

# W.I.2

## Lesson Plan

|   |  |
|---|--|
| <p>4<sup>th</sup> Grade<br/>Writing<br/>Lesson</p>  | <p>I can write an informational paragraph.</p> |
| <p>While informed/argumentative topics, supply some facts about the game of chess.</p>  |  |
| <p><b>Focus:</b><br/>What are Facts? (Review Facts)</p>   |  |
| <p><b>LESSON!</b></p>   |  |
| <p><b>Activities to Teach</b></p>   |  |
| <p>1. <b>Diagram</b> Create an anchor chart with your students about what facts are. Compare them to opinion. Discuss the differences between facts and opinion to students' writing and talking about it between writing their opinions and using facts.</p> |  |

W12 Lesson 1

| FACT               | OPINION                  |
|--------------------|--------------------------|
| Water is a liquid. | Water is the best drink. |

| FACTS | OPINIONS |
|-------|----------|
|       |          |

|   |                    |
|---|--------------------|
|  | bats               |
|  | your favorite game |
|  | sunshine           |

|   |           |
|---|-----------|
|  | candy     |
|  | swimming  |
|  | gardening |

Opinion  
Fact

A vertical strip of three cartoon panels. The top panel shows a man in a hat driving a green tractor, with the text 'Life on a farm would be very relaxing.' The middle panel shows a baby sheep, with the text 'A baby sheep is called a lamb.' The bottom panel shows a man milking a cow, with the text 'Milking cows is the toughest job on the farm.'

Name \_\_\_\_\_

Cut and glue the sentences onto the correct column.

## Fact or Opinion?

| Fact | Opinion |
|------|---------|
|      |         |

**Informative Writing**

There are different types of informative pieces.  
-All About Books

# FACT

The four seasons are  
Each of the seasons  
different months. It  
different weather per  
your favorite

What is  
fact?




Write the  
example

Making  
work  
snow  
store

**OPINIO**

What is  
opinion



Write  
exampl

Stand Up: Hand  
Why are  
important in  
writing

Name \_\_\_\_\_

Write one fact and one opinion below each of the topics given.

## Facts and Opinions

|         | TRAFFIC   |
|---------|---|
| Fact    |   |
| Opinion |   |
|         |  |
|         | WHALES  |
| Fact    |   |
| Opinion |   |
|         |  |
|         | SPAGHETTI   |
| Fact    |   |
| Opinion |   |
|         |  |
|         | BEES  |
| Fact    |   |
| Opinion |   |
|         |  |

**Pair Up Quest!**  
 Introduction  
 an Inform  
 piece?

Intr

|   |  |
|---|--|
| F. Grade<br>Writing<br>Lesson   | W.1.2<br>I can write informative and<br>factual. |
| write informative/explanatory texts in which<br>topic, supply some facts about the topic, and<br>series of details.   |  |
| Factual<br>Organization of an Informative Piece   |  |
| LESSON 2  |  |
| Activities to Do  |  |
| <p>Goal: Teacher will establish a strong informative model.<br/>Throughout the lesson, students will discuss effective ways<br/>for writing an informative text. Students will be able to use the<br/>resources for the upper throughout the lesson. And, finally,<br/>discuss if the end result is a series of details to their topic.</p> |  |

[illegible]

| FOCUS: INFORMATIVE  |   |
|---|---|
| What If You Had Animal...? Series<br>By: Sandra Markle              | National Geographic Kids<br>By: Various       |
| Bats! Strange and Wonderful<br>By: Laurence Pringle                 | Is It a Bird?<br>By: Gail Gibbons             |
| How to Teach a Slug to Read<br>By: Susan Pearson                    | Why Are We Here?<br>By: Armin Greder          |
| From Seed to Plant<br>The Life Cycle of a Plant<br>By: Gail Gibbons | The Life Cycle of a Plant<br>By: Gail Gibbons |

## Informative Writing

There are different types of informative pieces:

- All About Book
- Articles
- How-To Piece
- Biographies
- Explanatory Piece

3 Parts to an Informative Piece

|                              |   |
|------------------------------|---|
| <b>Introduction to Topic</b> | Author tells the topic or issue discussed |
|                              | Introduction provides                     |

The four seasons are  
Each of the seasons  
different months. The  
different weather patterns  
your favorite



There are many facts  
about bats. Bats are  
means they sleep a  
Bats use echolocation

Making a snowball is work. First, you gather snow in your hands. Then, you start forming the snow into a hard ball. Finally, you have a snow ball! Be careful with the awesome snow!

