**Lesson Title:** Report Writing

**Grade:** Preschool

**Teacher: Sarah Albers**

CCSC.ELA.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

**Content/Language Objective:** TLWBAT retell the topic and a fact about a class report.

**Assessment:** While revisiting our class report (on wall), student will receive a + for telling teacher what the report is about and a fact; a check for retelling the topic OR a fact; a – for no identification of topic or fact.

|  |  |  |
| --- | --- | --- |
| Key Vocabulary |  | Materials |
| * Report (review) * Facts (review) * Title |  | * Bear Video * Easel * Markers * Paper |

**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?)

“We learned some really interesting things about bears today! I want to show you this video so we can watch bears and learn more about them! (Watch video). We know a lot of facts about bears. And remember, a fact is SOMETHING WE KNOW about bears.

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

1. Since we know some facts about bears, I think we should write a REPORT! We know how to write a report! We use facts- the things we know about and write a report, so we can show others what we know, and teach them about bears.
2. We know how to write the word “BEAR”! it is on our word wall. (Support finding bear on word wall: “what letter does bear start with?). Write BEAR on paper. “This is the TITLE of our report.” The title is what we are writing our report about!
3. In our books this morning, we saw pictures of bears. We should include a picture of what we are writing a report about. “What do bears look like?” (What color, how many eyes, paws?) (Draw picture of bear, include photo of bears).
4. Let’s talk about what we know about bears. Turn to your partner and tell them one thing you know about bears!
5. I heard some great facts about bears. (Call on, prompt students to share details about bears).
6. What do bears eat? We can write that on our report, because we KNOW from our books and our video!
7. Where do bears live? Bears live in forests!
8. **(**Include student facts about bears, what they want to say about bears). “We’ll hang our report here on the wall. If you ever learn a new FACT about bears, we can add it to our report!
9. Miss Fio and I hope you’ll tell us something you learned about bears today. We’d like to ask you later in the day to tell us what you know about bears! Let’s practice reading our report together! (Read Report).

**Closure: Wow. We wrote a GREAT report about bears! We learned so many things about bears this week, and were able to write down a lot of FACTS. Now, you can go write! If you want to write a report and show your mom or dad what you know about bears, you can! You can write about ANYTHING you’d like to write about today. And remember, later, You will tell Miss Fio or I something you learned about bears from our class report!**

|  |  |  |
| --- | --- | --- |
| **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 |  |  |

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

Yes. Writing a report as a class; using familiar words.

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

Yes, we’re talking about bears- who live near us! Also, if they’d like to write a report and tell their parents what they learned, they can!

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

Yes. Previously students have learned reports; we’ve talked a lot about bears, a topic that interests many students.

*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.)

Using visuals (a video about bears, books about bears and including pictures in our report.

**Scaffolding:**

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

Yes. I will model writing a report. I will model reading our report.

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

Yes. Teacher will facilitate small groups using alphabet linking chart, word wall, or using details in our writing. (this will happen at tables).

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

Yes. Students will write independently. They will also independently retell the topic (bears) and a fact about them.

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

Yes. Our class enjoys the topic of bears. We will have discussed bears during the week. Teacher will visit with students during and after lesson. The students like to engage in partner talk, so I’ve also included that in our discussion.