



Clothes in Many Cultures

Objectives

Children will be able to:

- 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.

Writing: Informational Text

Introduce the Text Type Lead a discussion about informative and explanatory pieces of writing. Say: *We read books for lots of different reasons. Sometimes we want to read a good story. Other times we want to learn more about a topic. Or we may want to find out how to make or build something. The text, illustrations, and photos in a book can help us learn new things.*

Writing is one way we share information about a topic. Sometimes we need to gather facts before we start to write. We can use books, photos, and magazines. We can also use information that we already know. Let's get started!

Introduce the Book Display the book cover and read the title and the author's name. Say: *I have always loved clothes, and the title of this book gives me a clue that the book is about clothes in other cultures or other areas of the world. The photos help me learn about what people wear in different places.*

Read pages 4–9. Then say: *These people wear clothes that are right for the weather where they live. Tell your learning partner what you can learn from the pictures on these pages. Display pages 7 and 9 again to provide children with another peek at the photos. Then allow time for children to discuss their thoughts with a partner and share as a whole group.*

Read the rest of the text, taking time to discuss details in the photographs. Ask questions such as: *What did you learn about clothing in this book? How is clothing the same for all of us? How is it different?*

Introduce the Assignment

Introduce the writing with a prompt Say: *We are going to write to give information about a topic. What would you like to write about? Think about something that interests you. Tell a partner.*

Have partners take a few moments to discuss what they want to write about. Then meet as a group and discuss some of their ideas.

Resources in this Bundle

Use these resources to support children's writing of informative, explanatory pieces:

- *Presidents' Day*
- *Police Officers*
- *The American Flag*

Model the Writing

Begin a model to demonstrate how to write an informational text focused on a social studies topic and using a source book for research. At the top of a sheet of chart paper, write the heading: *Facts about _____.*

Display the book *Clothes in Many Cultures*

Today, I am going to use this book, Clothes in Many Cultures as a source of information for my informational text. I will also use what I already know about clothes. The first thing I'm going to write is the topic. I'm going to write about clothes. That word is on the cover of the book, so I can see how to spell it. I'll write it here. Write the word clothes on the chart paper.

I'm going to write two facts about clothes. First, I'll write about different clothes for different weather. I'm going to use what I learned from the book, and I'm going to include a detail about my clothes for different weather. I'll write:

People all over the world dress for the weather. I dress for the weather too. In winter, I wear a coat, gloves, a scarf, and boots. In summer, I wear shorts, a short-sleeved shirt, and sandals.

Now I'll think of another fact about clothes. I'll take a picture walk through the book to help me remember. Oh, now I remember that I learned about wearing different clothes for special occasions like holidays. I'm going to add a sentence about that too.

People in lots of different cultures wear special clothes for special days. I wear fancy clothes when I go to weddings and parties. I wear old clothes when it is time to paint my house.

Support Writers

Display your modeled writing and distribute the graphic organizer *Writing: Informational Text*. Remind children to write the topic on the first line. Circulate and assist children as needed. Encourage children to segment and blend words as they write, and remind them to use the Word Wall. Some children may need to dictate their responses or part of their responses.

Mini-Lesson

Provide classroom books and magazines to help children find a topic to write about. Make a list of some topics and ask questions to provoke ideas, such as:

- Sports: Which sports do you like? Do you know about sports in other cultures?
- Music: What types of music do you like? Do people everywhere play music?
- Animals: Do you have a pet? How do you take care of it? Can you write directions about how to take care of that animal?

Mini-Lesson

Informational writing provides various publishing opportunities. The main thing is to carry through to the publishing stage so that children can experience follow-through with a genuine audience.

Help children explore available digital tools to publish their writing. Consider inviting another class to a "publishing party," at which children from each class can share their work with a peer audience. Before the party, help children practice reading their informational text aloud with fluency and expression.

Tip

Writing informational text about social studies topics reinforces informational writing skills. As a result, these opportunities are very valuable. These pieces can also provide an informal assessment of children's understanding of social studies content.



Meeting the Common Core

CCSS.ELA-Literacy.W.K.7

CCSS.ELA-Literacy.W.K.8

Support the Writing Process

Provide children with an editing checklist to use as they work with peer editors to revise their work. Base the checklist on Grade K ELA Common Core State Standards.

Tip

As children revise and edit, consider having them enter their letters on the computer in the form of e-mails that they can send to their recipients. Talk about features of an e-mail. The subject line, for example, should signal the subject of the note to the reader, preparing him or her for the content of the letter.

Edit

Explain that when we edit, we make sure that our writing makes sense to readers. We do this by finding and correcting any errors. Help partners review each other's work to ensure that uppercase letters are used where needed and that appropriate punctuation and correct spelling are used in their partner's work. Develop and post an editing checklist if one is not already available in your classroom.

- Work in small groups and help children read their work aloud. Have children explain where and why they used uppercase letters and punctuation.
- After children read their pieces to the group, have partners exchange papers and discuss any changes that need to be made.
- Discuss classroom resources that will help with spelling and writing, such as a word wall or picture dictionary.

Share and Reflect

Provide time for children to share their informational text. Ask questions to guide children's reflections, such as:

- Why do we write informational text?
- What is a fact? How did you decide which facts to write about?
- How can we comment on each other's work in a kind and helpful way?

Extend Childrens' Thinking

Use these ideas to extend childrens' thinking about informational writing:

- Encourage children to write additional facts about their topics.
- Ask children to draw a picture that adds to the information they are sharing.
- Help children use appropriate web sites to find more facts about their topic.
- As the year progresses, allow children time to revisit early pieces of their writing. They can revise their work, or they can simply wonder at how far they've come.
- Provide copies of the graphic organizer and encourage children to write about topics you are currently studying. You may wish to make a class book of their work.

Writing: Informational Text

Name _____ Date _____

Facts about

Directions: Write your topic. Write or draw facts about it.