

WEEK 6 Day 1

**Writing Report**  
 Deconstruction: General Nouns  
 Individual Construction

<b>Content Objective</b>	I can use research to write a report. (W.K.2, W.K.7, W.K.8)
<b>Language Objective</b>	I can tell and write information using the third person and general nouns. (L.K.1, L.K.1c)
<b>Vocabulary</b>	<p><b>general:</b> naming a group; not specific</p> <p><b>information:</b> facts or details about a subject</p> <p><b>noun:</b> a word that names a person, place, thing, or idea</p> <p><b>report:</b> a genre of writing whose purpose is to organize information about a topic</p> <p><b>research:</b> to get information about something</p> <p><b>the third person:</b> writing that uses pronouns like <i>he, she, it, or they</i></p> <p><b>title:</b> the name of a piece of writing</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owls</i>, Gail Gibbons</li> <li>● <i>Wolves</i>, Seymour Simon</li> <li>● general nouns cards, copy as needed for each group If children are writing about other animals, write the plural noun for each of those animals on the blank cards.</li> <li>● Report anchor chart, from Week 4, Day 2</li> <li>● children’s Writing folders, including body structures diagrams</li> <li>● research bins, including texts, animal research sheets, writing tools, and sticky notes, from Week 6, Day 2</li> <li>● Report Observation Tool, one copy for each child</li> </ul>
<b>Opening</b> 1 minute	<i>You began turning your research into writing by drawing and labeling a diagram of your animal’s body. Before you continue writing, we need to learn more about the language writers use in reports.</i>

**Deconstruction**  
8 minutes

Hold up *Owls* and *Wolves*.

*Let's look at the titles of these two texts. This book is called *Owls* and this is called *Wolves*. Gail Gibbons writes about all owls, and Seymour Simon writes about all wolves.*

Open *Owls* to page 5 and read the page.

*Gail Gibbons gives information about owls in general, not one particular owl, so she uses the plural of the word owl. That means she writes "owls" [emphasize the /z/], instead of "owl"—more than one owl.*

*When you are writing in general about an animal, the type of word you use is called a general noun.*

Show the general nouns card: owls.

Hold up *Wolves*.

*Seymour Simon does the same thing. He gives information about all wolves, so he writes "wolves" [emphasize the /z/], instead of "wolf"—more than one wolf.*

Show the general nouns card: wolves.

*How do you say more than one frog?*

Show the general nouns card: frogs.

*How do you say more than one fish?*

*"Fish" is a special word, because you can say "fish" for one fish or "fish" for more than one fish.*

Show the general nouns card: fish.

Practice with any other animals children are writing about.

*Each group will get one of the cards I just showed you, to help you as you write about your animal.*

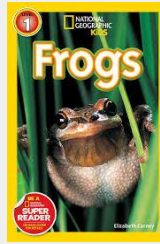
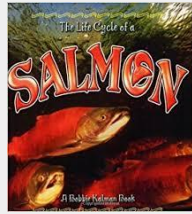
*Let's add information about general nouns to our Report anchor chart.*

Show the Report anchor chart. Add "Language:" and attach the language cards below. See the following example.

**Report**

**Purpose:** to organize information about a topic

**Examples:**



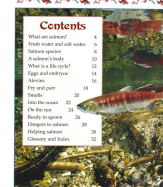
**Stages:**

general statement



Salmon are fish.

information organized in subtopics



summarizing comment (optional)

**Language:**

the third person



Salmon are fish.

general nouns



**Individual Construction**  
20 minutes

*Last week you communicated information about your animal's body structures by drawing a diagram. Today you will write a sentence that communicates more about its body structures. Let's practice by talking. Think about what you know about your animal's body structures. In your head, practice saying something about that animal in the third person, like an expert, and using a general noun. For example, I could say, "Fish use gills to breathe."*

*When you have an idea for what you would like to tell your partner, put a silent thumbs up in front of your chest.*

Model the silent signal. Allow children several minutes to prepare for telling information; then guide them to Think, Pair, Share.

As the children talk to their partners, circulate to support them.

*Now you will write the sentence you told to your partner.*

Send the children to write in their groups. Add the general nouns card to each group's research bin.

**Closing**

*Tomorrow you will continue writing your report.*

1 minute	
<b>Standards</b>	<p><b>W.K.2.</b> Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p><b>W.K.7.</b> 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><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p><b>L.K.1c.</b> Form regular plural nouns orally by adding /s/ or /es/.</p>
<b>Ongoing assessment</b>	As children write, circulate and take notes on the Report Observation Tool, focusing on The Third Person and Nouns.

**Notes**