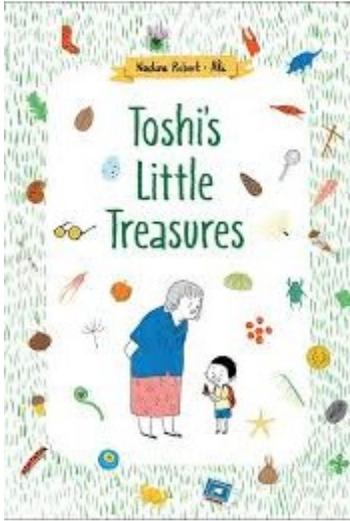# Writing Trait: Ideas and Organization

Learning Intention: Introduce young students to the concept of a scientific journal; detailed drawings with labels

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By Nadine Robert-Aki

Before Reading

Take a moment to notice all sorts of things contained within the front cover image of this lovely book. We want our students to be curious, so encourage each one to notice, think and wonder. You may want their responses to begin with the words, "I notice … I think … or I wonder …

After all these detailed ponderings, invite students to predict what this book might be about.

During Reading
Learning Outcomes: B6, B11

Pause while reading to invite students to reflect on the relationship between this Grandma and her grandson. Students may have lots of intergenerational connections to share. Encourage the sharing of these moments. Many of which are very special to our students. Tap into feelings by asking, "How did this make you feel?"

After Reading
Learning Outcomes: B7, B11, C4,

Many scientists throughout history have created notebooks or journals to document their observations, thoughts and theories about nature. After hearing this story read aloud, provide a page or two, or maybe even a booklet, of the following black line master for students to draw and label their observations while outside. This book paves the way for many outside walks … on city streets, in forest pathways, along a river bank, at the beach.

Taking the time to co-create criteria regarding these notebook pages will help ensure quality is understood by all students. It's time well spent. Provide models of excellence from which this discussion may be based.

Please also consider cross-community, intergenerational connections. I have been working with kindergarten students who visit one of our local retirement centers on a weekly basis for three years now. The connections made between generations builds many competencies within our students. It's valuable on so many levels.