



Writing Report

Joint Construction: Table of Contents
Deconstruction and Joint Construction: Title

Content Objective	With my class I can write a table of contents and title. (W.K.2, W.K.7)
Language Objective	I can add illustrations to give more information about a subtopic. (SL.K.5)
Vocabulary	<p>information: facts or details about a subject</p> <p>subtopic: a smaller part of the topic</p> <p>title: the name of a piece of writing</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● jointly-constructed report ● chart paper and marker, or computer and projector, for joint construction ● mentor texts: <i>Owls</i>, Gail Gibbons; <i>Wolves</i>, Gail Gibbons; <i>Wolves</i>, Seymour Simon; <i>Frogs</i>, Elizabeth Carney ● materials for illustration
Opening 1 minute	<i>We want our readers to be able to find the information they need easily, so we are going to create a table of contents together.</i>
Deconstruction and Joint Construction 10 minutes	<p>Show the Contents page of <i>The Life Cycle of a Salmon</i>.</p> <p><i>When we read The Life Cycle of a Salmon, we used the Contents over and over again to figure out what types of information are in the book, and where to find that information. Remember, each subtopic of the book is listed here. [point to the subtopics]</i></p>

	<p><i>How did we know where to find each subtopic in the book? You're right—from the page numbers!</i></p> <p><i>Let's write our own table of contents. At the top of the page I am writing "Table of Contents."</i></p> <p><i>Now let's go back to our subtopics to remember their order and page numbers.</i></p> <p>Refer back to each subtopic. Write the name of the subtopic and page number where it begins on one line. Repeat the process on the next line, with the next subtopic, and continue until all subtopics have been recorded.</p>
<p>Deconstruction and Joint Construction 8 minutes</p>	<p><i>The last piece we need to add to our writing is a title. Titles are important, because they let the reader know what the text is about.</i></p> <p>With children sitting on the perimeter of the rug, lay out all of the report mentor texts in the center of the rug.</p> <p><i>Let's look at the titles in the reports we are reading in this unit.</i> Point to each book and read its title.</p> <p><i>Think, Pair, Share: What do you notice about these titles?</i> Harvest several children's ideas. If no one mentions it, note that many books name the animal using a general noun, such as "wolves."</p> <p><i>Think, Pair, Share: What would be a good title for our report? Remember, the title needs to let the reader know what our report is about.</i></p> <p>Harvest children's ideas; then come to consensus to choose the title of the report.</p> <p>Write the title on the page that will be the book cover. Decide how the class will be named as authors and illustrators and add that information to the cover.</p>
<p>Individual Construction 10 minutes</p>	<p>Send children to continue illustrating subtopics. If possible, prepare the table of contents page and front cover for children to illustrate as well. If necessary, review with children how they will illustrate, based on the plans made for the class.</p> <p>As children work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today we added a table of contents and front cover to our book. Next we will finish publishing our class report!</i></p>
<p>Standards</p>	<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>Ongoing assessment</p>	<p>Reflect on the whole group work.</p> <ul style="list-style-type: none"> What do children understand about the table of contents? What do children notice about titles? How do children apply what they notice to their writing as a class? <p>Reflect on the small group work.</p> <ul style="list-style-type: none"> How effectively do childrens’ illustrations represent the information on the page? Do the illustrations provide additional information?

Notes