

Unit 2: The Forces of Wind and Water

WEEK 4 Day 2

Writing Report

Choosing and Researching Landforms

Content Objective	I can research to gather information. (W.1.2.a, W.1.2.b)
Language Objective	I can recount details from a text. (SL.2.2.a)
Vocabulary	caption: a short explanation of an image image: a representation of something in the form of a drawing, photograph, etc. report: a genre of writing whose purpose is to organize information about a topic
Materials and Preparation	Writing groups formed today will stay in place until the end of Unit 2, through the Explanation writing unit. Small groups research and discuss information together, but each child produces their own report and explanation. In this lesson, groups are formed naturally, based on children's choice of images. Be prepared to suggest switches for groups that may not turn out to be productive. • Landform Images, in sheet protectors Display the images in a way that all children can look at them comfortably and can move around to see them more closely (hanging around the room, on tables, on the floor). • writing tools • sticky notes, one for each child • Caption Templates, 4-5 copies of each, enough to give one template to each child • Landform Research packet, one for each pair of children • Keeping Track of Landforms sheet
Opening 1 minute	<i>Yesterday we began learning about report, and we looked at some exciting images of landforms.</i>

Research 28 minutes	<i>Today you will choose one of the images we looked at yesterday to research and write about. For the rest of the unit you will write about that landform and explain how it got its shape. You will have time right now to look at the images again. Look carefully at each, and think about which is most interesting to you. When you have chosen an image, write your name on a sticky note and attach it to the image.</i> Allow the children time to quietly walk around, examine the images, and choose one. Ideally, about four children will be writing about each image. (If needed, negotiate as a class how to distribute the images, perhaps asking children to consider a second choice.)
	<i>Now that you all have chosen images, you will have a chance to do some research to write your caption report. You will get a sheet like this.</i> Show the Caption Template. <i>At the top of the paper is the image you are researching. Underneath is a blank box where you will write your caption. At the bottom is a world map. You will need to indicate on the map where your landform is located.</i> <i>On the back of the page is space to take notes from your research. It includes a set of questions to guide you. They say “What is this landform’s name?” “What type of landform is it?” “Where is it located?” There is also a section that says “Other Notes.” If you find out something really exciting about your landform that does not answer one of the questions above, you can write it in this section.</i> Show the Landform Research packet. <i>Here is the packet you will use to research your landform. The first page has the names and images of different types of landforms. The rest of the packet includes profiles of the landforms you are researching. Find the page that matches your landform. Read the information on the page. Then, record the answers to the research questions on the back of your Caption Template.</i> Send the children in pairs to research and record their findings. As they write, circulate to support their work.
Closing 1 minute	<i>Tomorrow you will continue researching and learn about an important language feature of report.</i> After the lesson, on the Keeping Track of Landforms sheet, record the

	names of the children researching each landform, for use in Week 5.
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.
Ongoing assessment	Collect the Caption Templates. What information do children gather? How effectively do they record the information? Is anything missing?

Notes
