Informational Writing Tools

All About Animals



write about Information

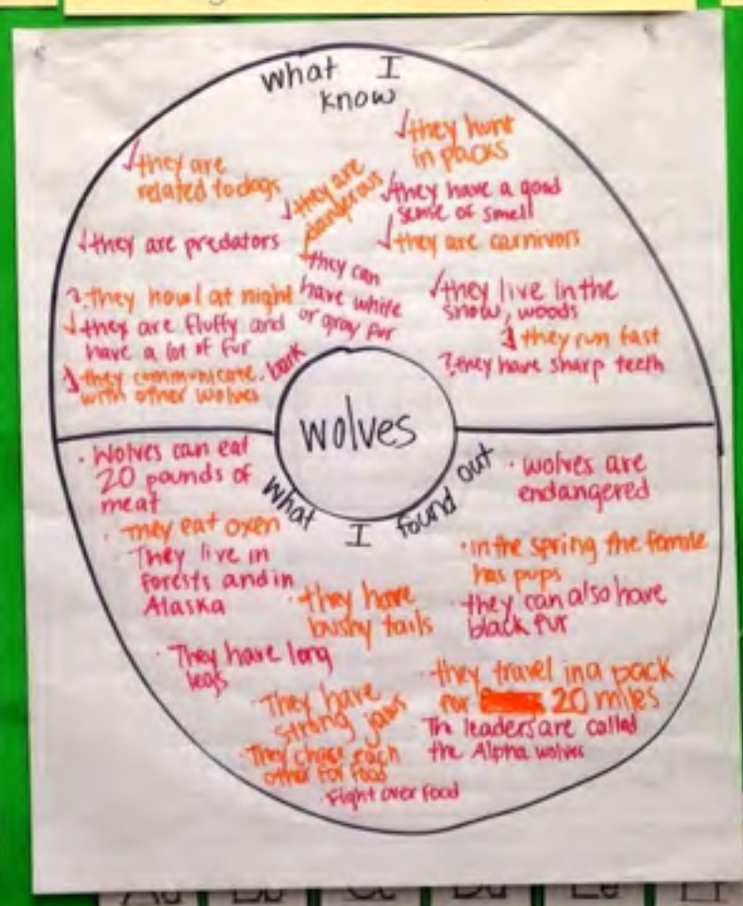
I introduced the topic in an interesting way.

I taught readers important facts

I wrote a concluding statement

Ways to Introduce a Topic

Question ?	Did you know that there is an amphian that lives in the desert? Did you know wolves can eat 20 pounds of meat in one day?
Fact ✓	There is an amphian that can live in a desert! Wolves can eat 20 pounds of food in one day. That's a lot of meat!
Description	The really hot dry desert is home to the spade foot toad. Soft, thick fur covers a wolf to keep it warm



Writing Conclusions

As you can see _____.

It is clear that _____.

Without a doubt, _____.

what I have learned

Informational Writing Tools

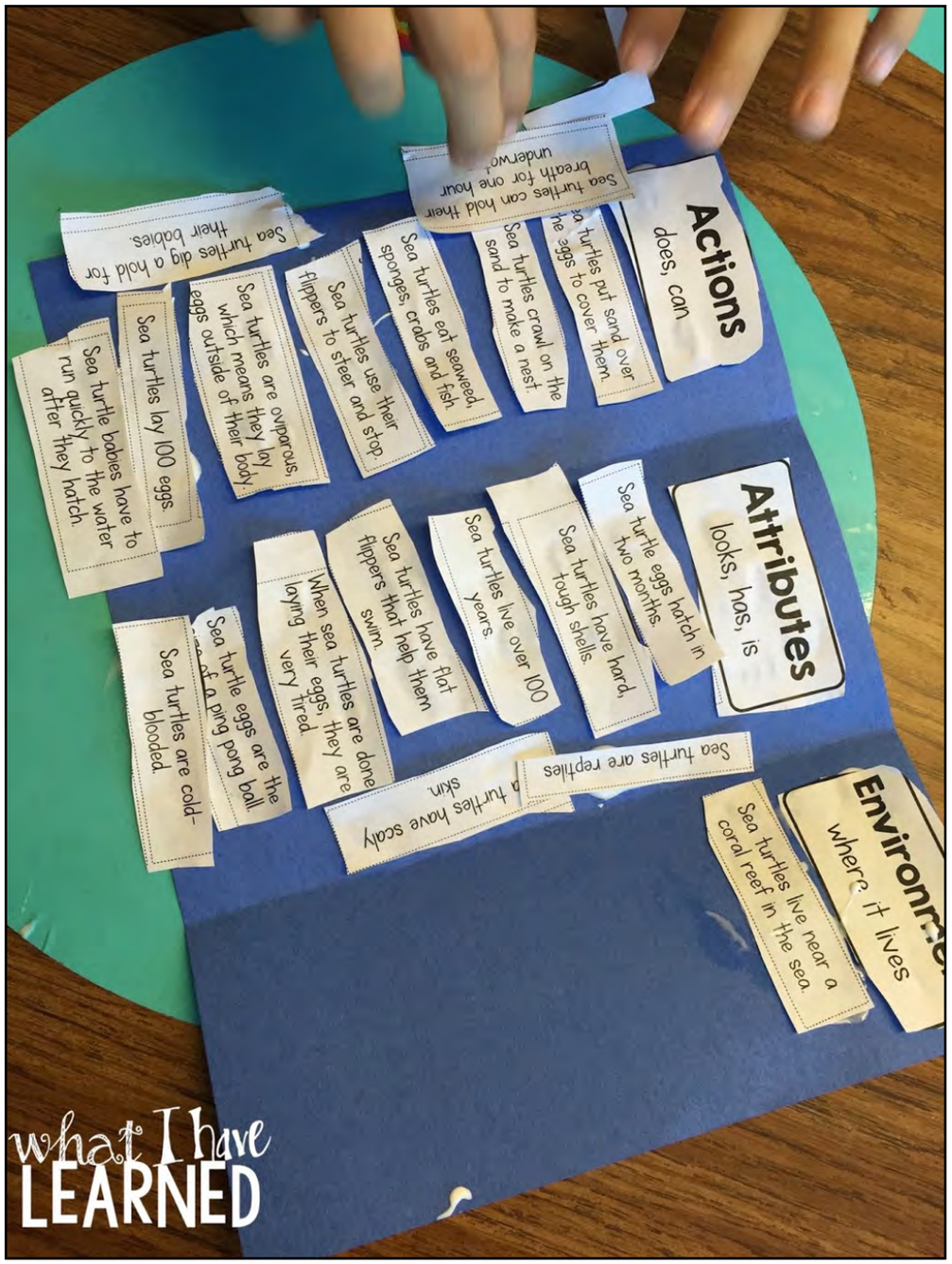
All About Animals

This is a packet of tools for Informational Writing. It is not a complete unit or program, but a collection of what I have used in my classroom while teaching a unit on Informational writing for second grade. This is similar to my Narrative Writing Tools in that it is not a complete unit, but resources to teach the genre.

The resources are the tools highlighted in weekly blog posts (links on each topic's cover page). Included are sentence sorts, a publishing page (with lines and a picture, enough for a paragraph), expanding sentence practices, two-way sorts for the introductory sentence, a checklist, and anchor charts.

There are not informational texts included in this packet; however, I have pointed you to resources (texts and videos) when applicable. Use them or other texts to discover facts about each animal. The animals highlighted in this resource include: sea turtles, spade foot toad, wolves, ladybugs, bats, polar bears, caribou, and penguins. I have additional informational articles about wild animals in my store. Those products include an article (in two formats), research page with QR codes, and fact sort sheet similar to the sorts in this packet.

Along with this resource are the weekly lesson outline, blog posts and photographs that highlight how I taught informational writing. Use the resources to fit your classroom, students, and writing topics. If you'd like anything added to the packet or changed, please, let me know (via email).



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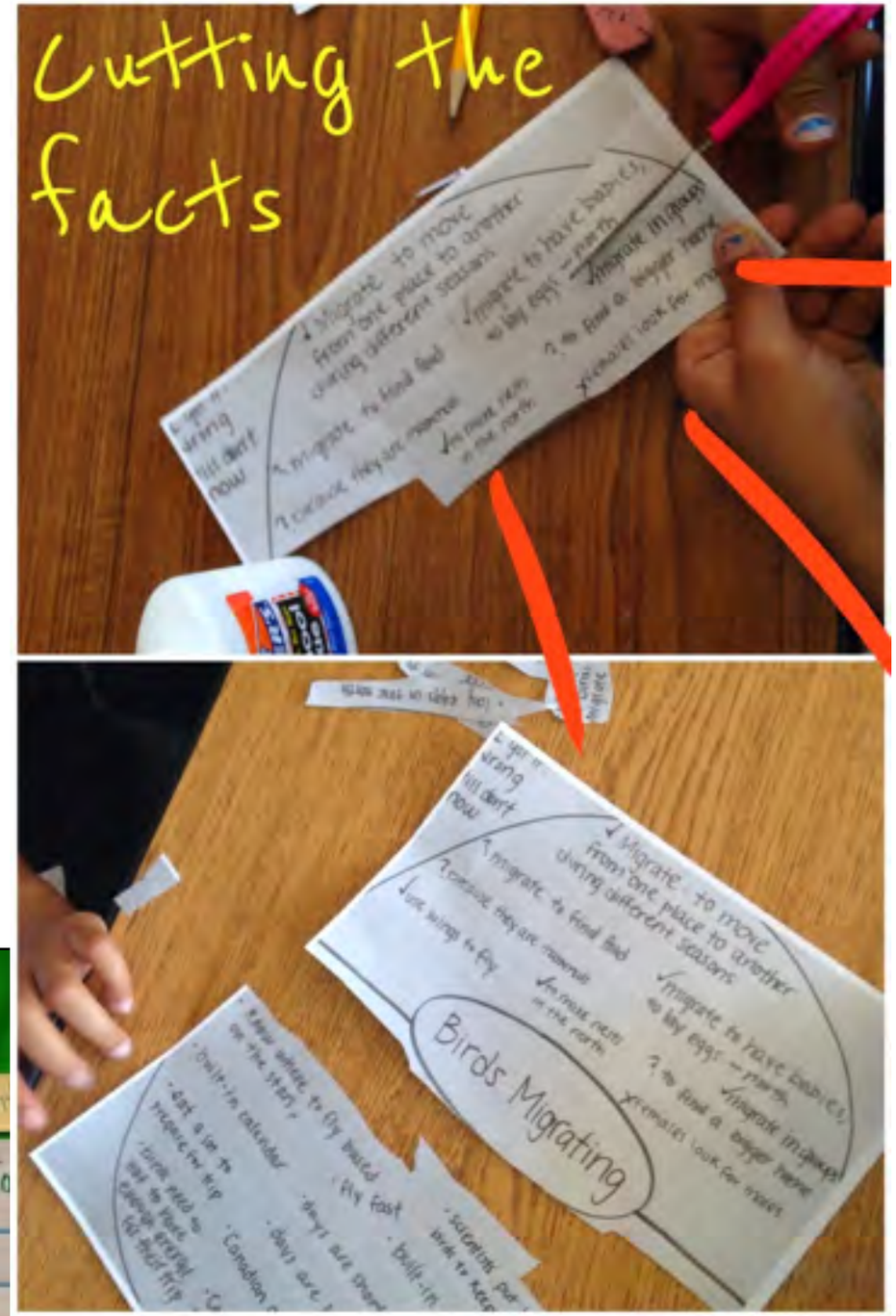
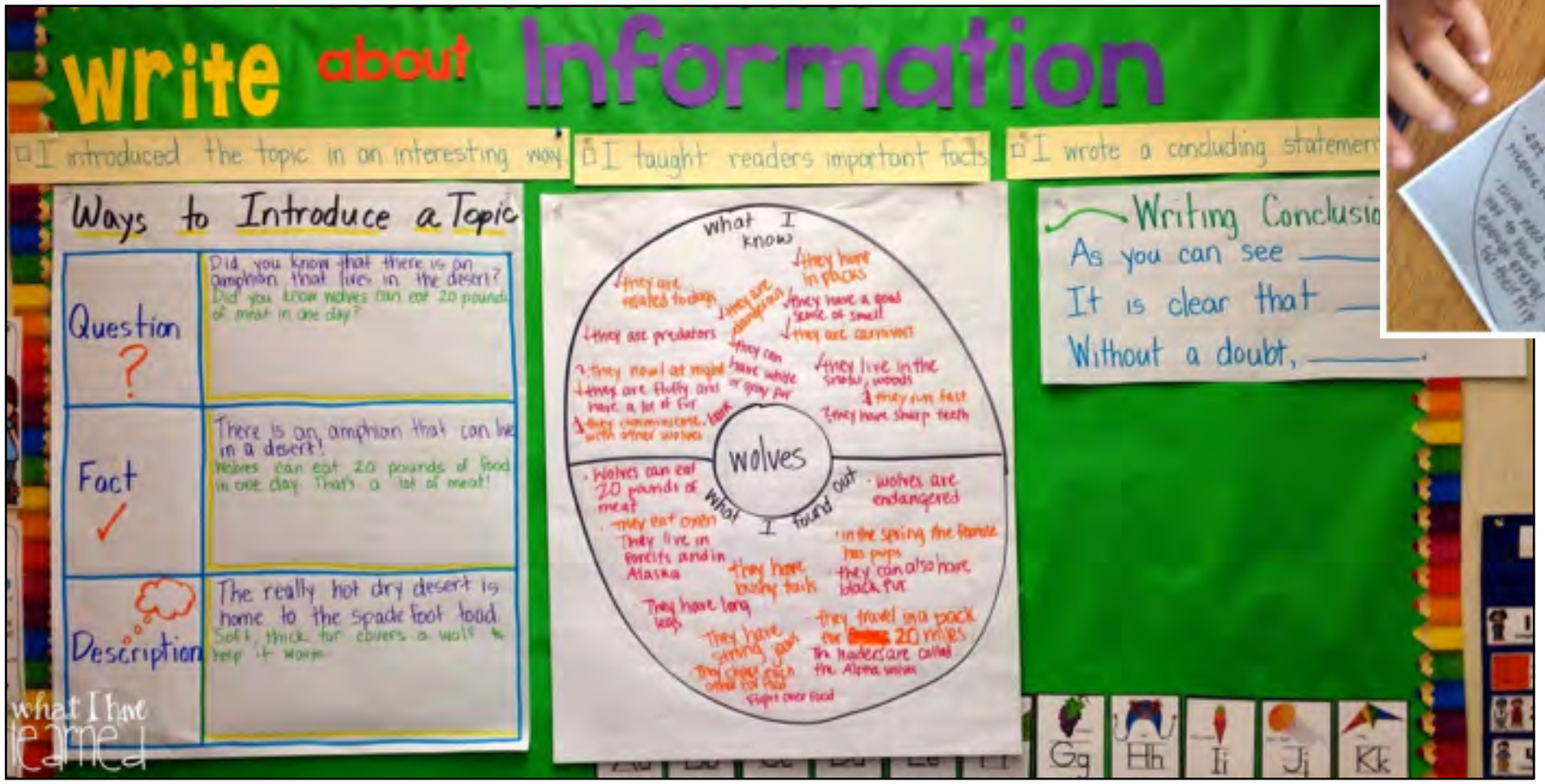
List of Blog Posts
All About Animals

