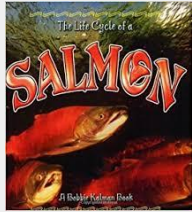
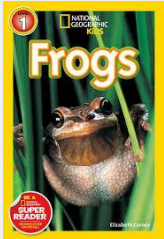


Writing Report

Deconstruction: Report Purpose

Content Objective	I can state the main purpose of a text. (RI.K.6)
Language Objective	I can describe what I notice about a text. (SL.K.1)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>genre: a type of writing</p> <p>purpose: the reason for doing or creating something</p> <p>report: a genre of writing whose purpose is to organize information about a topic</p> <p>organize: to arrange</p> <p>information: facts or details about a subject</p> <p>topic: what the writing is about</p> <p>subtopic: a smaller part of the topic</p> <p>title: the name of a piece of writing</p> <p>stages: the parts of a piece of writing</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Report (in the Introduction documents).</p> <ul style="list-style-type: none"> ● report mentor texts: <i>Owls</i>, Gail Gibbons (2 copies); <i>Wolves</i>, Seymour Simon (2 copies); <i>Wolves</i>, Gail Gibbons (2 copies); <i>Houses and Homes</i>, Ann Morris (2 copies); <i>Recycle!</i>, Gail Gibbons (2 copies), <i>Frogs</i>, Elizabeth Carney; <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● whiteboard <p>On the whiteboard, write the following questions, leaving space under each one to record children’s ideas: Why did the author write this?</p>

	<p>What do you notice?</p> <ul style="list-style-type: none"> ● Report anchor chart images Cut out the mentor text images: <i>The Life Cycle of a Salmon</i> and <i>Frogs</i>. ● chart paper Prepare the following Report anchor chart. Glue the mentor text images to the chart. <div data-bbox="500 415 1360 907" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Report</p> <p>Purpose: to organize information about a topic</p> <p>Examples:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> </div> <ul style="list-style-type: none"> ● Why We Write chart, from Unit 1, Week 1, Day 1
<p>Opening 1 minute</p>	<p><i>We have learned about and written personal recounts. Today we are going to begin learning about a new genre of writing!</i></p>
<p>Deconstruction 28 minutes</p>	<p><i>We know that each genre has a different purpose, a different reason why the author writes it. With a partner, each of you is going to look at a book to figure out why the author wrote it. Turn through the pages. Talk about the illustrations.</i></p> <p>Refer to the questions on the whiteboard. <i>With your partner you will answer these two questions: Why did the author write this? and What do you notice?</i></p> <p>Distribute books to pairs of children. First distribute books that have not yet been read as a class. For any remaining pairs, distribute <i>Frogs</i> or <i>The Life Cycle of a Salmon</i>. As children work, circulate to support them and refer them to the questions on the board. Give children about ten minutes to work together, then bring them back to the whole group.</p> <p>One at a time, have each pair hold up their book to show their classmates. Ask, “Why did the author write this?” and “What do you notice?” Encourage children to cite key details from the text as they respond. Write the pairs’ responses on the whiteboard. As pairs share, think aloud to highlight the trends in their responses.</p>

	<p>Show the Report anchor chart. <i>The books that you looked at are all reports. Reports are written to organize information about a topic.</i></p> <p>Hold up <i>The Life Cycle of a Salmon</i>. <i>We have been reading The Life Cycle of a Salmon. What is the topic of this report—what is it about?</i> <i>Right! This book is about salmon, and the authors organized information about salmon into subtopics, like “A salmon’s body.”</i></p> <p>Hold up <i>Frogs</i>. <i>Frogs is also a report! What is the topic of this report?</i> <i>The topic is right here in the title—frogs!</i></p> <p>Display the Why We Write chart and point to <i>The Life Cycle of a Salmon</i>. <i>At the beginning of the year, we looked at this book and recorded our ideas about why the authors may have written this text. Now that we have read most of it and learned a little bit about reports, you might have a different idea about its purpose.</i></p> <p><i>Take a moment to think quietly about this question: Why did the authors write The Life Cycle of a Salmon? [to give information about salmon]</i></p> <p><i>Now let’s go back to our chart and see if our ideas match.</i></p> <p>Review the ideas on the chart. <i>Are there any reasons that we did not include on our chart before that we might want to include now?</i></p> <p>Record any new ideas on the Why We Write chart.</p>
<p>Closing 1 minute</p>	<p><i>It’s so exciting to learn about different genres of writing! Tomorrow we will continue to look closely at reports and learn more about their stages.</i></p> <p>Note: Leave the Report anchor chart posted. You will continue to reference and add to it throughout the unit.</p>
<p>Standards</p>	<p>RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text. *Note: Although the K version of this standard does not directly address author’s purpose, the Anchor Standard reads: Assess how point of view or purpose shapes the content and style of a text.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>

