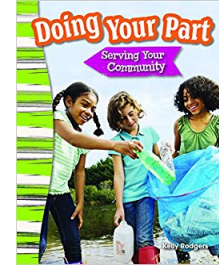



Unit 2: Animals Surviving and Thriving



WEEK 1 Day 1

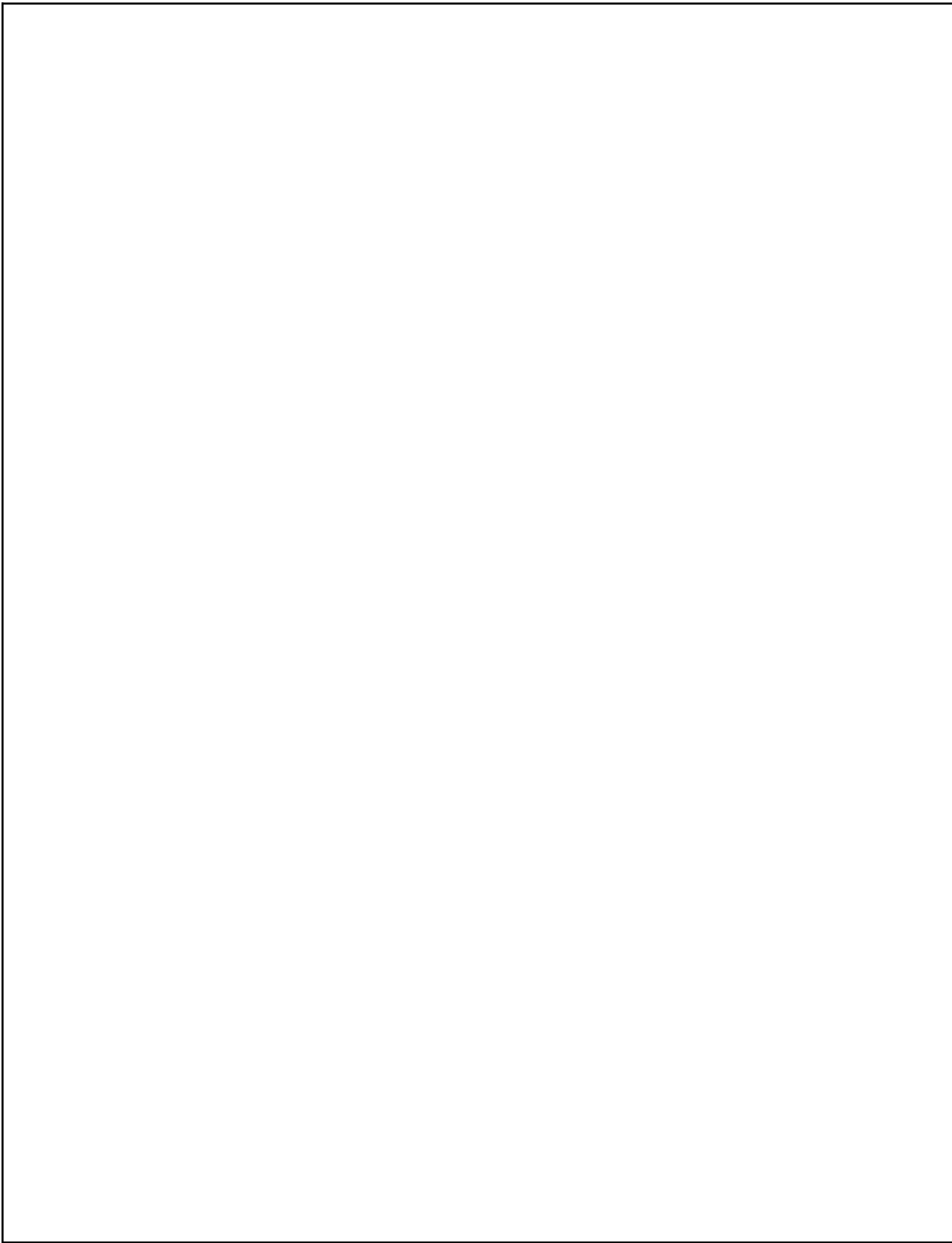
**Writing Report**  
Deconstruction: Report Purpose