Week 1: Sea Turtles
Week 2: Spade-Foot Toad
Week 3: Wolves
Week 4: Ladybugs
Week 5: Birds Migrating (no resources in this product)
Week 6: Lionfish (no resources in this product)
Genius Paragraphs: Polar Bears & Caribou

Other animals:
Bats
Penguins





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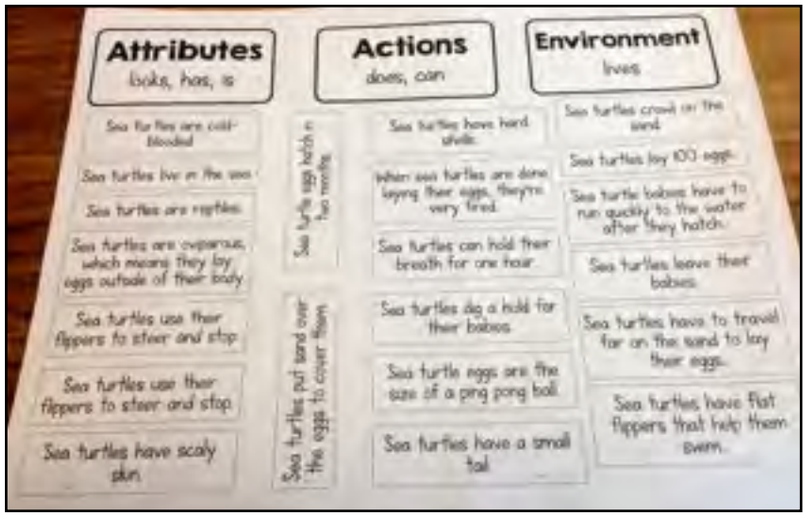
Informational Sentence Sorts

All About Animals



Are the facts in your students' informational paragraphs all jumbled up? Do they write a fact about one thing and in the next sentence switch to another concept? These sentence sorts will help students categorize facts about animals. The sorts help students see related facts and aid students when writing informational paragraphs and papers.

The following pages have sentences about each animal as well as plausible categories. Student read the sentence and sort them into the categories. Use the provided categories, provide your own, or have students do an open sort (no categories provided).

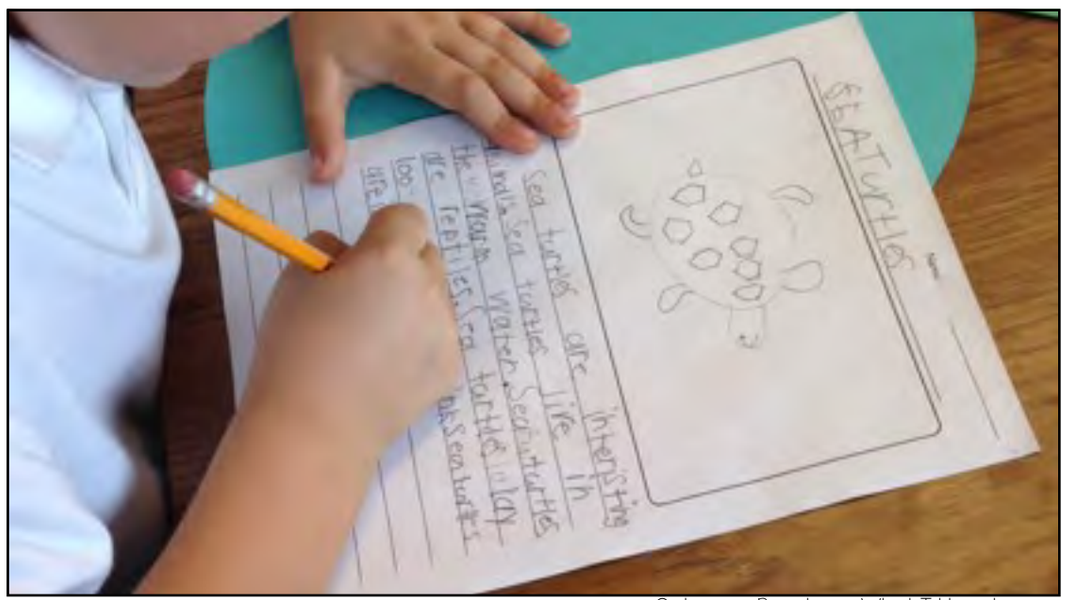


Students can glue down the facts into columns or sort them in a pocket chart at a center.

After sorting students write an informational paragraph about the animal, focusing on one category. These can also be used to write a multi-paragraph paper, where one category is a paragraph and another category is another paragraph

Taking it one step further, have a discussion about related facts within a certain category. For instance, some facts within the category ACTIONS, might be about eating whereas others might be about having babies. Encourage students to keep related facts within a category together and not switch between facts.