**Why are introduction paragraphs important in an informative writing piece?**

## Introduction

## Sense of Closure

|  |
|--|
| Giraffes are interesting mammals.  |
| First, you want to make sure your kite is ready to fly on a windy day.         |
| What else would you like to know about kangaroos?                              |
| Yum! Most people have three main meals in a day: breakfast, lunch, and dinner. |

|   |
|---|
| I hope that you<br>forests as neat as                 |
| Did you know? T<br>thousands of anin<br>in the oce    |
| Plants need spac<br>for their ro                      |
| As you can see, d<br>an important ca<br>helper.       |
| Picture this: a hot,<br>with nothing but se<br>around |

|   |
|---|
| Newspapers are<br>read the day                    |
| To wrap it all u<br>many important<br>endangered  |
| I'll bet you didn<br>the American<br>always had f |
| An ostrich is a<br>flightless                     |
| Now ask yours<br>you do to hel<br>plane           |

## Informative Writing Pieces

|  |        |
|--|--------|
| a text about George Washington's life          | a text |
| a text telling how to bake a cake              | a text |
| a text telling the steps of building a snowman | a text |
| a text that shares information about mammals   | a text |
| a book that tells of about the planets         | a book |
| a text about the first man on the Moon         | a text |
| a text about George Washington's life          | a text |
| a text telling how to bake a cake              | a text |
| a text telling the steps of building a snowman | a text |
| a text that shares information about mammals   | a text |
| a book that tells of about the planets         | a book |
| a text about the first man on the Moon         | a text |

[illegible]

## W12 Lesson 3 Con

When the teacher is in the middle of their story, they will ask the students to think about what they think or feel like. Several times in the story, the teacher will ask the students to think about what they think or feel like. Several times in the story, the teacher will ask the students to think about what they think or feel like.

**Step 1:** Students will participate in a "Think-Share" game. They will stand up around the room and sit for 10 seconds after the teacher asks the "Think" part of the question. They will then sit down and share their thoughts with the class. The teacher will ask the students to think about what they think or feel like. Several times in the story, the teacher will ask the students to think about what they think or feel like.

**Step 2:** Students will participate in a "Think-Share" game. They will stand up around the room and sit for 10 seconds after the teacher asks the "Think" part of the question. They will then sit down and share their thoughts with the class. The teacher will ask the students to think about what they think or feel like. Several times in the story, the teacher will ask the students to think about what they think or feel like.

|   |           |
|---|-----------|
|  | candle    |
|  | newspaper |
|  | cactus    |
|  | igloo     |
|  | keyboard  |

Name \_\_\_\_\_

Write paper on what you're knowledgeable in.

## Things I Can Write About

|           |  |
|-----------|--|
| Animals:  |  |
| Holidays: |  |
| Places:   |  |
| Games:    |  |

Name \_\_\_\_\_

Write your Name in the middle line. Read write four facts you know.

# My Fact Map

Fact #1

Fact #2

Topic


Fact #3

Fact #4


different  
they have  
ngue.




# 11 LESSON PLANS CONTINUED



**hors riding**  
Horseback riding sport with a horse and a jockey.



**fish**  
Fishing uses a fish pole, bait, and a hook.



**shark**  
A shark is a dangerous predator that lives in the ocean.

## Fact Writing

**1st Grade Writing Lesson**

Write an informative paragraph on a topic, supply some facts about the topic.

**W12 Lesson**

Write an informative paragraph on a topic, supply some facts about the topic.

## Introduction

In informative writing, the introduction is very important. They can introduce readers to the topic and begin to give them facts.

**Strong Words**

Ask a Question

## Introduction

In informative writing, the introduction is very important. They can introduce readers to the topic and begin to give them facts.

**Strong Words**

Ask a Question

|   |  |
|---|--|
| Drip, drop, drop, sound of rain coming very   | There are seven continents on Earth.                           |
| Bats sleep upside down hanging by their tails | A wild lion is very different from your normal house cat.      |
| Have you ever seen a chef make a dish?        | There are hairs on a bee's body that help them collect pollen. |
| A cheetah can run very fast                   | If you've ever seen a  |




**Kid Readerz Magazine**

"White fur is one of the polar bears' hair colors."

The first step to making a cupcake is to mix the ingredients, oil, water, and sugar.

Did you know there are different holidays in December?

An ant can carry things many times its body weight.

**1st Grade Writing Lesson**

Write an informative paragraph on a topic, supply some facts about the topic.

**W12 Lesson**

Write an informative paragraph on a topic, supply some facts about the topic.

## Writing

Write an informative paragraph on a topic, supply some facts about the topic.

**Strong Words**

Ask a Question

## Writing

Write an informative paragraph on a topic, supply some facts about the topic.

**Strong Words**

Ask a Question

## The Book

In informative writing, the writing is the middle. They can give facts to the reader and add detail to the facts.

**Strong Words**

Ask a Question

## TOPICS TO WRITE ABOUT

- a type of weather
- a television show
- a movie
- a sport
- a food
- an animal
- a holiday
- a natural disaster
- an activity
- a type of vehicle
- a season

The sun is one of the most important things in our lives.

When it rains, the ground gets wet.

A globe shows the Earth.

Clouds are made of water.

## Weather

**1st Grade Writing Lesson**

Write an informative paragraph on a topic, supply some facts about the topic.

**W12 Lesson**

Write an informative paragraph on a topic, supply some facts about the topic.

## Weather

Write an informative paragraph on a topic, supply some facts about the topic.

**Strong Words**

Ask a Question

## Weather

Write an informative paragraph on a topic, supply some facts about the topic.

