

Building Foundations That Last
First Grade Informational Model Planning Form

Date: October

Quarterly Benchmark: Quarter 1

Topic: How to Grow a Plant

Audience: 1st Grade Writers

Standards & Curriculum Connection:

1.W.2 & 1.W.7 – Informational Writing

RI.1.10 – Read informational text

Reach – Unit 2

Grammar – Adjectives

Phonics – Blends /l/, Short Vowel review

High Frequency Words – grow

Process

- Uses an organized plan to include I/B/C
- Plans with some words and graphics

Surface Features

- Consistent spacing
- Balance of spelling approx. and environmental print

Content

- Writing is sequential and matched to plan
- Writes information relevant to the topic

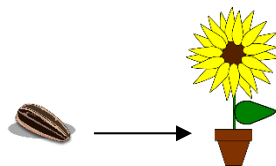
Background Information/Lesson: How to...

- **Build background knowledge** – **Build background knowledge** – Introduce and read *How to* mentor texts (Reach Unit 2/Week 2 – *A Straw Hat* and *From Cotton to Clothes*) or other *How to* mentor texts

The Plan:

Introduction

- seed to flower



Body

- Step 1: seed and soil
- Step 2: water
- Step 3: sunlight



Conclusion

- grow and change



The Writing:

A tiny seed can blossom into a beautiful flower.

Step 1: Plant the seed in nutrient rich soil.

Step 2: Water the seed to keep the soil moist.

Step 3: Give the seed plenty of sunlight.

Watch the seed change and grow.

Shared How to... Weekly Lesson Plan –

Day 1 – Build background

Review Informational text (Purpose to inform or explain)

Explore How to... mentor texts (Reach samples or library collections)

As a class orally share the steps needed to grow a plant or flower

Day 2 – Oral rehearsal and picture planning

How to... planning (pictures and labels)

Teacher model – student practice

Monitor/revise/edit

Day 3 – Draft Body

Review picture planning

How to...write steps (plan to draft)

Teacher model – student practice

Monitor/revise/edit/rereading

Day 4 – Introduction & Title

Review steps – rereading opportunity

Review mentor texts for introduction and title ideas

Write introduction and title

Teacher model – student practice

Monitor/revise/edit

Day 5 – Conclusion

Review and reread piece

Review mentor texts for conclusions

Write conclusion

Teacher model – student practice

Monitor/revise/edit/rereading