
INFORMATIVE WRITING WRITING LESSONS

- 14 daily, detailed lessons
- Slides to display
- Anchor chart examples
- Bonus lesson ideas



INTRODUCTION:

- In kindergarten, first and grade, students are asked to write informative texts where they introduce a topic and supply some facts about that topic. While I generally like to tie this into a research project, I wanted to make a stand-alone unit as well so students can practice writing with the purpose to inform.
- In this unit, students will review the difference between fact and opinion and share information about a topic with a topic sentence and details. Students will also add captions and labels to share more information to their readers.

The core lessons included in the letter writing unit are:

1. What is informative writing?
2. I can write facts about a topic
3. I can write facts about a topic
4. We can plan an informative essay together
5. We can write an informative essay together
6. I can teach you about...
7. Informative writing looks like...
8. A topic sentence
9. Stretching our facts
10. Adding labels
11. Adding captions
12. A conclusion
13. Editing our text
14. Publishing our text

All anchor chart examples and printables are linked and included within this document.

I've also included the following **bonus mini-lesson ideas** in case your students need more explicit lessons on any of these:

- Label this (labeling practice)
- Fact vs. Opinion sorting practice



SLIDES:

- Examples of slides from this unit are below:



We can write
**INFORMATIVE
TEXTS**

LESSON 1

**INFORMATIVE
WRITING:**
writing to inform or teach someone
facts about a topic



Polar bears live on ice
and swim in arctic waters.
They have thick fur and
blubber to keep them
warm.

- starts with an introduction to the topic
- shares facts about the topic
- ends with a closing

My Turn: **LESSON 2**



can have are

can have are

Model using the quick fact cards and recording sheet to share information about a topic. If students do not have enough knowledge about a topic, show a quick informational video first.

LESSON 3

Let's warm up:
My favorite birds are Emperor penguins! Emperor penguins are the largest penguins in the world and are about 4 feet tall. These birds cannot fly. Emperor penguins eat fish and krill. They feed their chicks by chewing up food and throwing it up into their chick's mouths. How gross! Emperor penguins lay one egg at a time and the male is the one to take care of the egg. Isn't that so kind of him?!

facts **opinion**

Read this passage that shares both facts and opinions. Together, work to find all the facts in the passage. Use two different colors to code the facts and opinions shared.

My Turn: **LESSON 5**

INFORMATIVE WRITING: LET'S PLAN!

Model walking through each part of the planning sheet, one-by-one, showing students how to say their sentence aloud first, then write it down on the lined paper. Discuss adding a sentence to wrap up the piece, there should be at least 4 sentences by the end.

LESSON 8

**NONFICTION
TEXT FEATURES:**

label	identifies smaller parts of a picture	
caption	explains what is happening or gives more information about a picture	
diagram	a big picture with labels	
close up	a zoomed in part of a bigger image to show more detail	
heading	title of a page or section of the text	

Yesterday we chose a topic to write about in our mini books. We also learned some of the features we can see in informative texts.

Who can pick one of these features and explain what it is?

LESSON 12

Over the past few days, we have been sharing information about our topics through facts.

Today, we will wrap up our books by adding a closing sentence. Let's look at some examples:

**WE CAN ADD
A CATCHY OPENING:**

- Have you ever wondered what a grizzly bear does in winter?
- Want to know how giraffes get food and water?
- Did you know there are many different types of trains?
- When an alligator is ready to eat, it goes CHOMP!
- I wish I was around when dinosaurs roamed the earth!
- Hippos are huge!
- Volcanoes come in all shapes and sizes.
- Some people call narwhals the unicorn of the seas.
- This is how a house is built!

and A CONCLUSION:

- Did you know that's how you build a house?
- Which type of train would you like to ride?
- Do you wish you were around when dinosaurs lived?
- See if you can visit a zoo to see just how big hippos really are!
- Now you can tell people all about narwhals!
- The next time you hear the word CHOMP, I bet you'll think of an alligator!
- As you can see, volcanoes don't always look like big mountains with red lava coming out of them.
- Now you know what bears do to prepare for winter!

