

WEEK 4 Day 2

Writing Report
 Joint Construction: Subtopics
 continued from Day 1

Content Objective	With my class I can write subtopics. (W.K.2, W.K.7)
Language Objectives	I can tell and write information in the third person. (L.K.1) I can add illustrations to give more information about a subtopic. (SL.K.5)
Vocabulary	subtopic: a smaller part of the topic report: a genre of writing whose purpose is to organize information about a topic information: facts or details about a subject the third person: writing that uses pronouns like <i>he, she, it, or they</i>
Materials and Preparation	<ul style="list-style-type: none"> ● children’s frog information sheets, grouped and labeled with subtopics, from Week 4 ● chart paper and marker, or computer and projector, for joint construction ● jointly-constructed report, from Day 1 ● materials for illustration <p>Before the lesson, prepare the completed subtopics for groups of children to illustrate. Decide how illustrating subtopics will work best for your class. For example,</p> <ul style="list-style-type: none"> ● a small group illustrates the same piece of chart paper; ● pairs or individual children illustrate blank pieces of paper to add to chart paper; ● pairs or individual children illustrate subtopics printed from the computer (enough copies of completed subtopics can be printed to distribute to pairs/individual children).
Opening	<i>Today we are going to continue writing each subtopic of our report,</i>

1 minute	<i>using the information you wrote! Then you'll have a chance to illustrate the subtopics.</i>
Joint Construction 20 minutes	<p><i>Remember that last time we wrote, we used the third person—words like he, she, it, or they—to show that we are experts about frogs.</i></p> <p><i>Let's review one of our subtopics, and then we'll write the information together.</i></p> <p>Review the name of the subtopic (such as habitat, food, etc.) and children's information sheets.</p> <p>Display the chart paper/projected computer screen for joint construction. At the top of the page, write the name of the subtopic. Then decide together what information should be written. Leave space between the heading and the sentence(s) for illustration.</p> <p>Repeat the process to complete the subtopics.</p>
Individual Construction 8 minutes	<p><i>Now you will illustrate our subtopics! The illustrations in reports are very important. When we read The Life Cycle of a Salmon, we used the photographs and diagrams a lot to help us better understand the book. Think carefully about how you can add illustrations to give even more information about your subtopic.</i></p> <p>Explain to children how they will illustrate, based on the plans made for the class. Review the subtopic with each group before sending children to illustrate.</p> <p>As children work, circulate to support them.</p>
Closing 1 minute	<i>Today we finished writing our subtopics and began illustrating them. Tomorrow we will write a new part of our report—the general statement—and finish our illustrations.</i>
Standards	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p>

Ongoing assessment	Reflect on the whole group work. How do children synthesize information to write about the subtopic? Do they suggest sentences in the third person? Reflect on the small group work. How effectively do children’s illustrations represent the information on the page? Do the illustrations provide additional information?
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Notes