

WEEK 6 Day 2

Writing Report
 Individual Construction: Subtopics
 Joint Construction: General Statement

Content Objective	I can use research to write a report. (W.K.2, W.K.7, W.K.8)
Language Objectives	I can tell and write information using general nouns. (L.K.1c) I can tell and write information in the third person. (L.K.1)
Vocabulary	audience: an individual or group for whom a piece of writing is composed general statement: the beginning of a report, which introduces and classifies the topic report: a genre of writing whose purpose is to organize information about a topic research: to get information about something subtopic: a smaller part of the topic
Materials and Preparation	<ul style="list-style-type: none"> ● children’s Writing folders, including body structures diagrams and report packets, from Week 6, Day 5 ● research bins, including texts, animal research sheets, writing tools, sticky notes, and general nouns cards, from Week 6, Day 2 ● general statement sheet, one copy for each small group ● Report Observation Tools, from Day 1
Opening 9 minutes	<p><i>Today and for the next few days you will continue to use your research to write the subtopics of your report.</i></p> <p><i>Let’s review the process we are using to write from our research.</i></p> <p>Show the animal research sheet. <i>We already wrote about our animals’ body structures, so today you will choose a new subtopic to write about.</i></p> <p><i>If you choose “food,” for example, you will gather all of the texts you</i></p>

	<p><i>have labeled with “F.”</i></p> <p><i>After gathering all of the texts you need, work as a group to review and talk about the pages one by one. Discuss what you learn about your animal’s food from the texts, making sure that each person has a chance to speak.</i></p> <p><i>After reviewing all of the texts, you can begin to draw and write about that subtopic individually. As you draw and write, be sure to keep in mind your audience, or the people who will read your writing—school community members who attend our Showcase of Learning.</i></p> <p>Ensure that children are clear about the process of identifying and discussing information before writing.</p> <p><i>While you continue to write today, I am going to come around to meet with each group. As a group, you will come up with a general statement for your reports. Remember, the general statement is the beginning of a report that names the topic and classifies it. For example, when we wrote our class report, our general statement was “Frogs are amphibians.”</i></p>
<p>Individual Construction 20 minutes</p>	<p>Send children with writing folders and research bins.</p> <p>As they write, circulate to meet with small groups. Guide the group to orally construct a general statement appropriate for their animal. For example</p> <ul style="list-style-type: none"> Fish are animals who swim underwater. Frogs are amphibians. Owls are raptors. Wolves are members of the dog family. <p>Using shared writing, write each group’s general statement on the general statement sheet (or type it on the digital version). (The sheet will be copied for each child in the group, for use on Day 3.)</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow you will continue writing your subtopics.</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose 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>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

