

Informational Writing Unit

Grade Level: Kindergarten

Time: 30 minute writing sessions per day.

Standards:

K.W.2

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.

CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Objective: Given time spent observing our classroom pet, students will compose a writing piece that will inform their readers about a Leopard Gecko and what the animal needs to survive.

Materials: Chart paper, Markers, Student writing paper, Post-it notes, pencils, colored pencils

Day 1: Teacher will introduce the unit by inviting the students to share different observations that they have made when watching their classroom pet, the Leopard Gecko. As students recall different things that they have observed, teacher will make a list on chart paper of the different observations. Examples of observations that the students may have seen could include (but are not limited to)

- Eating and drinking habits
- Climbing habits
- The Gecko shedding his skin
- Moisture and heat in the habitat

After the list is complete, teacher will choose one topic that the students have given and model how to draw a picture to match the topic, label the picture, and then construct a sentence to describe the picture (See attached example of teacher model).

Day 2-5: As a class, students will revisit the list that was constructed in the previous writing session. Students will choose one topic to write about (one each day). Students will be given one page of the student writing paper where they will be instructed to:

1. Draw a picture of the selected topic
2. Label the picture
3. Write a simple sentence about the selected topic.

For example:

- Students choose eating habits to write about on first page.
- They will draw a picture that would include the Gecko and it's food source (the meal worms).
- Students will then label items in their picture writing the word (i.e. Worms with an arrow pointing to the worms in the bowl that they have drawn)

As students work independently, teacher will meet in small groups and conference with either small groups or individually based on the student's individual writing needs.

Students will complete one page of their project each day, covering a different topic for days 2-5 (based on the number of topics that they have originally brainstormed on day 1). Students will all be working on a writing page that covers the same topic on any given day. This will insure that they are able to complete one page for each given topic to complete their book.

At the end of this unit, students will have written a book on our classroom pet, the Leopard Gecko. They will have included what we do to help our gecko, what he eats, what he likes to do, what kinds of things are needed in his habitat. The length of the writing unit will be adjusted based on the student's needs as a class as well as individually. The length will also be based on the amount of topics that the students would like to cover in their books.

Example of teacher model:

