



Pre-K: Concept Development

Title: Encouraging Students to Think about Trees

During whole group time, the teacher facilitates a discussion about different types of trees; she asks questions that focus on comparison and classification.

Analysis and Reasoning

- The teacher provides the opportunity for students to compare and contrast two different types of trees. She asks questions that compare deciduous and evergreen trees, “What’s the difference between these two trees?” and “They are different, but how is that one different?”
- The teacher consistently ensures the students have adequate time to respond to her questions.
- The teacher continues to pose questions that encourage analysis and reasoning. She asks, “It is, so what do you think these trees ____? Now why do you say that this is an evergreen?” and “Casey, why do you say that? Why do think this is a deciduous?”

Integration

- The teacher makes an active effort to link previous learning about different types of trees to the current discussion. She states, “What do you think this is gonna be? That was that ginormous tree that we saw, this was our oak tree. What do you think about this one? What kind of tree? ...but on the ground we were finding all kinds of different leaves, weren’t we?”

Connections to the Real World

- The teacher makes connections to the real world by incorporating photos of trees taken outside of the classroom, “Now let’s look at some of our pictures that we took of our trees outside. What about this tree right here? What would we call this one? Would you call it a deciduous or an evergreen?”

This teacher consistently uses strategies that focus on analysis and reasoning skills rather than simply encouraging memorization of isolated facts. The teacher further helps the students connect the ideas in the discussion to the real world, making it meaningful and enhancing students’ ability to integrate new concepts into their everyday lives.