

Informational Writing Grade Kinder

Background Information: This study was developed for use with kinder classrooms that are already implementing Writers' Workshop. The intent of the study is to teach children to write in the informational text genre. The study is most effective when the following assumptions are true.

Assumptions:

- ❖ Students are familiar with the Writer's Workshop rituals and routines.
- ❖ Students have had experience reading various genres of text.

Teaching Objectives

Students will understand the characteristics of informational text. This will enable students to produce an informational book that:

- ❖ Differentiates between informational texts and other genres of writing
- ❖ Maintains a focus
- ❖ Excludes extraneous information
- ❖ Uses illustrations to add information
- ❖ Uses vocabulary appropriately to the topic (when prompted)

Texas Essential Knowledge and Skills

TEKS are listed with each lesson.

Sequence

Week One – Students will be introduced to the genre of informational writing. Students will learn the characteristics of informational text that will allow them to experiment with them in their writing.

Week Two – Students will produce an informational piece based on a specific topic using illustrations and vocabulary pertaining to the topic.

Week Three – Students will produce an informational piece through the use of observations and vocabulary learned from text. A sample lesson, from seed-to-plant, is provided to guide the teacher through the process. Suggested topics with an accompanying book list are given below to facilitate this week's lessons.

Week Four – Students will compare their work to the rubric to publish a final booklet. Conferencing, revising, and editing processes will also take place.

******* The time frame/pace noted is only a suggestion; it will vary depending on individual classroom needs. Some lessons may take more than one day.**



Materials Necessary for the Unit

- ❖ Chart paper
 - ❖ Chart markers
 - ❖ Computer/construction paper
 - ❖ Art supplies: glue, yarn, crayons/markers
 - ❖ Sample of seed project (*included*)
 - ❖ “Kindergarten Content Chart” (*included*)
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- ❖ Suggested subjects (with titles) you can choose to use for this unit.
 - ❖ Attributes of informational texts should include some of the following:
 - **Easily identifiable facts**
 - **Captions**
 - **Visual graphics: (diagrams, graphs, pictures, drawings)**
 - **Index**
 - **Table of Contents**
 - **Glossary**
 - **Bold or italicized text**

**Select books to use with the lessons that clearly exhibit the attributes for informational text. The following is a partial list to guide the teacher; use any available and appropriate texts for the lessons.*

BIRDS

About Birds: A Guide for Children by Cathryn Sill
Crinkleroot’s Guide to Knowing the Birds by Jim Arnosky
Birds We Know by Margaret Friskey
It Could Still Be a Bird by Allan Fowler
Outside and Inside Birds by Sandra Markle

DINOSAURS

Baby Dinosaurs by Helen Roney Sattler
Dinosaurs by John Bonnett Wexo
More about Dinosaurs by David Cutts
Dinosaurs Days by Joyce Milton
Dinosaurs! Strange and Wonderful by Laurence Pringle
Dinosaurs by Gail Gibbons

BUTTERFLIES

Butterflies by Emily Neye
The Butterfly Alphabet Book by Kjell B. Sandred
A Journey of a Butterfly by Carolyn Scrace
From Caterpillar to Butterfly by Gerald Legg
A Monarch Butterfly’s Life by John Himmelon



HAMSTERS

Hamster by Helen Piers

Hamsters by Marie Barrie

Becoming Best Friends with Your Hamster, Guinea Pig, or Rabbit by Bill Gutman

Hamster by Mark Evans

Know Your Pet: Hamsters by Anna and Michael Sproule

BATS

I'm A Little Bat by Marta Prims

Ziping, Zapping, Zooming Bats (Let's Read And Find Out Science, Stage 2) by Ann Earle, Henry Cole

Bats by Gail Gibbons

Beautiful Bats by Linda Glaser

The Magic School Bus: Going Batty

SEEDS

Now I Know All About Seeds by Susan Kuchalla

Seed to Plant by Gail Gibbons

Just One Seed & Nothing Else by Alma Florada

A Seed Grows: My First Look at a Plant's Life by Pamela Hickman

One Bean by Anne F. Rockwell

Plant's and Seeds by Colin Walkep

Pumpkin, Pumpkin by Jeanne Titherington



PLANTING SEEDS (To be used after the second week of lessons)

**TEKS - Science: K.1A,B;K.2A-E; K.3A-C; K.4A,B;
K.5A,B;K.6B,C,D,E;K.7A,B,C,D;K.8A,B;K.9A-C;K.10A,B**

Purpose of Activity:

To be aware of how seeds sprout, and that seeds grow into plants.

