

Unit 4: The Power of Pollinators

WEEK 1 Day 3

Writing Report

Joint Construction and Individual Construction: Research

Content Objective	I can paraphrase information found in texts to answer research questions. (W.1.2a, W.1.2.b, W.3.2)
Language Objective	I can recount key details from the text that relate to the subtopic. (SL.2.2.a)
Vocabulary	information: facts or details about a subject report: a genre of writing whose purpose is to organize information about a topic subtopic: a smaller part of the topic
Materials and Preparation	<ul style="list-style-type: none">● Report Notes packet, one for each child● “Boston Local Plants” brochure, one color copy● projector and screen● Yellow Lady’s-slipper slides● writing tools● “Boston Local Pollinators” brochure, one color copy for each group, and one black and white copy for each child
Opening 1 minute	<i>Today we will begin preparing for writing reports.</i>
Joint Construction 14 minutes	<p><i>In this unit, as we are learning about plants and pollinators, you will write two connected pieces. First, you will each write a report about a plant to give to a gardener.</i></p> <p><i>When gardeners are choosing what to plant, they need certain information about the plants. These are the subtopics you will include in your reports.</i></p> <p>Show the Report Notes packet. <i>Gardeners need to know what conditions the plant needs to grow: When should the seeds be planted? How much sun and water does</i></p>

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	<p><i>it need?</i></p> <p><i>You are already thinking about growing conditions with your bean seed investigations in Science. Each kind of seed has conditions that are just right for that kind of plant. The information we provide in our reports will be specifically matched to the kind of plant we are writing about.</i></p> <p><i>Gardeners also need to know what the plant will produce: What do the flowers look like? Will it grow fruit? When do the flowers bloom and the fruit grow?</i></p> <p><i>And, if gardeners are planting to attract pollinators, they will need to know which pollinators each plant will attract.</i></p> <p><i>To find out more about each subtopic, we will need to do research.</i></p> <p><i>When we research, we read to find out specific information. We will use this packet to record what we find.</i></p> <p><i>Today we will practice researching a plant: the Yellow Lady’s-slipper.</i></p> <p>Show the “Boston Local Plants” brochure. <i>This is one source we will use for our research.</i> Read the information on the front of the brochure and quickly walk through what is included in the brochure.</p> <p><i>We are researching the Yellow Lady’s-slipper, so we will focus on that section of the brochure.</i></p>
slide 2	<p><i>First let’s read this section.</i></p> <p>Read the section aloud.</p>
slide 3	<p><i>We are looking for information about growing conditions, so all of the parts that have to do with where to plant the seeds and how much sun and water it needs are underlined.</i></p> <p><i>Now let’s use the underlined information to take notes. This section says, “should be grown inside for a few seasons before moving outside.” Now let me say that in my own words: “Yellow Lady’s-slipper seeds need to be grown inside first. After a few seasons, the plant can be moved outside.”</i></p>
slide 4	<p><i>Then we will write what we said on our research sheets. The notes don’t need to be written in whole sentences, but they do have to be</i></p>

	<i>written in our own words.</i>
Individual Construction 10 minutes	<p><i>Now it's your turn to practice. You will use this brochure, called "Boston Local Pollinators," to research the subtopic Pollinators.</i></p> <p><i>Look through the brochure. Identify the sections you think are important to read. Read those sections. Then go back and underline the information that relates to Yellow Lady's-slipper pollination. Reread what you underlined; say each part in your own words; and write it here on your paper.</i></p> <p>Send the children to work in pairs, researching together and recording notes individually. As they work, circulate to support them.</p>
Closing 5 minutes	<p>Bring the class back together. Have several children share their notes.</p> <p><i>Today you began learning about taking notes to research for your reports. Tomorrow you will choose a plant to report on and begin researching it.</i></p>
Standards	<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>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Ongoing assessment	<p>After the lesson, review children's "Boston Local Pollinators" brochures and Report Notes packets.</p> <p>Do children underline important information? Is the information related to the subtopic? Do they write notes in their own words?</p>

Notes