



WEEK 3 Day 4

Writing & Drawing: Information Book about Salmon 1

Children dictate, draw, and write to share important information they have learned from reading *The Life Cycle of the Salmon* and other informational texts.

Big Ideas	<p>Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.</p> <p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.</p>
Guiding Questions	<p>How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people? What do you want to learn more about? How and where can you find this information?</p> <p>What do animals need to survive?</p>
Vocabulary	<p>salmon: a type of fish</p> <p>habitat: a place where animals live</p> <p>life cycle: how an animal grows and changes over time</p> <p>expert: someone who knows a lot of information about a topic</p>
Materials and Preparation	<ul style="list-style-type: none"> ● drawing and writing tools ● paper of a consistent size for creating a class book ● paper of various textures and sizes, but not larger than the paper for book pages ● <i>Life Cycle of the Salmon</i>, other informational texts about, and images of salmon <p>Set out materials so children can access them easily.</p>
Intro to Centers	<p><i>We have been reading The Life Cycle of Salmon. This book offers a lot of information about salmon, their habitat, and their life cycle. The author is an expert—he knows a lot about salmon. What is something you have learned about salmon from this book?</i></p>

	<p>Harvest a few comments. <i>In the Writing and Drawing Center we have this book and other sources of information about salmon.</i></p> <p>Show some of the resources. <i>Do some research and find some facts about salmon you find especially interesting. Draw a picture and write some words to show an important fact. If you'd like, you can choose to collaborate with a friend on your salmon information page. This can be a first draft; when we are ready, we'll collect all the information we want to share about salmon into a class book. I am excited to learn about your expertise on salmon!</i></p>
During Centers	Support children as they research and decide what to draw and write about. Remind them that they will have an opportunity to revise their work to create a final page for the class book. Where children have interests and ideas in common, encourage them to collaborate.
Facilitation	<ul style="list-style-type: none"> • What new information about salmon have you learned? • What do you think is important for other people to know about salmon? • How can you capture the information you have learned and share it with others?
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>

Notes
