Alyssa Harbour

Adapted Lesson

Animal Facts Writing- Kindergarten

#15 a

\*adaptions in red

**Lesson Overview:**

The students will explore and learn about different animals by reading stories, looking at pictures and thinking about details they know about different animals. The students will choose an animal to study facts about and then be able to create an animal report that discusses the key facts about those animals that the student knows or has learned. This lesson will focus on informative writing about animal facts.

**Lesson Objectives:**

The students will be able to identify key details about a chosen animal by reading an informational text.

The students will be able to write facts and draw a picture about a chosen animal.

**Standards:**

CCSS. ELA-Literacy.RI.K. 1. With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Materials:**

Informational books about animals (enough for each student or partner up if you are limited)

Writing paper (Lined with place for picture)

Pencils

Crayons

\*Guided animal writing worksheet

**Procedure:**

 **Engagement/Motivation:** Read a story about animals. Discuss details about specific animals and allow students to share facts that they know about those animals. Turn and talk to partners about their favorite animal. Then discuss why that animal is their favorite. \*Ask key questions that illustrate what the animal looks like, what it needs to survive, what it can do, and where it lives. Use questions to help students understand what a fact is. Facts versus opinion mini lesson could help students understand when transitioning to writing independently.

 **Instruction:** After discussing animal facts choose one animal to model how to write facts about that animal. Model writing sentences about the animal chosen. Use volunteers to share facts about that animal. Model questions to think through such as, “What does it look like?” and then model writing a complete sentence, “Elephants are big animals. They have long trunks and four legs.” Then complete the paper by having the students help you sound spell other facts about the animal. Model for the students how you will add a detailed picture of the animal and show where it lives by adding details. Model using the book for more information and how to draw the animal.

 **Independent Task:** Have students return to their seats and pass out the writing paper. Invite students to come choose a book. Have the students read the books and look through the pictures to brainstorm ideas about the animal that they choose. Have the voice level quiet so that students can write facts about their animals.

 **Closure:** When students finish have them read their animal reports to themselves out loud. Then have them find a partner to read their writing to.

**Student Evaluation:** Collect writing samples and look through for understanding of facts about animals, adding enough detail and writing conventions. Offer feedback to students and have students correct their work. This writing sample can be used as a writer’s workshop if desired.

**Support:**

After modeling writing facts about one animal, have the whole class complete an animal report on that animal. This will help students understand what is expected and gives them further support about how to write facts about an animal. Then in the next lesson, they can choose their own animal or work with a partner, depending on what level of support they need.

Once students begin working, have the students who are struggling to write come over to a small work table. Assist with sound spelling and identifying facts about animals with students.

**More support:** Have students complete a guided animal writing worksheet before moving onto writing facts about animals in animal reports. The guided worksheet that I use is a brainstorm sheet. It has an animal picture in the middle with the name written under it such as, cat or dog. Then it shows four boxes around the animal. In each box it gives the student a sentence starter such as, Cats are… Cats have… Cats need… Cats use… The students have to complete the sentences about cats. Then on the back it has the same sentences starters on lined paper. The students have to use what they wrote on the brainstorm sheet to fill out the writing paper. This is a way for students to understand how to think through details about animals and then put it all together to create a writing piece.

**Extensions:**

Repeating/Extending Animal Writing-This is a lesson you can do multiple times. Once students have written short informative writing pieces on animals. Invite them to create animal report books. Have them write using multiple pages, with drawings on each page, about the facts about that animal. Encourage them to read multiple books about that animal and brainstorm information about their animal.

Sharing chair- Have students read through their animal reports and practice reading them with a partner. Invite authors to come up to a chair and share their animal reports with the audience. This is a great way for students to edit their own work and practice speaking orally to the class. From my experience, the students love this activity!