Lesson Objectives:

The learner will be aware that seeds grow into plants.

The learner will understand that seeds need water and sunlight to sprout.

Brief description of activity:

Children will place lima bean seeds on a wet paper towel in a ziplock bag and place them in sunlight.

Materials needed:

1. Ziplock snack bags
2. Lima bean seeds (or seeds of your choice)
3. Paper towels
4. Spray bottle containing water
5. Scotch tape

Procedure:

1. The students will place a wet paper towel in a Ziplock bag.
2. Place four seeds on the paper towel.
3. Seal the bag.
4. Tape it in the window.
5. Students will observe the seeds over the next week to watch the seeds sprout.

- Seed project idea taken from <http://lessonplanspage.com/printables/PScienceNowIKnowAllAboutSeedsK1.htm>



Informational Writing
Grade Kinder
Week 1
Lesson 1 – Identifying facts from informational text

Mini Lesson Goal:

Introduce informational text as a form of writing genre. Students will understand that informational text is used to present factual information rather than fictional stories.

TEKS L & S:K.1A,B,C,D,E;K.3C,K.4B,C,D;R:K.5A-H;K.8A,B;K.9A,B,C;K.10A;K.11A,C,D;K.12A,B,C;KW/S/P:K.14A,C,D,E;K.15B,C,E;K.16B

Materials Needed:

- ❖ *Bat: Creatures of the Night* by Joyce Milton
- ❖ Writer's notebook
- ❖ Chart paper

Before the Lesson:

The week before starting the Informational Unit have students browse through many informational texts during science. Have an array of informational texts for students to explore. Discuss informational text versus fiction with the students pointing out format differences.

Mini Lesson

Connections:

Tell students that everyday they are going to write just like good writers do in the form of informational writing. This writing presents factual information rather than fictional stories.

Teach:

Tell the students that everyday they will be learning new facts about bats to gather information that will contribute to their writing.

Read pages 1-16 from *Bats: Creatures of the Night* by Joyce Milton a few pages at a time allowing students multiple opportunities to respond to their partners before continuing reading the next few pages.

Active Involvement:

Tell a partner what you learned about bats from this part of the book.

(This partner share is an example of response groups)

After speaking with a partner, students will share findings with the class.

Teacher will chart a list of facts with sketches including vocabulary pertinent to the topic before continuing to read the next few pages.



Link:

Students will go back to their writer's notebook and copy and illustrate one fact they learned about bats.

Remind students to refer to the "What I have Learned About Bats" chart.

Notes to the Teacher:

The charts included are only examples of possible student responses. Only use these sample charts as guidelines. Your students will generate the actual charts with you.

Sample chart:**"What I Learned about Bats"**

- Bats can fly.
- Bats have fur.
- They are mammals.
- They spend most of their time in the dark.
- Bat wings are made of thin skin.
- The largest bat is the Samoan flying fox.
- The smallest bat is the bumblebee bat.
- The vampire bat drinks the blood of cows and horses.
- Some bats eat fruit and juices from flowers.



Informational Writing
Grade Kinder
Week 1
Lesson 2 – Continuing to identify facts from informational text

Mini Lesson Goal:

Students will identify characteristics of informational text to create an attribute chart.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D;R: K.5A-H;K.6,B;K.7B,C;K.A,B;K.9A-C;K.10A,B,D;K.11A,CD;K.12A-C;W/S/P:K.14A,C,D,E;K.15A-E;K.16A-B.

Materials Needed:

- ❖ *Bat: Creatures of the Night* by Joyce Milton
- ❖ Writer’s notebook
- ❖ Chart paper
- ❖ “What I Learned About Bats” chart

Mini Lesson

Connections: Review the vocabulary created from yesterday’s lesson and continue the chart.

Teach:

Read pages 17-33 from *Bats: Creatures of the Night* by Joyce Milton

Active Involvement:

Tell a partner what you learned about bats from the second part of the book.

After speaking with a partner, students will share findings with the class.

Teacher will chart list of facts learned including vocabulary pertaining to the topic.

