

## Unit 2: Animals Surviving and Thriving

### WEEK 3 Day 1, continued from Week 2, Days 4-5

During Day 1, children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Week 2, Day 3 for a detailed lesson). In addition, children's writing is assessed using the Report Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

#### **Preparation:**

Review children's Report Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

#### Writing Report: (see the attached lessons for recommendations)

- turning research into writing
- the third person
- general nouns

#### Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

#### Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Day 1. (Note that the work continues from Week 2, Days 4-5.) Make additional copies as necessary to plan for multiple individual or small group lessons.

**Day 1**

Target Students (individual, small group, or whole group?):

Topic:

**Day 1**

Target Students (individual, small group, or whole group?):

Topic:

## Writing Report

### Review: Turning Research into Writing

#### Materials:

- animal research sheet, from Week 1, Day 3
- one or more research bin, from Week 1, Day 3
- drawing and writing tools
- blank and lined paper

#### Process (small or whole group):

- Identify the subtopic to be written.
- Locate all of the sticky notes marking pages corresponding with that subtopic.
- Sit with a group to review each page and discuss the information it provides about the subtopic.
- Model orally rehearsing what you will write, based on the research. For example, “Sea turtles eat plants, like algae. Sea turtles also eat animals, like crabs, conchs, and jellyfish.”
- Have children turn to a partner and take turns orally rehearsing what they will write.
- Assist children as they communicate the information by writing sentences and drawing detailed illustrations. Guide them to refer back to the texts to remember key details.

# Writing Report

## Deconstruction and Revision: The Third Person

### Materials:

On the whiteboard, write:

Sea turtles travel the world in warm ocean waters.

I know that sea turtles travel the world in warm ocean waters.

There are seven kinds of sea turtles in the world.

I learned that there are seven kinds of sea turtles in the world.

- Report anchor chart, from Week 1, Day 1
- *Sea Turtles*, Laura Marsh
- pencils
- children's reports

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### Process (small or whole group):

- Read the first set of sentences and ask which sounds more like an expert wrote it and why. Repeat the process with the second set of sentences.
- Reread the sentence beginning with "I learned..." Explain that this sentence is really about the writer as a learner, rather than focusing on information about sea turtles.
- Review what it means to write in the third person—writing just about the animal, and not writing "I" or "you."
- Show the Report anchor chart. Review the use of the third person in report—to sound like an expert.
- If needed, show more examples of the third person in *Sea Turtles*.
- Have children review their own writing to identify places where they may have written in first or second person.
- Guide children to say the sentences aloud in a new way, in third person. Then have them revise the sentences.

## Writing Report

### Deconstruction and Revision: General Nouns

#### Materials:

- Report anchor chart, from Week 1, Day 1
- *Sea Turtles*, Laura Marsh
- general nouns cards, from Week 2, Day 2
- pencils
- children's reports

#### Process (small or whole group):

- Show the Report anchor chart. Review the use of general nouns in report—to name a class of things, rather than one in particular.
- Show *Sea Turtles*. Review with children that this book is about all sea turtles, not one sea turtle in particular. Read page 22. Together, identify the general nouns [sea turtles, plants, animals, sea grasses, conchs]. Discuss why Laura Marsh uses general nouns: she is writing about what all sea turtles eat, not about what one sea turtle ate on a particular day.
- Have children review their writing, underlining the places where they named their animal with a singular, rather than a general, noun; for example, “ant” instead of “ants.”
- Have children reread the sentences to make sure that a general noun makes sense with the rest of the sentence. Guide them to revise their work, using the general nouns cards as a resource.

