



BIG GREEN LESSONS

WINTER WRITING, INFORMATIVE: GRADES K-2

KEY

In this lesson, students will...

UNDERSTANDINGS

- write informative/explanatory pieces based on a non-fiction Learning Garden topic.

STANDARDS

ALIGNMENT

Common Core - English Language Arts

- **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.
- **CCSS.ELA-Literacy.W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **CCSS.ELA-Literacy.W.2.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

MATERIALS & PREPARATION

- Chart paper/whiteboard and markers
- Writing materials for students (pencils/paper, computers, tablets, etc.)
- Graphic organizer, optional
- Informative/explanatory writing rubric

TEACHER BACKGROUND

The winter may seem like a slow season for your school Learning Garden without active planting, observing, and harvesting activities happening during a prime growing season. This can be the optimum time, however, for students to engage further with the Learning Garden by identifying a topic connected to the Learning Garden that they can learn more about.

If the weather allows, consider touring the Learning Garden to introduce this writing – give students time to explore the differences between a fall and winter Learning Garden. You may also consider introducing the activity in the Learning Garden space, doing the student discussion and brainstorming, even writing the first drafts in the Learning Garden.

Informative writing for early elementary focuses on presenting facts about non-fiction topics. There are plenty of topics to choose from in the Learning Garden! Consider having a list of your own ready to support students who are struggling to identify their own topic to write about, or even having a common class topic.

Before the lesson, determine the length of the informative/explanatory



INTRODUCTION

piece you expect from your students, considering the time of year and amount of time available to devote to the writing process.

Spend time discussing the following introductory questions:

- What are some things about our Learning Garden you are interested in learning more about?
- What are some things about our Learning Garden we might want to explain to others?

LESSON

1. Review as necessary the components of informative/explanatory writing.
2. Have students “Think, Pair, Share” their potential topics from the introduction questions.
If you have already pre-selected a common class topic, share it now and have students “Think, Pair, Share” what they know about the topic and questions they might have.
3. Allow pairs to share the topics generated and record all ideas on a chart paper or whiteboard.
4. Share your own non-fiction topic from the Learning Garden in order to model the writing process.
If using a graphic organizer, model how to use the graphic organizer with your own idea. *Use this opportunity to highlight a classroom focus for writing, for example, stating facts vs. opinions.
5. Model drafting your own informative/explanatory piece for students.
6. Give students time to choose a topic of their own and begin drafting their writing.
7. Circulate as needed, reinforcing desired writing techniques with students.
8. As time allows, move through the writing process with the Learning Garden informative pieces.
9. Create a final draft of your model and publish, and have students create a final draft and publish. Consider combining all student writing into a class book about the Learning Garden!
10. Use your school’s informative writing rubric to score student writing and provide feedback.

CONCLUSION

Have students share key parts of the lesson and review the Key Understandings.



NAME: _____ DATE: _____

LEARNING GARDEN INFORMATIVE/EXPLANATORY

Topic:

Topic sentence:

Fact 1:

Fact 2:

Fact 3:

Concluding sentence: