

Unit 2: Animals Surviving and Thriving

WEEK 3 Day 5



Writing Report
 Deconstruction, Joint Construction, and Individual Construction:
 General Statement

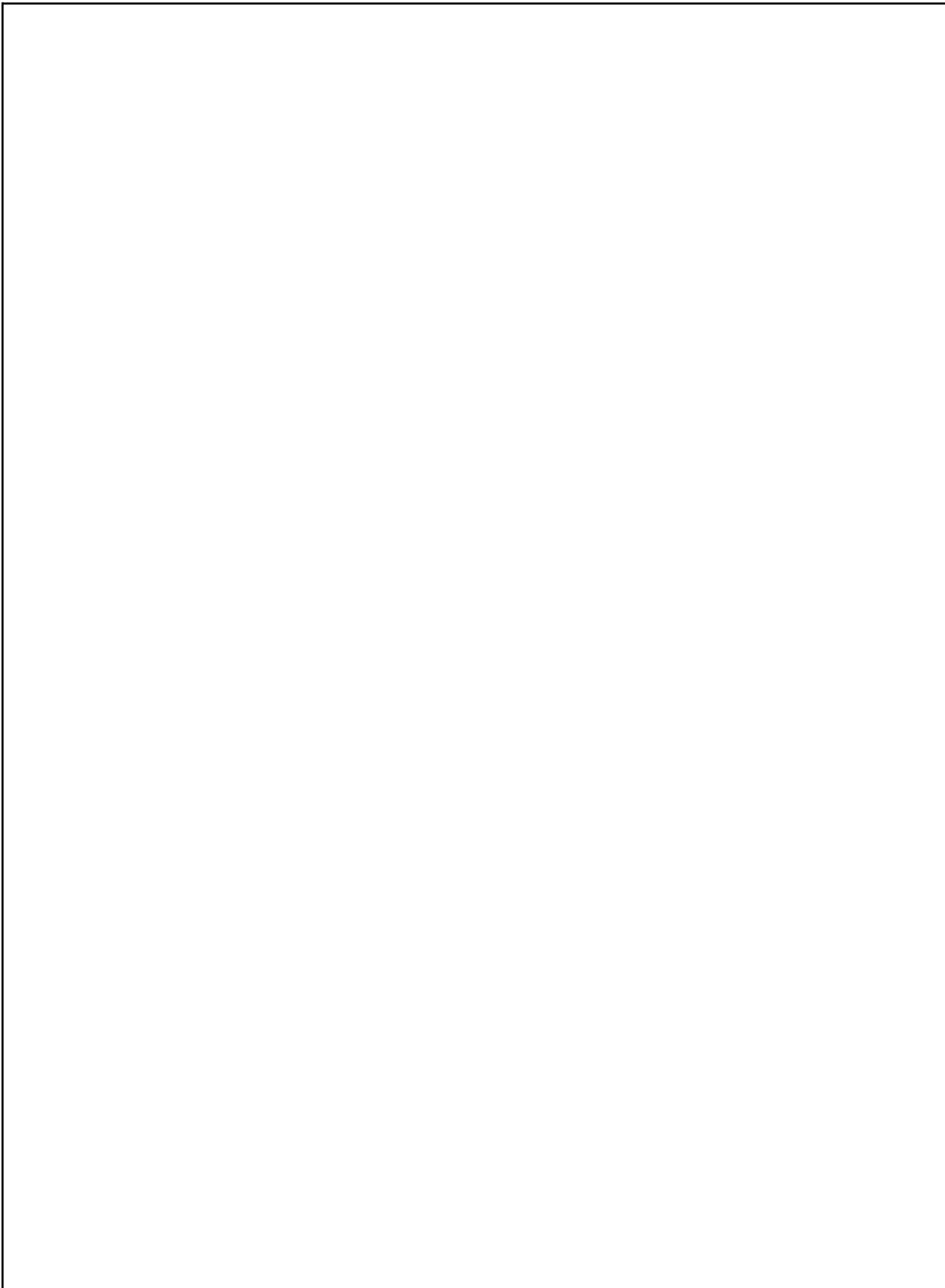
Content Objective	I can write a general statement. (W.3.1.b)
Language Objective	I can sort words into categories. (L.5.1.a)
Vocabulary	general statement: the beginning of a report, which introduces and classifies the topic classify: assign to a class or category
Materials and Preparation	<ul style="list-style-type: none"> ● Report anchor chart, from Week 1, Day 1 ● <i>Sea Turtles</i>, Laura Marsh ● a collection of classroom items for modeling classifying objects, 1 object for each child Collect the objects in a bin. A collection may include, for example, 3 each of the following: pencils, crayons, markers, cubes, Kapla blocks, pattern blocks, scissors, glue sticks ● lined paper, one sheet for each child ● writing folders ● writing tools ● research bins, from Week 1, Day 3 ● Report Observation tools
Opening 1 minute	<i>Today we are going to review and write one of the stages of report: the general statement.</i>
Deconstruction 5 minutes	Refer to the Report anchor chart. <i>When we learned about the stages, or parts, of report, we learned that they begin with a general statement. The general statement is</i>

