

Traits: Ideas, Organization

Standard 1.1

Evidence outcomes

- a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)
- b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)
- d. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)

Standard 2.2

Evidence Outcomes

- a. Use Key Ideas and Details to:
 - i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)
 - ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)
 - iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)
- c. Use Integration of Knowledge and Ideas to:
 - i. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7)
 - ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)

➡ **Lesson 21 Objective:** Students will plan an informative piece as a shared writing activity
(Prewrite)

Informative writing can be based upon facts and research. The following activities combines both the writing standard for informative and the Research and Reasoning Standard 4.2.

➡ **Activities:**

- Ask students: What is the purpose of a house? Read the book A House is a House For Me by Mary Ann Hoberman. The picture book focuses on different homes for people, animals, and objects.
- Create the chart below and read the book: Where is My Home? by Tali Carmi

Animal

Where it lives

- After reading the book, choose an animal and list it on the left side of the chart. On the right side of the chart, list where that animal lives and what kind of home it lives in.
- We are going to be writing about different animal homes. When we write information, we need to make sure that we are writing the facts. We cannot write our opinion in our informative writing. We are going to learn more about the home of one animal. Let's learn more about bears' homes.
- Have students draw a picture of a bear in its home. Share pictures. We are now going to use books to help us determine if the details we added in our drawings are correct.

iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.K.9)

d. Use Range of Reading and Level of Text Complexity to:

i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)

Standard 3.1

Evidence Outcomes

b. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)

d. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)

e. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)

Standard 4.2

Evidence Outcomes

a. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)

i. Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?)

- Provide students with informational books about bears and their homes. Allow students time to look through the books and then gather together. Students will now draw a picture of a bear and a bear's home using the facts and information they gathered when exploring the books. What did we learn about where bears live? Share.
- Create a chart like the one below. Show students the book Please Don't Feed the Bears! By Allan Fowler. Using the text and photographs, write down any missing information from the students' list.

Type of Bear	Where it lives	Type of home

- We have learned about different bears and where they live. We are going to start a chart, listing the type of bear and where it lives and what type of home it lives in.

Type of Bear	Where it lives	Type of home
Polar Bear	Arctic	Snow den