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WEEK 3 Day 2

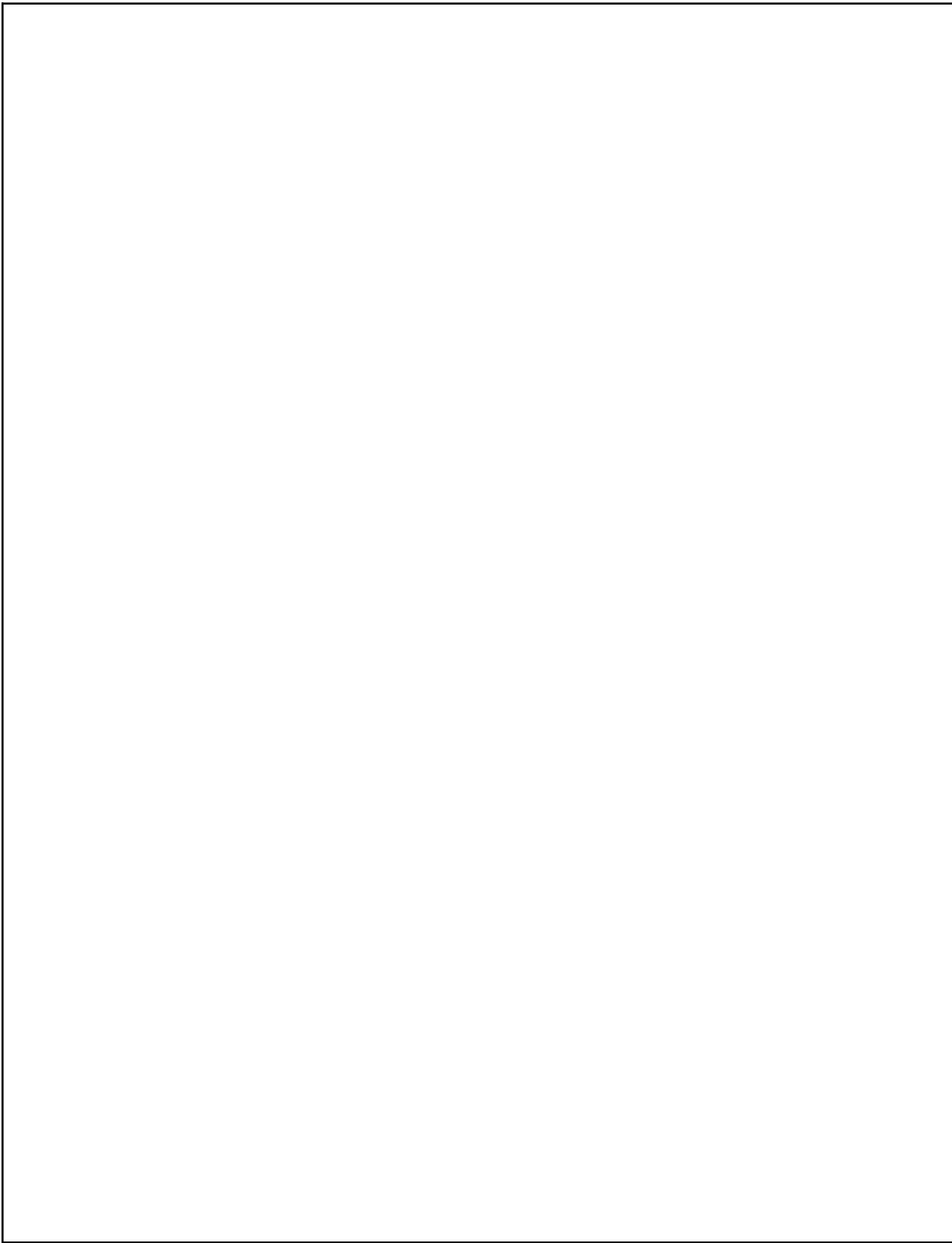
**Writing Report**  
Peer-to-Peer Feedback

