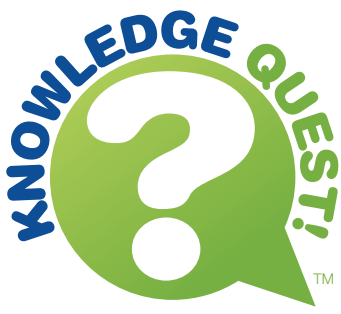


Let's Write!

Encourage children to reflect in writing (and drawings) what they have learned through the collection of read-alouds. Encourage children to share their writing with their peers, parents/guardians, and/or teachers. You may wish to select from the following writing prompts:

- I would like to learn more about _____ because... (Encourage children to research other sources to discover more.)
- (Opinion) I think the most important body part (or human body system) is _____ because...
- (Informative) Without my brain [or other body part(s)], I could not _____ because...
- (Informative) I can take care of my body by...
- (Narrative) Write a story about a day in the life of one of the body parts related to the senses (eyes, ears, nose, mouth, skin).
- (Narrative) Write a story from the perspective of a central body part or organ from one of the human body systems (for example, the stomach in the digestive system).





Let's Write! (continued)

The writing activities from the Knowledge Quest! Activity Banks reinforce the content and applicable skills outlined in the Common Core State Standards, such as:

CCSS

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **3W1, 4W1**
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **3W2, 4W2**
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **3W3, 4W3**
- Use concrete words and phrases and sensory details to convey experiences and events precisely. **4W4**
- Conduct short research projects that build knowledge about a topic. **3W7**
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **3W8**
- Conduct short research projects that build knowledge through investigation of different aspects of a topic. **4W7**
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **4W8**
- Draw evidence from literary or informational texts to support analysis, reflection, and research. **4W9**
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **3W10, 4W10**