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

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| **Content Area:** | **Literacy - Writing** |
| **Lesson Title:** | **Creative Writing: Designing a Room** |
| **Time Frame/Lesson Length:** | 15 minutes |
| **Lesson Setting:** | This lesson will work best at a small group table or on a classroom rug with clipboards available to 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 demonstrate emergent writing skills by designing a room in response to the book *If I Had a House* by Chris Van Dusen. Designs will be hung together to create a “Class House.”  *Student-friendly: I can write to design a room.* |
| **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** | The teacher should read the book, *If I Had a House* 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.  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. |
| **Intentional Vocabulary:** | Create: to make something new  Imagine: the forming of something new in one’s brain  Construction: the process of building something  Architect: a person who designs buildings |
| **Materials Needed:** | * *If I Had a House* by Chris Van Dusen * Writing and drawing materials * Writing Assessment (see Assessment Method) |
| **Considerations for Learning**  *possible challenges, management issues, and safety considerations* | Students will likely be on varying levels of writing ability. Celebrate each learner’s writing abilities and push them to succeed based upon their zone of proximal development. Prompt students who need help with creating a message to write by saying “Tell me about your picture”.  Students may need help returning attention to the task at hand or staying on topic.  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 that will 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 the students the book, *If I Had a House*. Display illustrations, discussing the plot and the creativity of the protagonist. Next, state your learning objective. *“Today we will create our own imaginative rooms for our future homes. Today you get to be an architect!”*  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 character come up with his ideas?* * *What ideas for you have of things the character could add to his house?* * *What do you see in this room that you would enjoy?* * *Would you change or add anything to this room?* * *What other rooms could you create similar to this room?* * *What do you not like in this room?* |
| **Exploration:** | Encourage students to come up with their own ideas for a room for a house. Talk to students about the book. Remind students that they are creating their own room, emphasizing the words create, imagine, construction, and architect.  The teacher serves as a facilitator during the exploration time. The teacher should ask students questions about their rooms and the materials used. The teacher should remind students to label illustrations and write simple sentences using classroom writing procedures.  If a student takes a long time creating  pictures but has no words, encourage  the student to stop, make a sentence and  come back to the 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 your room?* * *What is special about your room?* * *Tell me about your writing.* * *What materials would you need for the construction of your room?* |
| **Closing:** | Sample script: *Today you wrote to design a room. Let’s share your writing with the group.*  Invite students to read and show their work with the small group. Celebrate everyone’s work, regardless of level.  *We will display our room designs together to create a classroom house.* *You can use your writing as an inspiration for designing rooms in a building center during choice time.*  Have students show their design to the others in your small group. Tell the students that you will hang them up together to create a class house. | Creation and evaluation questions are recommended for the closing.   * *How did it feel to be an architect?* * *What was hard about designing your room? Why?* * *What was easy about designing your room? Why?* * *What are some other rooms you would want in your house?* |

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| **Opportunities for Differentiation:** | Some students may need a visual choice if they are nonverbal or communication is challenging. Students may struggle with coming up with their own idea for a room in their house and may want to use the same idea as their favorite page from the story or from another student. Consider having some small visuals to go along with the story and show the action. Bringing in some pictures of unique objects may help spark a student’s creativity. |
| **Extending the Learning:** | This opportunity could be made into a class book. Place the book in the classroom library and allow students the opportunity to “add on” to the house book throughout the year.  The teacher could read *If I Had a Car* and *If I Had a School*, both by Chris Van Dusen. Students could create additional class books to design their collective cars and schools.  The teacher could provide some home or furniture magazines to extend to a collage activity. |