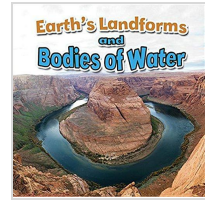


Unit 2: The Forces of Wind and Water



WEEK 4 Day 1

Writing Report

Deconstruction: Introduction to Report

Content Objective	I can discuss the main purpose of a text. (R.9.2.b)
Language Objective	I can describe what I notice about a text. (SL.1.2)
Vocabulary	caption: a short explanation of an image genre: a type of writing image: a representation of something in the form of a drawing, photograph, etc. information: facts or details about a subject 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 subtopic: a smaller part of the topic topic: what the writing is about
Materials and Preparation	To become familiar with the genre and how it is taught, read Writing: Introduction to Report (in the Introduction documents). Note that this is a very brief introduction to report, which will be revisited in Unit 4. • <i>Earth's Landforms and Bodies of Water</i>, Natalie Hyde • Landform Images slides
Opening 1 minute	<i>Today we are going to begin learning about a new genre of writing called report. We will spend just this one week beginning to look at and write reports, and then we will come back to report later in the year.</i>
Deconstruction	Show <i>Earth's Landforms and Bodies of Water</i> .

Writing U2 W4 D1

15 minutes	<i>This book, Earth's Landforms and Bodies of Water, is a report. Why do you think Natalie Hyde wrote this book?</i> Harvest the children's ideas. <i>This book gives us information about landforms and bodies of water. The purpose of reports is to organize information about a topic. The topic here is named in the title: Earth's Landforms and Bodies of Water.</i>
Contents	<i>When we first read this book, we looked at the table of contents. It helped us understand how the information is organized. We know that information is grouped together in different sections. These groups are called subtopics.</i>
page 10	Point to the Grand Canyon image. <i>As we discussed during our first read of this book, there are many images with captions that provide more information about the topic.</i> Read the Grand Canyon caption. <i>That caption gives a lot of information! Turn and talk to a partner about what information is included in the caption.</i> Harvest the children's ideas. <i>The caption includes the name of the place (the Grand Canyon), where it is located (Arizona), what type of landform it is (a canyon), and why it is special—all in one sentence!</i>
Deconstruction 13 minutes Landform Images slides	<i>I have some amazing images to show you!</i> Show each slide. With each slide, stop to ask "What do you see?" and "How did this happen?" and harvest the children's ideas. <i>This week you will write a caption for one of these photos. Start thinking about which photo is most interesting to you, and you will choose your photos tomorrow.</i>
Closing 1 minute	<i>Today we began learning about a new genre called report, which is written to organize information about a topic. Tomorrow we will look closely at a report to learn about its structure.</i>
Standards	R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe. SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Ongoing assessment	Reflect on the whole group discussion. - What do the children already know about the purpose of report? - What are their confusions? - What do children know about captions? Reflect on children’s comments about the landforms images. - What do they understand about erosion and how wind and water shape landforms? - What unit vocabulary do they use? - How do they explain what happened?
---------------------------	--

Notes