<b>Content Objective</b>	I can identify the main purpose of a text. (R.9.1.b)
<b>Language Objective</b>	I can describe what I notice about a text. (SL.1.1)
<b>Vocabulary</b>	<p><b>genre:</b> a type of writing</p> <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>topic:</b> what the writing is about</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>stages:</b> the parts of a piece of writing</p>
<b>Materials and Preparation</b>	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Report (in the Unit 2 Introduction documents).</p> <ul style="list-style-type: none"><li>● report mentor texts:<ul style="list-style-type: none"><li>○ <i>Tide Pools</i>, Laura Marsh (2 copies)</li><li>○ <i>Sea Turtles</i>, Laura Marsh (2 copies)</li><li>○ <i>Animals in the City</i>, Elizabeth Carney (2 copies)</li><li>○ <i>Racoons</i>, Allan Fowler</li><li>○ <i>Ants</i>, Melissa Stewart</li><li>○ <i>Snakes!</i>, Melissa Stewart</li><li>○ <i>Starfish</i>, Edith Thacher Hurd</li><li>○ <i>Gray Squirrels</i>, G.G. Lake</li></ul></li></ul>

	<p>On the whiteboard, write the following questions, leaving space under each one to record children’s ideas:</p> <p>Why did the author write this?</p> <p>What do you notice?</p> <ul style="list-style-type: none"> <li>● Report anchor chart images: mentor texts</li> <li>● Cut out the mentor text images.</li> <li>● chart paper</li> </ul> <p>Prepare the following Report anchor chart. Glue the mentor text images to the chart.</p> <div data-bbox="500 590 1362 1005" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Report</b></p> <p><b>Purpose:</b> to organize information about a topic</p> <p><b>Examples:</b></p>  </div> <ul style="list-style-type: none"> <li>● <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers</li> <li>● Why We Write chart, from Unit 1, Week 1, Day 1</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p><i>We have learned about and written in two genres so far this year: procedure and personal recount. Today we are going to begin learning about a new genre of writing!</i></p>
<p><b>Deconstruction</b> 28 minutes</p>	<p><i>We know that each <b>genre</b> has a different <b>purpose</b>, a different reason why the author writes it. With a partner, each of you is going to look at a book to figure out why the author wrote it. Turn through the pages together. Talk about why the author may have written the text, and what in the words and illustrations show you this.</i></p> <p>Refer to the questions on the board.</p> <p><i>With your partner you are going to answer these two questions: Why did the author write this? and What do you notice?</i></p> <p>Distribute books to pairs of children. As children work, circulate to support them and refer them to the questions on the board. Give children about ten minutes to work together, then bring them back to the whole group.</p> <p>One at a time, have each pair hold up their book to show their classmates.</p>

	<p>Ask, “Why did the author write this?” and “What do you notice?” Encourage children to cite key details from the text (both words and illustrations) as they respond. Write the pairs’ responses on the whiteboard. As pairs share, think aloud to highlight the trends in their responses.</p> <p>Show the Report anchor chart.  <i>The books that you looked at are all reports. <b>Reports</b> are written to organize information about a topic.</i></p> <p>Hold up <i>Doing Your Part</i>.  <i>We read Doing Your Part. What is the <b>topic</b> of this report—what is it about? [roles and responsibilities in communities]</i></p> <p><i>The information in this book is organized into <b>subtopics</b>, like “Community.”</i></p> <p>Display the Why We Write chart and point to <i>Sea Turtles</i>.  <i>At the beginning of the year, we looked at this book and recorded our ideas about why the authors may have written this text. Sea Turtles is another example of a report. Based on what you just learned about reports, is there anything we can add to this chart?</i></p> <p>Record any new ideas on the Why We Write chart.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>It’s so exciting to learn about different genres of writing! Tomorrow we will continue to look closely at reports and learn more about their stages.</i></p> <p>Note: Leave the Report anchor chart posted for reference and additions throughout the unit.</p>
<p><b>Standards</b></p>	<p><b>R.9.1.b</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  <b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen for and make note of how children discuss the reports.  What do they notice about the structure of the reports?  What do children already know about the purpose of report?</p>

**Notes**



Writing U2 W1 D1