

Unit 2: Animals Surviving and Thriving

WEEK 4 Day 2

Writing Report
Poster Layout
Revising and Publishing
continued from Day 1

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| Content Objective | I can revise my writing to fit the purpose, structure, and language of a report. (W.3.1.b, W.2.1.a) |
| Language Objective | I can revise my report to be written in the third person, using general nouns and adjectives. (W.1.5, L.1.1, L.1.1.b - L.1.1.i) |
| Vocabulary | revise: to make changes to writing layout: the organization of a page audience: an individual or group for whom a piece of writing is composed general statement: the beginning of a report, which introduces and classifies the topic subtopic: a smaller part of the topic publish: to prepare writing for an audience |
| Materials and Preparation | Materials from Day 1, plus: <ul style="list-style-type: none">● projector and screen● Sample Posters slides, from Week 2, Day 1● chart paper or poster board for publishing, one for each child● one child’s report Before the lesson, choose one child’s work for modeling layout. <ul style="list-style-type: none">● masking tape |
| Opening 1 minute | <i>Today you will continue revising your reports and decide on a layout for your posters.</i> |
| Deconstruction and Joint Construction 8 minutes | <i>One of your jobs today is to decide on a layout for your poster. The layout is how the poster is set up. The way each piece is organized on the poster is important to helping your audience understand what you are trying to communicate.</i> |

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| | <p><i>Let's look at our sample posters again for inspiration.</i></p> <p>Review and discuss the Sample Posters slides, focusing on layout and how it supports the communication of important information.</p> <p><i>Before you design your own posters, let's try working together on _____'s poster. Where should we put each part? Remember, we need to include the general statement, along with each subtopic. Is there any other information we might want to add to this poster? [a title, the author's name]</i></p> <p>Together with the children, move the different pieces around on the poster and discuss the pros and cons of different layouts.</p> <p><i>After deciding on a layout, you will tape your papers to the poster. Since you haven't finished revising and publishing all parts of your work yet, you don't want to glue them on. Plus, taping them on gives you a little more time in case you want to change something about the layout.</i></p> |
| <p>Individual Construction 16 minutes, concurrent with Small Group instruction</p> | <p><i>Now it's your turn to work on your poster layout. Move pieces around and try different things. When you have a layout that you like, tape the pieces on, so that you won't forget where they go.</i></p> <p><i>When you finish, you will continue revising your work. That might mean taking off one of your sheets to make changes to it; or to copy your words or illustration onto a clean sheet of paper.</i></p> |
| <p>Small Group Possibilities 16 minutes, concurrent with Individual Construction</p> | <p>As children work independently, meet with small groups, as described in Day 1.</p> |
| <p>Closing 5 minutes</p> | <p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p> |
| <p>Standards</p> | <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1.a Use common, proper, and possessive nouns.</p> <p>L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> |

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| | <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> |
| Ongoing assessment | <p>Review children’s posters.</p> <p>Are their layouts effective?</p> <p>What may need to be changed before the final version?</p> <p>Note children’s participation in and understanding of the content of each small group.</p> |

Notes

