**EduTOOLBOX – Pre-K Professional Learning Program Lesson Plan**

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| **Content Area:** | **Literacy: Writing** |
| **Lesson Title:** | **Making Predictions as a Response to *As an Oak Tree Grows*: What Will the World Look Like in 100 Years?** |
| **Time Frame/Lesson Length:** | 15 minutes |
| **Lesson Setting:** | This lesson was designed for a small group table or classroom rug discussion with clipboards available for students. |
| **Grouping** | Small groups of 4-5 students are recommended for teaching this lesson. Students should be grouped homogeneously (similar ability levels) regarding writing ability. The option of heterogenous (different ability levels) groups is also available to provide peer modeling among students. |

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| **Lesson Objective:** | Students will write, draw, and/or dictate to create a representation of what they think their home, school, or world will look like in 100 years.  *Student-friendly: I can write to share my predictions.* |
| **Aligned Standard(s):**  **(TN-ELDS)** | *PK.W.TTP.1. With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.* |
| **Assessment Method:** | The teacher will assess student performance by using the Write Start! Writing Assessment developed by Deborah Wells Rowe and Sandra J. Wilson, at Vanderbilt University. This assessment can be found [online](https://edutoolbox.org/rasp/4747?route=toolkit/list/6198/0). The teacher will use the writing assessment to find a student’s current level of writing and help students progress within the developmental writing sequence. |

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| **Background Knowledge:** | Prior to this lesson, students have been exposed to developmentally appropriate instruction. For more information on writing instruction, view the Ayers Institute [model lesson video](https://www.edutoolbox.org/rasp/4760) on writing opportunities in a pre-K classroom.  The teacher should read the book, *As an Oak Tree Grows* during a separate read aloud prior to this small group learning experience. The book will be available at the table during small group for reference. |
| **Intentional Vocabulary:** | Change - to make or become different  Weather - sunshine, rain, snow, wind, and storms. It's what is going on outside.  Growth - a stage or condition in increasing, developing, or maturing  Prediction - an act of saying what will or might happen in the future  Future – something that is going to happen at a later time  \*May introduce one or two new words over multiple readings. |
| **Materials Needed:** | * *As an Oak Tree Grows* by G. Brian Karas * Writing and drawing materials |
| **Considerations for Learning**  *possible challenges, management issues, and safety considerations* | To help manage 4-5 students at a time but provide scaffolded support, have some students draw a picture to go with their answer while you work with 1-2 students on their writing.  For students who may need more direct assistance, consider forming smaller groups or doing this activity 1-1. |

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| **Lesson Procedures and Questioning** | | |
| **Lesson Section** | **Detailed Procedure**  *[Sample teacher script is in italics]* | **Questioning Sequence** |
| **Introduction:** | Show students the book, *As an Oak Tree Grows.* Display the illustrations and discuss how growth, seasons, and people change the land.    After asking all questions, state your learning objective. *Today we will predict what the world will look like in 100 years. You will share your prediction through writing.*  At the table, the teacher will allow the children to explore the book and its pages for a few minutes on their own.  The teacher will flip through the book with the small group and ask some open-ended questions, which will allow the students to bounce ideas off of each other. | Knowledge and comprehension questions are recommended for the introduction.   * *Have you seen this book before?* * *What happens in the story?* * *How does the world change from one page to another?* * *Do you have ideas of what else might change that we do not see in the picture?* |
| **Exploration:** | Encourage students to come up with their own ideas for how the world will be different in 100 years. Talk to students about the book. Remind students that there are many factors that can affect change, such as time, weather, seasons, wildlife, and people.  Release students to complete their writing. The teacher should serve as a facilitator during the exploration time. The teacher should ask students questions about their writing. The teacher should remind students to label their pictures in their story and write simple sentences using classroom writing procedures.  If a student takes a long time creating  pictures but has no words, encourage  them to stop and make a sentence and  come back to their pictures. If a student rushes through and claims they are finished, encourage  them to add more details. Ask students to read their sentences to you as they begin to finish writing. | Application and analysis questions are recommended for the exploration.   * *What did you create? What did you imagine?* * *What creative aspects are in the future?* * *What is different about the future that you predicted?* * *Tell me about your prediction.* * *How did time affect the plants?* * *How did the weather and/or seasons affect the Earth?* * *What did people do to change the world?* |
| **Closing:** | *Today we wrote to predict what the world will look like in 100 years. Can you share your writing with the group?*  Have students read and show others in your small group. Celebrate student work. | Creation and evaluation questions are recommended for the closing.   * *How did it feel to think about the future?* * *What are some other changes that might occur in the future?* |

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| **Opportunities for Differentiation:** | Offer assistance to writers based upon their different levels of development. Consider providing supports to emergent writers, such as an alphabet sound chart.  Some students may need a visual choice if they are nonverbal or communication is challenging. Consider have some small visuals to go along with the story and show the action. Students may struggle with coming up with their own idea for their future world and may want to use the same idea as their favorite page from the story or from another student. Asking open ended questions about changes that may occur will spark ideas for the children. |
| **Extending the Learning:** | The student work from this lesson could be made into a class book. Place the book in the classroom library and allow students the opportunity to make more predictions throughout the year.  Consider using this book to explore the concept of change. Possible visuals include how a person changes over time from a baby to a child to an adult; or how a flower changes from a seed to a stem to a plant.  For an additional challenge, children could draw the future in each of the different seasons: Spring, Summer, Fall, and Winter. Children could draw the future in different parts of the world, such as near the beach, mountains, desert, city, etc. |