

Building Foundations That Last

Kindergarten Informative Model Planning Form

Date: May

Quarterly Benchmark: Quarter 4

Topic: Sky

Audience: K Class

Standards & Curriculum Connection:

K.W.2 – Informative writing

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

Reach – Unit 8 – Sun, Moon, Stars Above

Phonics – beginning/middle/ending sounds

High Frequency Words – Yellow Card Words

Vocabulary – sky, sun, light, bright, earth,

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)

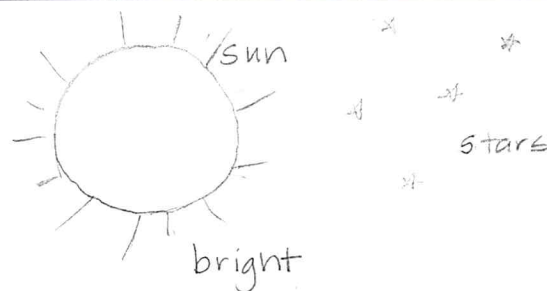
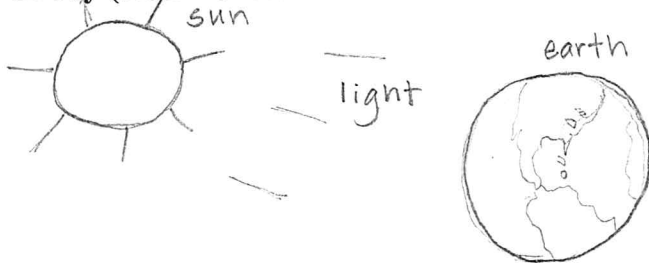
Introduce Essential Question – What is in the day/night sky?

Brainstorm Facts & Create Anchor Chart – record notes based on shared texts, leveled texts online resources and daily activities

Possible Texts – *Look Up (LR 18)*, *Up in the Sky (LR19)*, *Daytime and Nighttime (LR22)*,

Display and discuss photographs – share online pictures or photographs of the sky in the day and night – add facts to anchor chart

Body (Plan – Sketch and labels of facts learned)



The Writing

The sun provides light and warmth to the earth.

The brightest star in the sky is the sun.

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 is in the sky?
- Brainstorm facts and record findings on anchor chart using bullet points and picture icons
- Compare facts about the day sky verses the night sky

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 & labels.
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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/mid/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)