The variations and possibilities are endless. See this blog post to see how I have implemented them in my second grade classroom.



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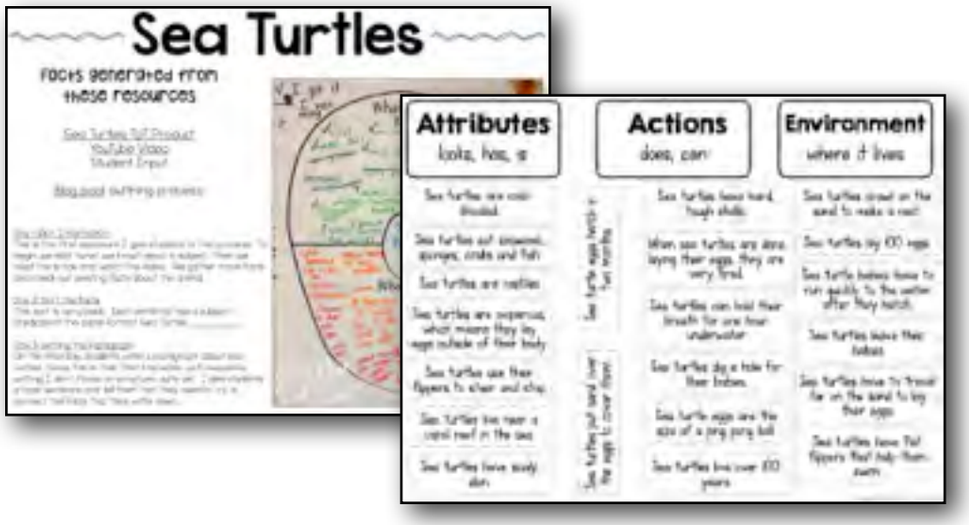
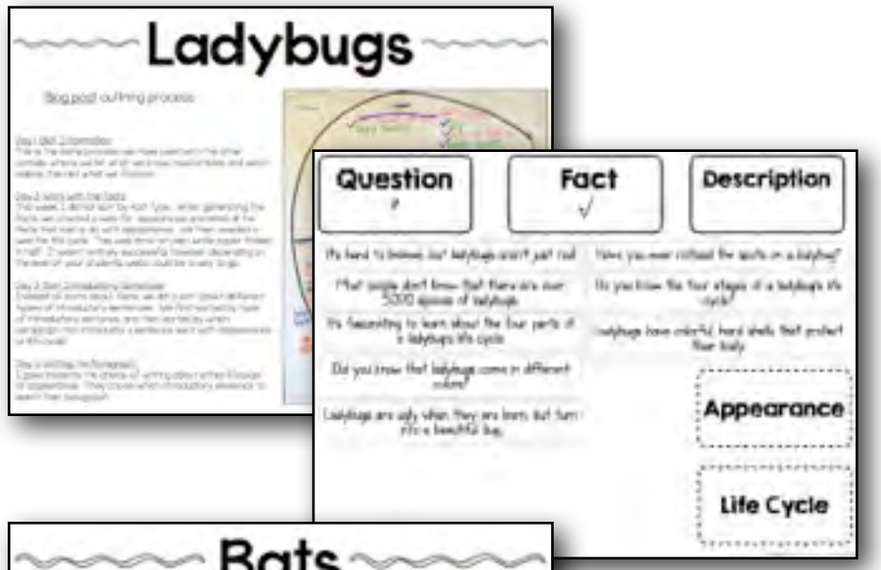
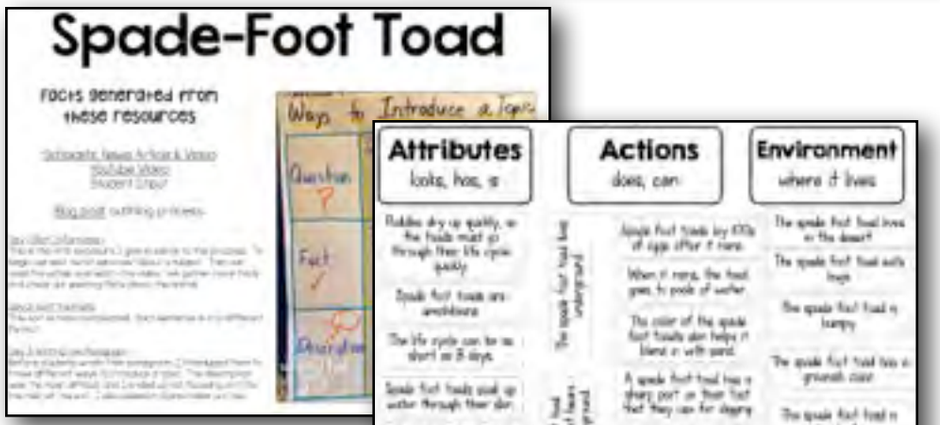
Weekly Lesson Outlines & Sorts

