

WEEK 5 Day 3

Writing Report
 Joint Construction in Pairs: Research
 continued from Day 2

Content Objective	I can research to gather information for a report. (W.K.2, W.K.7, W.K.8)
Language Objectives	I can organize information into subtopics. (L.K.5a) With my partner, I can discuss the information found in our research text, and explain how it relates to a particular subtopic. (SL.K.1a)
Vocabulary	information: facts or details about a subject research: to get information about something
Materials and Preparation	<ul style="list-style-type: none"> research bins, including texts, animal research sheets, writing tools, and sticky notes, from Day 2
Opening 1 minute	<i>Yesterday you began researching to learn more about your animals. You read different texts to learn about your animals' habitats, body structures, and food. Today we will continue that work.</i>
Joint Construction in Pairs 20 minutes	<p><i>If you and your partner were using a book to research yesterday and did not finish going through the whole book, go back to that book to continue your work. If you finished going through your book, choose another resource from the bin. Remember, you will work in partners to read, discuss, and label information.</i></p> <p>Send the children to research. As they work, circulate to support them. Identify one pair of children to share their research success or challenges using Thinking and Feedback. The pair should either have a dilemma about which they would like advice (i.e., not finding information on habitat), or should offer inspiration to peers (i.e., having particularly effective research strategies).</p>
Closing 9 minutes	Use the Thinking and Feedback protocol. Record suggestions and inspirations to inform work on Day 4.

	<i>Tomorrow you will continue your research!</i>
Standards	<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> <p>L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p>
Ongoing assessment	<p>Observe and take notes as children research.</p> <p style="padding-left: 40px;">Are they able to pull information from the illustrations in a text? Do children accurately identify information related to a subtopic? Which subtopics do children identify easily? Which appear more difficult?</p> <p>Reflect on the Thinking and Feedback experience.</p> <p style="padding-left: 40px;">Which work was highlighted? What were the suggestions/inspirations? What do I expect to see tomorrow as children research?</p>

Notes
