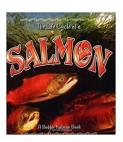
WEEK 3 Day 5



Writing Report

Joint Construction: Naming Subtopics

Deconstruction and Individual Construction: The Third Person

Content Objectives	With my class, I can name subtopics. (W.K.2, W.K.7)					
	I can tell what I know about a topic. (W.K.2)					
Language Objective	I can ask questions to understand my partner. (SL.K.3)					
Vocabulary	organize: to arrange					
	information: facts or details about a subject					
	subtopic: a smaller part of the topic					
	the third person: writing that uses pronouns like he, she, it, or they					
Materials and Preparation	 children's frog information sheets, grouped sticky notes, to label each group of sheets The Life Cycle of a Salmon, Bobbie Kalman & Rebecca Sjonger white paper, one sheet per child writing/drawing tools 					
Opening 1 minute	Yesterday we organized the information you wrote into subtopics. Today we will reread each group of information and name the subtopics.					
Joint Construction 15 minutes	Have children sit on the perimeter of the rug. Take one group of children's sheets and spread them out in the middle of the rug, for all to see. Yesterday we decided that all of these pieces of information go together. Let's look at them again and decide what kind of information they provide. Review each sheet.					
	What should we call this subtopic? What kind of information do all of these provide? Think, Pair, Share.					

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Together as a class decide how to name the subtopic. Refer children back to the Contents page of *The Life Cycle of a Salmon*, if they need help naming subtopics. Write the name of the subtopic on a sticky note and put it on top of the group of sheets.

Repeat the process to review and name each subtopic.

Deconstruction 5 minutes

As we've been reading The Life Cycle of a Salmon, I've been thinking that the authors, Bobbie Kalman and Rebecca Sjonger are experts about salmon! One way I know they are experts is that they give a lot of information about salmon. Another way I know is how they write the information. They say "Salmon are fish. Fish are vertebrates." This sounds like an expert statement. They do not say, "I think salmon are fish."

When writers write like experts and don't say anything about themselves, this is called writing in **the third person**.

Use Example/Non Example to practice "the third person."

If I say something in the third person, put up three fingers. If I say something that is not in the third person, make a fist and don't show me any fingers.

Frogs are amphibians. [the third person]
I know a lot about salmon!
Tadpoles grow into frogs. [the third person]
You must think frogs are very interesting!

Individual Construction 8 minutes

Now it's your turn to tell information in the third person. Think about one of the animals we have learned about. Draw it on the white paper.

Pass out paper and writing/drawing tools. Provide time for children to illustrate.

While illustrating, practice saying something about that animal in the third person—like an expert!

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.

Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first.

The first partner will show her illustration and tell her information. The second partner will ask a question. Then the second partner will show his illustration, tell his information, and the first partner will

	ask a question.				
	As the children talk to their partners, circulate to support them.				
Closing 1 minute	Today we named our subtopics and told information in the third person. Tomorrow we will work together to write our subtopics like experts!				
Standards	 W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. 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). SL.K.3. Ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood. 				
Ongoing assessment	Reflect on the whole group work. How do children name subtopics? While circulating, take notes about how children work in pairs and the effectiveness of their information telling. Are children following the routines for talking with a partner? What needs to be reinforced/retaught? How effective are children at telling information? Do they use the third person? Do their partners understand? What types of questions do they ask each other? What can be learned about the children from the information they tell?				

Notes		