<b>Content Objective</b>	I can use feedback to plan for revising my writing. (W.2.1.a, W.3.1.b)
<b>Language Objective</b>	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.1.a)
<b>Vocabulary</b>	<b>feedback:</b> specific, helpful suggestions given to improve work <b>revise:</b> make changes to writing
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● children’s reports Before the lesson, consult one child about using her work to model feedback. Set aside her writing.</li><li>● Report Feedback sheet, one copy for each child and one for modeling</li><li>● writing tools</li><li>● writing folders</li></ul>
<b>Opening</b> 1 minute	<i>Today you are going to provide feedback to each other to improve your writing. Remember, when we provide <b>feedback</b> to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]’s report and provide [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>
<b>Peer-to-Peer Feedback Practice</b> 8 minutes	Introduce the Report Feedback sheet. <i>This is the paper we will use to provide feedback. It is similar to the one you used to give feedback about your procedures and personal recounts. At the top, there is a space for the writer’s name and the reviewer’s name. If you are the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i>

	<p><i>Each of you will choose one subtopic about which you would like to receive feedback. Then, when you begin working with your partner, you will read that subtopic to him and show him your illustration.</i></p> <p><i>After listening to your subtopic, your partner will answer three questions.</i></p> <p><i>The first question says, “Does the information match the subtopic?” This means, for example, if the subtopic is “Food,” all of the information in the image and words should be about what the animal eats. If the information all relates to the subtopic, your partner will check “Yes.” If not, he will check “No.” If the information does not match, talk about how the writer should make it match, and write a plan in the box.</i></p> <p><i>The second question says, “Does it make sense?” If it makes sense, your partner will check “Yes.” If not, she will check “No.” If it does not make sense, talk about how the writer should revise, and write a plan in the box.</i></p> <p><i>The last question says, “Do the image and words match?” If the image and the words match, your partner will check “Yes.” If not, he will check “No.” If they do not match, talk about how the writer should make them match, and write a plan in the box.</i></p> <p><i>Let’s try it together. _____, please choose one subtopic and read it to us.</i></p> <p><i>Now let’s look at our feedback sheet. Remember, our first question says, “Does the information match the subtopic?”</i></p> <p>Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. If the information does not match, work together to suggest a plan for making it match. Repeat the process with the other questions.</p>
<p><b>Peer-to-Peer Feedback</b> 20 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children and send them with writing folders, writing tools, and Report Feedback sheets. As the children work, circulate to support them. Have children store their Report Feedback sheets in their writing folders.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today you provided each other with feedback to make your writing even better! Tomorrow you will begin to <b>revise</b>, or make changes to your writing, based on the feedback you received today.</i></p>





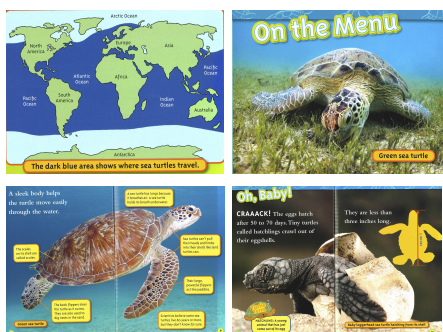


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# Report Feedback

Writer's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_



Does the information match the subtopic?

Yes

No

Plan:

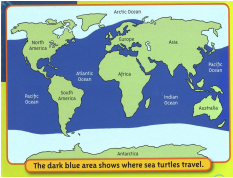


Does it make sense?

Yes

No

Plan:



Sea turtles travel the world in warm ocean waters. They are one of the few reptiles that live in the sea.

Do the image and words match?

Yes

No

Plan:

