



Grade 3 Theme 4 Animal Report

Performance Standard W1.1 The student writes about a topic.

GLEs: [3] 1.1.2 Writing a paragraph on a single topic with two or more supporting details. (AK)

Performance Standard W1.2 The student writes for a specific audience, including self, other children, parents, and other adults.

GLEs: [3] 1.2.6 Determine appropriateness of information for a research topic. (ASD)

Performance Standard W1.3 The student writes and edits conventions in Standard English.

GLEs: [3] 1.3.3 Noticing mistakes in punctuation at end of sentences and capitalization (i.e., beginning of sentences and proper nouns)

Performance Standard W1.4 The student revises writing.

GLEs: [3] 1.4.1 Rearranging and/or adding supporting details to improve clarity.

Purpose:

Connect HM Theme 4 Reading Writing Workshop Report Writing with HM Theme 4 nonfiction/fictional literature.

Select and research an Alaskan animal.

Practice taking notes.

Practice determining what's important to remember.

Write a paragraph that stays on topic with accurate details.

Use multi-sources to find information and document two resources.

Focus on traits of organization and conventions.

(Optional) Connect HM Theme 2 Genre, Trickster Tales, HM Theme 4 Reading Writing Workshop Pencil Pages, Report Writing, and HM Theme 4 Literature, Animal habitats.

Resources/materials:

H M Theme 4 Teacher's Edition - Reading Writing Workshop: 15A-39A, 39K-39L, 39S-43D, 43S-45

HM Student anthologies to go with Theme 4

Transparencies: RWW4-1, RWW4- 2, 4

Class copies of Practice Book pages 16,17 (if available)

Class copies of a research plan (see Reference)

Alaskan animal books/and or on one topic such as birds

Note cards

Gallon Ziploc bags for each student

Assessment rubrics for each student (see Attachment 1)

Optional trade books/mentor texts (see Reference)

Connection to Houghton Mifflin Literature

Student anthologies: *Explore Iceland* pg. 16-17; *Big Apple Birding* pg. 36-39; *Loggerhead Turtles* pg. 40-43; *At the Seashore* pg. 44-45; *Deer* pg. 70-71; *Night of the Puffins* pg. 19-33.

HM-leveled readers of nonfiction animal stories described in Teacher Edition, Theme 4, 11C-11D.

Step One - mini lessons to precede writing:

Choosing the report topic

- Begin exploring Alaskan animals by having students preview different genres of literature. One method of exploring books in 45-60 minutes is with a book walk such as the following:
 - Collect many copies of books and magazines on the main topic to store in tubs and distribute between table groups. Each table group previews their books for about ten minutes, then passes the tub of books to the next table.Complete the exploration lesson by brainstorming all possible Alaskan animals to research. Ask students to begin thinking about which animal they would like to study and why they are interested in that animal. They can record their thoughts in their notebooks, on a separate piece of paper, or on a report/research plan for the teacher to review.
- After reviewing the Alaskan animal list one more time, students make a final decision on which animal they would like to research. If they want to change topics, this is the time. The teacher reviews the plans, writes comments and/or holds conferences, and passes the plans back to students to store in their Ziploc bags.

Preparing for research

- As a class, read *Loggerhead Turtles* in the student anthologies. Before reading the text, discuss questions students have about the turtles. There is an example, Teacher Edition page 43B, of a Five-Point diagram that goes with the text, *Loggerhead Turtles*. The students could brainstorm answers with the teacher for the diagram on transparency, RWWA-2. This is a time to discuss what questions did not get answered in the text, and how the report they will be writing is going to include basic information like in the five point diagram. Give students a copy of the five-point diagram, RWWA-2. or other organizer to fill in during their research process. **The teacher may have other types of questions for a diagram/web to guide the research.**
- Using the same piece, *Loggerhead Turtles*, or another nonfiction selection, make a class list of what makes a good report (see RWW4-1). The list can be copied in the reference section of students' writer's notebooks and/or posted in the classroom.

Researching the topic

- With an Alaskan animal as an example, demonstrate following guidelines for taking notes. There is a section on notetaking in the Teachers Edition, 39K. The class

discusses the guidelines and makes a class chart/list for taking notes to display in the classroom. Because notetaking is a high level skill that involves summarizing, provide several practice sessions. If available, students can follow up with Student Book, practice page 16 to reinforce taking notes. Also includes documenting the source in this lesson.

- Review types of literature where students might find information. Include a discussion about the differences in nonfiction and creative nonfiction. Debbie Miller is a good Alaskan source for creative nonfiction. Some classes may also be ready to differentiate between realistic fiction such as *Frightful's Daughter* (see Reference), creative nonfiction, and nonfiction. Students choose a book or books to research their animal. They begin researching, taking notes, recording sources, and store the note cards in their research bags.
- In the early stages of research, make a transparency of animal nonfiction text that has different kinds of print and pictures. As a class, discuss large, small, and bold print, and look at the pictures and captions. Discuss how to read this kind of print to find important information. Looking at pictures and all types of print is also modeled in student anthologies, *Big-Apple Birding*, pg. 36-38. The skill being taught is sometimes referred to as skimming and scanning.
- As the research is drawing to a close, teacher demonstrates choosing 'what is important' information to remember and use in their final report. This reading skill is described in Teacher's Edition, page 39L. The teacher could demonstrate finding important facts with his or her personal notes. If available, students complete practice page 17. Linda Hoyt also has several pages available that would be helpful in practicing this skill. (see Reference)

Students visit the computer lab and/or library to continue research on animals. They list a minimum of three facts on each of three index cards and document one source. Before writing their reports, they will need nine or more facts. An assessment for notetaking is available. (see Attachment 1)

Step 2 – mini lessons for writing a report:

Prewrite

- Referring back to the five-point diagram/web on *Loggerhead Turtles*, students answer questions and summarize information they have collected on their blank web/organizer. There are other options to graphic organizer/webs such as flipbooks. A simple flipbook is a sheet of copy paper folded in half the long way. The paper is then folded into four equal sections. Cut the top four folds to the long middle fold line leaving the bottom folded section uncut. Students label the basic questions on the top folds and write their information under each fold.
- Review what would be the most important to remember from collected notes. Layered books would be another way to help students organize their information.

