

Unit 4: The Power of Pollinators

WEEK 1 Day 4

Writing Report

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	caption: a short explanation of an image image: a representation of something in the form of a drawing, photograph, etc. report: a genre of writing whose purpose is to organize information about a topic
Materials and Preparation	<ul style="list-style-type: none">● Plant Images slides● research materials: Plant and Flower Images, one color set for each group, and one black and white set for each child● writing tools● sticky notes, one for each child● writing tools● Report Notes packet, one for each child● writing folders● other research resources: Parts of a Flower poster; <i>From Seed to Plant</i>, Gail Gibbons
Opening 1 minute	<i>Today you will choose plants and begin researching and taking notes for your reports.</i>
Choosing Topics 10 minutes slides 2-5	<i>There are four plants for you to choose from. These are plants that attract pollinators.</i> Show each slide and read the captions. <i>You will have time right now to look at similar images of these plants and read the captions again. Look carefully at each. Think</i>

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	<p><i>about which is most interesting to you. When you have chosen a plant, write your name on a sticky note and attach it to the image.</i></p> <p>Provide small groups with the color Plant and Flower Images packets. Allow children time to quietly examine the images and choose one to research and write about. Ideally, about five or six children will write about each plant. If children’s interest does not match this distribution, negotiate as a class how to distribute the plants.</p>
<p>Individual Construction 18 minutes</p> <p>slide 6</p>	<p><i>Now each of you knows the plant you will research and write a report about. Today you will begin your research by drawing a diagram of what the plant and its flower look like.</i></p> <p>Show the Plant and Flower Images packet.</p> <p><i>Your primary research tool today is the Plant and Flower Images packet. There is a color copy for each group, and a black and white copy for each of you. The packet includes images of the whole plant and flower, as well as a word bank with words that can be used to label the plant.</i></p> <p><i>Your first step will be to find the page that has your plant.</i></p>
slide 7	<p>Hold up a Report Notes packet, open to the diagram page.</p> <p><i>Then you will open your Report Notes packet to this page.</i></p> <p>Read the instructions on the diagram page.</p> <p><i>Look back at the images of your plant, and read the words in the word bank.</i></p>
slide 8	<p><i>After you have learned about your plant structures, draw and label a diagram of the plant and its flower.</i></p>
slide 9	<p><i>You can also use From Seed to Plant and our Parts of a Flower poster to do more research about the parts of a flower.</i></p>
	<p>Send the children to sit in small groups according to their chosen plants, with writing tools, Report Notes packets, and Plant and Flower Images packets. Children may work collaboratively to identify and discuss the plant structures but should record their own notes. As they work, circulate to support them. Guide children to consult additional research resources as needed.</p>
<p>Closing 1 minute</p>	<p><i>Today you began researching for your reports. Tomorrow you will continue researching with another source.</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 Report Notes.</p> <p>Do children accurately draw and label their plant and its flower?</p>

Notes