



Writing Report

Deconstruction and Joint Construction: Ordering Subtopics

Content Objective	With my class, I can put subtopics in an order that makes sense. (W.K.2, W.K.7)
Language Objective	I can add illustrations to give more information about a subtopic. (SL.K.5)
Vocabulary	<p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>subtopic: a smaller part of the topic</p> <p>classify: assign to a class or category</p> <p>title: the name of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● <i>Frogs</i>, Elizabeth Carney ● jointly-constructed report <p style="margin-left: 20px;">Organize the report so that all of the words and illustrations for each subtopic are grouped together and available for all to see.</p> <ul style="list-style-type: none"> ● materials for illustration
Opening 1 minute	<i>Today we are going to read our report and organize the subtopics in a way that makes sense!</i>
Deconstruction 8 minutes	<p>Open to the table of contents in both <i>The Life Cycle of a Salmon</i> and <i>Frogs</i>. When we read both of these reports, we talked about how the table of contents lets the reader know what information will be in the book. Each subtopic is listed here. When authors write reports, they think about the order of subtopics that will make the most sense for their readers. Let's see what we notice about the order of each of these books.</p> <p>Show the Table of Contents from <i>Frogs</i>. <i>Frogs</i> begins by talking about frog habitats. Then it talks about frog</p>

	<p><i>sounds; frog food; frog bodies; poisonous frogs; the frog life cycle; toads; and some special, unusual frogs.</i></p> <p>Show the Contents from <i>The Life Cycle of a Salmon</i>. <i>This book begins by classifying salmon. Then it talks about their habitats, species, body, life cycle, dangers to salmon, and helping salmon.</i></p> <p><i>What do you notice about the order of subtopics in these texts? What is the same? What is different?</i></p> <p>Harvest several children’s responses. If no one mentions that both texts begin with habitats, highlight that similarity.</p>
<p>Joint Construction 10 minutes</p>	<p><i>Now that we have a little more information about how authors organize reports, we are going to organize our own.</i></p> <p>With children seated on the perimeter of the rug, arrange all of the subtopics in the middle of the rug.</p> <p><i>Which subtopic should go first? Why do you think that?</i></p> <p>As a class, discuss a logical order for the subtopics. Support children to provide reasons for why the particular order makes sense. Order the subtopics on the rug.</p> <p><i>Now that we have arranged our subtopics, let’s read our report so far to make sure it makes sense.</i></p> <p>Read the report, beginning with the general statement and continuing by reading each subtopic in the chosen order.</p> <p><i>Does that seem like a good order for our subtopics? Does everything make sense? Do you have any suggestions for improving our report?</i></p> <p>If children suggest changes, discuss them as a class until an order is decided. Add page numbers to each page.</p>
<p>Individual Construction 8 minutes</p>	<p><i>Now you will continue illustrating our subtopics!</i></p> <p>Send children to continue their illustrations. 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.</p> <p>As children work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today we organized our subtopics in a way that makes sense. Tomorrow we will add a table of contents to our report and we’ll choose a title!</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose</p>

	<p>informative/explanatory texts that name and supply some information about a topic.</p> <p>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).</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group work.</p> <p>What do children notice about the order of subtopics in these reports?</p> <p>What order do children suggest? Does it make sense?</p> <p>To what extent do children support their ideas with reasons?</p> <p>Reflect on the small group work.</p> <p>How effectively do children’s illustrations represent the information on the page?</p> <p>Do the illustrations provide additional information?</p>

Notes



Writing U2 W4 D4