There are many teacher resource books available that describe how to make layered books. The layered books could actually be the final report.

- Pass out multi-copies of reports for students to study and label important parts of a report as demonstrated in *Loggerhead Turtles*.
- Teacher teaches ways to begin a nonfiction report. (see Attachment 2) This could include examining how other author's begin their nonfiction work. Post a chart listing ways to begin a report.
- Teacher repeats this lesson with practicing effective ending sentences.

Draft

- Teacher demonstrates a final write of a one-paragraph report that includes an opening sentence, four sentences with details, and a concluding sentence. *Step Up to Writing* method works well to scaffold organizing expository writing.
- Students are provided assessment rubrics before they begin writing. (See Attachment 3) The above step would include the explanation of this rubric. The rubric is stored in their research bags.
- Students write a first rough draft. 30-45 minutes.

Revise

- One lesson that helps students with organizing a report with topic and supporting facts would be to use scissors to cut apart a sample report and tape it back together to improve the organization and enhance the details. *Snapshots* by Linda Hoyt, (2002) has a sample that could be used.
- Students review their rough drafts and the assessment rubric. They each revise and edit their piece at this time and turn it into the teacher.
- Teacher reads their rough drafts making comments on post-it notes and/or has oral conferences. Teacher meets with groups of students who have similar issues that need revision. Some students can meet with a peer to revise and edit their pieces.

Final draft

- Students write a final draft that includes two documented sources to turn in with their research bag. Teacher can grade the written piece for a writing grade and notetaking for a reading grade. Another grade could be for effort during the whole report writing process. This can also be a reading and science grade.

Publish

- Students share their reports in some way.

Follow up writing ideas:

1. Some teachers take the report one more step into an investigation report/poster. Linda Hoyt has an excellent section on investigations in her book; *Make It Real, Strategies for Success with Informational Texts*.
2. Another following writing project is for students to use their facts to write a *How to Be* poem described in *Seeing With New Eyes* by Vicki Spandel. (See Reference)
3. If the genre, Trickster Tales, in Theme 2 has not been taught, tales are a good tie-in to writing animal reports because students would have prior knowledge of Alaskan animals.

Assessment:

See Teacher's Edition and/or Attachment 3

Reference for teacher:

- Hoyt, L. (2000), *Snapshots: Literacy Minilessons up Close*. Reed Elsevier Inc.
(2002) *Make It Real, Strategies for Success with Informational Text*.
Spandel, Vicki. ((1996). *Seeing With New Eyes: A Guidebook on Teaching and Assessing Beginning Writers*. Portland, OR: Northwest Regional Educational Laboratory.

Trade Books/Mentor Texts:

- George, J. C. (2002). *Frightful's Daughter*. Dutton Children's Books.
- Snedden, R. (1996). *Yuck!* Simon & Schuster Books for Young Readers.
Sneed B. Collard III. (1993). *Sea Snakes*. Boyds Mills Press.
(1997). *Animal Dads*. Scholastic Inc.
(1997). *Creepy Creatures*. Charlesbridge Publishing

ASD/Cindy Forsyth (2009)

Attachment 1

Notetaking Assessment

Your reading is going to be assessed for notetaking using a 6 point grading scale.

- 5-6 _____points Note cards list more than five animal facts and source.
Technology note cards include three animal facts and source.
- 3-4 _____points Note cards list five animal facts and source.
Technology note cards include three animal facts and source.
- 1-2 _____points Note card list less than five animal facts and no source.
Technology note cards list less than three facts and no source.

Points Earned: _____/6 Reading Letter Grade
 _____/6 Standards Letter Grade

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Points Earned: _____/6 Reading Letter Grade
 _____/6 Standards Letter Grade

Attachment 3

Animal Report Assessment

Your writing is going to be mainly assessed for its organization using a 6 point grading scale.

5-6 _____ points: Introduction catches the reader's attention
Main points stand out.
Five facts weave together.
Wow! What an ending!
There are no more than three incorrect conventions.
Paragraph is indented.

3-4 _____ points Brief introduction to animal.
Four to five facts are in a list type of order.
There is not a definite ending.
There are more than three incorrect conventions.
Paragraph is indented.

1-2 _____ points No introduction
There are less than three facts and they do not go together.
Piece has no definite ending.

Points Earned: _____ /6 Writing Letter Grade
 _____ /6 Standards Letter Grade

Ways to begin a report

- What – starts with a question. Do you know where puffins live?
- Description-starts with a very pertinent fact. Puffins live _____.
- Comparison - Puffins are _____.
- Topic - Puffins live in _____.
- Fact that starts with a movement. - Puffins _____.
- Did you know? Start with a starting or interesting fact.
Did you know that _____?