**Report Writing Unit Plan**

**Grade Level:** 2nd Grade

**Subject Area:** Language Arts 🡪 Writing

**Materials Needed:** white board or SMART Board, dry erase markers, eraser, booklet page templates, pencils, crayons or markers or colored pencils, research materials (informational booklets, Scholastic News, graphic organizers, notes from video, etc.)

**Standard:**

* ***2.W.2 -*** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
* ***2.W.5 -*** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
* ***2.W. 7 -*** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
* ***2.L.2 -*** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Objectives:**

* Students will complete an Emperor Penguin Report as a shared research project.
* Students will utilize proper English language conventions in their written reports.
* Students will illustrate key details from within their written reports.
* Students will decipher between necessary and extraneous information as they conduct research on an animal of their choice.
* Students will identify and report distinctive information about an animal of their choice in written form.

**Learning Activities:**

**PENGUIN UNIT**

**WEEK 1:**

Day 1:

* Students have already begun their shared research project on Emperor Penguins.
	+ Gathered information from sources (video, booklet, Scholastic News)
	+ Organized basic information into a graphic organizer.
		- Habitat, Diet, Special Adaptations, Defense/Protection, Predators, Physical Features
* Students will begin writing their first page together.
	+ ***Introduction (Page 1)***
	+ “Every report needs an introduction. An introduction tells the reader what the report is going to be about and offers some sort of information to hook the reader and make them want to read more about that topic.”
	+ “Our report is going to be about Emperor Penguins so an appropriate introduction might be something like this: ‘There are around 17 different species of penguins in the world. All of these penguins are flightless birds. However, each species has special features that make it different from the rest. Keep reading to learn more about Emperor Penguins.’ This introduction gives our reader just a little bit of information and leaves them wanting more.”
	+ ***Physical Features (Page 2)***
	+ “We will be starting to assemble our reports together today. You already have your cover page and introduction completed and I think a great way to begin our book would be by telling our reader what our animal looks like. After all, it would be hard for somebody to put together all of this information if they didn’t even know what type of animal we were talking about. So, which box on our graphic organizer do you think we are going to start with if we want to describe what our animal looks like to our reader?”
		- “Physical features is correct. If we want to give our reader a good visual we need lots of great details. We are going to start off by writing in the lines below the box on our first page.”
			* What type of animal is the Emperor Penguin?
			* Is it small like a robin?
			* What does it look like?
		- “We know a lot about Emperor Penguins already but it is important that when we write a report we focus on one element at a time so we don’t confuse our reader. While many of you have great ideas about what to write next, let’s keep our focus on just what the penguin looks like for now.”
* Class works together to write a few sentences about the physical appearance of the penguin.
	+ “Remember: since we are doing this report together, we are not doing a rough draft or a ‘sloppy copy’ so you need to make sure you are writing nicely and neatly. Nothing should be spelled wrong because we are writing the whole thing together and all of the words are on the board.”
* Once writing is complete, allow students to draw a picture of what they just wrote about and a picture for the introduction page.
	+ “As you can see, each page has a box above where the words go. This box is going to be used for a picture that you will draw. What sorts of things should we draw in our first box here?”
		- “This page should only have a large picture of our penguin here. We can also label some of the important features we wrote about. While we know that penguins live in the Antarctic and eat fish and all those other details, we have not told any of that to our reader yet and our pictures should just focus on what we are telling our reader on that page of our report.”
		- Talk about using the space provided appropriately.
			* Could add a picture of themselves next to the penguin to show the large size of the bird.

Day 2:

* “Now that we have told our reader what our animal looks like, it would probably be best to tell them where this animal can be found. Which box do we need to focus on to tell our reader where the Emperor Penguin lives?”
	+ ***Habitat (Page 3)***
	+ Correct, the habitat will tell us where the penguin lives and just a little bit about how the penguin lives.
	+ Where in the world can the Emperor Penguin be found?
	+ What is it like there?
		- How does it look?
		- How does it feel?

Day 3:

* “So far in our reports we have told our readers what our animal looks like and where it lives. I think that the next thing they might wonder is, ‘If they live in a place that is covered in ice, what do they eat?’ Which box would we have to refer to if we want to tell our reader what Emperor Penguins eat?”
	+ ***Diet (Page 4)***
	+ How could we tie where they live back to what they eat? How could we start that out?
	+ What do Emperor Penguins eat?
	+ How do they get their food?
* Draw a picture of the animal’s habitat on page 3
* Draw a picture of an Emperor Penguin eating or hunting on page 4.

