



WEEK 6 Day 4

Writing & Drawing: Writing Information about Owls 1

Children draw and write information about owls.

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 more do you want to learn about animals and their habitats? How and where can you find this information?</p>
Vocabulary	<p>fiction: literature that describes imaginary characters and events</p> <p>information: facts</p> <p>research: to find out about a topic</p> <p>collaborate: to work together</p>
Materials and Preparation	<ul style="list-style-type: none"> ● pencils and other writing and drawing tools ● writing paper with and without lines, cut in two sizes ● blank paper ● construction paper <p>Use construction and blank paper to make a couple of blank books, as examples, if needed.</p> <ul style="list-style-type: none"> ● collection of informational books featuring owls ● images of owls ● technology for watching informational videos <p>Select one or more videos for children to watch and cue them up. Some examples include Barred Owl Regurgitates a Pellet, Slo-mo Barn Owl in Flight, Owl - Head Rotation.</p> <p>Arrange paper, construction paper, and writing and drawing tools so that</p>

	children can easily access them. Set out books and images.
Intro to Centers	<p><i>Last week you were writing stories about owls. Today you can begin writing information you have learned about owls. Here are some books, images, and videos you could use to collect information and decide what you might include in your writing.</i></p> <p>Show some of these resources. <i>Share with a partner some facts about owls you might include in your writing.</i></p> <p>Give children time to exchange ideas, and then harvest a few responses.</p> <p><i>You can choose to write on pages of paper, or to make a small book.</i></p> <p>Show the sample books.</p> <p><i>As always in Centers, you can collaborate with others on your writing, or you can work on your own.</i></p>
During Centers	Support children’s thinking about what they want to communicate about owls. Help them reference books and videos and sort information they find. Encourage children to collaborate, identifying roles and productive exchange of ideas. Offer to scribe for children who would benefit.
Facilitation	<ul style="list-style-type: none"> ● What facts do you know about owls? ● What other information are you finding here? ● What else would you like to learn about owls? ● How are you going to communicate this information about owls? ● Do you prefer to write stories about animals or to write facts? Why?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>R.6.K.a With prompting and support, identify characters and settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p>

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