



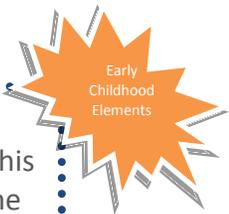
Literacy

GRADE K LITERACY IN SCIENCE: WE ARE EXPERTS

UNIT OVERVIEW

This task is embedded in a unit that introduces students to reading and writing informational texts. Students will be encouraged to ask questions of, and answer questions about, the texts they read. Guided practice in writing informational texts, as well as opportunities for students to write independently, are part of the unit.

The purpose of this literacy bundle is to support young students in becoming "experts" on a science topic. The concept of becoming an expert may be applied in many content areas. This particular bundle focuses on animals, specifically penguins, in order to model the process. The unit may be used with any science topic that students would like to pursue. Throughout the unit, teachers should provide students with many opportunities to make meaning through shared learning experiences, exposure to texts, opportunities to discuss, and explore the topic in classroom learning centers. In early childhood, literacy work requires hands-on learning experiences for students to develop in-depth knowledge of a topic, theme, or content areas. See annotations on this page as well as pages 29-32 for examples.



TASK DETAILS

Task Name: We Are Experts

Grade: Kindergarten

Subject: Science

Task Description: This task comes in the third week of a four-week unit on reading and writing informational texts on the topic of animals. In this task the students are asked to become the experts and write in order to teach others what they know about penguins. The students will ask and answer questions of informational texts (with support) as they gather information to write an informative text, sharing what they have learned about penguins.



Literacy

Standards:

In addition to the standards listed here, this unit provides ample opportunities to develop academic and personal behaviors such as persistence, engagement, work habits/organization, communication/collaboration, and self-regulation. See article "Developing Young Children's Self-Regulation through Everyday Experiences" [here](#).



RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

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.

Materials:

Bauer, J. (2007) Cool Penguins ; Scholastic. NY

Taberski , S. (2002) Penguins are Waterbirds. Mondo: NY

Also consider materials needed for learning centers as well as different kinds of writing materials and writing instruments for the performance task. For example: writing materials: - variety of paper in different sizes - student journals - slant boards and lap desks writing instruments: - pencils with finger grips - markers, colored pencils, crayons, watercolors. It's also a good idea to keep writing tools throughout the classroom to encourage writing!



Look for the Early Childhood Elements icon throughout this document for suggestions for incorporating key early childhood education strategies into tasks and bundles.