

Unit 2: Animals and Habitats

WEEK 6 Days 4-5

During Days 4-5 children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Day 3 for a detailed lesson). In addition, children's writing is assessed using the Report Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review children's Report Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Report: (see the attached lessons for recommendations)

- turning research into writing
- the third person
- general nouns

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 4-5. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Day 5

Target Students (individual, small group, or whole group?):

Topic:

Writing Report

Review: Turning Research into Writing

Materials:

- one or more research bin, from Week 6, Day 2
- drawing and writing tools
- children's Writing folders, including report packets and general statement sheets, from Week 6, Day 5

Process (small or whole group):

- Identify the subtopic to be written.
- Locate all of the sticky notes marking pages corresponding with that subtopic.
- Sit with a group to review each page and discuss the information it provides about the subtopic.
- Model orally rehearsing what you will write, based on the research. For example, "Frogs eat insects. Some frogs eat mice."
- Have children turn to a partner and take turns orally rehearsing what they will write.
- Assist children as they communicate the information by writing sentences and drawing detailed illustrations. Guide them to refer back to the texts to remember key details.

Writing Report

Deconstruction and Revision: The Third Person

Materials:

On the whiteboard, write:

Frogs usually live in wet places.

I know that frogs usually live in wet places.

Frogs can be many different sizes.

I learned that frogs can be many different sizes.

- Report anchor chart, from Week 4, Day 2
- *Frogs*, Elizabeth Carney
- pencils
- children's Writing folders, including report packets and general statement sheets, from Week 6, Day 5

Process (small or whole group):

- Read the first set of sentences and ask which sounds more like an expert wrote it and why. Repeat the process with the second set of sentences.
- Reread the sentence beginning with "I learned..." Explain that this sentence is really about the writer as a learner, rather than focusing on information about frogs.
- Review what it means to write in the third person—writing just about the animal, and not writing "I" or "you."
- Show the Report anchor chart. Review the use of the third person in report—to sound like an expert.
- If needed, show more examples of the third person in *Frogs*.
- Have children review their own writing to identify places where they may have written in first or second person.
- Guide children to say the sentences aloud in a new way, in third person. Then have them revise the sentences.

Writing Report

Deconstruction and Revision: General Nouns

Materials:

- Report anchor chart, from Week 4, Day 2
- *Owls*, Gail Gibbons
- general nouns cards, from Day 1
- pencils
- children's Writing folders, including report packets and general statement sheets, from Week 6, Day 5

Process (small or whole group):

- Show the Report anchor chart. Review the use of general nouns in report—to name a class of things, rather than one in particular.
- Show *Owls*. Review with children that this book is about all owls, not one owl in particular. Read page 23. Together, identify the general nouns [owls, ears, facial disk feathers, disks, dish antennas, heads]. Discuss why Gail Gibbons uses general nouns: she is writing about all owls' ears, not one owl's ears.
- Have children review their writing, underlining the places where they named their animal with a singular, rather than a general, noun; for example, "frog" instead of "frogs."
- Have children reread the sentences to make sure that a general noun makes sense with the rest of the sentence. Guide them to revise their work, using the general nouns cards as a resource.