

WEEK 6 Day 3

Writing Report
Individual Construction

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	general statement: the beginning of a report, which introduces and classifies the topic image: a representation of something in the form of a drawing, photograph, etc. 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"> ● general statement sheets, from Day 2 Before the lesson, copy the sheets so that each child has the page appropriate to their animal. ● 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 ● Report Observation Tools, from Day 1
Opening 1 minute	<p style="text-align: center;"><i>Today and for the next few days you will continue to use your research to write your report.</i></p> <p>Show one general statement sheet. <i>I copied each group’s general statement. Your job is to add an image that introduces your animal and best matches the words on the page.</i></p>

	<p><i>After completing your general statement, you will continue to work on your subtopics.</i></p> <p>If necessary, review the process for turning research into writing.</p>
<p>Individual Construction 19 minutes</p>	<p>Send children with materials to write. As children work, circulate to support them and to assess their work. Take notes about children’s writing using the Report Observation Tool. These notes will be used to plan for lessons on Days 4-5 and for revisions in Week 8.</p> <p>Identify a child to present his writing and receive feedback using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Have the children put away their papers in their writing folders and bring the class back together. Use Thinking and Feedback for one child’s work. Record suggestions on sticky notes to place in the child’s writing folder.</p> <p><i>Tomorrow you will continue writing your reports.</i></p> <p>After the lesson, review the Report Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs, following the guidance outlined on Days 4-5.</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> <p>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.</p> <p>L.K.1c. Form regular plural nouns orally by adding /s/ or /es/.</p>
<p>Ongoing assessment</p>	<p>As children write, circulate and take notes on the Report Observation Tool, focusing on The Third Person, General Nouns, and Subtopics.</p>

<p>Notes</p>