WHAT IS INFORMATIVE WRITING?

PREVIEW:

- Today, students will be introduced to informative writing and learn how it is different than narrative and/or opinion writing.

MINI LESSON:

We will understand what informative writing is.

When students come to the rug, let them know that today we will be learning about a new type of writing called **informative** writing and we will see how it is different from narrative and opinion writing (whichever ones you have previously taught).

Use the [informative anchor chart](#) to help explain what informative writing is and choose one of the informative writing mentor texts (or any informative book you have access to) to read a few pages and point out what the author is teaching us and some of the nonfiction text features that are present. I usually choose a nonfiction book about animals because they tend to be engaging for students. As you read, ask for student input on how an informative text is different from some of the other stories they've read so far this year.

Let students know that before we begin writing our own informative texts, we want to make sure we understand the differences between informative writing and other types of writing we read/write.

Have students listen to you read some of the [writing genre cards](#) and model thinking aloud as you determine whether it is informative, opinion or narrative writing (cards are separated so if you haven't taught one of the genres yet, you can omit those cards). After modeling a couple, have students give their input. You can use the slides or simply read a card, 1-by-1 and use different hand signals to have students determine the genre of the writing.

For example, students can pretend to hold a magnifying glass when it is informative, point to their brain when it is opinion, and hold their two hands open like a book when it is narrative.

INDEPENDENT WRITING:

When students go back to their seats, let them know we will continue to sort and identify different types of writing and determine which is informative writing. Pass out the ["What's the genre?" sheet](#) and complete together with students.

CLOSING:

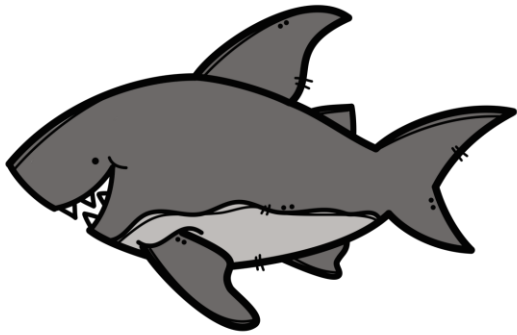
Ask students to share one **informative** fact they learned from this sheet.

INFORMATIVE WRITING:

writing to inform or teach someone
facts about a topic



- ➔ starts with an introduction to the topic
- ➔ shares facts about the topic
- ➔ ends with a closing



