

Building Foundations That Last Kindergarten Informative Model Planning Form

Date: April

Quarterly Benchmark: Quarter 4

Topic: Jobs - Firefighter

Audience: K Class

Standards & Curriculum Connection:

K.W.2 – Informative writing

K.RI. 1 – Ask and answer questions about key details

Reach – Unit 7 – On the Job

Phonics – Short /u/ High Frequency Words – from/Yellow Card Words

Vocabulary – See Academic and Social studies Vocabulary for Unit 7

Background Information – See Shared Reading, Leveled Reading and online resources to gather facts

Process

- Plan depicts a sketch of 2 facts learned
- Uses information from a variety of sources

Surface Features

- Has at least 2 sentences (matched to facts)
- Uses environmental print
- Writing is mostly lower-case letters
- Consistent spacing

Content

- Contains informational labels in plan
- Information accurately reflects the topic
- Contains content specific details

Introduction (Oral – Build Background Information)

Introduce Essential Question – What does a firefighter do?

Brainstorm Facts & Create Anchor Chart – record notes based on shared texts, leveled texts, online resources, interviews or field trips

Possible Texts – *Jobs People Do (LR 4)*, *A Firefighter Wears a Helmet (LR9)*

Display and discuss photographs – share online pictures or photographs of firefighters at work – add facts to anchor chart

Body (Plan – Sketch and labels of facts learned)



The Writing

Protective gear keeps firefighters safe from flames and smoke.

Firefighters use long hoses that spray water to put out fires.

Lesson Plan Pacing Option

Day 1 – Introduction, background and essential question

- Introduce informative writing using DMA Informational Poster – compare narrative elements with informative elements, fiction with non-fiction
- Introduce Anchor Chart with essential question – What do firefighters do?
- Brainstorm facts and record findings on anchor chart using bullet points and picture icons
- May want to categorize information –
Clothes – helmet, fire proof suit, mask, boots, etc.
Responsibilities – put out fires, rescue people, protect, etc.
Tools – long hoses, axes, crow bars, firetruck, etc.

Day 2 – Planning

- Review anchor chart
- Teacher models plan – demonstrate creating a two-part plan for two facts learned. Model a sketch and label for one fact and a second sketch and label for the second fact. Focus on an informational sketch & label.

Day 3 – Writing

- Review anchor chart and modeled plan
- Teacher models writing for the first fact – orally rehearse a sentence to match the sketch and label
- Focus on writing conventions (capital to begin, lower case letters, spaces between words, “Yellow Card” words, beg/med/end sounds and end mark)
- Teacher models writing for the second fact – orally rehearse a sentence to match the sketch and label
- Focus on writing conventions (capital to begin, lower case letters, spaces between words, “Yellow Card” words, beg/end sounds and end mark)