



WEEK 5 Day 4

Writing & Drawing: Stories about Owls

Children draw and write their own stories about owls.

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| Big Idea | Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding. |
| Guiding Question | What more do you want to learn about animals and their habitats? How and where can you find this information? |
| 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"> ● samples of children’s previous writing about animals ● 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.</p> <ul style="list-style-type: none"> ● collection of fiction books featuring owls ● images of owls <p>Arrange paper, construction paper, and writing and drawing tools so that children can easily access them. Set out books and images.</p> |
| Intro to Centers | <p><i>You have written stories about your favorite animals and informational books about animals.</i></p> <p>Show samples of children’s previous writing.</p> <p><i>This week you can write fictional stories about owls—stories that you imagine. In the stories we have read, the authors and illustrators use information, or facts, about owls, even though they</i></p> |

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| | <p><i>have made up the stories. To inspire your writing, you can do some research in the Library. You might find out some new information about owls to include in your story.</i></p> <p><i>Think about something you might write in a story about an owl or owls.</i></p> <p>Invite children to turn and talk with a partner to share their beginning ideas.</p> <p>Invite a few children to share with the whole group.</p> <p><i>Remember, you can collaborate with a friend or work on your own.</i></p> |
| During Centers | <p>Support children as they think about owls and what stories to tell about them. Remind them to use the books as inspiration and for information. Encourage children to collaborate and offer support to scribe for them if they need help.</p> |
| Facilitation | <ul style="list-style-type: none"> ● How did you decide what to include in your writing about owls? ● What happens in your story? ● Where in your story are you using your imagination? Where are you using facts about owls? ● What is inspiring you? ● Do you prefer to write stories about 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 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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| <p>Notes</p> |
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