



Diagrams



Writing &
Drawing

Standards:

S.LS.PS.1-2, 6
ELA.W.TTP.PS.2
ELA.W.PD.PS.1



Materials:

- Zinnia's Flower Garden
- Diagram Images Resource
- writing tools
- paper
- real flowers or images of flowers

Vocabulary:

- diagram
- label
- line
- journal
- information
- paleontologist
- Part
- Botanist: scientist that studies plants

Preparation: Set up materials.

Intro to Centers:

"In Zinnia's Flower Garden, Zinnia planted a **garden**. What do you notice?"

"She drew **diagrams**--pictures that show **information**--in her **journal**."

"Scientists also use **diagrams**. What do you notice?"

"**Diagrams** have **lines** that point to different **parts**. The **labels** tell **information** about the **parts**."

"Today in Writing and Drawing, you can create a **diagram** using these materials."

"I will diagram this flower. The flower is (orange) and (green). I will use (orange) and (green) to draw my **diagram**. I will draw a **line** pointing to the (stem) and **label** it (stem)."

Show illustrations.
Children respond.

Show images.
Children respond.

Point to labels, parts and trace the lines between them.

Show materials.

Model.

During Centers:

Encourage children to collaborate, i.e. one child draws the flower and the diagram lines, another child labels the parts. Provide pre-printed labels of the parts of the flower. Compare and contrast children's diagrams to the images of diagrams/each other's. Encourage children to diagram *Above and Below Garden Soil, Community Garden, Bean Experiment, etc.*

Guiding Questions during Centers:

- How is a diagram similar to or different from garden signs/maps?
- How is a diagram helpful in conveying information?
- What other things in our classroom can you diagram?
- What can you add to your label to describe the (stem/flower, etc.)? i.e., add: green stem, purple flower, etc.)
- Which diagram has more/ fewer labels? How do you know?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to research diagrams, i.e. instruction manuals, blueprints, atlases, etc.

