

# Writing Narrative and Informational Pieces About Squash



Jenna Mobley, Tending Our Common Ground

## Overview:

This lesson will challenge students to describe squash in many different ways. Students will brainstorm qualities and uses of squash from the perspective of a chef, historian, doctor, scientist, artist, and animal. Students will be guided in dictating, drawing, and/or writing both a narrative story (using characters, setting, and plot) and an informational piece about squash (identifying a main idea and including details).

Time Needed: 35 minutes

## Common Core Standards:

- Text Types and Purposes
  - Kindergarten
    - 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.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
  - 1st Grade
    - 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.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
  - 2nd Grade
    - 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.
    - CCSS.ELA-LITERACY.W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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## Objectives:

- Students will write an informative text that describes using details and a concluding statement.
- Students will write a narrative that recounts a short sequence of events and provides a sense of closure.

## Materials:

- Hats or props to represent different types of people (or use these Posters)
- Squash or photos of squash
- Narrative Writing Mind Map Poster
- Informational Writing Mind Map Poster

## Outline:

- Engage: Squash observation with five senses (an optional taste test could be included)
- Explore: Explore attributes of squash and its uses from many perspectives
- Explain: Review elements of narrative and informational texts
- Extend: Draw, dictate, or write narrative and informational texts

## Lesson Plan:

- Engage (whole group / at the garden or on the carpet) - 5 minutes
  - Observe a squash plant or harvested squash together either in the garden or in the classroom. Ask students to describe the squash. Encourage students to think creatively, remind them to use all of their senses.
- Explore (small groups / at seats) - 10 minutes
  - Teacher asks students to think creatively about how the qualities of squash and uses may be viewed in different ways by different people.
  - Teacher distributes various props or posters (one to each small group) to represent different types of people and models one thought each person may ask before asking students to develop their own in their small groups.

Examples may include:

- Chef:
  - What does this taste like?
  - What would happen if I cooked it?
  - What other foods would it taste good with?
- Historian:
  - How long has this plant been growing on the planet?
  - How long have people been eating it?

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- Doctor:
    - What vitamins and minerals does this plant contain?
    - How does this plant help human bodies?
  - Scientist:
    - How does this plant grow?
    - What plant family does it belong to?
  - Artist:
    - What color would I use to paint it?
    - What shape are the different parts of the plant?
  - Animal:
    - Will this taste good?
    - Is it poisonous? Will it hurt me to eat it?
  - Plant:
    - Will this plant help me grow?
    - Will it drink all of my water?
    - Will I grow taller and get to the sunlight first?
- Explain / Extend (independent or in small groups / at seats) - 20 minutes
    - Introduce that there are many ways to write about squash (or any topic) if we just think creatively.
    - Explain narrative writing using a mind map to identify the elements:
      - Setting
      - Characters
      - Plot (beginning, middle, end)
    - Students create their own narratives about squash (in small groups or independently) by drawing, dictating, or writing.
    - Explain informational writing using a mind map to identify the elements:
      - Main Idea
      - Details
    - Students create their own informational texts about squash (in small groups or independently) by drawing, dictating, or writing.

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- Evaluate:

### Example Evaluation

	Primer Level	Level 1	Level 2
<b>Informative Writing</b>	<p>CCSS.ELA-LITERACY.W.K.2 The student used a combination of drawing, dictating, and writing to compose and informative text in which they</p> <ul style="list-style-type: none"> <li>named a topic</li> <li>supplied some facts about the topic</li> </ul>	<p>CCSS.ELA-LITERACY.W.1.2 The student wrote an informative text in which they</p> <ul style="list-style-type: none"> <li>named a topic</li> <li>supplied some facts about the topic</li> <li>provided some sense of closure</li> </ul>	<p>CCSS.ELA-LITERACY.W.2.2 The student wrote an informative text in which they</p> <ul style="list-style-type: none"> <li>introduced a topic</li> <li>used facts and definitions to develop points</li> <li>provided a concluding statement or section</li> </ul>
<b>Narrative Writing</b>	<p>CCSS.ELA-LITERACY.W.K.3 The student used a combination of drawing, dictating, and writing to</p> <ul style="list-style-type: none"> <li>narrate a single event or several loosely linked events</li> <li>tell about the events in the order in which they occurred</li> <li>provide a reaction to what happened</li> </ul>	<p>CCSS.ELA-LITERACY.W.1.3 The student wrote a narrative in which they</p> <ul style="list-style-type: none"> <li>recounted two or more appropriately sequenced events</li> <li>included some details regarding what happened</li> <li>used temporal words to signal event order</li> <li>provided some sense of closure</li> </ul>	<p>CCSS.ELA-LITERACY.W.2.3 The student wrote a narrative in which they</p> <ul style="list-style-type: none"> <li>recounted a well-elaborated event or short sequence of events</li> <li>included details to describe actions, thoughts, and feelings</li> <li>used temporal words to signal event order</li> <li>provided a sense of closure</li> </ul>