**Strong Words**

Ask a Question

## Conclusion

In informative writing, the conclusion is the end. They can give a summary of the facts and wrap up the topic.

**Strong Words**

Ask a Question

## Conclusion

In informative writing, the conclusion is the end. They can give a summary of the facts and wrap up the topic.

**Strong Words**

Ask a Question

All in all, the world is a very interesting place.

Rain collects water in the oceans.

I'm still in the fascinating world of science.

Plants grow under the sun.

As you can see, the world is very tall.

## Conclusions

**1st Grade Writing Lesson**

Write an informative paragraph on a topic, supply some facts about the topic.

**W12 Lesson**

Write an informative paragraph on a topic, supply some facts about the topic.

## Conclusions

Write an informative paragraph on a topic, supply some facts about the topic.

**Strong Words**

Ask a Question

## Conclusions

Write an informative paragraph on a topic, supply some facts about the topic.

**Strong Words**

Ask a Question

## All About

All About writing paper explain many things.

**Strong Words**

Ask a Question

## All About

All About writing paper explain many things.

**Strong Words**

Ask a Question



[illegible]



# PROMPTS TO PRACTICE

## W.I.2

## Prompts



Write an informative piece about  
**taking care of a pet.**



Write an informative piece  
about  
**a community helper.**



Write an informative piece  
about  
**a cold habitat.**



Write an informative piece about  
**the 5 senses.**



Write an informative piece about  
**apples.**



Write an informative piece about  
**elementary school.**



Write an informative piece about  
**plant needs.**



Write an informative piece about  
**one of the 4 seasons.**



Write an informative piece about  
**mammals.**



out



Write an informative piece about  
**an American symbol.**



Write an informative piece  
about  
**forest habitats.**



Write an informative piece about  
**reptiles.**



Write an informative piece about  
**a type of weather.**



Write an informative piece  
about  
**outer space.**



Write an informative piece about  
**fish.**



Write an informative piece about  
**a farm animal.**



Write an informative piece  
about  
**a sport.**



Write an informative piece about  
**insects.**



# OPTIONS FOR WRITING PAPERS





# GRAPHIC ORGANIZERS & ASSESSMENTS



Name: \_\_\_\_\_ WJ.2

Complete this opinion writing graphic organizer:

**Formative Writing**

**Introduction**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Fact**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Fact**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Closure**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ W.2

Write notes for four different steps of your procedure.

## How-To Writing

W.2

Write notes for four different steps of your procedure.

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

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Step 33

[illegible]

Name \_\_\_\_\_ W.1.2

Complete this open writing graphic organizer.

# Informative Writing

## Introduction

Write four facts you know

### Informative Writing






Fact #2

Topic

re

[illegible]

| Formational Writing Rubric                                       |   |  |  |  |  |
|--|---|--|--|--|--|
| 0  | 1   | 2  | 3  | 4  |  |
| Student gives no attempt to introduce the topic or text.         | Student briefly relates the topic or text, but does not mention the text. | Student attempts to introduce the topic or text partially.   | Student correctly identifies the topic or text.            | Student correctly states the theme, and the theme is a correct introduction. |  |
| Student gives no attempt to supply facts.                        | Student attempts to give facts, but they are incorrect.                   | Student attempts to supply facts, but is not clear.          | Student supplies all facts and is clear.                   | Student clearly and accurately supplies all facts and is clear.              |  |
| Student gives no attempt to state a reason.                      | Student attempts to give a reason, but it is not clear.                   | Student mentions a reason, a detail, or a character.         | Student gives a series of reasons.                         | Student clearly gives a series of reasons with justification.                |  |
| Student gives no attempt to give a conclusion.                   | Student gives some words, possibly.                                       | Student gives words partially.                               | Student gives words accurately, but partially.             | All words are given, and the conclusion is correct and accurate.             |  |
| Student gives no attempt to use correct grammar and punctuation. | Student uses incorrectly thought and spelled words.                       | Student makes several mistakes with grammar and punctuation. | Student uses correctly, but some spelling and punctuation. | Student uses perfect grammar and punctuation.                                |  |

| Name: _____ WJ2   | Name: _____ WJ2   |
|---|---|
| <br>Title: _____   | <br>Title: _____   |
|  I named my topic for my reader.                                       |  I named my topic for my reader.                                       |
|  I supplied some facts about the topic.                               |  I supplied some facts about the topic.                               |
|  I provided a sense of closure.                                      |  I provided a sense of closure.                                      |
|  I used my phonetic spelling as best as I could.                     |  I used my phonetic spelling as best as I could.                     |
|  I followed sentence rules with correct word spaces and punctuation. |  I followed sentence rules with correct word spaces and punctuation. |
| My Score: _____   | My Score: _____   |

W12

## My Self-Assessment

Title \_\_\_\_\_

|   |   |
|---|---|
| ★ | I named my topic for my reader.                                     |
| ★ | I supplied some facts about the topic.                              |
| ★ | I provided a sense of closure.                                      |
| ★ | I used my phonetic spelling as best as I could.                     |
| ★ | I followed sentence rules with correct word spaces and punctuation. |

Score: \_\_\_\_\_

