WEEK 4   Day 3

<table>
<tr><td colspan="2" align="center">Writing Report
Joint Construction: General Statement and Illustrating Subtopics</td></tr>
<tr><td>Content Objective</td><td>With my class, I can write a general statement. (W.K.2, W.K.7)</td></tr>
<tr><td>Language Objectives</td><td>I can tell and write information in the third person. (L.K.1)

I can add illustrations to give more information about a subtopic. (SL.K.5)</td></tr>
<tr><td>Vocabulary</td><td>report: a genre of writing whose purpose is to organize information about a topic
general statement: the beginning of a report, which introduces and classifies the topic
subtopic: a smaller part of the topic
stages: the parts of a piece of writing
topic: what the writing is about
classify: assign to a class or category
the third person: writing that uses pronouns like <i>he</i>, <i>she</i>, <i>it</i>, or <i>they</i></td></tr>
<tr><td>Materials and Preparation</td><td>Report anchor chart, from Week 4, Day 2
chart paper and marker, or computer and projector, for joint construction
children's subtopic illustrations, from Day 2
Prepare to share one illustration that matches the subtopic well and provides more information about it.
jointly-constructed report
materials for illustration
Prepare the subtopics completed on Day 2 for groups of children to illustrate.</td></tr>
<tr><td>Opening
1 minute</td><td><i>Today we are going to write a new part of our report: the general statement! Then you will continue illustrating subtopics.</i></td></tr>
<tr><td>Joint Construction</td><td>Show the Report anchor chart.
<i>We learned about the stages, or parts, of reports. We have already</i></td></tr>
</table>

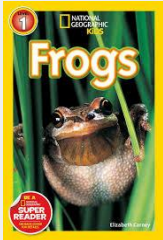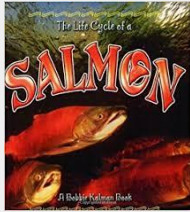|	
10 minutes	*worked together on the subtopics. Before the subtopics, though, comes a general statement. The general statement introduces the topic and classifies it. For example, in* The Life Cycle of a Salmon*, the general statement says "Salmon are fish." It introduces that the topic of the report is salmon and classifies salmon as fish.* *Think, Pair, Share. What do you know about frogs? How can we classify them?* [fish are amphibians] Harvest several children's ideas. Write the general statement together. *We learned something important about the language of reports that we haven't added to our chart yet. We've been really working on speaking and writing in the third person to show that we are experts on frogs. Let's add that to our chart!* Add **Language** written in the third person See the following example.

Report

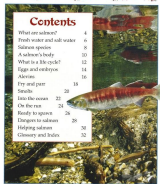**Purpose:** to organize information about a topic

Examples:

Stages:

general statement

Salmon are **fish**.

	information organized in subtopics **Contents** *(contents page listing)* summarizing comment (optional) **Language** written in the third person
Individual Construction 18 minutes	*Now you will continue illustrating our subtopics!* Show the prepared illustration and briefly talk about how it relates to the subtopic and provides additional information. Send children to continue their illustrations from the previous day and to begin illustrating new subtopics. If necessary, review with children how they will illustrate, based on the plans made for the class. Review new subtopics with each group before sending children to illustrate. As children work, circulate to support them.
Closing 1 minute	*Today we wrote a general statement and continued illustrating our subtopics. Tomorrow we will review our work and put our subtopics in an order that makes sense.*
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.5.** Add drawings or other visual displays to descriptions as desired to add additional detail. **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

Ongoing assessment	Reflect on the whole group work.
	     How do children classify frogs?
	     Do they suggest a sentence in the third person?
	
	 Reflect on the small group work.
	     How effectively do children's illustrations represent the information on the page?
	     Do the illustrations provide additional information?

Notes