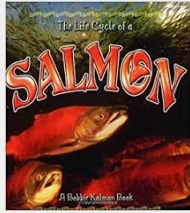
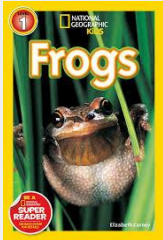

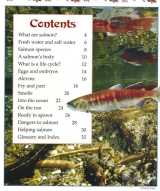


WEEK 3 Day 3

**Writing Report**  
Deconstruction: Report Stages

<b>Content Objective</b>	I can draw and write one piece of information about frogs. (W.K.2, W.K.7)
<b>Language Objective</b>	I can name the subtopics in a report. (SL.K.2)
<b>Vocabulary</b>	<p><b>purpose:</b> the reason for doing or creating something</p> <p><b>report:</b> a genre of writing whose purpose is to organize information about a topic</p> <p><b>organize:</b> to arrange</p> <p><b>information:</b> facts or details about a subject</p> <p><b>topic:</b> what the writing is about</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>general statement:</b> the beginning of a report, which introduces and classifies the topic</p> <p><b>classify:</b> assign to a class or category</p> <p><b>subtopic:</b> a smaller part of the topic</p> <p><b>summarizing comment:</b> the final statement in a report</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman &amp; Rebecca Sjonger</li> <li>● <i>The Life Cycle of a Salmon</i> charts, from Read Aloud, Week 3</li> <li>● Report anchor chart images, from Day 2, and glue stick</li> <li>● Cut apart the stages images.</li> <li>● Report anchor chart, from Day 2</li> <li>● writing tools</li> <li>● sheet of blank paper, one for each child</li> <li>● <i>Frogs</i>, Elizabeth Carney; <i>From Tadpole to Frog</i>, Wendy Pfeffer; <i>Fish is Fish</i>, Leo Lionni, available for children’s reference</li> <li>● Report Observation Tool, one copy for each child</li> </ul>
<b>Opening</b>	<i>Yesterday we learned the purpose of <b>report</b>: to organize information</i>

1 minute	<i>about a topic. Today we will look more closely at the stages of report.</i>
<b>Deconstruction</b> 20 minutes	<p><i>Reports begin with a <b>general statement</b> that introduces and classifies the topic.</i></p> <p>Show page 4 of <i>The Life Cycle of a Salmon</i>.  <i>The first sentence of this book says “Salmon are fish.” This is the general statement. The authors introduce the topic as “salmon” and classify salmon as fish.</i></p> <p><i>After the general statement, reports are organized by grouping information together. <b>Subtopics</b> are groups of information that tell more about the topic of a report.</i></p> <p>Turn to the Contents page.  <i>We have been talking about subtopics as we read The Life Cycle of a Salmon. We looked at the Contents, and it showed us all of the subtopics about salmon that we would read about.</i></p> <p><i>Think, Pair, Share. What are some of the subtopics we have read so far?</i></p> <p>Harvest several children’s ideas.</p> <p>Refer to the <i>The Life Cycle of a Salmon</i> charts.  <i>Our charts help us see the different stages of report. Here, where we answered “What are salmon?” is the general statement: “Salmon are fish.” Then each of the other boxes on our charts represent the subtopics.</i></p> <p><i>Let’s add what we just learned to our Report chart.</i></p> <p>On the Report anchor chart, add Stages. Glue the stages images below. See the following example.</p> <p><i>Some reports end with a summarizing comment. This book does not, but I am going to add that to our chart, in case we come across a report that does.</i></p> <p>Write “summarizing comment” below the stages images. See the following example.</p>

	<p style="text-align: center;"><b>Report</b></p> <p><b>Purpose:</b> to organize information about a topic</p> <p><b>Examples:</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Stages:</b></p> <p>general statement</p> <div style="text-align: center;">  <p>Salmon are <b>fish</b>.</p> </div> <p>information organized in subtopics</p> <div style="text-align: center;">  </div> <p>summarizing comment (optional)</p>
<p><b>Individual Construction</b> 8 minutes</p>	<p><i>We are going to work together as a class to write a report about frogs, and then later, you will write your own reports! We can include all of our reports in the Showcase of Learning we will put together at the end of the unit. To begin our frogs report, you will each to draw and write one piece of information about frogs. If you are having trouble thinking of something, you can look at one of our frog books: Frogs, From Tadpole to Frog, or Fish is Fish!</i></p> <p>Send children to write. As they write, circulate to support their work.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>I'm so excited about the frog report we are starting together! Tomorrow you will have more time to work on your own page, and then we'll put our ideas together.</i></p> <p>Collect children's papers, to be used on Day 4.</p>

<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>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<b>Ongoing assessment</b>	<p>Listen for and make note of how children discuss the reports. What do children understand about the stages of reports? What is still confusing?</p> <p>Review children’s individual work and take notes on the Report Observation Tool. What information do they record about frogs? How do they record that information—through illustrations, words, or both?</p>

**Notes**