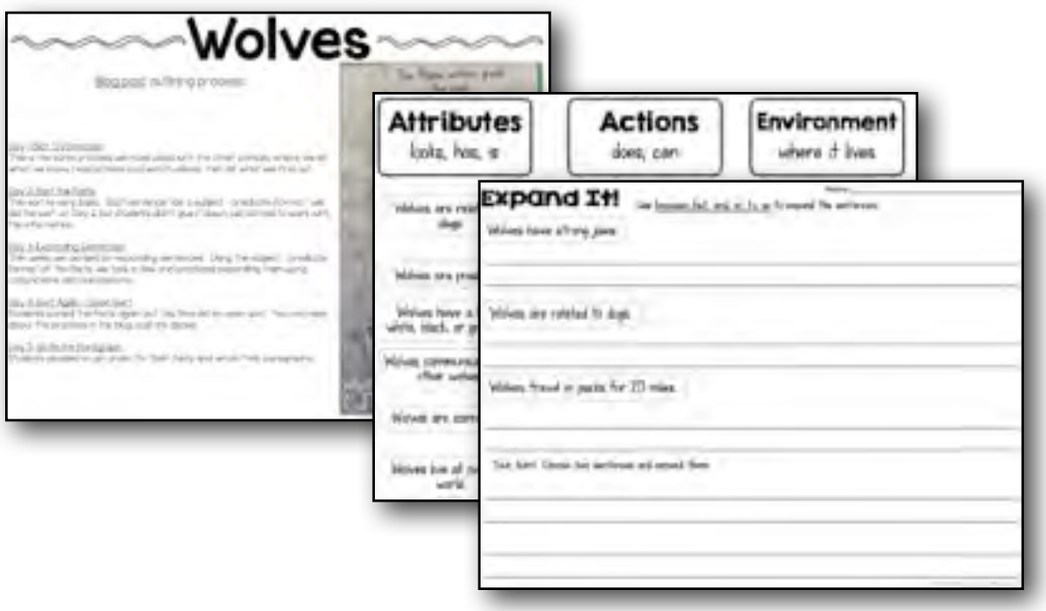


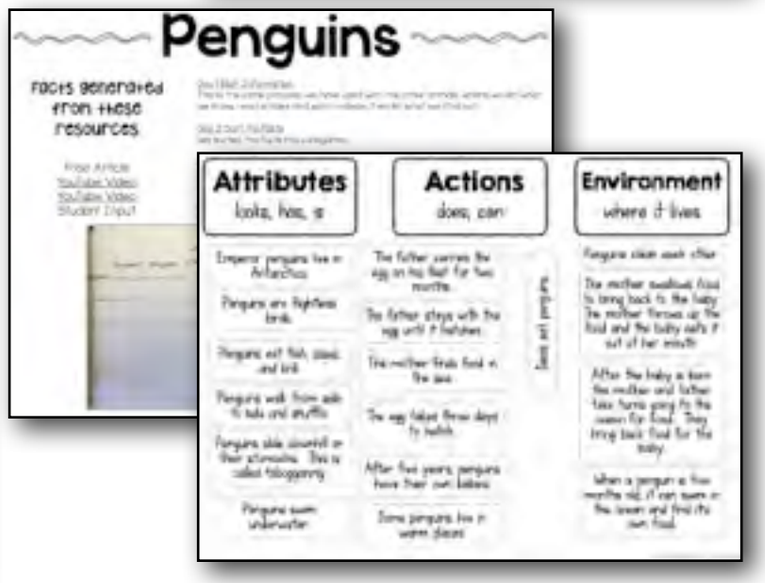














Informational Checklists

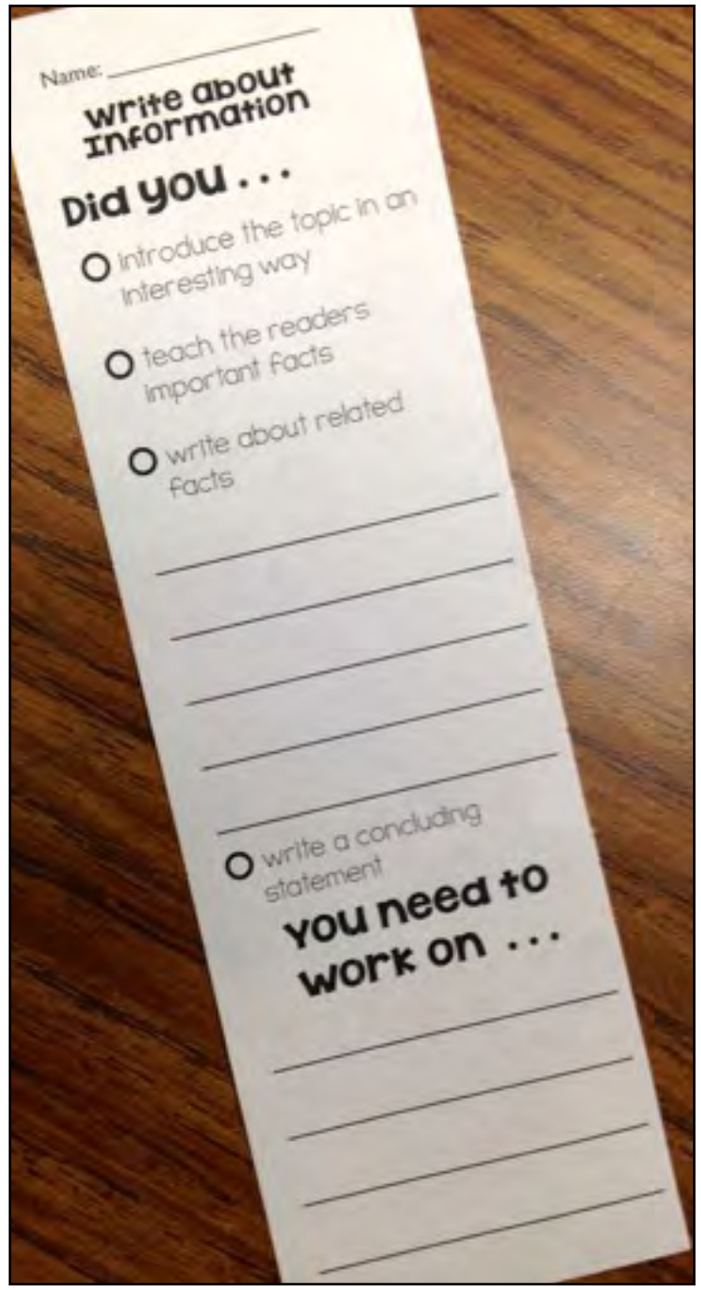
All About Animals

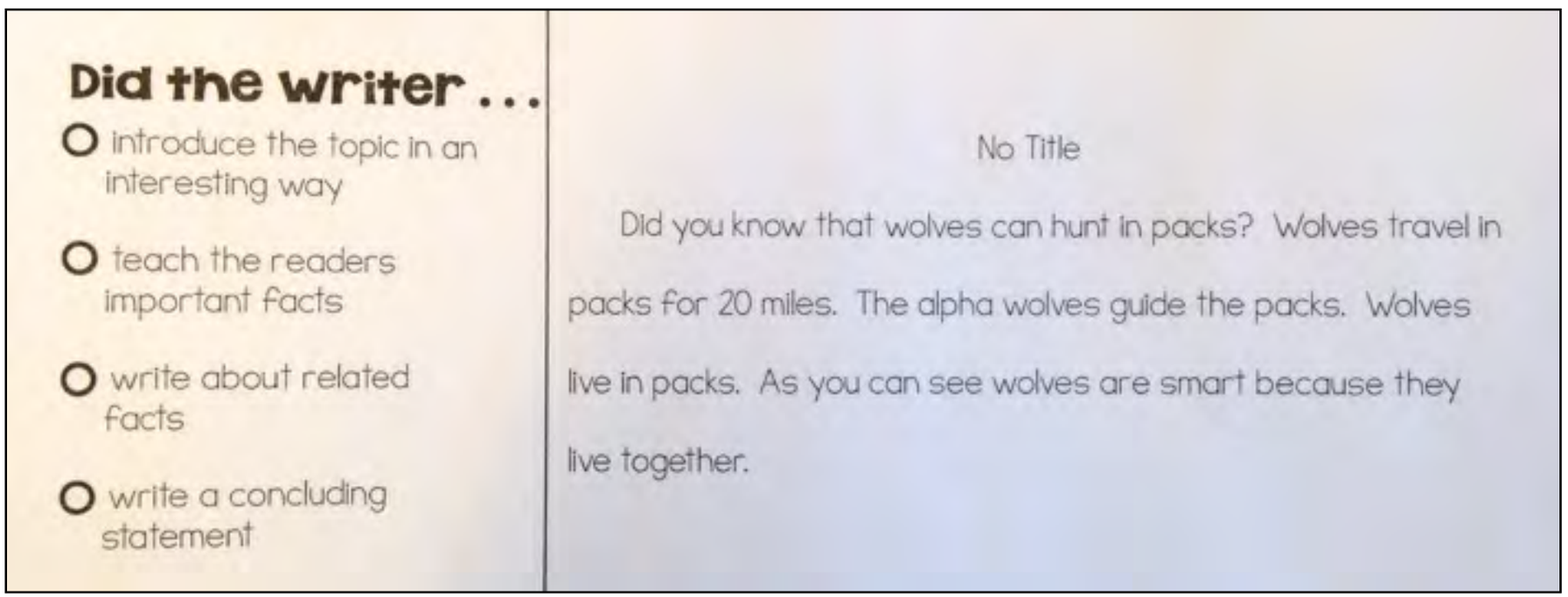
During the fourth week, we revisited the previous week's paragraphs. I introduced students to the checklist. We went over the whole checklist, which mimics our anchor charts and work we have been doing so far.