Begin listing characteristics of informational text on an attribute chart.

Link:

Students will go back to their writer’s notebook and reread the list of facts from yesterday.

Continue by listing any new facts the students learned that day.

Remind students to refer to the class chart.

Notes to the Teacher:

The charts included are only examples of possible student responses. Only use these sample charts as guidelines. Your students will generate the actual charts with you.



The attribute chart will be transformed into a rubric. This rubric will be used throughout the whole unit.

Sample charts:

“What I Learned about Bats”

- Bats can fly.
- Bats have fur.
- They are mammals.
- They spend most of their time in the dark.
- Bat wings are made of thin skin.
- The largest bat is the Samoan flying fox.
- The smallest bat is the bumblebee bat.
- The vampire bat drinks the blood of cows and horses.
- Some bats eat fruit and juices from flowers.
- *Most bats eat insects.*
- *The bat uses its ears to hunt at night.*
- *Bats sleep upside down.*
- *Momma bats know each of their baby’s voices.*
- *Bats sleep in the cave all winter.*

“Attribute Chart for Informational Writing”

- There is a title.
- There is a picture on every page.
- The sentences are about the picture on the page.
- It is all about the same topic.



Informational Writing
Grade Kinder
Week 1
Lesson 3 – Illustrating a fact

Mini Lesson Goal:

Students will use the characteristics of the attribute chart to begin their piece of informational writing.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D;R:K.5A-H;K.6,B;K.7B,C;K.A,B;K.9A-C;K.10A,B,D;K.11A,CD;K.12A-C;W:K.14A,C,D,E;K.15A-E;K.16A-B.

Materials Needed:

- ❖ *Bat: Creatures of the Night* by Joyce Milton
- ❖ Writer’s notebook
- ❖ Attribute chart
- ❖ White paper with lines on the bottom
- ❖ “What I Learned about Bats” chart

Mini Lesson

Connections:

Review characteristics on the attribute chart and continue the chart.

Teach:

Read pages 34-48 from *Bats: Creatures of the Night* by Joyce Milton

Active Involvement:

Tell a partner what you learned about bats from the third part of the book.
After speaking with a partner, students will share findings with the class.
Teacher will finish attribute chart.

Link:

Students will go back to their writer’s notebook and reread list of facts.
They will pull together all they have learned on bats to produce an illustration with one or more sentences. This will be done outside of the notebook on plain or lined paper.
Remind them to look at the attribute chart.

Notes to the Teacher:



**Be sure to remind students that they must follow the writing style like the book.
Some students may begin to write personal pieces rather than informational writing.**

Sample charts:

“What I Learned about Bats”

- Bats can fly.
- Bats have fur.
- They are mammals.
- They spend most of their time in the dark.
- Bat wings are made of thin skin.
- The largest bat is the Samoan flying fox.
- The smallest bat is the bumblebee bat.
- The vampire bat drinks the blood of cows and horses.
- Some bats eat fruit and juices from flowers.
- Most bats eat insects.
- The bat uses its ears to hunt at night.
- Bats sleep upside down.
- Momma bats know each of their baby’s voices.
- Bats sleep in the cave all winter.
- *Bats do not turn into vampires.*
- *Bats are lucky in China if you see one.*
- *Bats that wake up in the winter starve to death.*
- *Bats do not like pollution, so they won’t come outside.*



Informational Writing
Grade Kinder
Week 1
Lesson 4 – Creating a rubric

Mini Lesson Goal:

Students will change the attribute chart to create a rubric.

TEKS L&S:K.1A,B,C,D,E;K.3C,K.4B,C,D;R:K.9B;K.11A,D;K.12B,C;W:K.15B.

Materials Needed:

- ❖ *Bat: Creatures of the Night* by Joyce Milton
- ❖ Writer’s notebook
- ❖ “Attribute Chart for Informational Writing” from Week 1 Lesson 2
- ❖ Chart paper
- ❖ “What I Learned about Bats” chart

Mini Lesson

Connections:

Review findings on the attribute chart.

Teach:

Review the purpose of the rubric and how an attribute chart contributes to the building of the rubric.

