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

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| **Content Area:** | **Literacy - Writing** |
| **Lesson Title:**  | ***Not a Box* Creative Writing Classroom Book** |
| **Time Frame/Lesson Length:** | 15 minutes |
| **Lesson Setting:**  | This lesson is designed to be taught at a small group table or on a classroom rug. |
| **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 individual pages for a shared classroom book based upon *Not a Box* by Antoinette Portis. *Student-Friendly: I can write to create a page for our class book.*  |
| **Aligned Standard(s):****(TN-ELDS)** | *PK.W.TTP.3 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.*  |
| **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, *Not a Box* during a separate read aloud prior to this small group learning experience. 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:** | CreateAuthorIllustrator |
| **Materials Needed:** | * *Not a Box* by Antoinette Portis
* Writing materials
* Book binding materials (ribbon, staples, round fasteners, binder rings, etc)
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| **Considerations for Learning***possible challenges, management issues, and safety considerations* | 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.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 *Not a Box*. Reread 1-2 pages and briefly discuss the pages. After asking all questions, state your learning objective. *Today we will create our own “Not a Box” book. In our class book, you get to be the author and the illustrator. Today you will write and draw your ideas for the class book.* | Knowledge and comprehension questions are recommended for the introduction.* *Have you seen this book before?*
* *What happens in the story?*
* *What does an author do?*
* *What does an illustrator do?*
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| **Exploration:** | Show a box. Repeat the line from the story: “This is not a box, this is a ?” Ask the students to come up with their own individual answer. Encourage students to write their own page for the book. Talk to students about the book and have them author the writing using the sentence starter “This is not a box, this is a \_\_\_\_.” Remind students that they are authoring their own book, emphasizing the words author, illustrator, and create whenever possible. The teacher serves as a facilitator during the exploration time. The teacher will 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. Ask students to read their sentences to you as they beginto finish writing. | Application and analysis questions are recommended for the exploration. * *This is not a box. This is a ….?*
* *What could this box be?*
* *Tell me about your writing*
* *Can you read your page to me?*
* *Can tell me about your page using the sentence “this is not a box, this is a \_\_”?*
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| **Closing:** | Sample script: *Today you were an author an illustrator for a page in our class “Not a Box” book. Can you share your writing with the group?* Have students read and show others in your small group. Celebrate everyone’s work, regardless of level.*We will put each page together to create our class “Not a Box” book. You can read this book in our class library.*  | Creation and evaluation questions are recommended for the closing. * How did it feel to be an author/illustrator?
* What are some other things that you could write about?
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| **Opportunities for Differentiation:** | 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. Some students may need a visual choice if they are nonverbal or communication is challenging. Consider having some small visuals to go along with the story and show the action. Students may struggle with coming up with their own idea for a page in their book and may want to use the same idea as their favorite page from the story. Bringing in an actual box for them to manipulate will help the students brainstorm their own idea.  |
| **Extending the Learning:** | Digital Storytelling – This opportunity could be made into a class book or a digital storytelling activity. There are lots of online apps and programs that can be used to record images, video, and audio to create a digital story. This digital story can be shared with school and family community. This is a great extension to help students build technology and social-emotional learning skills. Place book in classroom library. Allow students to “check-out” the class book from the library in order to share their learning at home.  |