



PRE-K LITERACY: PLANTS ARE ALL AROUND US! STUDENT WORK SAMPLES

How Plants Grow

Literacy – Reading and Writing

SAMPLE STUDENT WORK

Written Response Sample A: *Isabella*

**Student Dictation:**

After the child is finished state, “Tell me about your work.” Transcribe exactly what the student says in response. Do not paraphrase. Read the sentence back to the child, pointing to each word as your read.

Isabella, 6/15/11:

“I put the seed inside the dirt and then the sun comes up. Then the seed grows and then there’s a rose.”

Teacher Notes:

Include observation notes about the student’s process here.

From Seed to Plant was read to the whole class and reviewed the next day in small groups. Isabella pointed to the pink flower and told me she was going to draw that flower. We reviewed some of the names of the flowers in the book, and she recalled the name “rose.” Isabella chose not to write any letters or words on her picture.

Rubric Rating:

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Annotated Student Work

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Written Response Sample B: *Adrian*



Student Dictation:

After the child is finished state, "Tell me about your work." Transcribe exactly what the student says in response. Do not paraphrase. Read the sentence back to the child, pointing to each word as your read.

Adrian, 6/14/11:

"This is the seeds that landed in the dirt. They grow into flowers of different colors. I drew butterflies here."

Teacher Notes:

Include observation notes about the student's process here.



Adrian tends to draw and sometimes writes letters/symbols around his pictures. When he discusses his work he points to the letters to tell me what it says.

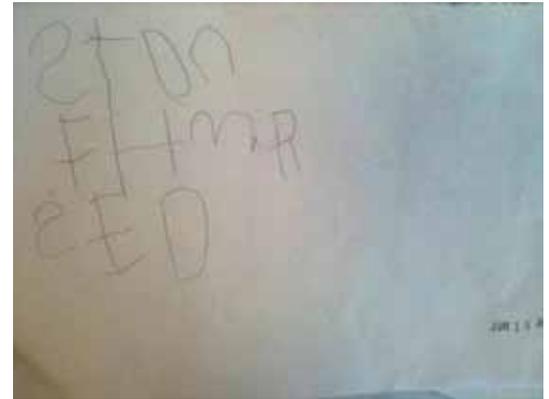
Rubric Rating:

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Written Response Sample C: *Zariyah*



Student Dictation:

After the child is finished state, “Tell me about your work.” Transcribe exactly what the student says in response. Do not paraphrase. Read the sentence back to the child, pointing to each word as you read.

Zariyah, 6/14/11:

“These are um, um flowers and those are the eggs, that um the eggs that flew away from these. This is the sun and the wind is coming so the sun is going down so the rain can come.” I asked, “And what happens when the rain comes?” Zariyah answered, “Everything mess up; the park mess up and the flowers mess up.” Then I asked, “Why do you say they get messed up did it say that in the book, that the flowers get messed up? What happens when the rain comes down?” Zariyah replied, “Everyone has to go home but the flowers have to stay outside so they can grow.” I asked, “What makes them grow?” She said, “Water.” Then I said, “Ok, so when it rains is that water that comes down?” Zariyah nodded up and down and said, “Ummm...” I prompted, “And is water good for the plants?” Zariyah answered, “Yes.” I asked, “And what else did you write about in your picture? You wrote some words.” Zariyah pointed and said, “Soil. This is the soil right here, you can call it dirt.” I asked her if she wanted to read what she wrote. “I wrote this I know how to spell it blew in the wind.”

Teacher Notes:

Include observation notes about the student’s process here.

Zariyah needs continuous prompting to stay on task and to get her thoughts out. Her pictures have some markings that represent some of the content in the story, but, when prompted, she included events and information that is not related to story. She is beginning to write letters to spell out words.

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Written Response Sample D: *Gabriel*



Student Dictation:

After the child is finished state, “Tell me about your work.” Transcribe exactly what the student says in response. Do not paraphrase. Read the sentence back to the child, pointing to each word as you read.

Gabriel, 6/14/11

“I made a snail and he was trying to find a plant and he couldn’t find one...”

Teacher Notes:

Include observation notes about the student’s process here.

When prompted, Gabriel created a story that was unrelated to the informational text. He continued with a story about a snail but I could not get all of his words down.

