

Building Foundations That Last  
Kindergarten Informative Model Planning Form

Date: January

Quarterly Benchmark: 3<sup>rd</sup>

**T**opic: Parts of a Fish

**A**udience: Kindergarten Scientists

**Curriculum Connection: Science – Animals 2x2 (Fish)**

**Experiences** – Observations of classroom goldfish and guppies

**Science Kit Texts** – Animals 2x2 (pgs. 4-7 Goldfish and Guppies), Animals (pg.5)

**Discovery Ed. Video** – Beginning Classification: Fish or Amphibians, Fish & Reptiles: Fish

**Literature Supports** – About Fish: A Guide for Children (Sill), DK Eyewitness Books: Fish (Parker), A Fish Out of Water (Palmer), Swimmy & Fish is Fish (Lionni),

**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 the plan)
- Uses mostly lowercase letters
- Begins appropriate spacing

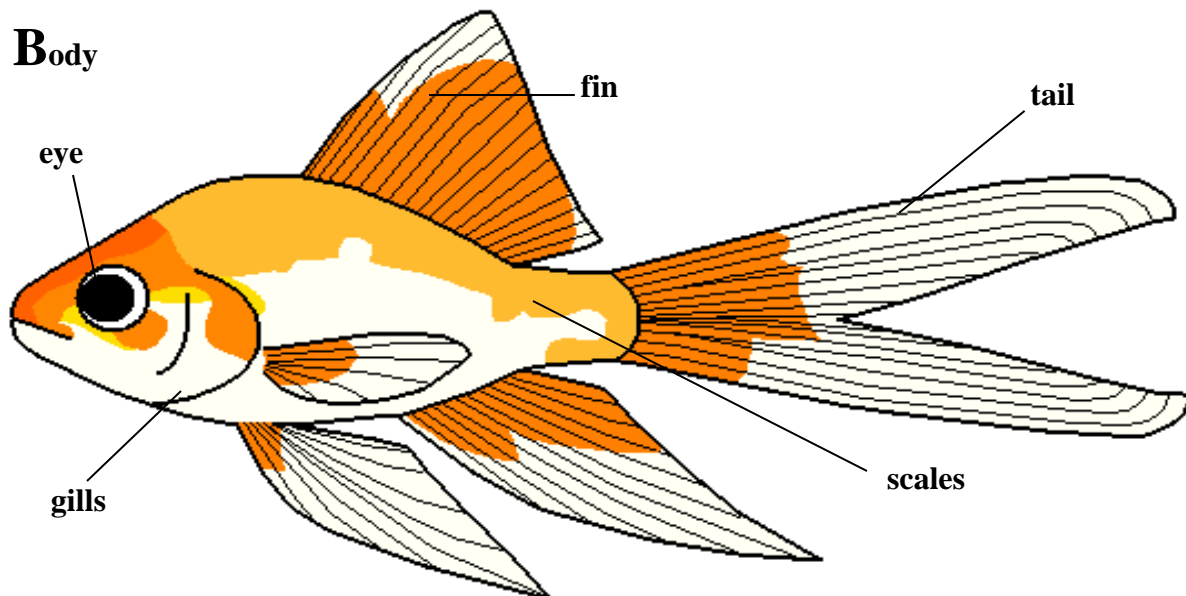
**Content**

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

**I**ntroduction (Orally share)

The body structure of a fish allows it to live in an underwater environment.

**B**ody



**C**onclusion (Orally share)

Fish can be many different sizes, shapes and colors but need their unique body parts to survive in the water.

**The Writing**

**Fish live underwater and use their gills to breathe air.**

**(or)**

**A fish uses his/her tail and fins to swim smoothly through his/her habitat.**