

Building Foundations That Last  
Kindergarten Informative Model Planning Form

Date: January

Quarterly Benchmark: 3rd

**T**opic: Balls

**A**udience: K Scientists

**Curriculum Connections: Science: Balls and Ramps**

**Objective: Similarities and differences between types of balls; Balls can move in different ways**

**Learning Experiences: 1-9 (explore, inquire and compare balls)**

**Word Work - /all/ family (ball, small)**

**High Frequency Words – are, and, the**

**Process**

- Plan depicts a sketch of a fact learned
- Uses information from a variety of sources

**Surface Features**

- Has 1 lengthening line of text (matched to fact learned)
- Contains some correctly spelled “Yellow Card” words
- Writing is mostly lower-case letters

**Content**

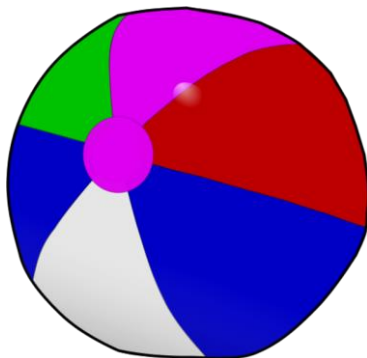
- Contains informational labels in the plan
- Information accurately reflects the topic
- Writes a fact learned

**I**ntroduction (Orally shared)

**Balls have many different properties that help them bounce, roll or travel in the air.**

**B**ody

**Beach Ball**



**soft  
smooth  
light  
hollow  
large/big  
colored**

### **C**onclusion (Orally share)

**The amount of air inside the ball can affect the weight.**

### **The Writing**

**Beach balls are light and hollow which helps them float through the air.**