

WEEK 5 Day 5

Writing Report
Individual Construction: Body Diagram

Content Objective	I can use research to write a report. (W.K.2, W.K.7, W.K.8)
Language Objectives	I can draw a diagram to represent my animal’s body. (SL.K.5) I can label my body diagram with sounds I know. (W.K.2, L.K.2a, L.K.2d)
Vocabulary	audience: an individual or group for whom a piece of writing is composed diagram: a picture drawn to show a specific piece of information image: a representation of something in the form of a drawing, photograph, etc. research: to get information about something
Materials and Preparation	<ul style="list-style-type: none"> ● report packet, one copy for each child and one for modeling ● research bins, including texts, animal research sheets, writing tools, and sticky notes, from Day 2 <p>Before the lesson, choose one group to model identifying research about body structures and drawing a body diagram. Bring this group’s bin to the meeting area.</p> <ul style="list-style-type: none"> ● Writing folders, one for each child
Opening 1 minute	<i>Today we will begin turning research into writing.</i>
Modeling 13 minutes	<p><i>Remember, your animal report books will be part of what we present in our Showcase of Learning at the end of the unit. The audience for your report is all of the school community members who will visit our showcase, including school staff and families.</i></p> <p>Show the report packet.</p> <p><i>Here are the sheets you will use to write your report. On this page you will draw a diagram of your animal’s body. A diagram is a drawing that communicates information. You will use the research</i></p>

	<p><i>you did to help you draw and label your animal’s body structures.</i></p> <p><i>When you turn your research into writing you will always follow the same process. The first thing you will do is identify the subtopic you are writing about.</i></p> <p>Show the animal research sheet. <i>Which subtopic are we writing today?</i></p> <p><i>Right, we are writing about our animals’ body structures, beginning with drawing a diagram.</i> <i>Now my group will help me model what you will do today.</i></p> <p>Bring the group forward, or in the middle of the rug, so that all can see and hear.</p> <p><i>We have our research texts right here, and our first job as a group is to find the pages that we marked with information about the [animal]’s body structures. We are looking for sticky notes that say “B,” for “body structures.”</i></p> <p><i>Now, as a group, we will review and talk about the pages one by one. What do we learn about [animal]s’ body structures from this page?</i></p> <p>Model talking together as a group, encouraging each group member to speak.</p> <p><i>If more than one text includes information about your animal’s body structures, be sure to review all of the texts. After you identify and discuss the information, you will be ready to draw and label.</i></p> <p><i>When you draw your diagram, look carefully at the photograph, think about the body structures you discussed, and draw the body as big as you can on your sheet.</i></p> <p>Quickly sketch the animal’s body.</p> <p><i>Now I will label the body structures.</i></p> <p>Model saying each body structure out loud. Invite children to join in segmenting sounds and labeling body structures with known sounds and words.</p> <p>Ensure that children are clear about the process of identifying and discussing information before drawing. Then send groups with research bins and report packets.</p>
<p>Individual Construction 15 minutes</p>	<p>As children work, circulate to support them.</p>

<p>Closing 1 minute</p>	<p><i>Next week you will continue to use research to write your report.</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> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p>L.K.2a. Print upper- and lowercase letters.</p> <p>L.K.2d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>
<p>Ongoing assessment</p>	<p>Reflect on small group discussions.</p> <p>Do children identify and discuss research before drawing? What supports will they need as they continue to turn research into writing?</p> <p>Review children’s diagrams.</p> <p>Do they accurately represent their animals’ bodies? Do they label diagrams with known sounds and words?</p>

Notes