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WEEK 3 Day 3

**Writing Report**  
Revising

<b>Content Objective</b>	I can use feedback to revise my writing. (W.1.1.a, W.1.1.b, W.2.1.a, W.2.1.b, W.3.1.b)
<b>Language Objective</b>	I can discuss my plan for revising with my partner. (SL.1.1.a)
<b>Vocabulary</b>	<b>feedback:</b> specific, helpful suggestions given to improve work <b>revise:</b> make changes to writing
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● children’s writing folders, including reports and feedback sheets</li><li>● drawing and writing tools</li><li>● blank and lined paper</li><li>● research bins, from Week 1, Day 3</li><li>● Report Observation Tools</li></ul>
<b>Opening</b> 6 minutes	<p><i>Yesterday you received feedback about your report. Today you are going to use that feedback to begin revising your writing.</i></p> <p>Show the feedback sheet.</p> <p><i>The first question on our feedback sheet says, “Does the information match the subtopic?” If the information in your report does not match the subtopic, there are different things you could do to revise. You might find that some of your information needs to be added to a different subtopic. Or, you might find that you do not have enough information about this subtopic. In that case, you will need to do more research.</i></p> <p>Show one research basket.</p> <p><i>Remember, when we researched, we used the words and illustrations in our texts to find the information we needed.</i></p> <p><i>The second question on our feedback sheet says, “Does it make sense?” If your writing doesn’t make sense, you might have to add</i></p>

	<p><i>to your illustrations, or add or take away some words, so that it makes sense to your reader.</i></p> <p><i>The third question says, “Do the image and the words match?” If they don’t match, you might revise by making changes to your illustration or words, or you might draw or write something new so that they match.</i></p>
<p><b>Individual Construction</b> 18 minutes</p>	<p>Distribute children’s writing folders, including reports and feedback sheets. <i>Take a look at your feedback sheet. Pick one of the questions. What plan did you make? What will you do now to begin revising your work? Make a plan for your work today and share it with your partner.</i></p> <p>After children share their plans, send them to revise their work. As children revise, circulate to support their work. Guide them to use the research materials and to take new paper, as necessary for their revisions. Take notes about children’s work on the Report Observation Tools.</p> <p>Ask one child to share how he revised his work.</p>
<p><b>Closing</b> 6 minutes</p>	<p>Have the presenting child share the feedback he received and how he used the feedback to revise his work.</p> <p><i>Today you began using feedback to revise your work. Next week you will continue revising, and tomorrow we will learn how adjectives work in reports!</i></p>
<p><b>Standards</b></p>	<p><b>W.1.1.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.1.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p><b>W.2.1.a</b> 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><b>W.2.1.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>





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Unit 2: Animals Surviving and Thriving

WEEK 3 Day 4

**Writing Report**  
Deconstruction and Joint Construction: Adjectives

<b>Content Objective</b>	I can revise my writing by adding adjectives. (W.1.1.a, W.1.1.b, W.2.1.a, W.2.1.b, W.3.1.b)
<b>Language Objective</b>	I can use adjectives to pack information into a sentence. (L.1.1.a – L.1.1.i)
<b>Vocabulary</b>	<b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea <b>information:</b> facts or details about a subject
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● projector and screen</li><li>● Report Adjectives slides Note: Slide 5 includes a sentence to revise. To revise directly on the slide, make a copy of the slides first.</li><li>● Report anchor chart, from Week 1, Day 1</li><li>● Report anchor chart image: language</li><li>● writing folders</li><li>● writing tools</li></ul> <p>On the whiteboard, write: What? Which ones?/Whose? How many? What is it like? What kind?</p>
<b>Opening</b> 1 minute	<i>Today we are going to learn about another language feature of reports: adjectives. Remember, <b>adjectives</b> are words and phrases that give more information about nouns. When you wrote procedures, you used adjectives to give more information about the materials. Today we will look at how writers use adjectives in reports, and you'll go back to your own writing to add adjectives.</i>