After looking at the whole checklist, we looked at paragraphs students had written about wolves. These paragraphs are exactly what students wrote. I corrected for spelling, capitals, and periods.

As a class, we looked at these paragraphs and analyzed them using the checklist. Students did a great job recognizing what was missing!

Included are copies of the checklist strips, paragraph samples with wolves, and blank paragraph samples so you type up your students' own writing to analyze.





Did the writer . . .

- introduce the topic in an interesting way
- teach the readers important facts
- write about related facts
- write a concluding statement

No Title

Did you know that wolves can hunt in packs? Wolves travel in packs for 20 miles. The alpha wolves guide the packs. Wolves live in packs. As you can see wolves are smart because they live together.

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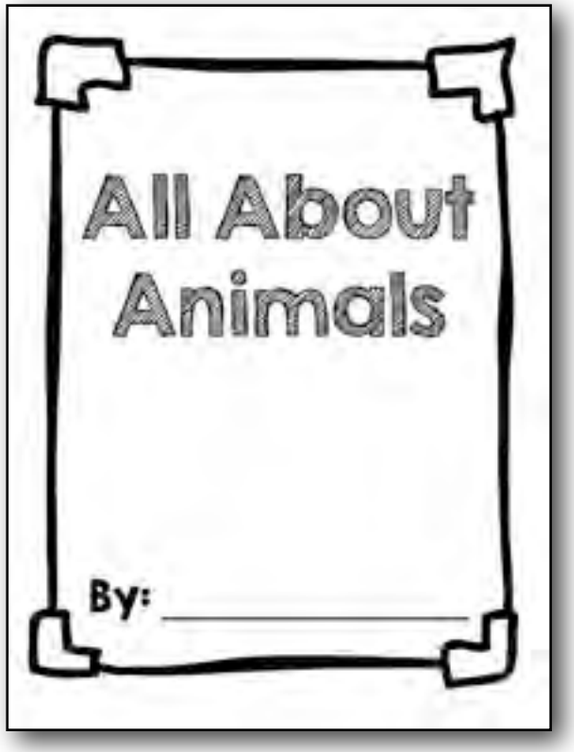
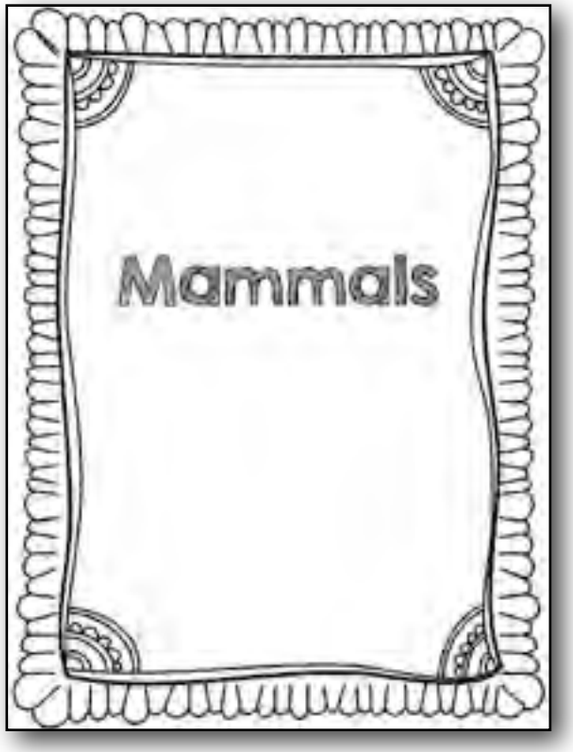
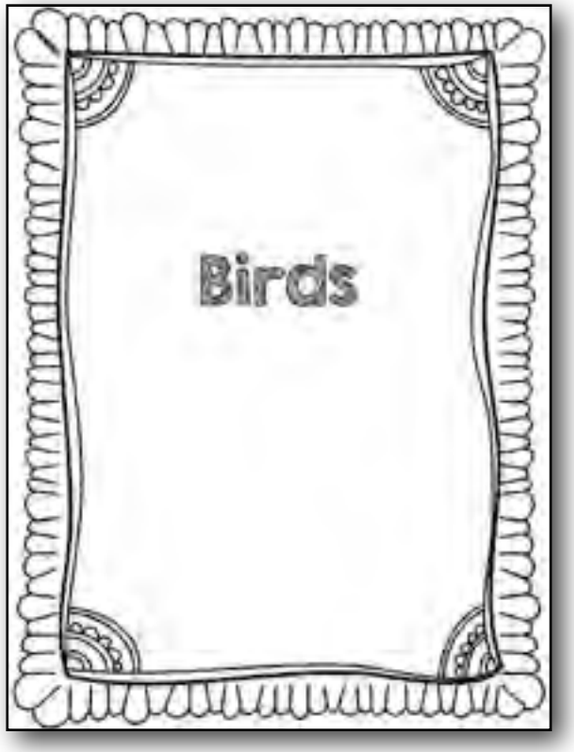
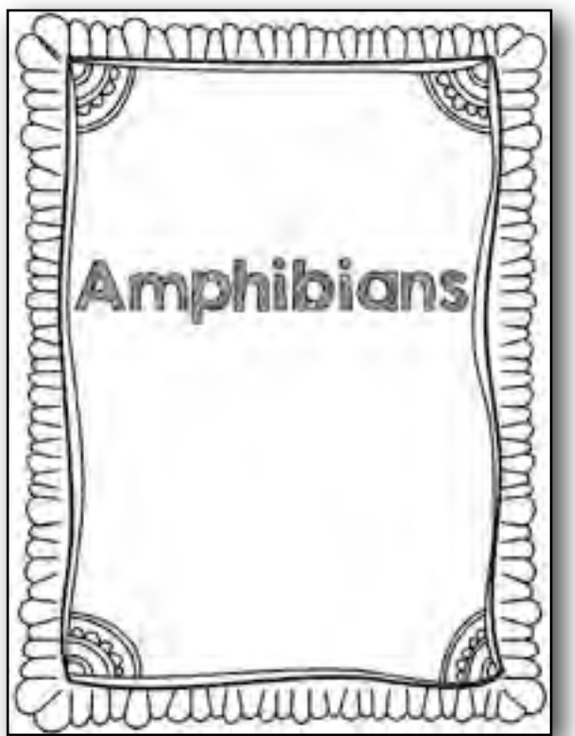
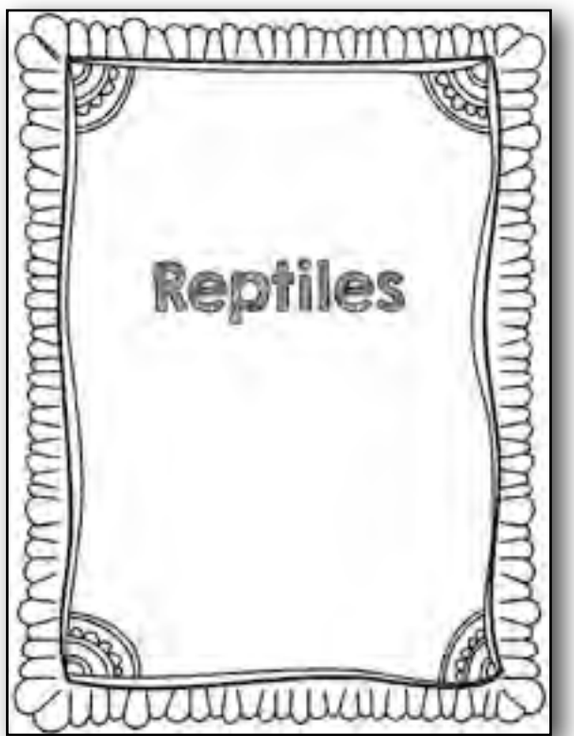
Title Page & Section Covers

