



Writing Report

Modeling and Joint Construction in Pairs: Research
continued on Days 3-4

Content Objective	I can research to gather information for a report. (W.K.2, W.K.7, W.K.8)
Language Objectives	I can organize information into subtopics. (L.K.5a) With my partner, I can discuss the information found in our research text, and explain how it relates to a particular subtopic. (SL.K.1a)
Vocabulary	<p>information: facts or details about a subject</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>research: to get information about something</p> <p>subtopic: a smaller part of the topic</p> <p>topic: what the writing is about</p>
Materials and Preparation	<p>During Weeks 6-8, each child writes an individual report about an animal. Children work together with their peers to research, generate information, and provide feedback to one another, with each child writing their own final piece.</p> <p>In this lesson, children choose and begin researching the animal they will write about. For ease of implementation, small groups of children should research the same animal, sharing resources and information with each other. No more than 5 animals should be chosen for the class to research. Chosen animals should include those explored in the unit and can be expanded to other animals for which research materials are readily available (for example, if there is a class pet to observe, or a variety of texts on that animal can be easily obtained, etc.).</p> <ul style="list-style-type: none"> ● <i>Frogs</i>, Elizabeth Carney

	<ul style="list-style-type: none"> ● <i>From Tadpole to Frog</i>, Wendy Pfeffer ● Animal Research sheet, 1 copy for modeling ● 5 sticky notes for modeling <p>Prepare research bins for each animal, and put them in the areas where each group will work. Include in each bin</p> <ul style="list-style-type: none"> ● animal report research resources: unit texts, texts about other animals (optional), live animal(s) to observe (optional), animal videos ● Animal Research sheet ● writing tools ● one pad sticky notes, one pad for each group <p>Before the lesson, make a plan for how children will choose the animals they write about.</p>
<p>Opening 9 minutes</p>	<p>Place the research bins for each animal in different areas around the room, so that children can walk and browse to inform their choice of animal.</p> <p style="text-align: center;"><i>Today you are going to start your own animal reports! You can choose to write about [name the choices for different animals]. I have prepared some materials around the room for you to look at as you decide which animal you most want to write about. You may choose an animal that you already know a lot about, or one that you want to learn more about.</i></p> <p>Allow children time to look at texts, images, etc. to help them decide which animals they would like to write about.</p> <p>Gather the class back together. Record which children will research which animals.</p> <p style="text-align: center;"><i>Each of you will write your own report, but you will work together with a group of your classmates as you plan for writing. Children writing about the same animal will work together to share information and provide feedback to each other.</i></p>
<p>Joint Construction 10 minutes</p>	<p>Hold up <i>Frogs</i>.</p> <p style="text-align: center;"><i>We know that reports are full of information. Elizabeth Carney wrote this great book about frogs. But how did she get all the information she needed? Authors like Elizabeth Carney need to do research to learn about a topic before they can write about it.</i></p> <p style="text-align: center;"><i>Research can happen in many different ways. Sometimes people do a lot of reading about a topic; sometimes they interview experts; they observe animals; or they watch videos.</i></p> <p style="text-align: center;"><i>Before we wrote our class report on frogs we researched, too! We</i></p>

went back to the texts we read about frogs and collected information that we remembered.

Sometimes researchers have a clear idea of the types of information they are searching for before they begin. They might start with questions or subtopics they want to learn more about. When I reviewed the reports we've read so far, I noticed that there are some common subtopics that are usually included in animal reports.

Show the animal research sheet.

Authors usually include information about the animal's habitat, or where it lives; its body structures; and its food. We will research these three subtopics.

Hang the animal research sheet on the board, for all to see.

Show one research bin.

Each group will get a bin of research texts, an animal research sheet, a pad of sticky notes, and pencils. Your job today is to review the texts and label information you find related to the four subtopics.

Let me show you what I mean.

Invite 3 children to come forward and model.

We are a group. We are all researching frogs. For today, ____ [child] and I will be research partners, and ____ and ____ will be partners. Each pair will start by looking through one of the texts.

Give *From Tadpole to Frog* to the other pair, and keep *Frogs*.

Refer to the animal research sheet.

As we look through our books, we are trying to find information about these subtopics: habitat, body, and food. We're going to look through our books with our partners and pause when we get to a piece of information about one of these subtopics.

Model turning through the book pages with a partner. Pause on page 12 and talk to your partner.

This looks like helpful information. What do you think these pages are telling us about?

Yes, this is information about frogs' food. This one is eating a dragonfly.

Ask your partner,

What else do you notice about the frog's food on this page?

We are going to label this page with a sticky note. We'll write "F" so that we can go back later and remember that we found information about the food here.

	<p>Ask the other pair, <i>Have you found any pages that we might label with one of our subtopics?</i></p> <p>Continue modeling identifying, discussing, and labeling information until children understand their task.</p>
<p>Joint Construction in Pairs 10 minutes</p>	<p><i>Now you will begin your research! You will sit with other children writing about the same animal. On the table are your research bins. Work in partners to read, discuss, and label information.</i></p> <p>Distribute animal research sheets, sticky notes, and pencils, and send the children to begin researching in small groups. As children work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow you will continue your research!</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>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p>
<p>Ongoing assessment</p>	<p>Observe and take notes as children research.</p> <p>Are they able to pull information from the illustrations in a text? Do children accurately identify information related to a subtopic? Which subtopics do children identify easily? Which appear more difficult?</p>

Notes