

Pre-K Literacy: *TRUCKS*
Task Administration Details

Trucks



Literacy – Reading and Writing

SUMMARY

The following pages include guidelines to implement a culminating common core aligned literacy task based on the unit on *Trucks*. These guidelines include how to prepare students for a unit on trucks, steps to administer a read aloud and writing task, additional supports for students, a student writing template, a teacher record template, and samples of scored and annotated student work.

This common core aligned literacy task is intended to be used in correlation with the curriculum embedded common core aligned task for mathematics, *Trucks*.

STANDARDS ASSESSED

PK.RSIT-1: With prompting and support, ask and answer questions about details in a text.

PK.RSIT-10: With prompting and support, actively engage in group reading activities with purpose and understanding.

PK.WS-2: With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

DEPTH OF KNOWLEDGE (DOK) LEVELS:

TASK—DOK Level 3

UNIT—DOK Level 4

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GUIDELINES FOR ADMINISTERING THE TASK

Objective: The purpose of this task is to encourage a written response (a combination of drawing, writing, and dictating) to informational texts through group activities and with prompting and support.

Estimated Time: 15-20 minute time blocks across 3-5 days.

Set-up

- Whole group read aloud followed by small group, centers-based read alouds.
- It's recommended that teachers re-read the story at least once to each student individually or in small groups before prompting them to respond on paper.

Materials

Informational Text: Truck by Donald Crews

Writing Response Materials:

- A variety of crayons, markers, and other writing tools.
- Choices of large and small paper, blank sheets, and the written response template.
- Chart paper, blank or with prepared web/list, questions/labels, photographs/pictures of trucks.

Suggested Additional Materials:

- Block area with unit blocks
- Toy cars and trucks
- Toy street signs
- Clipboards with paper
- Hammer, nails, wood, and wooden dowels for constructing trucks
- Masking tape to make roads
- Paper, popsicle sticks, and tape to make signs
- Mural paper
- Paint
- Images of trucks, ramps, street signs
- Binoculars
- Reusable boxes

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Key Words/Vocabulary

Model how to use the following key words during small group read alouds, discussions, and other activities throughout this unit of study on trucks. You may choose to focus on 2-3 of these words each time you read the book. For these words, you may provide definitions, act them out, or provide pictures to help illustrate their meanings. You may also want to create a classroom display with pictures alongside the key words, creating them with the children as they are used in context. Students are not expected to memorize the definitions of these words.

Please note that these words are directly connected to the illustrations in the informational text, Truck by Donald Crews. Since the book Truck has very limited words, teachers will need to summarize the content in the book and introduce key vocabulary words while pointing to the illustrations. Teachers are also encouraged to elicit words from the students.

Tier 1: Truck, trucks, drive, road, street, stop, go, wheel, wheels, cars, rain, buses, bridge, city, box, smoke, and gas station

Tier 2: Trucking, sign, stop sign, turn, horn, mirror, door, lights, garage, window, smoke, city, enter, exit, front, rear, through, under, over, river, land, bicycle, tricycle country, arrow, delivery.

Tier 3: Caution, one way, yield, do not enter, speed limit, do not turn, route, hubcap, fire hydrant, hoses, wires, bumper, door, foggy, headlights, wipers, gas, tunnel, arrow, route, ramps, traffic, oil truck, cargo truck, tanker, truck stop.

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PREPARING STUDENTS

Get ready to learn about trucks! Prior to reading the informational text, engage students in concrete experiences with trucks, to connect real life experiences to the factual content in the book. For example:

- Go on a neighborhood walk with clipboard, writing tools, and binoculars to observe and document what you notice about trucks. Focus on one attribute at a time, such as the wheels. Using photographs of trucks taken during walk to discuss their attributes back in the classroom.
- Create a truck mural with the class or a tri-fold presentation board with the students' drawings and labels for trucks.
- Display real images of trucks with labels to create a print-rich connected to the unit (see Math Task for photographs).
- Invite a truck driver to visit your classroom and talk to your students about how trucks move, operate, and help them perform their job. This can be the driver your school food supplies or the mail person.
- Make a child-size truck out of a large reusable brown box for children to play in at centers.
- Create your own trucks at the woodwork table. Supply dowels and paper tubes for wheels, rectangular-shaped wood scraps, sandpaper, paint, glue, nails, hammers, and markers. Invite parent volunteers to help build trucks.



Student prepares to “build” a truck.

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Facilitator Guidelines for Informational Read Alouds:

Informational Text: Truck by Donald Crews

Please note that this book has very few written words and the information that students will gain from this book will be from the illustrations, peer-based discussion, and from the teacher's summarization of the content.