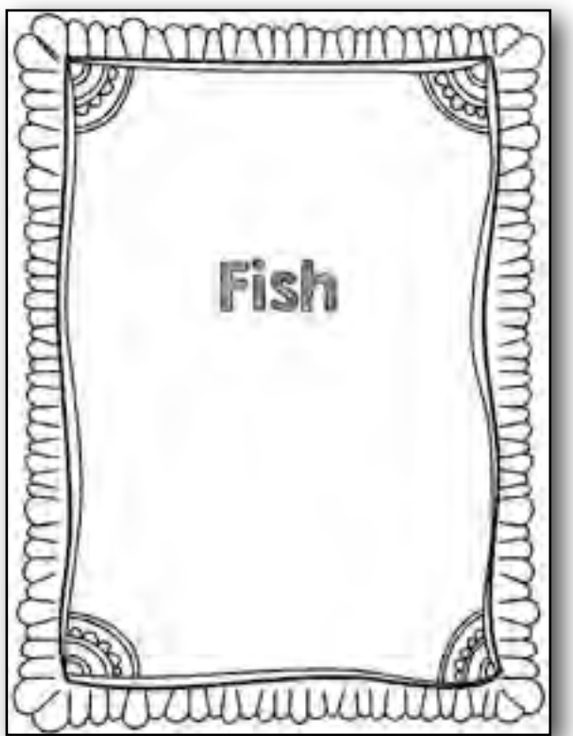


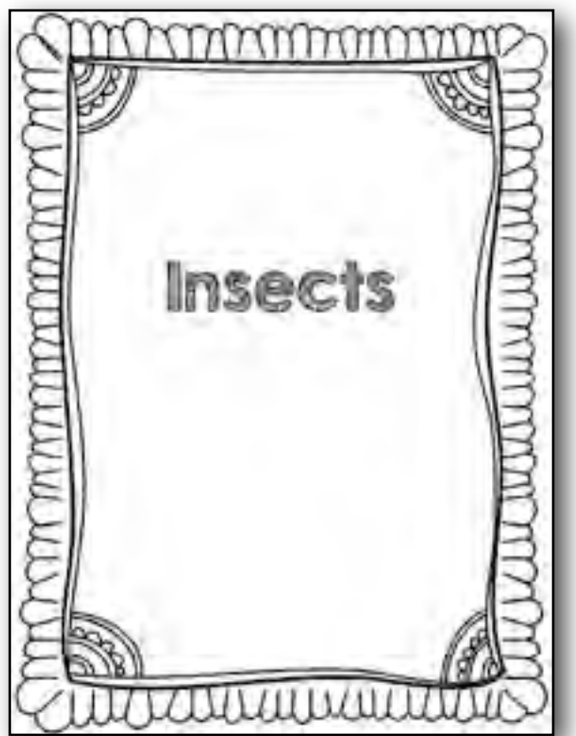






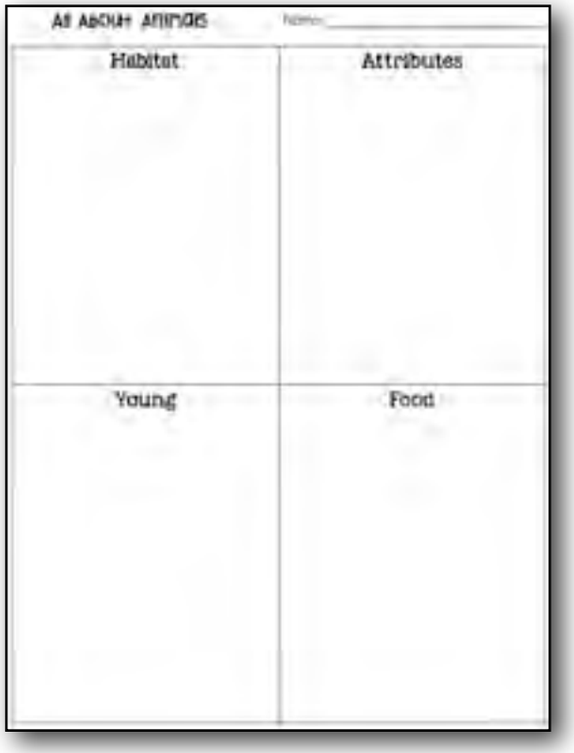




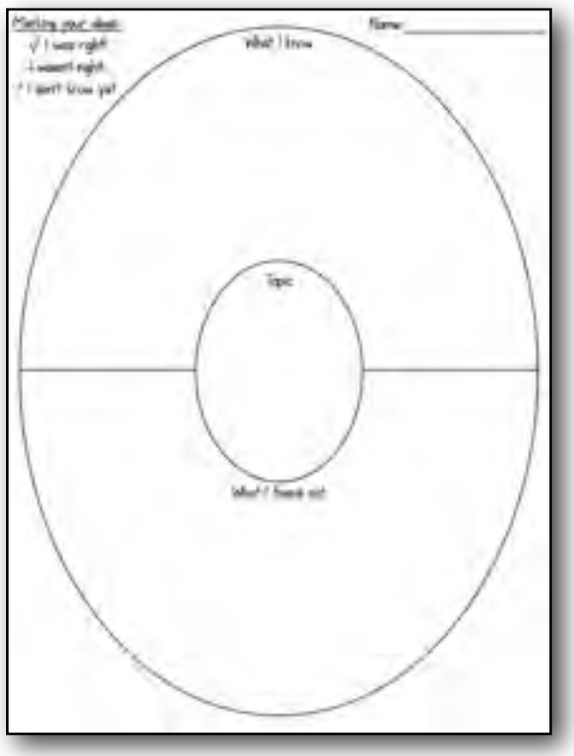


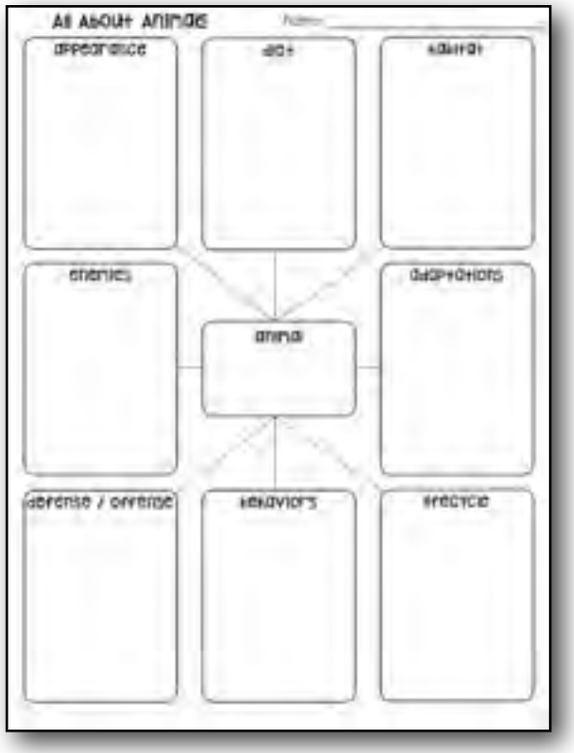
Additional Graphic Organizers & Rubric















