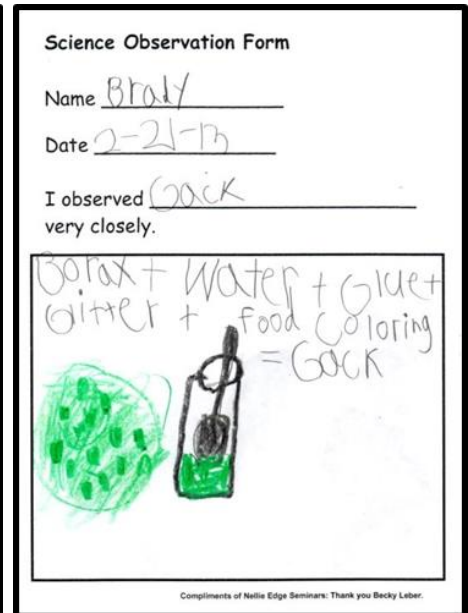
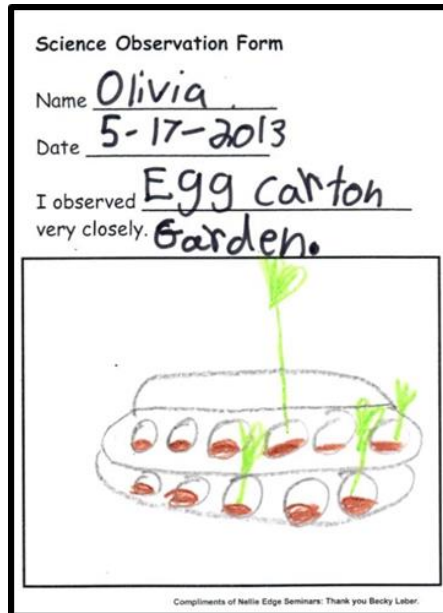
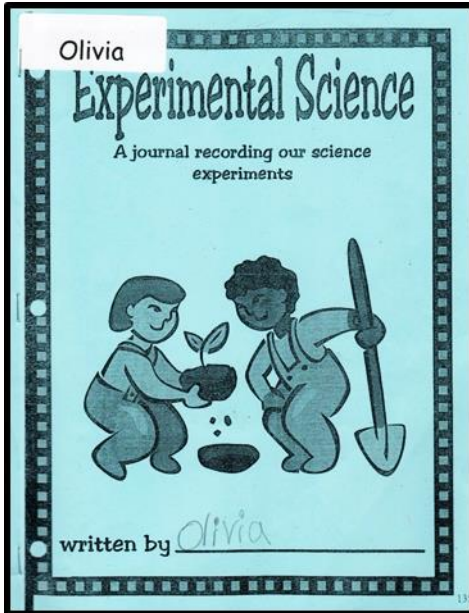
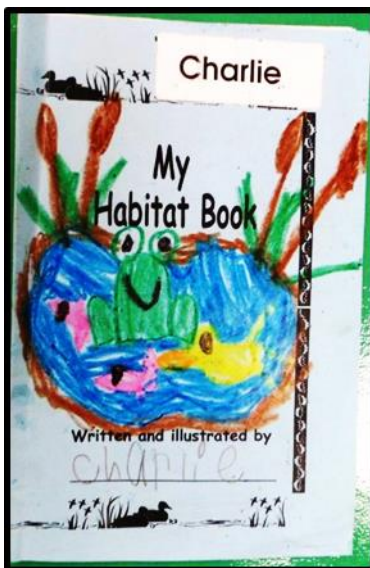


# Information Writing Occurs Throughout the Year

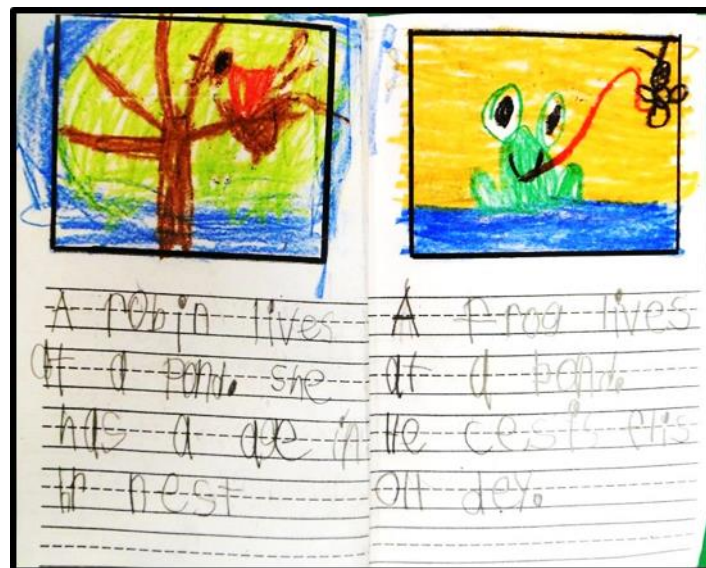
We begin the year taking what Lucy Calkins calls "Writerly/Scientific Walks." Children learn to closely observe nature, draw what they see, and engage in inquiry-based science projects, recording weekly observations in their Science Observation Notebooks. By the end of the year children write books about in-depth nature studies.



Borax + water + glue + glitter + food coloring = Gack



A robin lives at a pond. She has an egg in her nest.



A frog lives at a pond. He catches flies all day.

A month long study of the pond included children creating animal habitats as a family literacy project, performing songs and poems about pond animals, reading nonfiction informational books, and a field trip to explore pond animals. For *My Habitat Book*, kindergarten teacher Diane Bonica modeled how to draw each animal from the study and how to write a sample informational sentence for each page. Each child then decided one other important informational sentence to write. Two pages were done each day for a week during writing workshop time. Children had the writing confidence to fearlessly tackle big words such as oviparous and camouflage.