Recommended Time: 15 minutes



- Review the content of the book prior to reading with students. Mark the pages with Post-it notes with your prompts to students.
- Explain to students that you'll be reading an "informational book about trucks." This book will provide "real life information and facts about trucks through pictures."
- Introduce the front cover of the book and underline the title of the story with your finger from left to right while reading the title, "Truck." State the author/illustrator's name, "Donald Crews." Take a moment to closely examine the front cover. Prompt students to "look closely at the picture to figure out what the story is about."
- As you read point to illustrations that connect to the key words. Provide definitions in the students' dominant and heritage languages if applicable.
- Frequently summarize what is happening and pause to prompt the students with questions:
 - "What do you notice in this picture?" (pp. 1-2)
 - "Signs provide signals and information to the truck drivers. Can you tell me about these signs here?" (pp.3-4: Left arrow crossed out, one way, stop sign)
 - "Tell me about the trucks on these two pages. What do you think is happening here?" (pp. 9-10: Trucks in gridlock traffic)
 - "I notice the front of a truck exiting the tunnel and the back of a truck entering the tunnel. What is the red truck doing...entering or exiting? What do these two signals tell us?" (pp. 11-12: Buses exiting and entering with red x and green arrow.)
 - "What is happening in this picture? What do you think trucks need to do to drive safely in the rain?" (pp. 19-20: Rainfall on Route 101N)
 - "The truck is on a ramp. Ramps loop around so that cars and trucks can travel in different directions. I wonder where the red truck is headed. Where do you think the truck is headed?" (pp. 23-24: Ramps with vehicles)
- After the read aloud ask students what they learned about trucks. Dictate what the students say on chart paper and write their ideas name and date next to their thoughts. Keep notes in file folders with the student's responses on the teacher note sheet.

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Facilitator Guidelines for Collecting Student Response to Informational Text:

- On the following day, revisit the web and re-read Truck by Donald Crews with a small group of students. Include an audio recording and/or copy of the book Truck in the classroom.
- Set-up a variety of drawing and writing materials and invite a small group of students to “draw and/or write about the trucks in the book.” A teacher should be present at the table while students are engaged in this activity.
- After each student finishes prompt him/her to “tell me about your work” and “tell me what you learned from the book.”
- You can also prompt by asking, “What did the book tell you?” or “What do you remember from the book?”
- Explain that you’ll write exactly what they say in their own words.
- Write the student responses on a separate sheet of paper (see template below).
- Read back the student responses pointing to each word as you read.

Additional Supports for Literacy:

To encourage all students to participate in this activity, please use the following resources and consider what adaptations are necessary for the students in your class.

- Offer additional art materials such as collage paper, paints, and stamps to motivate all students to respond to the informational text on paper.
- If a student does not respond on paper, prompt him/her to tell you about the book and document exactly what he/she says through video, audio, or a written transcription.
- If a student does not verbally annotate his/her work when prompted, explain that you will revisit the work at a later date and go back and prompt the child the next day.
- Encourage a group of children to act out a story while playing in the block area with trucks. Record their actions and responses.
- During the read aloud, create illustrations on chart paper for students to follow the storyline. After the story is complete have students retell the story from the beginning to end using the teacher’s illustration as a point of reference.
- Offer a variety of writing tools to support children’s various motor strengths. For additional information on resources and tools, visit *Therapro* at: <http://www.therapro.com/Handwriting-Grips-and-Tools-C4245.aspx>.

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Formative Assessment Questions

Questions for Students: These questions have various Depth of Knowledge (DOK) levels to provide multiple entry points for all students. We do not recommend asking all of these questions, but rather choose about 2-3 additional questions to prompt students with before, during, and after the read aloud. Document the students' response to questions.

- What is a truck?
- Do you see trucks on your way to school?
- What do you know about trucks?
- Why do we have trucks? What do trucks do?
- How do trucks move along the road?
- What type of truck is this called?
- What the parts of a truck called?
- What do you notice in this picture?
- What type of truck is the red truck?
- What are the names of the different parts of a truck?
- What do these signals tell us?
- What is the red truck doing...entering or exiting?
- How are the trucks in this book the same as the trucks on the streets in NYC? How are they different?

Questions for Teacher Reflection: As you document students' processes and performance in this task and reflect on your notes, consider the following:

- Did the student recall previous experiences with plants when prompted?
- What kind of information did the student share about trucks prior to reading the text?
- Did the student appear engaged in the whole group read aloud? In what ways?
- Did the student interact with the book after the whole group read aloud: one-to-one with the teacher/ with a small group of students/ independently?
- Did the student engage in a discussion about trucks with the teacher and/or peers?
- Did the student demonstrate new information about trucks from the book? In what ways?