Active Involvement:

As a class, have students pick out the most important attributes that should be in a rubric. The rubric will build on what they know are the fundamentals of informational writing: provides factual information, maintains a focus, excludes extraneous information, uses illustrations to add information, and uses vocabulary appropriately to the topic. Teacher will chart students’ responses in a form of a rubric. Teacher will use a student’s piece to compare with the rubric. The class will decide if that piece meets the rubric standards.

Link:

Students will go back to their piece and use the rubric to figure out what they have done well and what they still need to work on. The rubric is an important tool when planning and revising their piece.

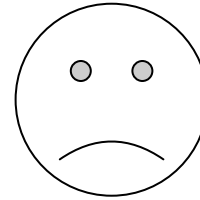
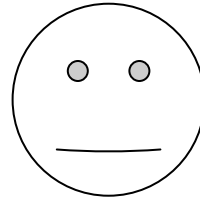
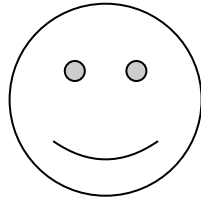
Notes to the Teacher:

Make the rubric with age-appropriate language. Limit it to about 3 levels of criteria.



Sample rubric:

**Kindergarten
Informational Writing
Rubric**



	3	2	1
Title	I always put a title	I sometimes put a title	I never put a title
Illustrations and maintaining focus	My writing and my pictures match the focus	My writing and my pictures match the focus most of the time	My writing and my pictures match the focus some of the time
Uses appropriate vocabulary and maintains focus	I used correct vocabulary words to describe all of my pictures	I used correct vocabulary words to describe most of my pictures	I used correct vocabulary words to describe some of my pictures
Sequence	All of my pages are in order	Most of my pages are in order	Some of my pages are in order



Informational Writing
Grade Kinder
Week 1
Lesson 5 - Publishing

Mini Lesson Goal:

Students will publish their illustration and sentences.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D; R:K.5A-H;K.6,B;K.7B,C;K.A,B;K.9A-C;K.10A,B,D;K.11A,CD;K.12A-C;W:K.14A,C,D,E;K.15A-E.

Materials Needed:

- ❖ *Bat: Creatures of the Night* by Joyce Milton
- ❖ Informational writing rubric
- ❖ “Attribute Chart for Informational Writing” from Week 1 Lesson 2
- ❖ Construction paper

Mini Lesson

Connections:

Review expectations on the rubric.

Teach:

Sharing with a partner is one way they can see if their piece meets the rubric.

Active Involvement:

Students will get with a partner and read their sentences and show their illustration. While students are doing this, teacher may conference with groups of students.

Link:

Students will go back and make any changes needed to publish their final piece.

Notes to the Teacher:

Remind students that the rubric helps to show what revisions need to be made. You can display final pieces around the “What I Learned about Bats” chart.



Informational Writing
Grade Kinder
Week 2
Lesson 1 – Maintaining a focus

Mini Lesson Goal:

Students will understand the concept of maintaining a focus throughout an informational piece of writing.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D;R: K.5A-H;K.6,B;K.7B,C;K.A,B;K.9A-C;K.10A,B,D;K.11A,CD;K.12A-C;W/S/P:K.14A,C,D,E;K.15A-E;K.16A-B.

Materials Needed:

- ❖ Chart paper and markers
- ❖ Rubric from week 1
- ❖ An assortment of books on a topic of your choice -- see attached book list for suggested topics and resources.
- ❖ Kindergarten Content Chart

Before the Lesson:

Select one topic for the week. You will be reading books on the same topic throughout the week – *see attached suggested book list for suggestions.*

Mini Lesson

Connections:

Review the attributes of informational writing from rubric developed during week one.

Teach:

Read a book on a selected topic. Point out that the book maintains a focus, or is about one topic throughout.

Active Involvement:

Begin charting facts from book read. Only put a few facts so you can add to the chart for the next two days. You might only chart what the students remember.

Students illustrate one fact and write one or more sentences about it.

Notes to the Teacher:

You will need to save the students' work as it will be compiled in a book at the end of the week.

Follow Up:

Author's chair – have students who followed the mini lesson focus share their pieces with class.



Informational Writing
Grade Kinder
Week 2

Lesson 2 – Continued: Maintaining a focus – Listening for facts

Mini Lesson Goal:

Students will understand the concept of maintaining a focus throughout an informational piece of writing and begin to internalize the characteristics of informational text genre.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D;R: K.5A-H;K.6,B;K.7B,C;K.A,B;K.9A-C;K.10A,B,D;K.11A,CD;K.12A-C;W/S/P:K.14A,C,D,E;K.15A-E;K.16A-B.