# Writing Narrative and Informational Pieces about Squash Perspective Posters



 **GEORGIA ORGANICS**

Elementary School

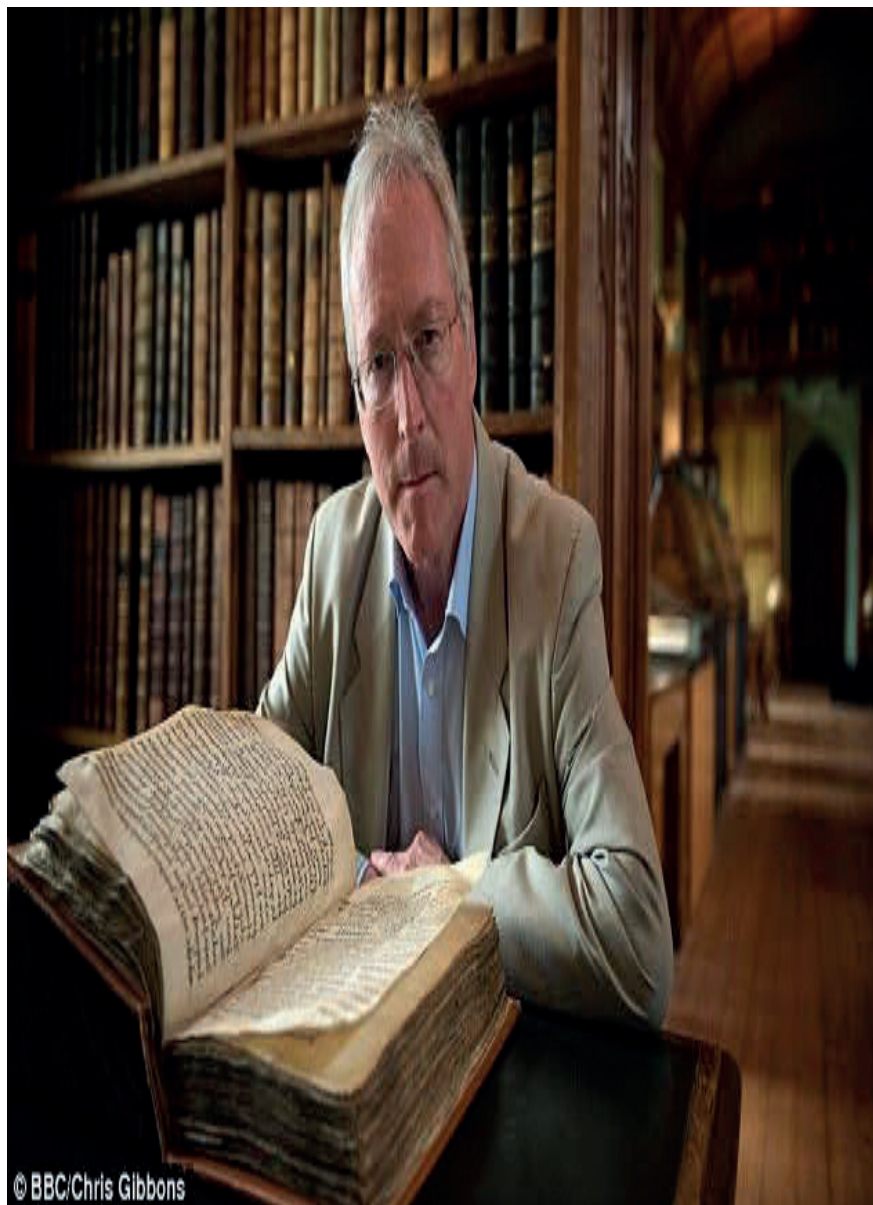
GA Standards

 35 min

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#ohmysquash

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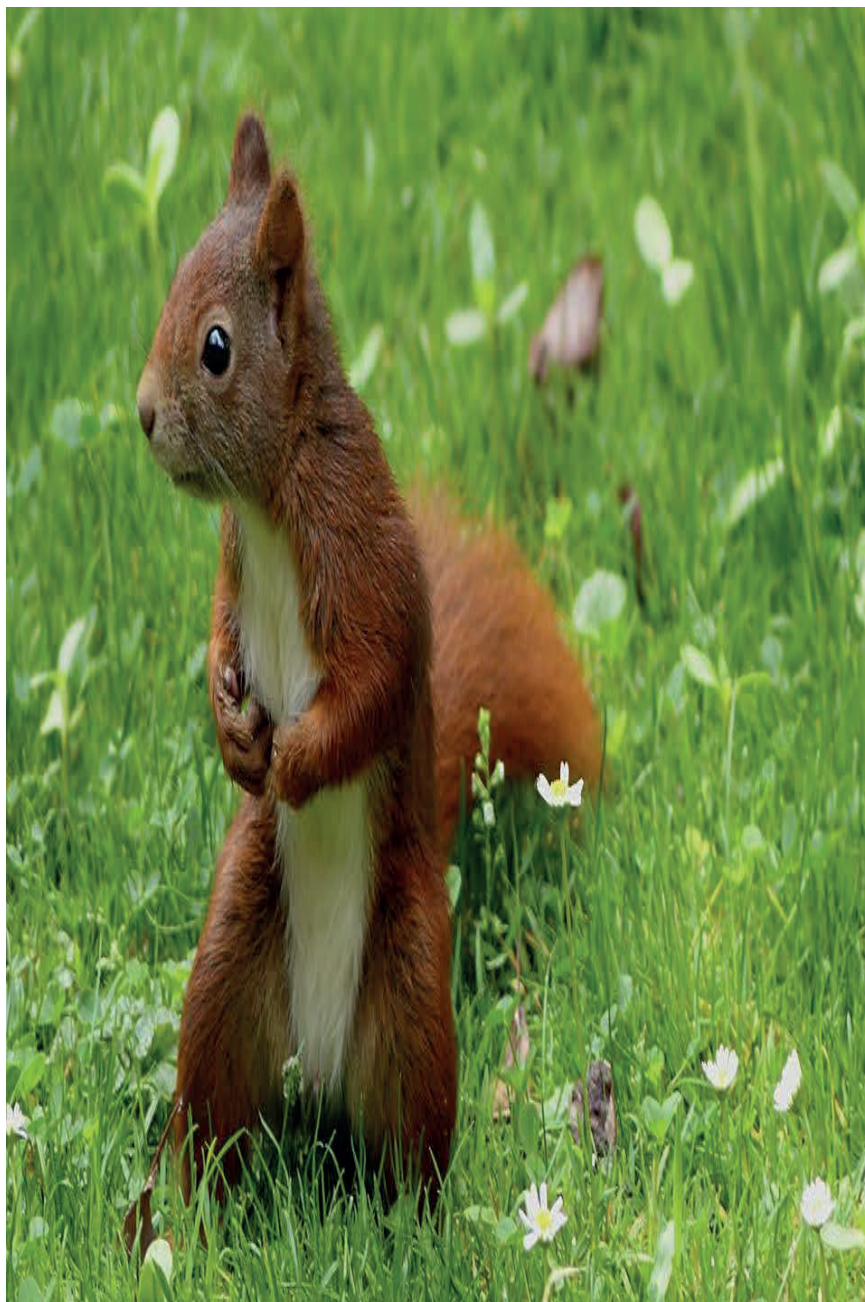
GA Standards

