type: none"><li>● materials from Day 2</li></ul> <p>For Publishing:</p> <ul style="list-style-type: none"><li>● blank paper, folded into thirds, one piece for each child</li></ul>

	<ul style="list-style-type: none"> <li>● brochure pages, from Week 2, Day 5, one copy for each child</li> <li>● colored pencils</li> <li>● scissors and glue sticks</li> </ul>
<b>Opening</b> 1 minute	<i>Today you will continue revising and begin to publish your report brochures.</i>
<b>Deconstruction</b> 9 minutes	<p><i>Before you publish your brochure, it is important to consider the <b>layout</b>—how the information is organized on the page—just like we did for our explanation posters about erosion.</i></p> <p><i>With a partner, you will analyze one of our sample brochures. Use these questions to guide your conversation.</i></p> <p>Read the questions on the board.</p> <p>Review what a “panel” of a brochure means. Give pairs about five minutes to review and discuss the layout of a sample brochure.</p> <p>Bring the class back together. Harvest and record the children’s responses to each question on the board.</p> <p><i>As you publish, use this guidance to think about the most effective layout for your brochure.</i></p> <p>Show the blank paper and brochure pages.</p> <p><i>I have prepared blank brochures to use for publishing. You can write each section on the brochure pages and then cut out each and glue it to the blank brochure. Or, you can write directly on the brochure. The general statement and plant diagram should go first. The flower diagram should go with the information about pollinators.</i></p> <p><i>As you noticed in the other brochures, you need to make sure all of your subtopics are organized in a way that makes sense, and that it is clear how to read each section. For today, you can leave the cover panel blank. We will discuss this section tomorrow.</i></p>
<b>Individual Construction and Small Groups</b> 19 minutes	As children work independently and with partners to revise and publish their work, meet with small groups, as described in Day 2.
<b>Closing</b> 1 minute	<i>Tomorrow you will finish publishing your work.</i>

<b>Standards</b>	<p><b>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>W.2.2.a</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>L.1.2.e</b> Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p><b>L.1.2.a</b> Use collective nouns (e.g., group).</p> <p><b>L.1.2.b</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>
<b>Ongoing assessment</b>	<p>Review children’s work. Note what and how children revised.</p> <p>Review children’s published work to see who will need additional support on Day 4.</p>

**Notes**