<p><b>Deconstruction</b> 15 minutes</p>	<p>Show slide 1. <i>We're going to look closely at this page from Animals in the City, by Elizabeth Carney. I'm going to read the page in two ways. As I read, think about what information the page provides.</i></p> <p>Read the page without the adjectives.</p> <p><i>What information does this version provide?</i> [animals learn skills]</p> <p><i>Now listen as I read the page again.</i></p> <p>Show slide 2 and read the page as it is written in the text.</p> <p><i>What additional information does the full page provide?</i> [some animals learn skills that help them live in the city]</p> <p><i>Elizabeth Carney packed a lot of information into just one sentence by using adjectives. Let's add this to our chart.</i></p> <p>Attach the Adjectives card to the Report anchor chart, under Language.</p> <p>Refer to the questions on the board. <i>These are some questions we will use as we think about adding adjectives to our writing. Let's see how the adjectives in Elizabeth Carney's sentence answer these questions.</i></p> <p>Show slide 3. <i>The beginning of this sentence says "some city animals." This phrase is talking about animals [point to the What? question], and it includes two adjectives. "City" tells what kind of animals [refer to the question] and "some" tells how many animals [refer to the question].</i></p> <p>Show slide 4. <i>The second half of the sentence describes the skills that city animals learn. The adjectives describe what these skills are like—they are new and surprising, and they help the animals succeed at city living.</i></p>
<p><b>Joint Construction</b> 5 minutes</p>	<p>Show slide 5. <i>We are going to work together to add adjectives to this sentence to make it even better. The sentence says "Sea turtles live in water." Let's think about the word "water" and see if we can add adjectives to get a better idea about the water sea turtles live in.</i></p> <p><i>What kind of water do they live in? [ocean]</i> <i>What is that ocean water like? Describe it. [warm, salty]</i></p>

	<p><i>How could we rewrite this sentence, adding these adjectives?</i></p> <p>Harvest the children’s ideas and write the revised sentence on the copied slide or the whiteboard.</p>
<p><b>Individual Construction</b> 8 minutes</p>	<p><i>Now you are going to go back to your own writing. Choose one sentence that you think needs more information. Decide what in the sentence you will describe with adjectives, like “ants,” for example, and then ask yourself these questions [refer to the whiteboard]:</i></p> <p><i>Which ones?/Whose?</i>  <i>How many?</i>  <i>What is it like?</i>  <i>What kind?</i></p> <p><i>Then add at least one adjective to your sentence.</i></p> <p>Send children to revise. As they work, circulate to support them and to take notes on the Report Observation Tool.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we learned how adjectives work in reports. Tomorrow we will learn more about one of the stages of report: the general statement.</i></p>
<p><b>Standards</b></p>	<p><b>W.1.1.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.1.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p><b>W.2.1.a</b> 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><b>W.2.1.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>L.1.1.a</b> Use common, proper, and possessive nouns.</p> <p><b>L.1.1.b</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p><b>L.1.1.c</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p><b>L.1.1.d</b> 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><b>L.1.1.e</b> Use frequently occurring adjectives.</p> <p><b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.g</b> Use determiners (e.g., articles, demonstratives).</p>

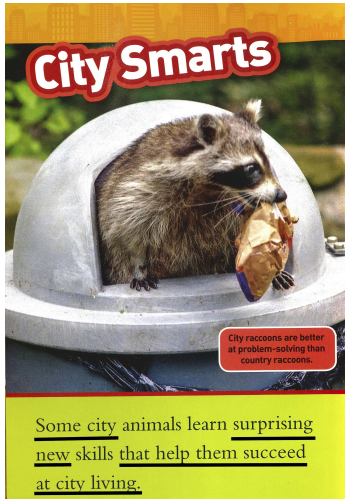
	<p><b>L.1.1.h</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p><b>L.1.1.i</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<b>Ongoing assessment</b>	As children write, circulate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

**Notes**

Report anchor chart images

language

adjectives



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Unit 2: Animals Surviving and Thriving

