

Leafy Language 3. Finding the Facts



For the Classroom:

- Group structure - whole group or small groups
- Location - in the garden or at seats
- Approximate time - 25 minutes

Common Core and Georgia Standards of Excellence:

- S3L1a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.
- CCSS.ELA-LITERACY.W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - CCSS.ELA-LITERACY.W.3.2.A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - CCSS.ELA-LITERACY.W.3.2.B. Develop the topic with facts, definitions, and details.
 - CCSS.ELA-LITERACY.W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - CCSS.ELA-LITERACY.W.3.2.D. Provide a concluding statement or section.

Materials:

- Spinach, growing in the garden or harvested in the classroom
- Magnifying glasses (1 per child)
- Pencils (1 per child)
- Writing paper (1 per child)

Reproducibles:

- "What Would You Wonder" Posters (1 per small group)
- "Informational Mind Map" Sheet (1 per child)

Directions:

1. Observe a spinach plant in the garden (or harvested spinach in the classroom) closely with a magnifying glass.
2. Explain to children that they will write an informational paragraph, answering a question from the chef, historian, doctor, scientist, or artist like the ones they see on the "What Would You Wonder" posters.
3. Distribute one of the "Informational Mind Map" sheets to each child. Ask each child to fill in their topic sentence with a fact about spinach a chef, historian, doctor, scientist, or artist would be interested in.
4. Instruct children to research three additional details about their topic and fill in the facts into their mind map.
5. Then, provide each child with a sheet of writing paper and have children use their mind map to write an informational paragraph - including a topic sentence, transition words, and a conclusion sentence.

Lesson written by Jenna Mobley for Georgia Organics