Materials Needed:

- ❖ “What I Learned About ...” chart from lesson 1
- ❖ Markers
- ❖ Book on selected topic
- ❖ Kindergarten Content Chart
- ❖ “Attribute Chart for Informational Writing” from Week 1 Lesson 2

Before the Lesson:

Review the chart from lesson 1.

Mini Lesson

Connections:

Review again the attributes of informational text. Remind students that they are to be listening for facts to add to the chart.

Teach:

Read a book on the selected topic.

Active Involvement:

Add facts to chart started on the previous day.

Link:

Students illustrate one fact and write one or more sentences about it.

Notes to the Teacher:

Keep student work to be compiled for a student book.

Follow Up:

Author’s chair – have a few a students who followed the mini lesson focus with the class, or the students can use the “Kindergarten Content Chart” to share with a partner.



Informational Writing
Grade Kinder
Week 2

Lesson 3 – Continued: Maintaining a focus – Listening for facts

Mini Lesson Goal:

Students will understand the concept of maintaining a focus throughout an informational piece of writing and begin to internalize the characteristics of informational text genre.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D;R: K.5A-H;K.6,B;K.7B,C;K.A,B;K.9A-C;K.10A,B,D;K.11A,CD;K.12A-C;W/S/P:K.14A,C,D,E;K.15A-E;K.16A-B.

Materials Needed:

- ❖ “What I Learned About ...” chart from lesson 1&2
- ❖ Book on selected topic
- ❖ Kindergarten Content Chart

Before the Lesson:

Review “What I Learned About ...” chart from lesson 1&2

Mini Lesson

Connections:

Remind students of the topic you are studying. Have them listen for facts to add to the “What I Learned About ...” chart.

Teach:

Repeat the steps in Lesson 2

Notes to the Teacher:

Be sure to collect work for student book.

Follow Up:

Popcorn share students’ illustrated and written facts.



Informational Writing
Grade Kinder
Week 2

Lesson 4 – Choosing a fact to illustrate and write about

Mini Lesson Goal:

Students will understand the concept of maintaining a focus throughout an informational piece of writing.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D;R: K.5A-H;K.6,B;K.7B,C;K.A,B;K.9A-C;K.10A,B,D;K.11A,CD;K.12A-C;W:K.14A,C,D,E;K.15A-E;K.16A-B.

Materials Needed:

- ❖ Rubric from Week 1 Lesson 4
- ❖ Kindergarten Content Chart
- ❖ “What I Learned About ...” chart from lesson 1&2

Before the Lesson:

Review rubric.

Mini Lesson

Teach:

Review and discuss the topic of the week.

Active Involvement:

Read “What I Learned About ...” chart as a group.

Link:

Students pick another fact to illustrate and write one or more sentences about it.
Conference with students regarding the focus of their writing.

Notes to the Teacher:

All work from previous lessons will be compiled in individual student books.

Follow Up:

Have students share with a partner to discuss whether or not their book stayed on topic.



Informational Writing
Grade Kinder
Week 2
Lesson 5 – How to put a book together

Mini Lesson Goal:

Students will learn how to create a book from their written facts and illustrations.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D;R: K.5A-H;K.6,B;K.7B,C;K.A,B;K.9A-C;K.10A,B,D;K.11A,CD;K.12A-C.

Materials Needed:

- ❖ Student work collected from Lessons 1-4
- ❖ Materials to bind the book

Mini Lesson

Connections:

Review with students the topic of the week and how they have been illustrating and writing about one fact each day. Remind students that books have more than one fact in them.

Teach:

Show students how to put their pages together to make a book. Brainstorm possible titles and record them on chart paper.

Active Involvement:

Students select a title and write it along with their name as the author/illustrator on a cover. Assist students as they put their books together then share with a buddy.

Follow Up:

Partner Sharing of the students' books at the carpet

**** In Science be sure to follow the Planting Seeds lesson before starting Week 3 lessons.**



Informational Writing
Grade Kinder
Week 3
Lesson 1 – Where we get information for our books

Mini Lesson Goal:

Students will understand that authors get facts for informational books through research (reading other books) and by making observations.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D;R: K.5A-H;K.6,B;K.7B,C;K.8A,B;K.9A-C;K.10A,B,D;K.11A,C,D;K.12A-C;K.13A;W: K.14A-E;K.15A-F;K.16A,B.