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APPENDIX

A: Scoring Rubric

B: Student Work Template

C: Teacher's Notes

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A: SCORING RUBRIC

Not Yet	In Process		Proficient
With prompting and support, the student does not express knowledge, information, and/or ideas from the text through drawing, writing, or dictation.	With prompting and support, the student makes purposeful marks on paper that resemble letter-like symbols and/or drawings, but the meaning attached is not directly related to the information in the text.	With prompting and support, the student is observed and documented clearly expressing knowledge, information, and/or ideas related to the text, but did not participate in a response on paper with prompting and support.	With prompting and support, the student uses a combination of drawing, dictation and/or emergent writing to express knowledge, information, and/or ideas from the text.

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B: WRITING RESPONSE TEMPLATE:

Student Response:

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C: TEACHER'S NOTES

Student Dictation Notes:
Teacher Observation Notes:
Rubric Rating:

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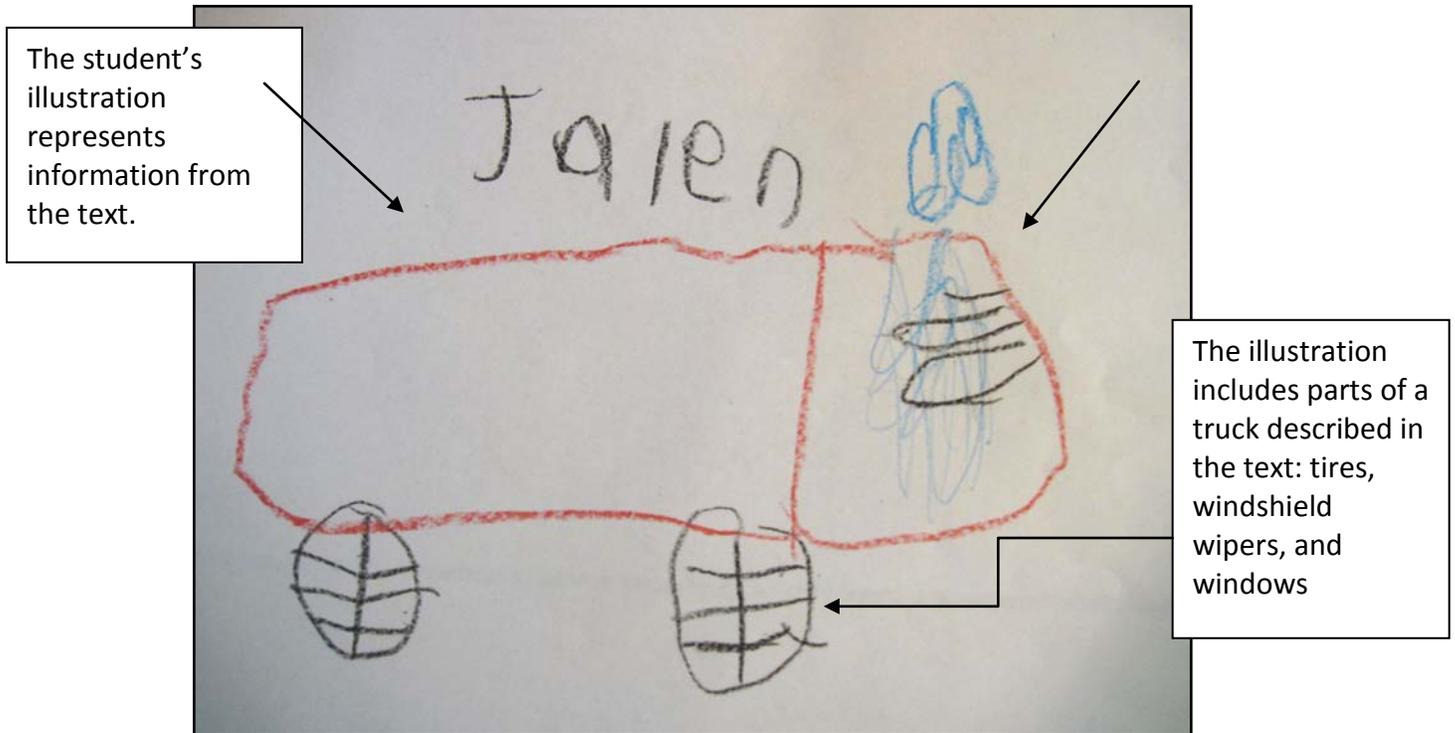
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SAMPLE STUDENT WORK