WEEK 3 Day 5



**Writing Report**  
 Deconstruction, Joint Construction, and Individual Construction:  
 General Statement

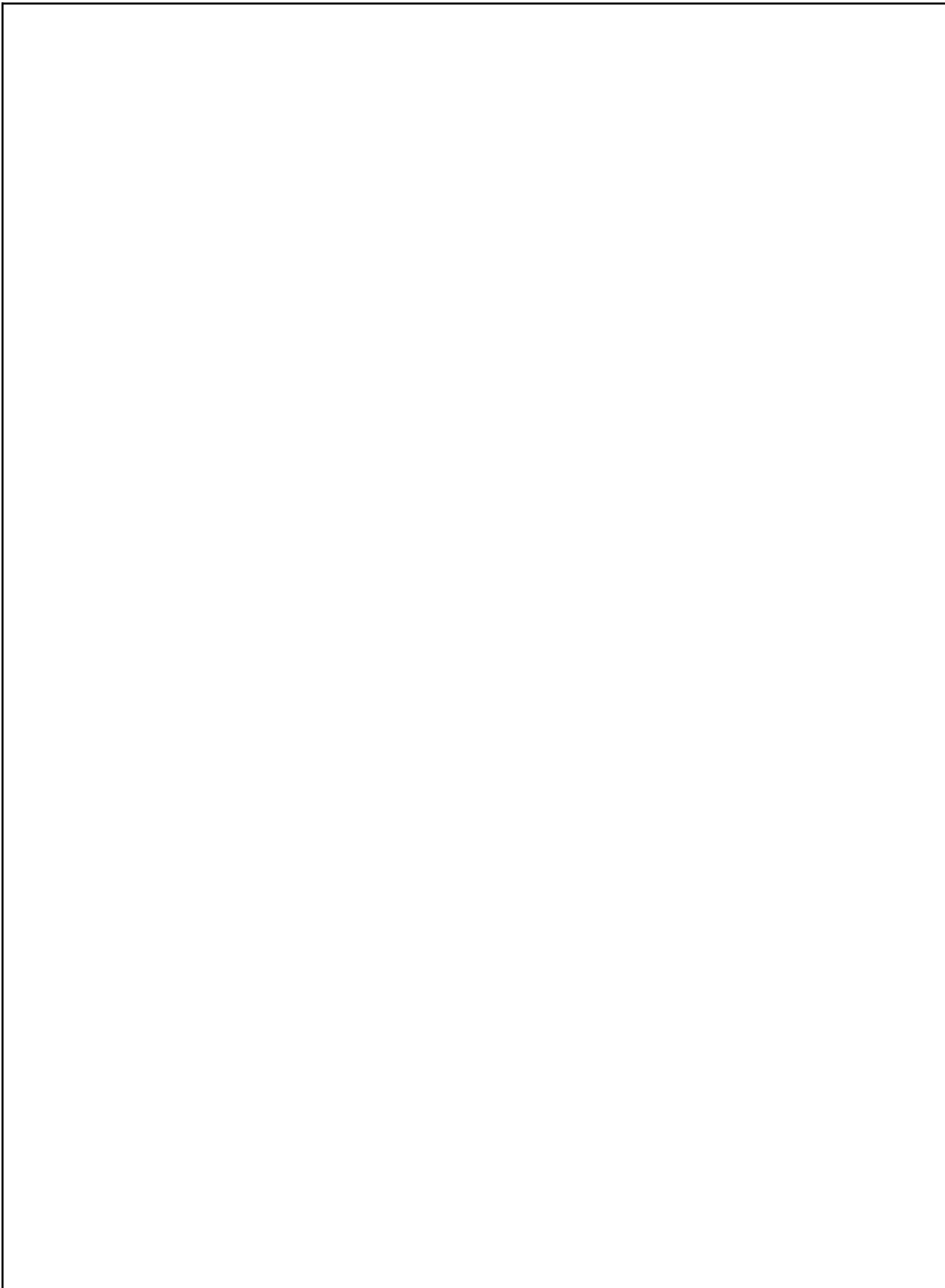
<b>Content Objective</b>	I can write a general statement. (W.3.1.b)
<b>Language Objective</b>	I can sort words into categories. (L.5.1.a)
<b>Vocabulary</b>	<b>general statement:</b> the beginning of a report, which introduces and classifies the topic <b>classify:</b> assign to a class or category
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Report anchor chart, from Week 1, Day 1</li> <li>● <i>Sea Turtles</i>, Laura Marsh</li> <li>● a collection of classroom items for modeling classifying objects, 1 object for each child</li> </ul> <p>Collect the objects in a bin. A collection may include, for example, 3 each of the following: pencils, crayons, markers, cubes, Kapla blocks, pattern blocks, scissors, glue sticks</p> <ul style="list-style-type: none"> <li>● lined paper, one sheet for each child</li> <li>● writing folders</li> <li>● writing tools</li> <li>● research bins, from Week 1, Day 3</li> <li>● Report Observation tools</li> </ul>
<b>Opening</b> 1 minute	<i>Today we are going to review and write one of the stages of report: the general statement.</i>
<b>Deconstruction</b> 5 minutes	Refer to the Report anchor chart. <i>When we learned about the <b>stages</b>, or parts, of report, we learned that they begin with a general statement. The <b>general statement</b> is</i>

