



WEEK 3 Day 5

**Writing Report**  
 Joint Construction: Naming Subtopics  
 Deconstruction and Individual Construction: The Third Person

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| <b>Content Objectives</b>               | <p>With my class, I can name subtopics. (W.K.2, W.K.7)</p> <p>I can tell what I know about a topic. (W.K.2)</p>   |
| <b>Language Objective</b>               | I can ask questions to understand my partner. (SL.K.3)  |
| <b>Vocabulary</b>                       | <p><b>organize:</b> to arrange</p> <p><b>information:</b> facts or details about a subject</p> <p><b>subtopic:</b> a smaller part of the topic</p> <p><b>the third person:</b> writing that uses pronouns like <i>he, she, it, or they</i></p>  |
| <b>Materials and Preparation</b>        | <ul style="list-style-type: none"> <li>● children’s frog information sheets, grouped</li> <li>● sticky notes, to label each group of sheets</li> <li>● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman &amp; Rebecca Sjonger</li> <li>● white paper, one sheet per child</li> <li>● writing/drawing tools</li> </ul>   |
| <b>Opening</b><br>1 minute              | <p><i>Yesterday we organized the information you wrote into subtopics. Today we will reread each group of information and name the subtopics.</i></p>   |
| <b>Joint Construction</b><br>15 minutes | <p>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.</p> <p><i>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.</i></p> <p>Review each sheet.</p> <p><i>What should we call this subtopic? What kind of information do all of these provide? Think, Pair, Share.</i></p> |

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|   | <p>Together as a class decide how to name the subtopic. Refer children back to the Contents page of <i>The Life Cycle of a Salmon</i>, 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.</p> <p>Repeat the process to review and name each subtopic.</p>   |
| <p><b>Deconstruction</b><br/>5 minutes</p>          | <p><i>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."</i></p> <p><i>When writers write like experts and don't say anything about themselves, this is called writing in <b>the third person</b>.</i></p> <p>Use Example/Non Example to practice "the third person."<br/> <i>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.</i></p> <p><i>Frogs are amphibians. [the third person]<br/> I know a lot about salmon!<br/> Tadpoles grow into frogs. [the third person]<br/> You must think frogs are very interesting!</i></p> |
| <p><b>Individual Construction</b><br/>8 minutes</p> | <p><i>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.</i></p> <p>Pass out paper and writing/drawing tools. Provide time for children to illustrate.</p> <p><i>While illustrating, practice saying something about that animal in the third person—like an expert!</i></p> <p><i>When you have an idea for what you would like to tell your partner, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare.</p> <p>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.</p> <p><i>The first partner will show her illustration and tell her information.<br/> The second partner will ask a question. Then the second partner will show his illustration, tell his information, and the first partner will</i></p>   |

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

**Notes**