Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson/Anderson **Topic:** Fruits/Vegetables **Week Of:** 10/5-10/9/20

**Essential Question:** Fruits & Vegetables: What is a fruit? What is a vegetable? How are they different? How are they the same?

- Students will understand how to cooperate and collaborate as a member of a learning community. Students will identify a rhyming word(s) when listening to a story/poem. Students will identify/produce a rhyming word pair. Students will recognize/repeat simple patterns (AB/ABB/ABC). Students will create/extend an AB/ABB/ABC pattern. Students will identify/name fruits and their characteristics. Students will identify/name vegetables and their characteristics.

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

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

**Math:** Students will develop geometric reasoning by identifying/repeating simple patterns (types: AB/ABB/ABC) (sounds, body movements, pictures, with objects). Students will create/extend an AB/ABB/ABC pattern. 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 seasonal characteristics (Autumn/Fall).

**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 **rhyming** words in a story/poem.

**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:**

|  |  |
| --- | --- |
| **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**

|  |  |
| --- | --- |
| **Math** | **ELA** |
| * What shapes do you have? Can you sort them into groups? * Can you say this pattern with me? Can you \_\_\_\_ this pattern with me? (clap, stomp, jump, etc) What comes next in the pattern (AB/ABC)? * Show me how to make a pattern with your shapes, blocks, counters, etc. * What is a Fruit? What is a Vegetable? * How do you know if a food is a fruit/vegetable? * What is the difference between a fruit/vegetable? * Which fruit/vegetable is liked more by the class? (graph) How do you know? | * What is a Fruit? What is a Vegetable? * How do you know if a food is a fruit/vegetable? * What is the difference between a fruit/vegetable? * Using your sense, can you guess the fruit/vegetable? * What IS a rhyming word? What is/is not a rhyming word? * How do you know when something rhymes? * Draw two rhyming words. What are the words? * Draw a picture of your favorite one FRUIT & one VEGETABLE. |
|
|

**Literacy/Language Focus**

|  |  |  |  |
| --- | --- | --- | --- |
| **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? * What is a pattern? How do we know if something is a pattern? Name the pattern: AB ABB ABC? * What is a rhyme? How do you know if something rhymes? Does \_\_\_\_\_ rhyme with \_\_\_\_\_? * Name two words that rhyme! * What is a fruit? What is a vegetable? How do we know the difference? * How can we sort the food into groups? Use color, shapes, sizes to help you sort.   **Calendar Activities-** weather reports/graph, calendar/date (number of the day), days of week, first/last names, sight words, 100s chart, shapes | | | |
| **Topic Vocabulary:** rhyme, nursery rhyme, pattern, AB pattern/ABB pattern/ABC pattern, 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 **rhyming** words in a story/poem; * Students will identify & produce a **rhyming word pair** (hat/cat); * Students will identify & name/sort **fruits/vegetables**; * Students will identify/name **fruits** and their characteristics; * Students will identify/name **vegetables** and their characteristics; * Students will draw & write a picture about the story/nursery rhyme; * Students will count groups of objects up to 10/20+; point/touch each object, as it is counted; * Students will identify **patterns** based on if it has 2 or 3 repeating objects (AB/ABB/ABC); * Students will duplicate and extend teacher-created patterns (AB/ABB/ABC); * Students will create and name their pattern independently (AB/ABB/ABC) | | | |
| **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| ***Plan for teacher/student Small-group Meetings week of 10/5-10/9/2020.*** | | | |

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

* Fruits/Vegetables books/Nursery Rhyme books/Dr. Seuss books/Llama Llama books
* Two cube towers (10s)
* Bag of shapes/counters
* ABC-123 Workbook

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Sight Word** | **Sight Word Book** | **Math Skill** | **ELA Skill** |
| they  (“Seeds” SW book) | Nursery Rhymes- Jack & Jill/This Little Piggy  “Seeds” SW book | Identify & create patterns  (AB/ABB/ABC) | pre-assessments/  rhyming words |

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