



Diagrams

Standard Connection:
 RL.PK.1-7,10
 RI.PK.7
 SL.PK1-4, 6
 L.PK,1d, 5a, c, 6
 PK.MD.4

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"> • <i>Zinnia's Flower Garden</i> • images of diagrams (see Resources) • writing utensils • paper • real flowers or images of flowers (see Resources) • chart paper • markers 	<p>diagram: a picture that shows information</p> <p>journal: a book for writing down thoughts or information</p> <p>label: a piece of paper or plastic to tell what something is</p>	<p>information: facts or data</p> <p>line: a straight path</p> <p>paleontologist: scientist who studies fossils and dinosaurs</p> <p>part: a piece of a whole</p>	

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