Day 4:

* “Now that we know what Emperor Penguins eat, it would be good to tell our reader about what might eat an Emperor Penguin. Which box do you think that information will be in?”
	+ ***Predators (Page 5)***
	+ What sorts of animals might endanger an Emperor Penguin?
	+ Where do these animals live?
	+ When might Emperor Penguins encounter these animals?
* “Even though there are many animals that may try to hunt and eat Emperor Penguins, there are still many of these animals alive, we should tell our reader how they are still able to survive and we only have one box left to talk about.”
	+ ***Defense/Protection (Page 6)***
	+ What does an Emperor Penguin do to avoid being eaten by its predators?
	+ How does this work?
* Draw a picture of a scene where you might find some of these predators on page 5.
* Draw a picture of an Emperor Penguin escaping a predator on page 6.

**DOLPHIN UNIT**

**WEEK 1**

Day1:

* “Now that we finished out penguin reports it is time to move on to another animal. This time we will be studying and writing about dolphins. There will be a few changes however, while I will still be providing you with the sources you need to complete your reports, you will be writing on you own but I am confident that after that last report you will have no problems with this report.”
	+ KWL Chart
		- Discuss what they already know.
		- Highlight that we want to find out information about the topics found on our graphic organizer and add that to our chart.
	+ Show dolphin movie
	+ Give students note cards/ sticky notes to write down 3 things they learned about dolphins from the movie.
	+ Revisit KWL Chart and have all student share at least one of the things they wrote down.

Day 2 & 3:

* “Since we gained a little bit of background knowledge on dolphins from our video yesterday, we can start putting it to work as we complete this ‘All About Dolphins’ booklet.”
	+ Students assemble their booklets.
	+ Complete one page at a time and then go over together to ensure the answers are correct.

Day 4:

* “Today we are going to do a little more investigating on dolphins by doing research rotations. You will all be put into 3 groups of 6-7 and you will travel from station to station with your graphic organizer and fill in as much information about dolphins as you can find.”
	+ ***Books*** 🡪 students will be provided a variety of short nonfiction dolphin books to conducted their investigations
	+ ***iPads*** 🡪 teacher will monitor student research online through National Geographic Kids and kiddle.co
	+ ***All about Dolphins Booklet*** 🡪teacher will read through completed booklet with students and discuss new information gained

**WEEK 2**

Day 1:

* “We now have all of the information we need to write a complete informational report on dolphins.”
* “Today we are just starting with our ***Title Page*** and ***Introduction Page***.”
	+ “Remember: our title page needs a big, easy-to-read title and an accurate picture of what we will be informing our reader about. This will be our title page for our final copy so I want you to do second-grade quality work. Also, when we write an introduction, please do not just spill out all of the information we are going to be writing about in our report. Give your reader just some interesting facts that you won’t actually talk about in your report and then give them some sort of lead to encourage them to keep reading.”

Day 2:

* Work on ***Physical Features Page*** individually with assistance from teachers.

Day 3:

* Class will begin working on ***Habitat Page.***
* While students are working, teacher will conference individually with students to edit ***Introduction Page*** and ***Physical Features Page***.

Day 4:

* Students will continue writing ***Habitat Page*** if necessary.
* Class will begin working on ***Special Adaptations Page.***

Day 5:

* Students will continue writing ***Special Adaptation Page*** if necessary.
* Class will begin working on ***Diet Page.***
* While students are working, teacher will conference individually with students to edit ***Habitat Page*** and ***Special Adaptations Page***.

**WEEK 3**

Day 1:

* Students will continue working on ***Diet Page*** if necessary.
* Class will begin working on ***Predators Page.***

Day 2:

* Students will continue working on ***Predators Page*** if necessary.
* Class will begin working on ***Defense/Protection Page.***
* While students are working, teacher will conference individually with students to edit ***Diet Page*** and ***Predators Page***.

Day 3:

* Students will continue working on ***Defense/Protection Page*** if necessary.
* Class will begin rewriting their works while correcting mistakes.
* While students are working, teacher will conference individually with students to edit ***Defense/Protection Page***.

Day 4:

* If necessary, teacher will conference with remaining students to edit their complete report.
* Students will finish writing their final drafts.

Day 5:

* Students will illustrate their final drafts.

**Assessment:**

* Emperor Penguin/Dolphin Booklets are done together and ability to copy the text elements is a form of formative assessment.
* The drafting process of their own animal reports will serve as additional formative assessments.
* The final draft of their Individual Animal Report will be graded as a summative assessment of gathering research materials, writing informative text, and utilizing proper English language conventions in writing.