

Pre-K Professional Learning Program Lesson Plan

Content Area:	Literacy – Creative Writing
Lesson Title:	Favorite Season Creative Writing
Time Frame/Lesson Length:	15 mins
Lesson Setting:	This lesson is designed to be taught at a small group table or on a classroom rug.
Grouping of Students	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.

Lesson Objective:	Students will create a writing piece based on prior knowledge about seasons and their preference of favorite season. <i>Student-Friendly: I can write about my favorite season.</i>
Aligned Standard(s): (TN-ELDS)	-PK.W.TTP.1 <i>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.</i>
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 . The teacher will use the writing assessment to find a student’s current level of writing and help students progress within the developmental w sequence.

Background Knowledge	Prior to this lesson, the teacher will have already taught about the seasons, discussing the differences in weather, clothing, and activities that take place for each season. 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 on writing opportunities in a pre-K classroom.
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Intentional Vocabulary:	Seasons- <i>different parts of the year marked by weather (I recommend printing different pictures of seasons, showing children doing seasonal activities in seasonal clothing)</i> Choice- <i>act of selecting one when given possibilities (show using a visual cue to guide student understanding)</i>
Materials Needed:	-Paper -Clipboards (if necessary) -Alphabet Chart -Various writing tools
Considerations for Learning: <i>possible challenges, management issues, and safety considerations</i>	Students may need help with creating a message to write, offer ideas to them to help them form a message. Students may need help returning attention to the task at hand or staying on topic.

Lesson Procedures and Questioning		
Lesson Section	Detailed Procedure <i>[Sample teacher script is in italics]</i>	Questioning Sequence
Introduction:	<p>Begin by showing the seasons cards. Ask students what is different about the photos. Allow students to discuss different things that they notice about each photo.</p> <p><i>Remember that we have been discussing the different seasons. Seasons are different parts of the year marked by different types of weather.</i></p> <p>Show only one season card now and ask students to differentiate which season they see. Ask them to explain their thinking. Go through each card, discussing and pointing out different things about each different season and what you might wear or do for each season. This is a quick review that should</p>	<p>Knowledge and comprehension questions are recommended for the introduction.</p> <ul style="list-style-type: none"> • <i>What do you notice that is different about these pictures?</i> • <i>Which seasons is shown in this photo? How do you know?</i> • <i>What are some things that you might wear during the winter?</i> • <i>Would you wear a bathing suit during winter? Why or why not?</i> • <i>What activities do you like to do during the summer?</i>

	<p>have already been covered in a prior lesson in more depth.</p> <p>After this review, introduce the lesson. <i>Today, you are going to make a choice of which season is your favorite. That means you are going to pick one season that you like the most. Then, you are going to share about your favorite season by drawing and writing about this season and what you like to do during this time of the year.</i></p> <p>Allow students to share with the group or a peer what season they are choosing and why. Brainstorm some ideas for writing together before passing materials to students.</p>	<ul style="list-style-type: none"> • <i>Can you do that activity in a different season as well? Why or why not?</i> • <i>Which season is your favorite? Why?</i> • <i>What season do you think we are in right now? How do you know?</i>
<p>Exploration:</p>	<p>Place the materials in front of the students and show them what is available for their use. Tell students that you are going to write about your favorite season as well. Grab some materials and demonstrate how you do this, using language to describe everything that you are doing.</p> <p><i>First, I am going to write my name at the top of my paper because this is my work. Next, I need to decide my favorite season. I am picking this season because I like to go swimming, have picnics, and play outside. Which season is that? Summer! I am going to draw about that.</i></p> <p>Quickly draw outlines for pictures of a pool, picnic basket, etc.</p> <p><i>Now I am going to write my sentence. I am going to say 'My favorite season is summer because I like to be outside.</i></p> <p>Demonstrate writing this for students, explaining using word spacing, letter sounds, punctuation, etc. When you are finished, show students your paper.</p>	<p>Application and analysis questions are recommended for the exploration.</p> <ul style="list-style-type: none"> • <i>Why do you think I am going to write my name on my paper?</i> • <i>Can you predict which season is my favorite if I chose it because I like to go swimming and be outside?</i> • <i>Which season are you going to write about and why?</i> • <i>What sentence can you create to tell about your pictures?</i> • <i>What sounds do you hear in that word?</i> • <i>Can you read your sentence to me and tell me about the pictures that you created?</i>

	<p><i>I am going to finish my drawings now and I want you to begin your pictures. Begin by writing your name at the top.</i></p> <p>Assist students in their writing while adding small details to your paper as you go. Encourage students to write their thoughts in the forms of pictures and words.</p> <p>By creating your drawing, you have set clear expectations for students. Ask students to read their sentences to you as they begin to finish writing.</p>	
<p>Closing:</p>	<p>To finish, allow each student to show their work to the group and tell their peers what they have written. Celebrate everyone’s work, regardless of level.</p> <p><i>You all did a great job making a choice of your favorite season and creating a writing about why it was your favorite! What do you all think that we could do with these papers to show everyone in our class what our favorite seasons are?</i></p> <p>Share the idea of creating a class book with the papers for everyone to explore during center time. Encourage students to make art about their favorite season during center time today.</p>	<p>Creation and evaluation questions are recommended for the closing.</p> <ul style="list-style-type: none"> • What can we do with these papers to show everyone in our class what our favorite seasons are? • In which center could we place this class book about seasons? • What else could we create to show our favorite season?

<p>Opportunities for Differentiation:</p>	<p>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, just as you did before. If a student rushes through and claims they are finished, encourage them to add more details just as you have done to your picture. Some students may need a visual choice if they are nonverbal or communication is challenging. Offer photos of different seasonal activities for students who may not be able to think of different activities that they do seasonally. Discuss with students the things that they like to do to help them choose an appropriate season if they cannot choose a season independently.</p>
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Extending the Learning:

Create a classroom book with the drawings and place it in the classroom for students to share and explore. You can place different photos of seasonal clothes, weather, or activities in a center for students to sort. Encourage students to sort the clothing in the dramatic play center based upon seasonal wear. Encourage students to create collages or art pieces about their favorite season.