



Creative Writing: My Favorite Ocean Animal

Standard
Connection:
ELA.W.PK4.1, 1a
ELA.L.PK4.2d
ELA.RF.PK4.3
M.MD.PK4.1
M.MD.PK4.3
S.LS.PK4.4a
S.LS.PK4.4c
SS.OW.PK4.5
PD.SHS.PK4.5
VA.CN10a.1.PK
VA.CR2a.2.PK

Enduring Understanding(s):

- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.
- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.

Essential Question(s):

- How do people impact the environment in positive or negative ways?

Materials	Vocabulary
<ul style="list-style-type: none">• chart paper• markers• “My favorite ocean animal is” (see Resource)• crayons• pencils• Read Aloud books and other resources for inspiration	<p>favorite: liked over all others</p> <p>brainstorm: when a group of friends talk about ideas to solve a problem or come up with new things</p>

Intro to Centers	
Preparation: <i>Set up materials.</i>	
“Now that we have come to the end of our supplemental unit on ocean and tide pool animals, you will have the chance to write about your favorite animal we discussed in class.”	Children respond.
“We have talked about many animals – sea stars, ocean fish, and crabs, to name a few. Now, we’ll brainstorm a list of some of our favorite ocean animals.”	Create a list on chart paper titled “My Favorite Ocean Animal.” Children respond.
“Discuss your favorite ocean animal with someone sitting near you. Tell them what you like best about your ocean animal, your animal’s habitat, and what your animal eats.”	Children turn and talk.
“Today in the Creative Writing Center, you can write about and illustrate pictures of your favorite ocean animal using these materials.”	Show materials. Children respond.

During Centers:

Children will write, draw, and/or dictate what they liked the best about their chosen animal. Encourage children to be detailed in their illustrations and writing (if appropriate). Encourage children to talk to one another about their ideas. Allow children to share strategies for drawing, including looking at resources and asking a friend for help. Encourage them to collaborate in spelling animal names, writing new words, and exchanging ideas about illustrations.

Guiding Questions during Centers:

- What are your ideas?
- Tell me more about why you liked that.
- Do you think your friend can help you write that?
- Where can you look for that information?
- How can you capture that idea on your paper?
- Are there parts of your picture that you would like to label?
- Is there something you want to tell the reader, like “Pay attention to this!”?

Thinking and Feedback:

Children share their work and describe how they chose the idea they wrote and drew about. Children can also use the feedback given to them to revise their ideas and revise.

Documentation:

Collect samples of the children’s work as well as photographs and/or videos of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to research other animals that interest them.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. Allow children struggling with developing ideas or writing complete sentences to work with a partner or helper. Children could also be allowed to stamp letters or use letter stickers instead of writing them.