Materials Needed:

- ❖ See attached experiment, “Planting Seeds”
- ❖ Suggested books: *Now I Know All About Seeds* by Susan Kuchalla or from *Seed to Plant* by Gail Gibbons
- ❖ Chart paper and markers
- ❖ An assortment of books on the seed/bean topic—*see attached list for suggested resources.*
- ❖ Writing paper

Before the Lesson:

Students need to plant their seeds (pinto beans, pumpkin seeds, lima beans) the previous Friday. Gather other seed and bean books.

Mini Lesson

Connections:

Review Week 2 Lessons’ procedures in charting, writing and illustrating informational writing.

Teach:

Tell students that this week they will be learning new facts about seeds and how seeds turn into a plant while observing and reading about plants. Have students take a look at the seed they planted on the previous Friday. Now read a book on seed topic.

Active Involvement:

Begin charting facts from seed book. Focus attention on the facts found in the book and what they have observed from their own plants.



Link:

Students will write and illustrate and what they observe about their plant. The teacher will need to model how to record an observation focusing on the language or vocabulary you expect to see in their writing.

Notes to the Teacher:

- ❖ **Be sure to remind students to write what they “saw” that day rather than what they “did” that day. This will steer students away from writing a “How To.”**
- ❖ **Save students’ work, as it will be compiled in an individual student book at the end of the week.**

Follow Up:

Author’s chair-have a couple of students whose illustration and observation match their writing, share with the class.

Sample Chart:

<p>“What We Learned About __ Plants”</p> <ul style="list-style-type: none">• They grow in soil• They need water• They need sunlight• A sprout comes out of the top of the bean
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Informational Writing
Grade Kinder
Week 3
Lesson 2 – Listening for new vocabulary

Mini Lesson Goal:

Students will understand that authors use specific, technical vocabulary in informational texts.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D;R: K.5A-H;K.6,B;K.7B,C;K.8A,B;K.9A-C;K.10A,B,D;K.11A,C,D;K.12A-C;K.13A;W: K.14A-E;K.15A-F;K.16A,B.

Materials Needed:

- ❖ “What I Learned About ___ Plants” chart from day before
- ❖ Rubric from week 1
- ❖ Suggested books: *Just One Seed & Nothing Else* by Alma Florada or *A Seed Grows: My First Look at a Plant’s Life* by Pamela Hickman

Before the Lesson:

Review “What I Learned About ___ Plants” chart from Lesson 1.

Mini Lesson

Connections:

Tell students to be listening for new vocabulary words that apply to the seed project.

Teach:

Read a book on seed topic.

Active Involvement:

Chart new vocabulary. Allow time for writing about new observations of their seed’s growth.

Link:

Students will illustrate and write about their seed observation made that day using the vocabulary used on the “What I Learned About ___ Plants” chart.

Notes to the Teacher:

The students might make a prediction of what they might expect to see the next day.

Follow Up:

Students come to the carpet to have a partner share, showing each other what they have written about the last two days.



Teacher will discuss the rubric and show one of the student's examples that has matched the text to the illustration and begun to use the appropriate topic vocabulary.

Sample Chart:

“What We Learned About __ Plants”

- They grow in soil
- They need water
- They need sunlight
- A sprout comes out of the top of the bean
- Roots appear on the bottom of the bean
- The stalk grows longer and longer
- Curly leaves start to appear on the stalk

See Sample rubric from Week 1 Lesson 4



Informational Writing
Grade Kinder
Week 3
Lesson 3 – Writing with specific words

Mini Lesson Goal:

Students will begin to use specific, technical vocabulary in their writing.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D;R: K.5A-H;K.6,B;K.7B,C;K.8A,B;K.9A-C;K.10A,B,D;K.11A,C,D;K.12A-C;K.13A;W: K.14A-E;K.15A-F;K.16A,B.

