

Unit 4: The Power of Pollinators

WEEK 2 Day 1

**Writing Report**  
Individual Construction: Research

<b>Content Objective</b>	I can paraphrase information found in texts to answer research questions. (W.1.2.a, W.1.2.b, W.3.2)
<b>Language Objective</b>	I can recount key details from the text that relate to the subtopic. (SL.2.2.a)
<b>Vocabulary</b>	<b>information:</b> facts or details about a subject <b>report:</b> a genre of writing whose purpose is to organize information about a topic
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● “Boston Local Pollinators” Research slides</li> <li>● “Boston Local Pollinators” brochures, one color copy for each group and one black and white copy for each child</li> <li>● writing tools</li> <li>● writing folders, including research materials and Report Notes packets</li> <li>● other research resources: Parts of a Flower poster; <i>From Seed to Plant</i>, Gail Gibbons</li> </ul>
<b>Opening</b> 1 minute	<i>Today you will use a new research source, the “Boston Local Pollinators” brochure.</i> Hold up a color brochure.
<b>Individual Construction</b> 28 minutes	<i>This brochure is similar to the other brochure we read. This one is called “Boston Local Pollinators.” It contains information about pollinators and the plants they pollinate.</i>
slide 2	<i>When you research today, you will begin by looking for information about your plant. You may find that your plant shows up in more than one section of the brochure.</i>
slide 3	<i>Next you will go back to your Report Notes packet. Read the</i>

	<i>Research Questions. Then go back to the brochure and reread the sections about your plant. Underline the parts of the text that answer the Research Questions.</i>
slide 4	<i>Then say that information out loud, in your own words.</i>
slide 5	<i>In your Report Notes packet, write down the information you said, next to the Research Questions you are answering.</i>
	Send the children to sit in small groups according to their chosen plants, with writing tools, Report Notes packets, and “Boston Local Pollinators” brochures. Children may work collaboratively to identify and discuss the information but should record their own notes. As they work, circulate to support them. Guide children to consult additional research resources as needed.
<b>Closing</b> 1 minute	<i>Today you continued researching for your reports. Tomorrow we will learn about one language feature of reports, and you will have a chance to complete your research.</i>
<b>Standards</b>	<p><b>W.1.2.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.2.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <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>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<b>Ongoing assessment</b>	<p>After the lesson, review children’s brochures and Report Notes.</p> <p>Do children underline important information?</p> <p>Is the information related to the research question?</p> <p>Do they write notes in their own words?</p>

**Notes**