

## Overview for Grade 2 Unit 2, *Lab Reports and Science Books*

	Session/Minilesson	Conferring and Small-Group Work	Mid-Workshop Teaching	Share
<b>BEND I: Writing as Scientists Do</b>				
1	Learning to Write about Science	Supporting Engagement	Drafting Results and Conclusions	Writing Like Scientists
2	Studying a Mentor Text: Procedural Writing	Channeling Students to Use Mentors from Start to Finish	Noticing More in the Mentor Text	Self-Assessment
3	New Wonderings, New Experiments	Coaching Partners to Help Each Other	Multiple Tries and Detailed Records Matter	Interpreting Scientific Results and Developing Conclusions
4	Authors Share Scientific Ideas/Conclusions	Using Revision Materials and Writing Partnerships to Bring Revision Work to Life	Conclusions Set the Stage for Further Investigations	Connecting Science to Real-World Learning
5	Scientists Learn from Other Sources as Well as from Experiments	Supporting Writers' Learning Trajectories	Incorporate Information and Technical Vocabulary into Writing	Using Sources for More Information
6	Student Self-Assessment and Plans	Supporting Writers to Turn Plans into Realities	Revising to Use the Words Scientists Use	Goal Setting and Publishing
<b>BEND II: Writing to Teach Others about Our Discoveries</b>				
7	Remember All You Know about Science and about Scientific Writing for New Experiments	Steering Students' Attention to Data to Think and Write More in Conclusions	Using Tables to Organize Information	Using Charts and Tables to Present Data
8	Letter to Teachers: Studying a Mentor Text: The "Results" Page			
9	Comparing Results and Reading More Expert Materials to Consider New Questions	Helping Children Use Information from Sources to Strengthen Conclusions	Reading and Research	Rehearsing Plans
10	Designing and Writing a New Experiment	Reminding Writers to Plan	Using Labels and Titles to Highlight Important Information, Including Failures	Comparing Results
11	Editing: Domain-Specific Language	Supporting Writers as They Revise in a Variety of Ways	Describing Scientific Processes with Familiar Words	Generating Information Book Topics
<b>BEND III: Writing about Forces and Motion in Information Books</b>				
12	Drawing on All We Know to Rehearse and Plan Information Books	Coaching Writers to Choose Content-Based Topics	Using Teaching as a Rough Draft for Writing	Crafting Tables of Contents
13	Tapping Informational Know-How for Drafting	Asking Questions to Support Writing More	Encouraging Fluency	Self-Assessment and Goal Setting
14	Studying Mentor Texts: Integrating Scientific Information	Coaching Writers to Discover Connections to Science Content	Adding in Definitions and Tantalizing Readers with Science	Collecting Ideas from Mentor Texts
15	Using Comparisons to Teach Readers	Conferring to Ensure Students Have Grasped the Essentials of the Unit	Using Your Senses to Include Details	One Student's Work at Adding Details
16	Showing Hidden Worlds with Science Writing	Working with a Partner to Envision and Act Out Parts to Imagine Smaller Steps	Revealing Hidden Worlds by Magnification	Revising Based on Feedback
17	Letter to Teachers: Introductions and Conclusions: Addressing an Audience			
18	Editing: Aligning Expectations to World-Class Standards	Supporting Writers' Usage of Apostrophes	Using a Variety of Strategies to Spell Tricky Words Correctly	Reflecting on the Second- and Third-Grade Information Writing Checklist
19	Letter to Teachers: Celebration: Writing and Science Exhibition			