Rubric Rating:

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Literacy – Reading and Writing

Written Response Sample E: **Britney**

(No Sample)

Student Dictation:

After the child is finished state, "Tell me about your work." Transcribe exactly what the student says in response. Do not paraphrase. Read the sentence back to the child, pointing to each word as you read.

None

Teacher Notes:

Include observation notes about the student's process here.

Britney sat on the carpet during the read aloud of *From Seeds to Plants* by Gail Gibbons. Britney did not participate in the whole group discussion on the K-W-L chart, and did not draw or write about the book when prompted.

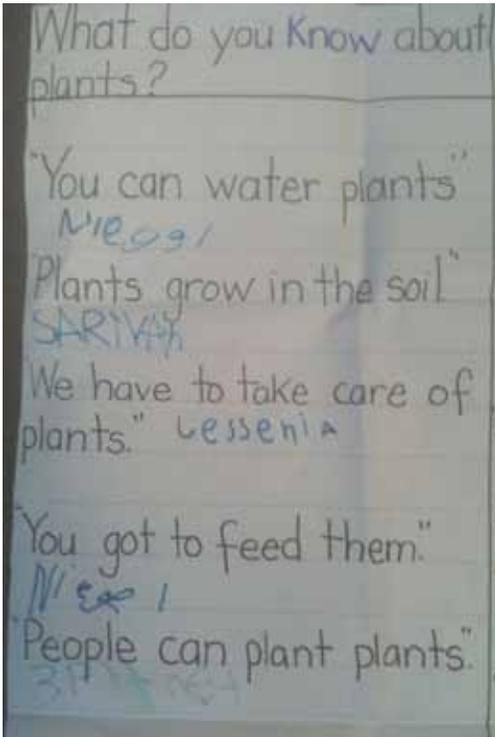
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How Plants Grow

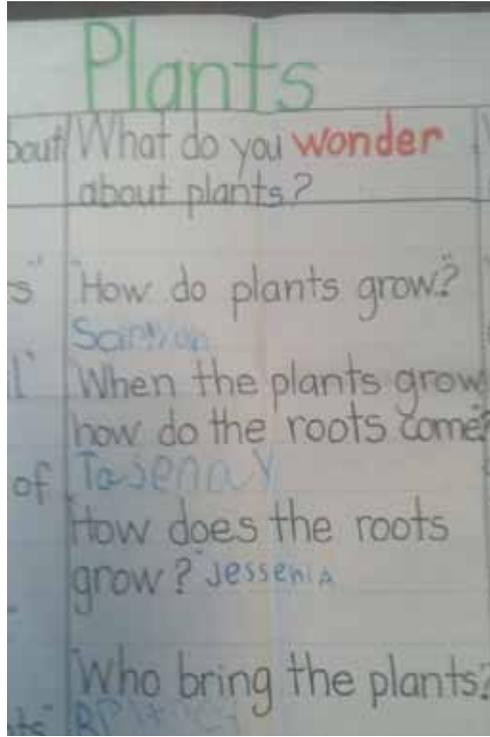
Literacy – Reading and Writing

PREPARING STUDENTS-- Sample *K-W-L Chart*

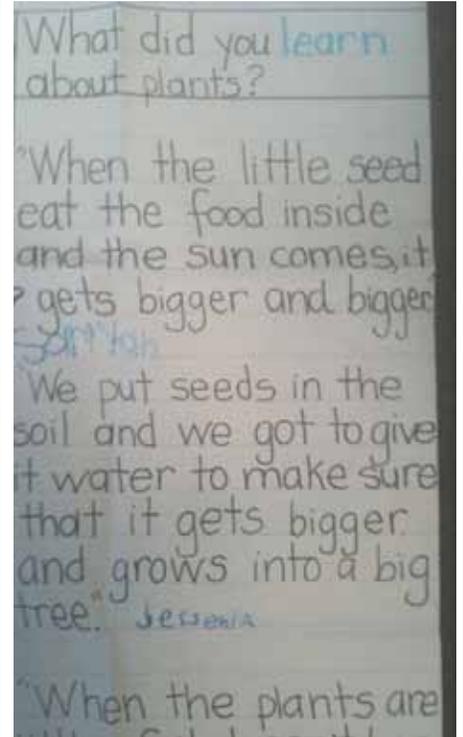
Know



Wonder



Learn



INFORMATIONAL READ ALOUD

The teacher sits with a student to revisit the book, From Seed to Plant, by Gail Gibbons before the student draws in response to the text.