Student Sample A: Jalen



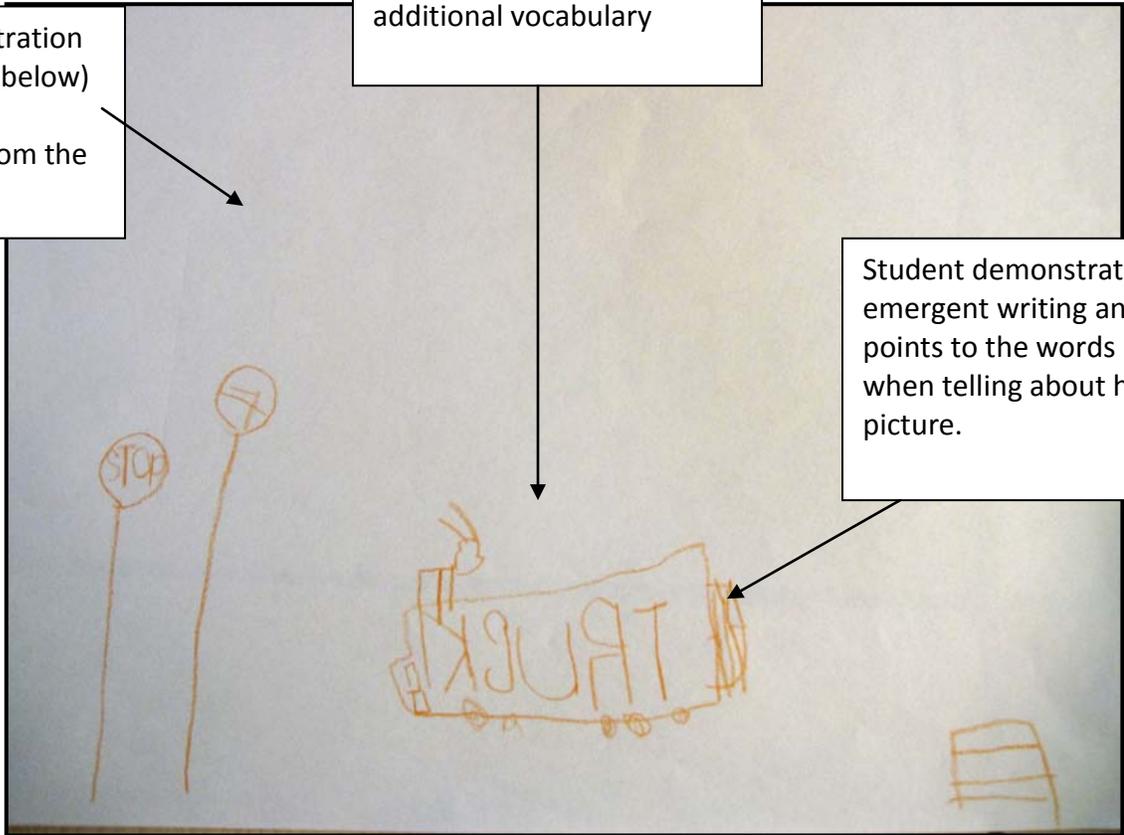
Student Dictation Notes:
Jalen, August 2011, A to Z: "The truck picks up things from your house and brings them to a new place." "It's raining and the truck in the book is wiping the rain with the windshield wipers."
Teacher Observation Notes:
Jalen draws a truck and includes tires and windows. He talks about a moving truck and states, "the truck picks up things from your house and brings them to a new place." Jalen recalls details from the text and draws a cloud over the front part of the truck with a blue crayon and states, "It's raining and the truck in the book is wiping the rain with the windshield wipers." He completes his drawing and writes his name above his drawing.
Rubric Rating:
Proficient

Student Sample B: Kenneth

The illustration represents the parts of a truck described in the text: tires, windows, and insert additional vocabulary

Student's Illustration and dictation (below) demonstrate information from the text on trucks.

Student demonstrates emergent writing and points to the words when telling about his picture.



Student Dictation Notes:

Kenneth, August 2, 2011, Nuestros Ninos:
 "I'm going to make a stop sign." "The truck must stop at the stop sign." "This is my truck, stopped at the stop sign."