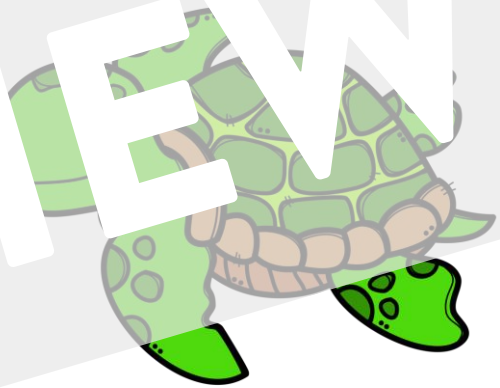
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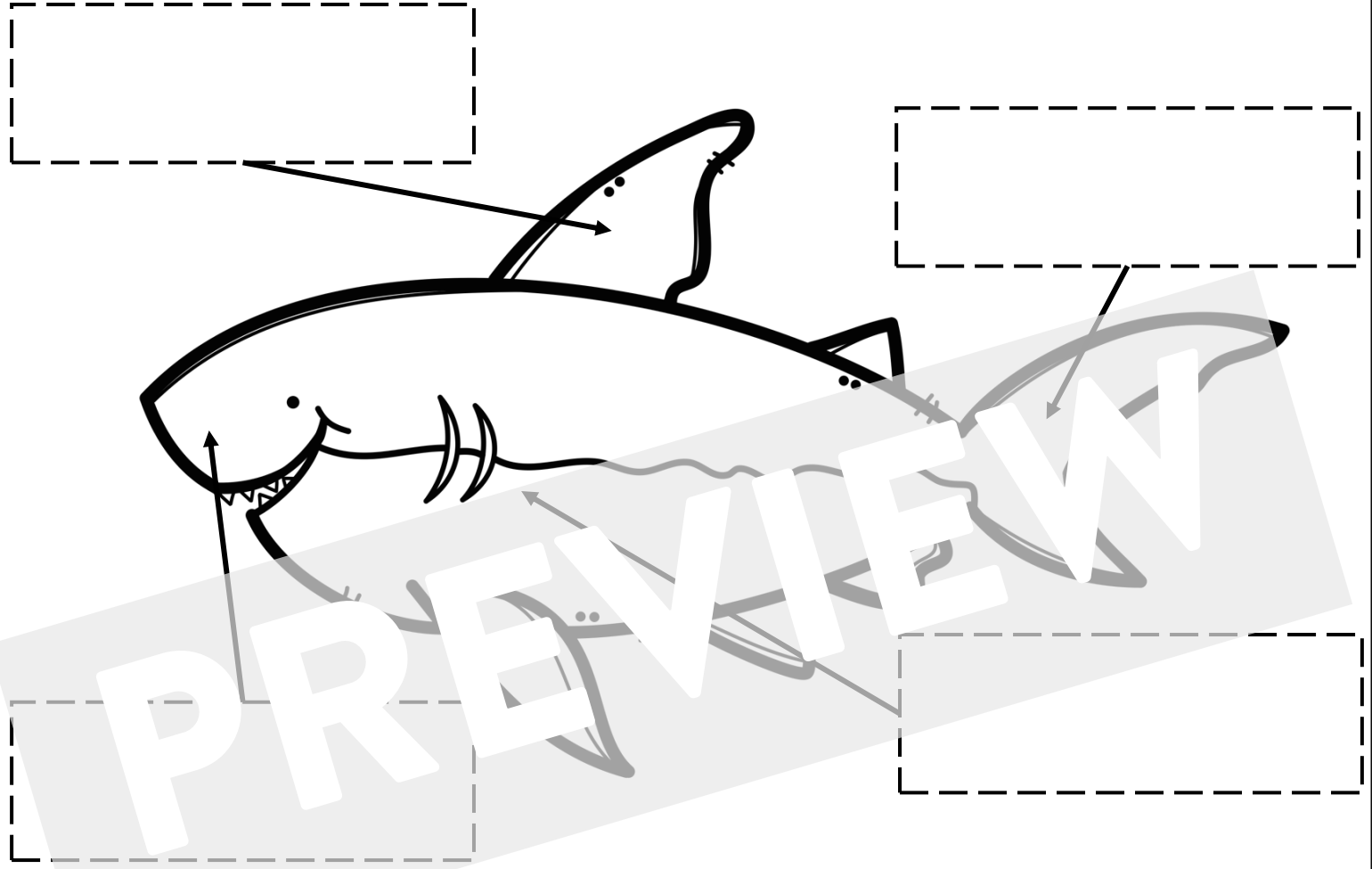
Day 6: Brainstorming topics I know a lot about

When brainstorming, I like to walk through the anchor chart and think aloud as I share each of the topics I write (or draw) knowing a lot about. I also like to share WHY it would be a good topic for me to write about. See examples below:

- **Basketball** – I grew up playing basketball my whole life and I know a lot about this sport! I could share what equipment you need to play and some of the rules of basketball.
- **Cats** – I have two cats at home as pets, so I know a lot about taking care of cats and what cats need to live.
- **Teaching** – I have been a teacher for a long time so I could share many different facts about becoming a teacher and lesson plans and teaching students how to read, etc.
- **Sharks** – this is a wild animal that I have always been fascinated by since I was a child. Because of this, I have learned many facts about all different types of sharks over the years and I think I can write a whole books sharing fun shark facts.
- **Mountains** – My family and I go up to the mountains every year to go hiking and I know many different facts about hiking in the mountains that I think others would find interesting and helpful!
- **Running** – I have run 2 different half marathons and really enjoying running for exercise! Since going through the training process of running a half marathon, I could share many different running facts that I think would help people that want to try running!

LABEL THIS: _____

(topic)



CAPTION: _____

gills

snout

dorsal fin

tail fin