Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson/Anderson **Topic:** Apples **Week Of:** 10/12-10/16/20

**Essential Question:** Apples: What is a fruit? What is an apple & how does it grow? How can we compare groups of objects?

- Students will understand how to cooperate and collaborate as a member of a learning community. Students will identify a main idea/detail, when listening to a story/poem. Students will use comparison words when describing the number of concrete objects using specific language (greater/more than, less than, same/equal to). Students will identify/name fruits and their characteristics. Students will identify, label, and describe the characteristics of an apple (inside/outside). Students will identify and describe what plants need in order to grow/survive (how a plant grows, produces fruit, needs of plant). Students will identify/name vegetables and their characteristics.

**Missouri Early Learning Standards (Objectives):**

**Cognitive** *(Math & Science)***:**

 **Math:** Students will use **comparison words** to describe the number of concrete objects using specific language (greater/more than, less than, same/equal to). Students will construct classificatory relationships: construct a simple scheme for classifying/sorting with similarities/differences.

 **Science:** Students will increase knowledge of the physical world by making daily observations. Students will identify & name fruit characteristics and the **parts of an apple and how a plant grows**.

**Representational** *(Literacy):* Students will use language to communicate in a variety of ways for different purposes. Students will participate in read-alouds, focusing on pre-reading skills and **main idea/details** in a story.

**Physical Development** *(Health/Safety):* Students will develop motor skills for personally meaningful purposes by participating in fine and gross-motor skills, including writing and outdoor/motor activities.

**Social Emotional/ Approaches to Learning** *(Social Studies)*: Students will cooperate and collaborate as a member of a virtual learning community (learning about my world).

**DRDP Domains**

**DRDP Domains/Measures Considerations:**

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| **Domain** | **Measure Considerations (#)** |
| **Approaches to Learning – Self-Regulation** (ATL-REG #1-7) | ATL-REG 1 Attention Maintenance, ATL-REG 5 Self-Control of Feelings & Behavior, ATL-REG 6 Engagement & Persistence |
| **Social and Emotional Development** (SED #1-5) | SED 2 Social & Emotional Understanding, SED 3-4 Relationships & Social Interactions with adults/peers |
| **Language and Literacy Development** (LLD #1-10) | LLD 6 Comprehension, LLD 7 Concepts About Print, LLD 9 Letter & Word Knowledge, LLD 10 Emergent Writing |
| **English Language Development** (ELD #1-4) (cond.) | ELD 1 Comprehension of English, ELD 3 Understanding & Response to English Literacy Activities |
| **Cognition, incl. Math/Science** (COG #1-11) | COG 2 Classification, COG 8 Cause & Effect, COG 9 Inquiry through Observation & Investigation, COG 11 Knowledge of Natural World |
| **Physical Development – Health** (PD-HLTH #1-10) | PD-HLTH 3-4 Gross- & Fine-Motor Manipulative Skills, PD-HLTH 5 Safety, PD-HLTH 9 Active Physical Play |
| **History – Social Science** (HSS #1-5) | HSS 1-2 Sense of Time/Place, HSS 4 Conflict Negotiation |
| **Visual and Performing Arts** (VPA #1-4) | VPA 1 Visual Art, VPA 4 Dance |

**Essential Questions & Whole-Group**

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| **Math** | **ELA** |
| * Name the different types of apples (red/yellow/green names)
* How can we talk about different groups of objects/toys? Which has more? Less?
* How can we make each group the “same”?
* How many fruits are in this group? How many? Write the #.
* Find your shapes bag. Empty your bag into a pile. Sort the shapes by color/shape, etc. Which shape pile has more? Less? the same?
* Vote for your favorite apple! Which one did the class like the most? Least? How do you know?
 | * What is a Fruit? What kind of food is an apple? How do we know it is a fruit?
* What are the parts of an apple? How does it grow?
* What is your favorite kind of apple? (red/yellow/green)
* What is the story all about? What is the main idea?
* Who is the story all about?
* What was something important that happened in the story?
* What happens if we change the story or something that happened in the story? Does it change the main idea?
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 **Literacy/Language Focus**

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| **Synchronous Activities (whole group): Questions:** * What is your first/last name? (Name Game, Clap Syllables, Spell/Sing It)
* How many objects are in this group? Can you count & tell me how many you have?
* Look at my groups of objects. How many are in this group? How many in this group? Which has more/less?
* Sort your objects. How many are in group 1? Group 2? Which has more? Less?
* How can we make it where our groups show the “same” number of objects? Can we change this group to make it EQUAL TO the other one?
* What number is this? and this? Which is bigger/smaller?
* What is the main idea in our story? What is the story all about? How do you know?
* What helps you tell the story? (details) What is important in our story?

**Calendar Activities-** weather reports/graph, calendar/date (number of the day), days of week, first/last names, sight words, 100s chart, shapes |
| **Topic Vocabulary:** main idea, detail(s), important, nursery rhyme,compare, how many, greater/more than, fewer/less than, same/equal to, more, less, mute, teamwork, counting, numbers 0-20, point/touch, basic shapes, fruit (apples, strawberry, banana), vegetable (celery, carrot, turnip) |
| **Small Group/Focus Activity:** During small group students will be given pre-assessments in both Math & ELA. * Students will complete 3-4 pages in ABC-123 workbook (handwriting);
* Students will respond to comprehension questions;
* Students will identify **main idea(s)** in a story/poem;
* Students will identify **supporting details** in a story/poem;
* Students will identify & name **parts of an apple**;
* Students will identify & name what **plants need to grow**;
* Students will identify/name **fruits** and their characteristics;
* Students will identify/name **vegetables** and their characteristics;
* Students will count groups of objects up to 10/20+; point/touch each object, as it is counted;
* Students will identify and **name numerals** #1-10 (when written);
* Students will identify **how many objects** are presented;
* Students will compare **quantities of objects** using vocabulary to describe the groups (greater/less/equal);
* Students will **sort objects/toys** by characteristics, then identify more/less/equal to.
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| **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| ***Plan for teacher/student transition week of 10/19- 10/16/2020.*** |

**Materials/resources:** (books, manipulatives, etc.)

* Fruits/Vegetables books/Fall Books/ Apple Books
* Two cube towers (10s)
* Bag of shapes/counters
* ABC-123 Workbook

**Homework:** (see “Homework” posted on class BBC/ “Assignments” tab on TEAMS)

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| **Sight Word**  | **Sight Word Book** | **Math Skill** | **ELA Skill** |
| have | “Tails” | Comparison Words (greater than, less than, same/equal to) | Main Ideas/Details |

**Assessments:** anecdotal notes, checklists, DRDP measure-based assessments, ESGI online 1-1 Assessments