



# Diagrams

Standard Connection:  
 ELA.RL.PK4.2; ELA.RF.PK4.3  
 M.MD.PK4.1; M.MD.PK4.3  
 S.LS.PK4.2; S.LS.PK4.4c  
 SS.OW.PK4.5; PD.SHS.PK4.5  
 VA.CR2a.2.PK; VA.RE8a.1.PK

## Enduring Understanding(s):

- Living things are part of interdependent systems.

## Essential Question(s):

- How do people impact the environment in positive or negative ways?

| Materials   | Vocabulary  | Books |
|---|---|-------|
| <ul style="list-style-type: none"> <li><i>Zinnia's Flower Garden</i></li> <li>images of diagrams (see Resources)</li> <li>writing utensils</li> <li>paper</li> <li>real flowers or images of flowers (see Resources)</li> <li>chart paper</li> <li>markers</li> </ul> | <p><b>diagram:</b> a picture that shows information</p> <p><b>journal:</b> a book for writing down thoughts or information</p> <p><b>label:</b> a piece of paper or plastic to tell what something is</p> <p><b>information:</b> facts or data</p> <p><b>line:</b> a straight path</p> <p><b>paleontologist:</b> scientist who studies fossils and dinosaurs</p> <p><b>part:</b> a piece of a whole</p> |       |

| Intro to Centers   |   |
|--|---|
| Preparation: Set up materials.   |   |
| "In <i>Zinnia's Flower Garden</i> , Zinnia planted a <b>garden</b> . What do you notice?"  | Show illustrations.<br><b>Children respond.</b>             |
| "She drew <b>diagrams</b> - pictures that show <b>information</b> - of her flowers in a <b>journal</b> ."  | Show illustrations.   |
| "Scientists also use <b>diagrams</b> . What do you notice?"  | Show images.<br><b>Children respond.</b>                    |
| "How is the <b>paleontologist's diagram</b> similar to or different from Zinnia's <b>diagram</b> ?"  | <b>Children respond.</b>                                    |
| " <b>Diagrams</b> have <b>lines</b> that point to different <b>parts</b> . The labels tell <b>information</b> about the <b>parts</b> ."  | Point to labels and parts and trace the lines between them. |
| "Today in Creative Writing, you can create a <b>diagram</b> using these materials."  | Show materials.   |
| "The flower is (orange) and (green). I will use (orange) and (green) to draw my <b>diagram</b> . I will draw a <b>line</b> pointing to the (stem) and <b>label</b> it (stem)." | Model.  |

### **During Centers:**

Encourage children to collaborate, e.g., one child draws the flower and the diagram lines, another child labels the parts. Compare and contrast children's diagrams to the images of diagrams/each other's. Encourage children to diagram Above and Below Garden Soil, Community Garden, Bean Experiment, etc.

### **Guiding Questions during Centers:**

- How is a diagram similar to or different from garden signs/maps?
- How is a diagram helpful in conveying information?
- What other things in our classroom can you diagram?
- What can you add to your label to describe the (stem/flower, etc.)?  
(For example: green stem, purple flower, etc.)
- Which diagram has more/fewer labels? How do you know?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

### **Documentation:**

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Encourage children to research diagrams, e.g., instruction manuals, blueprints, atlases, etc.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide pre-printed labels of the parts of the flower as needed. Strategically partner children together for collaboration. Provide a Venn diagram to help children compare/contract.