**Lesson Title:** Report Writing

**Grade:** Preschool

**Teacher: Sarah Albers**

**Content/Language Objective:** TLWBAT use words and dialogue to describe snow/winter weather and write a report about what they learned to include in a class book.

\*\*\*Class book seemed to push it; we made a book on Monday; did not on Tuesday.

**Assessment:** Teacher will use a checklist.

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| Key Vocabulary | Materials |
| * Report * Weather * Winter * Snow * Soft * Cold * Wet * Water | * Easel * Markers * Stapler * Paper * Book making\*\*\* |

**Getting Started:** **Since this is lesson 1 you might have to presented in Spanish**(how am I going to get their attention? How am I going to link it to their previous knowledge/backgrounds?)

I have something I want to show you! Look here, I have some snow for us to look at and touch! (Get bowl of snow from outside). Let’s take a seat and we’ll pass this snow around!

Today we’re going to write a report about snow and make a class book! A report, say it after me (children repeat “Report”). We are going to pass this snow around and I want you to tell me all about it!

**Lesson Sequence: Please talk slowly. No one is rushing you.**

1. I want to hear all about snow! When the snow comes to you, I want you to tell me a word about the snow and I will write it down so we can write a report!
2. (Teacher writes snow is big letters in middle of easel paper) I know how to write the word snow because it is on our word wall! SNOW!
3. Now tell me the things you know about snow! ( Ask questions to get words about snow: What color is it? What does it feel like? Where does it come from? What is it made of? )
4. We thought of some great things about snow. Let’s read our list (Cold, Soft, Wet, Water, Clouds).
5. Now I want to show you some pictures and read about snow to you from these books. Let’s listen and see if the things from this book are on our list!
6. Snow is white. Do we have that? Yes!
7. Snow is cold. Do we have that? Yes! (Light, bright, fluffy, freezing, cloudy). Snow is water. Snow comes from clouds.
8. Does snow look like this? Yes! (Point to a picture of snow)
9. We know A LOT about snow, don’t we! We have a great list. Now, I want to write a report about snow on my own.
10. I think I’ll draw a picture about snow. I want to draw what snow looks like.
11. I draw a picture of what I think snow looks like, And I will write about what I know about snow!
12. I have the word SNOW from the word wall, so I know how to write SNOW!
13. And I can look at our list and write, COLD, WET, WATER, CLOUD!
14. I wrote a report. What did I write?! A REPORT! Now, I will write my name.
15. Did I write a report about snow? Yes! I thought about snow, and I drew a picture and I wrote about it! When I am done, I will meet my class by the teacher’s chair.

**Closure:**

1. Teacher will call students and ask them to share their report. We will comment on other student’s report.
2. When we are done sharing, we will staple our book and read it together! “Snow is…” “Snow feels like”

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| **Lesson Features for English Language Learners**  *(Highlight)* | | |
| **Preparation** | **Scaffolding** | **Group Options** |
| Adaptation of content | Modeling | Whole class |
| Links to background | Guided practice | Small groups |
| Links to past learning | Independent practice | Partners |
| Strategies incorporated | Comprehensible input | Independent |
|  |  |  |
| **Integration of Processes** | **Application** | **Assessment** |
| Reading | Hands-on | Individual |
| Writing | Meaningful | Group |
| Speaking | Linked to objectives | Written |
| Listening | Promotes engagement | Oral |
| Viewing |  |  |

**Preparation:**

*Adaptation of Content:* Have you adapted the content of this lesson for English Language Learners or different learning styles?

*Links to Background*: Have you linked this lesson to students’ personal backgrounds (community events, family events, cultural elements).

*Links to Past Learning*: Have you linked this lesson to students’ previous learning experiences?

*Strategies Incorporated*: Have you incorporated strategies to help all learners, especially English Language Learners? (Strategies may include visuals, real objects, video, slowing your pace of language, choral reading/singing, linking between languages, etc.)

**Scaffolding:**

*Modeling*: Will you model something in this lesson so students know how to accomplish the task/goal?

*Guided Practice*: Will students practice with teacher guidance a particular task or skill?

*Independent Practice*: Will students work independently on a particular task or skill?

*Comprehensive Input*: Did you consider the students’ academic, social, and emotional development when designing your talk and the activities in this lesson?