



WEEK 4 Day 1

Writing & Drawing: Information Book about Salmon 2

Children dictate, draw, and write to share important information they have learned from reading *The Life Cycle of the Salmon* and other informational texts. The pages are compiled into a class book.

Big Ideas	<p>Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.</p> <p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
Guiding Questions	<p>How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people? What do you want to learn more about? How and where can you find this information?</p> <p>What do animals need to survive?</p>
Vocabulary	<p>salmon: a type of fish</p> <p>habitat: a place where animals live</p> <p>life cycle: how an animal grows and changes over time</p> <p>expert: someone who knows a lot of information about a topic</p>
Materials and Preparation	<ul style="list-style-type: none"> ● children’s work from Week 3 ● drawing and writing tools ● paper of a consistent size for creating a class book ● paper of various textures and sizes, but not larger than the paper for book pages ● Art Studio media and tools such as watercolors, tempera paint, pastels, for illustrations ● glue, for affixing illustrations to book pages ● materials for putting the book together (hole punch, ribbon or string, stapler) ● <i>Life Cycle of the Salmon and other</i> Informational texts <p>Set out all materials so children can access them easily.</p>

<p>Intro to Centers</p>	<p><i>You have been drawing and writing information about salmon.</i></p> <p>Hold up some of the children’s work.</p> <p><i>This week, keep working and revising your illustrations and writing about salmon. We will collect the finished work together into a class book—we’ll publish our own book about salmon, just like some of the books you have been using for research!</i></p> <p>Hold up some of the books.</p> <p><i>You might choose to use some materials from the Art Studio for your illustrations.</i></p> <p>Show the gathered materials and tools.</p> <p><i>Think about what is going to help you to communicate the information you want to share about salmon.</i></p> <p>Invite children to turn and talk to a partner about their next steps for finishing their pages.</p> <p><i>Once everyone is finished with their pages we can all collaborate in putting our book together.</i></p>
<p>During centers</p>	<p>Encourage collaboration. Support children as they revise their illustrations and writing and in thinking about what additional media they would like to use to finish their illustrations.</p> <p>As children complete their pages, enlist them in deciding in which order to place the pages and how to bind the book together. Ask a few children to collaborate on making a cover.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What new information about salmon have you learned? ● What do you think is important for other people to know about salmon? ● How can you capture the information you have learned and share it with others? ● What materials will you use for your illustration? How did you decide that?
<p>Standards</p>	<p>RI.K.1. With prompting and support, ask and answer such questions about key details in text.</p> <p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p>K-LS1-2(MA). Recognize that all plants and animals grow and change over time.</p>