Teacher Notes:

During a small group reading of Truck by Donald Crews, pointed to the word "stop" in the text. While creating his illustration, Kenneth opened the book and said, "look at the stop sign" while pointing to the word. "I'm going to draw a stop sign." He copied the letters of the stop sign on his drawing and stated, "STOP ". He then drew a truck and stated, "the truck must stop at the stop sign." He copied the word Truck from the cover of the book from right to left. After completing his drawing, he said, "This is my truck, stopped at the stop sign" and included details from the informational text: windows, tires, smoke, bumper and doors in his drawing.

Rubric Rating: Proficient

Student Sample C: Lanee

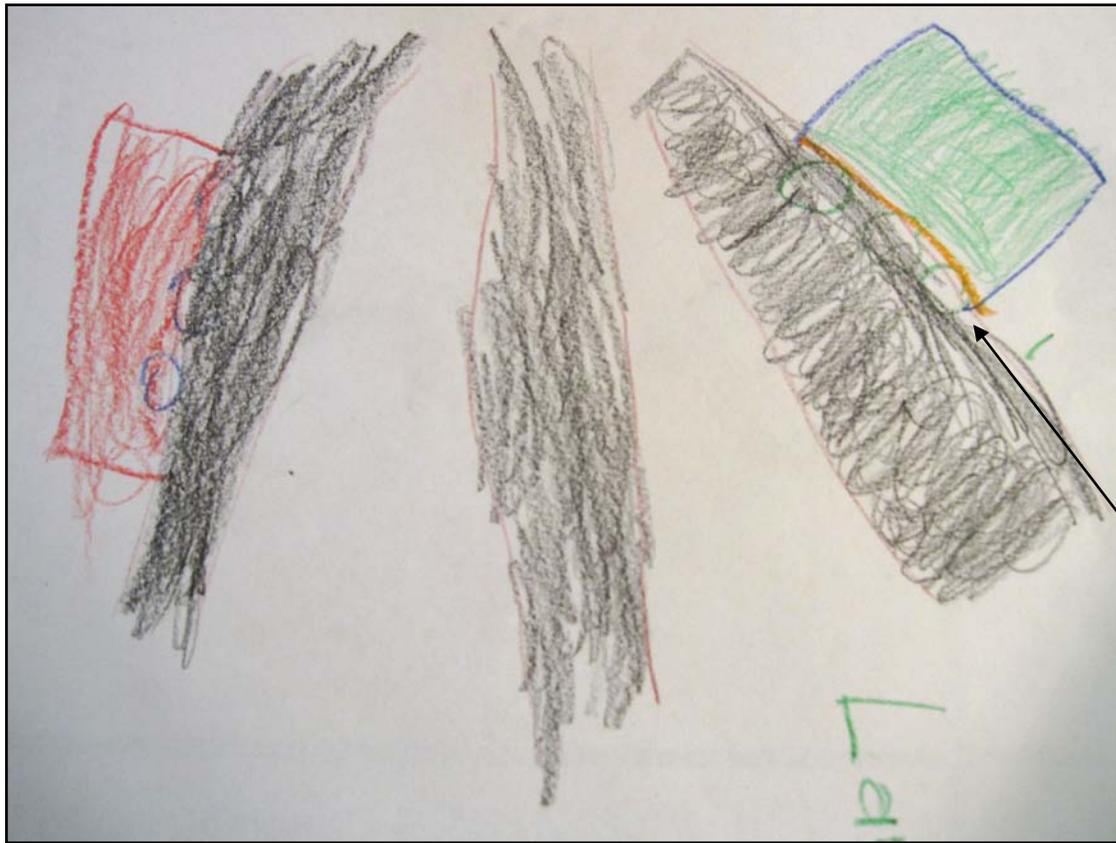


Illustration demonstrates details from reading the informational text. This child points to the road: "The trucks are on the road..."

Student Dictation:

Lanee, August 2011, A to Z: "The trucks go under the tunnel. The trucks are on the road and they are going different ways."

Teacher Notes:



Lanee describes the trucks traveling under the tunnel. She draws three roads and makes two trucks. Each truck has three tires. She then states, "The trucks are on the road and they are going

Rubric Rating: Proficient

Student Sample D: Hannah

Illustration demonstrates some details from the informational text, such as a tunnel and vehicles traveling into the tunnel.

The student also drew an "X" by the tunnel, as pictured in the book for "Do Not Enter."



Student Dictation:

Hannah, July 2011:
 "Cars go into the tunnel."
 "Trucks go into the tunnel."

Teacher Notes:

During the small group reading of Truck by Donald Crews, Hannah made a drawing and described cars traveling through the tunnel. We reviewed the text and she noticed the page with an illustration of the truck entering the tunnel and said, "trucks go into the tunnel." Hannah made some letter like formations on her drawing.

Rubric Rating: Proficient