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	<p><i>the part of the report that introduces and classifies the topic.</i></p> <p>Show <i>Sea Turtles</i>, page 7.</p> <p><i>At the beginning of the book Sea Turtles, Laura Marsh introduces the topic: sea turtles, and classifies sea turtles as reptiles. She says “They are one of the few reptiles that live in the sea.”</i></p> <p><b>Classifying</b> something means identifying a group it belongs to. The group “reptiles,” for example, includes sea turtles and other animals.</p>
<p><b>Joint Construction</b> 13 minutes</p>	<p><i>Your report posters will include a general statement that introduces and classifies your topic. Let’s work together to practice classifying.</i></p> <p>Have the children sit on the perimeter of the rug. Pass around the bucket of objects and have each child take one.</p> <p><i>We are going to sort our objects into categories. Look at your object, and look at the objects your classmates have. Think to yourself, what other object might mine go with?</i></p> <p><i>_____, why don’t you start us off? Please place your object in the middle of the rug.</i></p> <p><i>_____, look at your object. Should it go in a group with _____’s object, or would you like to start a new group?</i></p> <p>Continue to go around the circle, guiding children to group their objects. After all objects have been placed, identify one group of objects to name.</p> <p><i>Let’s look at this group. What is the same about all of these objects? What makes them go together? What could we call this group?</i> [drawing and writing tools, blocks, art materials, etc.]</p> <p><i>Now we’ve classified these objects! We are saying that all of these different objects belong to this bigger group. That’s the same thing we are doing when we write general statements. Let’s use these objects to practice saying general statements together, before you write your own.</i></p> <p>Hold up one set of objects from the group (such as cubes) and model saying a general statement, such as “Cubes are blocks.”</p> <p>Hold up another set of objects from the group and invite a child to say a general statement, such as “Kapla Blocks are blocks.”</p> <p>Repeat the process as necessary to practice general statements. Be sure to</p>

	use general nouns (for example, “pencils,” rather than “a pencil.”)
<b>Individual Construction</b> 10 minutes	<p><i>Now it’s your turn to write a general statement for your report. Remember that you will name and classify your animal. You may write a sentence like this: Sea turtles are reptiles. Think about what you will write; then share your idea with a partner from your group before writing it. If you find that you are having trouble classifying your animal, you might need to do more research, by talking to your group or going back to your research texts.</i></p> <p>As children work, circulate to support them and to take notes on the Report Observation Tool, focusing on the General Statement. Refer children back to research texts as necessary.</p>
<b>Closing</b> 1 minute	<p><i>Today you wrote your general statements. Next you will write titles for your reports, and you will revise and publish your posters to get them ready to share with K2 students!</i></p>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>L.5.1.a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>
<b>Ongoing assessment</b>	As children write, circulate and take notes on the Report Observation Tool, focusing on the General Statement.

<b>Notes</b>	
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