Materials Needed:

- ❖ “What I Learned About ___ Plants” chart from lesson 1 & 2
- ❖ Writer’s paper
- ❖ Suggested book: *One Bean* by Anne F. Rockwell or *Plant’s & Seeds* by Colin Walkep
- ❖ Ready made reference seed chart (optional)

Before the Lesson:

Review “What I Learned About ___ Plants” chart from Lessons 1 & 2

Mini Lesson

Connections:

Remind students of the seed topic the class is studying. Have them listen for specific vocabulary and facts to add to the chart. Point out the various text features and genre attributes in the selected read aloud book.

Teach:

Read another book on seeds, or connect with specific pages of a previous book or science seed chart on exactly what their seeds are doing in the growing process. Point out the different ways to gather information to write about a single topic.

Active Involvement:

Chart what they learned from the text and what they observed from their own plants. Be sure to add new vocabulary.

Link:

Students will again write and illustrate what they observe that day.

Notes to the Teacher:



Be sure work goes in their writer's folder to be used to put their seed book together at the end of the week.

Follow Up:

Have a few students who use correct vocabulary in their writing come to the Author's chair.

Sample Chart:

“What I Learned About __Plants”

- They grow in soil
- They need water
- They need sunlight
- A green sprout comes out of the bean
- The stalk grows longer and longer
- Roots appear on the bottom of the bean
- Curly leaves start to appear on the stalk
- Leaves uncurl and get larger



Informational Writing
Grade Kinder
Week 3
Lesson 4 – Using the attribute chart

Mini Lesson Goal:

Students will understand the relationship of a title to the informational text book.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D;R: K.5A-H;K.6,B;K.7B,C;K.8A,B;K.9A-C;K.10A,B,D;K.11A,C,D;K.12A-C;K.13A;W: K.14A-E;K.15A-F;K.16A,B.

Materials Needed:

- ❖ “What I Learned About __ Plants” Chart from previous days’ lessons
- ❖ “Rubric for Informational Writing” from Week 1 Lesson 4
- ❖ Suggested book: Pumpkin, Pumpkin by Jeanne Titherington

Before the Lesson:

Review ‘Informational Writing Rubric’, specifically pointing out the reason for a “title”.
Get their seed projects down to take to the carpet to observe.

Mini Lesson

Connections:

Review vocabulary created from the weeks’ attribute chart and identify the different parts of the plant learned this week

Teach:

Read *Pumpkin, Pumpkin* by Jeanne Titherington (point out author’s title)

Active Involvement:

Students will tell a partner what they have learned about the different stages of their plant’s growth. By observing, they will point out any new details or changes. Teacher will add new ideas and vocabulary to the attribute chart.

Link:

Students will go back to write and illustrate new ideas.

Follow Up:

Bring students who have put a title on their paper to the Author’s chair.



Sample Chart:

“What I Learned About ___ Plants”

- They grow in soil
- They need water
- They need sunlight
- A green sprout comes out of the top of bean
- The stalk grows longer and longer
- Roots appear on the bottom of the bean
- Curly leaves start to appear on the stalk
- Leaves uncurl and get larger
- The stalk grows to ----inches
- The outer casing falls off the bean seed
 - The bean seed shrivels up

See Sample rubric from Week 1 Lesson 4



Informational Writing
Grade Kinder
Week 3
Lesson 5 – Order of growth

Mini Lesson Goal:

Students will understand the importance of sequential order.

TEKS L&S: K.1A,B,D,E;K.2A;K.3A,C,E;K.4B,C,D;R: K.5A-H;K.6,B;K.7B,C;K.8A,B;K.9A-C;K.10A,B,D;K.11A,C,D;K.12A-C;K.13A;W: K.14A-E;K.15A-F;K.16A,B.

Materials Needed:

- ❖ “What I Learned About __ Plants” charts from previous lessons
- ❖ Writing paper
- ❖ The four previous day’s writings

Mini Lesson

Connections:

Review chart and new vocabulary

Teach:

Lead a class discussion on the growth of the seed. Draw attention to the changes/steps in the growth process and how students have recorded those facts and illustrated them.

Active Involvement:

Discuss and chart observations by numbering sequential steps.

Link:

Students will write and illustrate their last observation at their tables making sure to use vocabulary on chart.

Follow Up:

Students share the 5-day informational writing with a buddy taking order into consideration as they begin to put their books together.

Informational Writing



Grade Kinder
Week 4
Lesson 1 – Review 5 day collection of writing

Mini Lesson Goal:

Students will review the rubric in preparation for publishing.
The students will sequence their 5 day informational writing.