WHAT I have LEARNED

blog TpT

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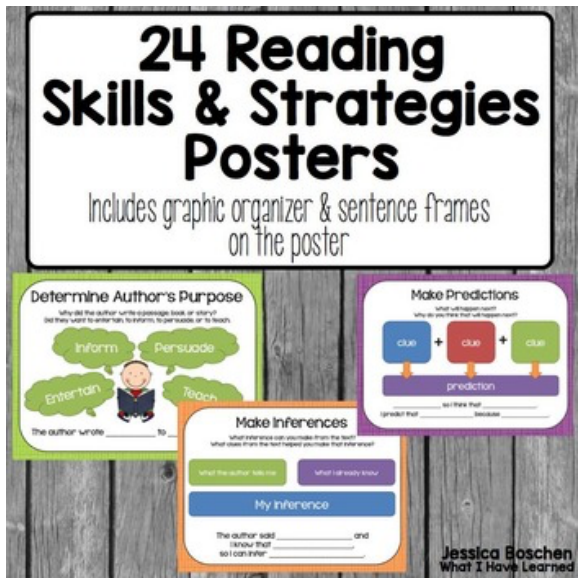

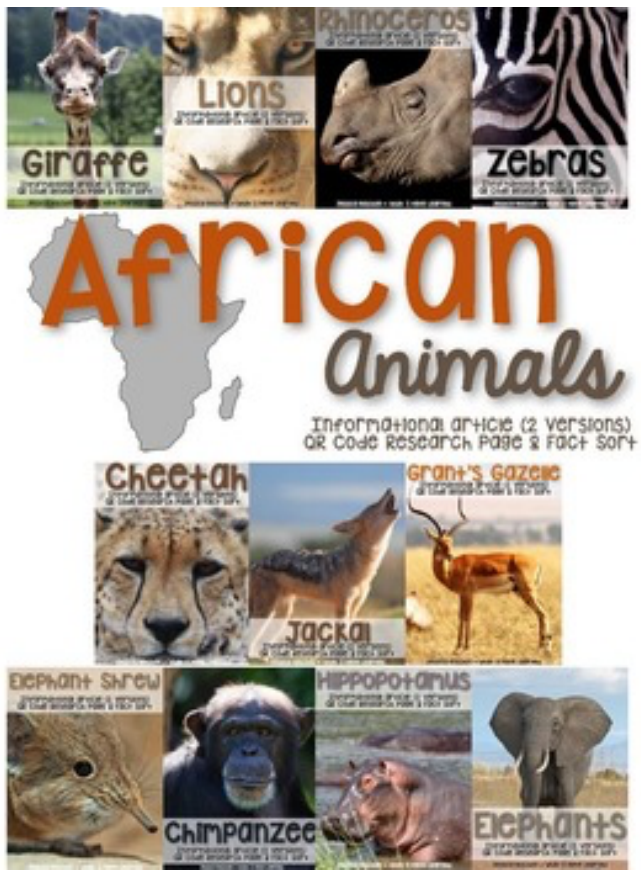

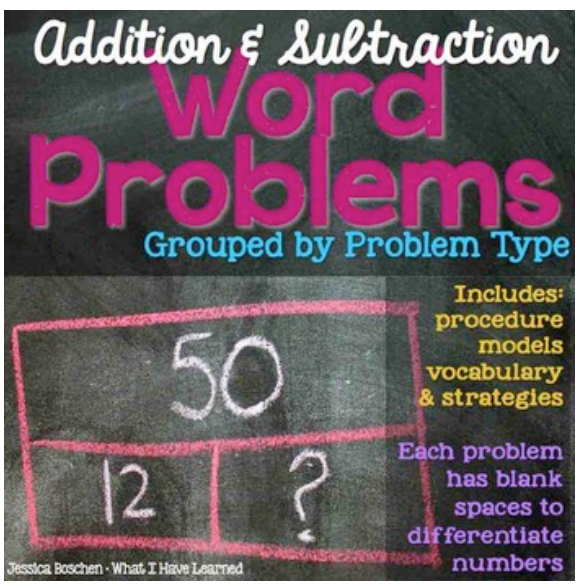

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