Writing U2 W3 D5

	<p><i>the part of the report that introduces and classifies the topic.</i></p> <p>Show <i>Sea Turtles</i>, page 7.</p> <p><i>At the beginning of the book Sea Turtles, Laura Marsh introduces the topic: sea turtles, and classifies sea turtles as reptiles. She says “They are one of the few reptiles that live in the sea.”</i></p> <p>Classifying something means identifying a group it belongs to. The group “reptiles,” for example, includes sea turtles and other animals.</p>
<p>Joint Construction 13 minutes</p>	<p><i>Your report posters will include a general statement that introduces and classifies your topic. Let’s work together to practice classifying.</i></p> <p>Have the children sit on the perimeter of the rug. Pass around the bucket of objects and have each child take one.</p> <p><i>We are going to sort our objects into categories. Look at your object, and look at the objects your classmates have. Think to yourself, what other object might mine go with?</i></p> <p><i>_____, why don’t you start us off? Please place your object in the middle of the rug.</i></p> <p><i>_____, look at your object. Should it go in a group with _____’s object, or would you like to start a new group?</i></p> <p>Continue to go around the circle, guiding children to group their objects. After all objects have been placed, identify one group of objects to name.</p> <p><i>Let’s look at this group. What is the same about all of these objects? What makes them go together? What could we call this group?</i> [drawing and writing tools, blocks, art materials, etc.]</p> <p><i>Now we’ve classified these objects! We are saying that all of these different objects belong to this bigger group. That’s the same thing we are doing when we write general statements. Let’s use these objects to practice saying general statements together, before you write your own.</i></p> <p>Hold up one set of objects from the group (such as cubes) and model saying a general statement, such as “Cubes are blocks.”</p> <p>Hold up another set of objects from the group and invite a child to say a general statement, such as “Kapla Blocks are blocks.”</p> <p>Repeat the process as necessary to practice general statements. Be sure to</p>

	use general nouns (for example, “pencils,” rather than “a pencil.”)
Individual Construction 10 minutes	<p><i>Now it’s your turn to write a general statement for your report. Remember that you will name and classify your animal. You may write a sentence like this: Sea turtles are reptiles. Think about what you will write; then share your idea with a partner from your group before writing it. If you find that you are having trouble classifying your animal, you might need to do more research, by talking to your group or going back to your research texts.</i></p> <p>As children work, circulate to support them and to take notes on the Report Observation Tool, focusing on the General Statement. Refer children back to research texts as necessary.</p>
Closing 1 minute	<i>Today you wrote your general statements. Next you will write titles for your reports, and you will revise and publish your posters to get them ready to share with K2 students!</i>
Standards	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>L.5.1.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>
Ongoing assessment	As children write, circulate and take notes on the Report Observation Tool, focusing on the General Statement.

Notes



Writing U2 W3 D5



Writing U2 W3 D5