# 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?

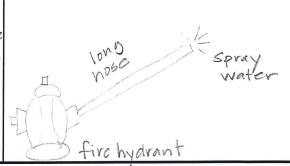
Brainstorm Facts & Create Anchor Chart – record notes based on shared texts, leveled texts, online resources, interviews or field trips

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

# **B**ody (Plan – Sketch and labels of facts learned)

firefighter protect boots flames



### 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)