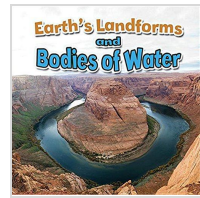


Unit 2: The Forces of Wind and Water



WEEK 4 Day 3

Writing Report

Deconstruction and Joint Construction: Adjectives

Content Objective	I can research to gather information. (W.1.2.a, W.1.2.b)
Language Objectives	I can identify the adjectives in a text. (L.1.2.e) I can recount details from a text. (SL.2.2.a)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea caption: a short explanation of an image information: facts or details about a subject noun: a word that names a person, place, thing, or idea organize: to arrange purpose: the reason for doing or creating something report: a genre of writing whose purpose is to organize information about a topic topic: what the writing is about
Materials and Preparation	● Report Adjectives slides ● Report anchor chart images, cut apart ● chart paper Prepare the following Report anchor chart. Cut out the mentor text image and glue it to the chart.

	[its location and what makes it special]
slide 4	<i>Remember, adjectives describe nouns. They answer the questions</i> <i>How many or much?</i> <i>What kind?</i> <i>What like? and</i> <i>Which ones? Whose?</i> <i>In procedures we used adjectives to make the materials list more precise.</i>
slide 5	<i>In reports, adjectives are used to pack in a lot of information.</i> <i>Natalie Hyde packs a lot of information into just one sentence by using these adjectives!</i>
	Show the Report anchor chart. <i>Remember, the purpose of reports is to organize information about a topic. One example of a report is Earth's Landforms and Bodies of Water. We are going to talk about the structure of reports later this year, so we'll leave this part blank for now.</i> <i>Today we are learning that adjectives are important to reports. They are important for packing information into a text, both for this Grand Canyon caption—a very short report—and for the rest of this book—a longer report. Let's add what we have learned about adjectives to our chart.</i> Add the adjectives card to the Language section.
Deconstruction and Continued Research 15 minutes slide 6	<i>Now you will work with your partner from yesterday to identify the adjectives in your research article. Reread the article. As you read, circle nouns that name your landform. Then go back and underline any adjectives you find that describe your landform. These will help you tomorrow when you write your caption.</i> <i>After you have identified adjectives, you can continue to answer any research questions you were not able to complete yesterday.</i> Continue to show the slide. Send children in pairs with Caption Templates and Landform Research Packets. As they work, circulate to support them with identifying adjectives. Guide them to identify the nouns that name their landforms and then ask the questions on the slide to identify adjectives.
Closing 1 minute	<i>Today we learned about the adjectives in reports, and you continued to research your landform. Tomorrow you will use your research to</i>

	<i>write a caption.</i>
Standards	W.1.2.a Investigate questions by participating in shared research and writing projects. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.
Ongoing assessment	Collect the Landform Research Packets. Do children successfully identify adjectives? What are their confusions? Collect the Caption Templates. What information do children gather? How effectively do they record the information? Is anything missing?

Notes
