

Building Foundations That Last
First Grade Informative Model Planning Form

Date: March

Quarterly Benchmark: 3rd Quarter

Topic: Rainy Weather

Audience: 1st Grade Researchers

Standards & Curriculum Connection:

CCSS 1.W.2 – Informative Writing & **CCSS 1.W.7** – Shared Research

CCSS 1.RI.5 – Uses Text Features to Locate Key Facts & **1.RI.10** – Read Informational Text

Reach – Unit 6 – Up in the Air

Grammar – Expanding sentences / **Science Vocabulary** – weather, cloudy, rainy

Phonics – Long vowel digraphs / **High Frequency Words** – above

Resources – *Why We Need Rain* by Debbie O'Brien (ROYO #24), *Rex Loves the Rain* by Nancy Betts, *Weather and Seasons* by Cory Phillips, Pebble Go – Wet Weather

Process

- Uses an organized plan to include I/B/C
- Plans with words and graphics
- Uses a variety of sources

Surface Features

- 5-7 sentences
- Uses knowledge of more complex letter/sound relationships
- Uses capitals and ending punctuation

Content

- Writing is sequential and matched to plan
- Writes factual information relevant to topic
- Contains evidence based accurate description

Introduction

- Washington rain – umbrella
- Precipitation



Body

Characteristics/Description

- Falls from clouds
- Wet drops



Benefits or Cautions

- Helps environment
- Water for people, plants, animals



Effects



- Puddles
- Rivers rise
- Wear raincoat and boots

Senses

- See – dark clouds, rain falling, dark sky
- Hear – plop, or drip
- Touch – damp or wet
- Smell – clean air

Conclusion



- Rain clears – sun shines – rainbow appears

The Writing:

If you live in Washington, you may want an umbrella.

Precipitation or rain falls in wet drops from dark, heavy clouds above.

As the rain falls, puddles form on the ground and rivers rise.

To keep dry from the damp weather, many people wear raincoats and boots.

Rain is helpful for the environment because it provides water for people, plants and animals.

When the rain clears and the sun begins to shine, you might see a rainbow.