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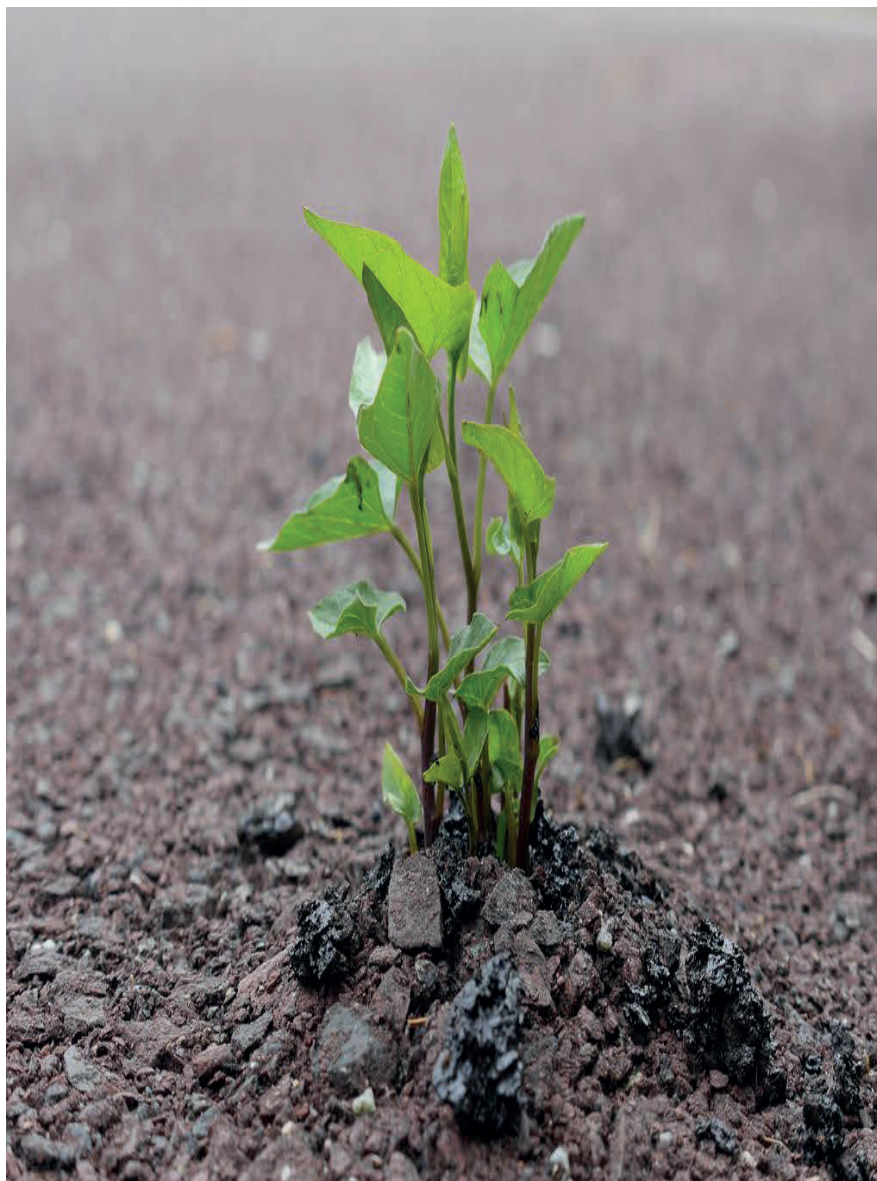
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# Narrative Writing Story Map



Setting	Characters
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Beginning	Middle	End

# Informational Writing

## Mind Map

