



WEEK 7 Day 1

Writing & Drawing: Writing Information about Owls 2

Children continue to 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 ● materials for making a class book ● 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 children can easily access them. Set out books and images.</p>

<p>Intro to Centers</p>	<p><i>This week you can continue working on your informational writing about owls. What do you think about working on a book all together?</i></p> <p>Harvest a few responses.</p> <p><i>Sounds like some children want to work individual writing, and some of you would like to collaborate.</i></p>
<p>During Centers</p>	<p>Support children’s thinking about what they want to communicate about owls. Help them reference books and videos and sort information they find.</p> <p>Provide materials and help children put pages together if they are interested in making a group or whole class book. Encourage children to identify roles and productive exchange of ideas.</p> <p>Offer to scribe for children who would benefit.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What facts about owls are you including in your writing? ● How are you going to communicate about this information? ● What else would you like to learn about owls? ● How are you going to communicate this information about owls? ● How can you work together to create a book that everyone is satisfied with? ● Do you prefer to write stories about animals or to write facts? Why?
<p>Standards</p>	<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>

Notes