TEKS R: K.5 A-H; K.6 A, B, D, F; K.7 B, C; K.8 A; K.9 A-C; D; K.11 A, C; K.12 B,C; W: K-14 C-E; K.15 B, C, F; K.16 A-B

Materials Needed:

- ❖ Rubric for Informational Writing from week 1 lesson 4
- ❖ Student's 5 day collection of informational writing

Before the Lesson:

Display the informational writing rubric.

Mini Lesson

Connections:

Ask students to revisit their 5 day collection informational writing and make sure it is in correct sequence.

Teach:

Tell students that today they will be looking at their draft to develop into a publish piece by the end of the week. Remind students to use informational writing rubric as a guide and review. Show a sample of a student's collection of pieces on informational writing, and ask students to help you put it in sequence.

Active Involvement:

Students re-read their informational writing.
Draw student's attention to the rubric and ask students to make sure their writing is in sequence and/or to see if they are missing anything.

Link:

Students will sequence and/or add any missing pieces to their drafts.

Follow-up: You might have students role-play the steps in the seed growth process by standing I line and holding the correctly ordered illustrated/written pieces.



Informational Writing
Grade Kinder
Week 4
Lesson 2 – Rereading drafts

Mini Lesson Goal:

Students will re-read their writing and evaluate to see if it meets the rubric standards

TEKS L & S: K.1 A, B, D; K.2 A; K.3 C, E; K.4 B, C, D;
R: K.5 A, B, C, D, H; K.9 A, B; K.11 A, C, E; K.12 A, B, C, D
W: K.14 D, E; K.15 A, B, C, F; K.16 A, B

Materials Needed:

- ❖ Informational writing rubric from week 1 lesson 4
- ❖ Transparency of student's work

Mini Lesson

Connections:

Tell students that today they will be reading their drafts to find out if they remembered to include: a title, illustrations that match the focus, correct vocabulary to describe their illustrations, and if their pages are in order.

Teach:

Remind students that their job as writers is to use the rubric to figure out what they do well and what they still need to work on. The rubric is an important tool to use when revising their work. Teacher will use a student's piece to compare with the rubric. The class will decide if that piece meets the rubric standards.

Active Involvement:

Students will share with a partner to see if their writing meets the standards on rubric.

Link:

Students will revise and/or make necessary changes in their writing to ensure meeting the standards.

Follow Up:

As students continue working with their writing, encourage them to meet in response groups and revise their work as needed.



Informational Writing
Grade Kinder
Week 4
Lessons 3-4 – Publishing

Mini Lesson Goal:

Students will complete and publish an informational text by the end of the week.

TEKS L & S: K.1 A, B, D; K.2 A; K.3 C, E; K.4 B, C, D;
R: K.5 A, B, C, D, H; K.9 A, B; K.11 A, C, E; K.12 A, B, C, D
W: K.14 D, E; K.15 A, B, C, F; K.16 A, B

Materials Needed:

- ❖ Chart paper & markers
- ❖ Examples of student's informational writing
- ❖ Informational writing rubric from Week 1 Lesson 4

Teach and Active Involvement:

Review the text features and genre characteristics from the rubric.

Conference with students to see if they have:

- A cover with an original title for their book
- Their name as the author/illustrator on the cover
- Used specific vocabulary
- A match between pictures and text

Link:

Students will continue working on their illustrations and writing.

Notes to the Teacher:

As students continue working, make sure to encourage them to meet in response groups and revise their work as needed using the rubric as a standard.



Informational Writing
Grade Kinder
Week 4
Lesson 5 – Celebrating our Writing

Mini Lesson Goal:

Students will celebrate the completion and publishing of an informational text.

TEKS L&S: K.1 A-E; K.2 A; K.3 A, B, C, E; K.4 A-D
R: K.5 A-D, F-H; K.6 A, B, D, F; K.7 C; K.8 A; K.9 A, B; K.10 D; K.11 A; K.12 A-C

Materials Needed:

- ❖ Student’s finished pieces of informational text.

Before the Lesson:

Invite another class or parents to come and listen to the authors from your classroom as they share their informational texts.

Mini Lesson

Active Involvement:

Students will read their published pieces to their classmates and guests.

