

Unit 4: The Power of Pollinators

WEEK 2 Day 2

Writing Report

Deconstruction: The Third Person

Individual Construction: Research

Content Objectives	I can identify sentences in the third person. (W.3.2) I can paraphrase information found in texts to answer research questions. (W.1.2.a, 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 the third person: writing that uses pronouns like <i>he, she, it, or they</i>
Materials and Preparation	<ul style="list-style-type: none">• The Third Person and Research slides• research resources from previous lessons• writing tools• writing folders, including research materials and Report Notes packets
Opening 1 minute	<i>Today we will start learning about the language of reports, and you will complete your research.</i>
Deconstruction 10 minutes slide 2	<i>People who write reports become experts in the topics they are writing about. One way to show that they are experts is by writing in the third person.</i> <i>When writers use the third person, they do not use words like “I” and “you.”</i> <i>On this page, Sue Unstead writes all of the sentences in the third person. She says “a bee” and “it.” The whole page gives information about bees.</i>

slide 3	<p><i>Let's practice identifying sentences in the third person. Remember, a sentence in the third person will not include words like "I" and "you."</i></p> <p><i>Let's read this first sentence together. If the sentence is written in the third person, put up a thumb. If it is not written in the third person, don't put up a thumb.</i></p> <p>Read the sentence together and allow children time to put up fingers or not. Then click the animation and read the rationale for whether or not the sentence is in the third person.</p>
slides 4-6	<p>Repeat the process above for each sentence.</p> <p><i>As you continue to take research notes, and as you begin to write your reports later this week, you will use the third person to show you are an expert about your plant!</i></p>
<p>Individual Construction 18 minutes</p> <p>slide 5</p>	<p><i>Today is the last research day. Start by reviewing your Report Notes. Which questions do you still need to answer?</i></p> <p><i>Based on the Research Question(s) you need to answer, decide which research resources you need to review.</i></p>
slide 6	<p><i>Go back to the research resource and reread the sections about your plant. Underline the parts of the text that answer the Research Questions.</i></p>
slide 7	<p><i>Say the information in your own words.</i></p>
slide 8	<p><i>In your Report Notes packet, write down the information you said, next to the Research Questions you are answering.</i></p>
	<p>Send the children to sit in small groups according to their chosen plants, with writing tools, Report Notes packets, and research resources. Children may work collaboratively to identify and discuss the information but should record their own notes. As they work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today you completed your report research and learned about the third person. Tomorrow you will continue learning about the language of report.</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</p>

	<p>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>
<p>Ongoing assessment</p>	<p>Reflect on the class discussion.</p> <ul style="list-style-type: none"> Do children accurately identify sentences in the third person? What rationales do they give for their choices? What are their confusions? <p>After the lesson, review children’s research resources and Report Notes.</p> <ul style="list-style-type: none"> Do children underline important information? Is the information related to the research question? Do they write notes in their own words?

Notes