

Unit 2: Animals Surviving and Thriving

WEEK 4 Day 3



Writing Report
 Deconstruction and Individual Construction: Title
 Revising and Publishing
 continued from Days 1-2

Content Objective	I can revise my writing to fit the purpose, structure, and language of the report. (W.3.1.b, W.2.1.a)
Language Objective	I can revise my report to be written in the third person, using general nouns and adjectives. (W.2.1.a, L.1.1.a - L.1.1.i)
Vocabulary	<p>title: the name of a piece of writing</p> <p>revise: to make changes to writing</p> <p>publish: to prepare writing for an audience</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Materials from Days 1-2 ● mentor texts, for use during Deconstruction: <ul style="list-style-type: none"> ○ <i>Tide Pools</i>, Laura Marsh ○ <i>Sea Turtles</i>, Laura Marsh ○ <i>Animals in the City</i>, Elizabeth Carney ○ <i>Raccoons</i>, Allan Fowler ○ <i>Gray Squirrels</i>, G.G. Lake
Opening 1 minute	<i>Today we are going to learn about the titles of reports, and you will write your own titles. Then you will continue revising and publishing your work.</i>
Deconstruction 5 minutes	<p><i>The title is the name of a piece of writing. Titles are important, because they let the reader know what the text is about.</i></p> <p>With children sitting on the perimeter of the rug, lay out all of the report</p>

	<p>mentor texts in the center of the rug. <i>Let's look at the titles in the reports we have read.</i> Point to each book and read its title.</p> <p><i>Think, Pair, Share: What do you notice about these titles?</i> Harvest several children's ideas. If no one mentions it, note that many books name the animal using a general noun, such as "racoons."</p> <p><i>Think, Pair, Share: What would be a good title for your report?</i> <i>Remember, the title needs to let the reader know what your report is about.</i> Have several children share their ideas.</p>
<p>Individual Construction 19 minutes, concurrent with Small Group instruction</p>	<p><i>Your first job today is to add your title to your poster. Write the title at the top of your poster. Write it big enough so that someone walking down the hall can see it, but use pencil in case you decide to make changes.</i></p> <p><i>After you write your title, you will continue revising and publishing your report poster.</i></p>
<p>Small Group Possibilities 19 minutes, concurrent with Individual Construction</p>	<p>Continue from Days 1-2</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1.a Use common, proper, and possessive nouns.</p> <p>L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>

	<p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
Ongoing assessment	As children write, circulate and take notes on the Report Observation Tool, focusing on the General Statement.

Notes

