

WEEK 3 Day 4

Writing Report
Individual Construction and Joint Construction

Content Objectives	<p>I can draw and write one piece of information about frogs. (W.K.2, W.K.7)</p> <p>With my class, I can organize information into subtopics. (W.K.2, W.K.7)</p>
Language Objective	I can present my work in a loud, clear voice. (SL.K.6)
Vocabulary	<p>stages: the parts of a piece of writing</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>general statement: the beginning of a report, which introduces and classifies the topic</p> <p>information: facts or details about a subject</p> <p>organize: to arrange</p> <p>subtopic: a smaller part of the topic</p> <p>topic: what the writing is about</p>
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● children’s frog information sheets, from Day 3 ● additional sheets of blank paper, as needed ● <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 ● Report Observation Tools, from Day 3
Opening 1 minute	<p><i>Yesterday we learned more about the stages of report—reports begin with a general statement and then have information organized in subtopics. We also began writing a class report about frogs. Today you will finish writing one piece of information about frogs and each person will get a chance to share.</i></p>
Individual Construction 13 minutes	<p><i>Yesterday you each began writing one piece of information about frogs. Now you will have a chance to finish your work on that page. If you finish early and want to write a different piece of information</i></p>

	<p><i>on a new sheet of paper, there are more sheets available.</i></p> <p>Send the children to continue their work. As they write, circulate to support them. Take notes on the Report Observation Tool.</p>
<p>Joint Construction 15 minutes</p>	<p>Bring the class together, sitting on the perimeter of the rug.</p> <p><i>Each person will share her information about frogs. When you share your information, be sure to speak in a loud, clear voice so that everyone can hear you.</i></p> <p><i>When you tell your information, you will show your picture, but you are not going to describe what you drew. For example, you would not say “I drew a frog.” Instead, you are speaking as an expert and teaching us something new. You might say something like “Frogs are amphibians,” or “Tadpoles grow into frogs.”</i></p> <p><i>After each person shares, we are going to group similar pieces of information together.</i></p> <p>Have the first child share his sheet; then put it in the center of the rug. Have the second child share; then decide as a class whether it communicates the same information as the first child’s, or something different. If the same information is communicated, pile this sheet on top of the first sheet. If different information is communicated, start a new pile. Repeat this process as each child shares.</p>
<p>Closing 1 minute</p>	<p><i>We are starting to organize information about our topic—frogs! Tomorrow we will review each pile and decide how to name the subtopic.</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.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children present their information.</p> <p>Do they speak clearly and in a loud voice?</p> <p>Do they say information or describe their illustrations?</p> <p>Do they give the information in third person?</p>

<p>Notes</p>
