Diagram

Description automatically generated**St. Louis Public Schools Pre-Kindergarten**

**Standards- Based Blended Learning Weekly Planner**

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| **Name(s)** | **Sanders/Thompson** | **Grade** | **PK** | **Subjects** | **ELA, Math, Science** |
| **Week of** | 11/1 – 11/10/21 | **Unit** | Theme 2/3: Look Outside! | **Theme** | Giving Thanks – Branches of Military |

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| **Planning and Preparation** | | |
| **Cultural Context Differentiation:** Cultural Context Differentiation: Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content to ensure that every learner is able to access the grade level curriculum and resources. While lesson planning, please consider and apply following the Universal Design to Learning (UDL) principals listed below to ensure the use of a variety of strategies and resources to help meet diverse learning needs, improve accessibility to learning opportunities, and increase student success. You can visit the National Center on Universal Design for Learning website at <https://www.cast.org/impact/universal-design-for-learning-udl> to find more information resources and examples.  **PRINCIPLE I. PROVIDE MULTIPLE MEANS OF REPRESENTATION** - Present information and content in different ways  **PRINCIPLE II. PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION** - Differentiate the ways that students can express what they know  **PRINCIPLE III. PROVIDE MULTIPLE MEANS OF ENGAGEMENT** - Stimulate interest and motivation for learning | | |
| **Missouri**  **Early Learning Standards**  **Know & Do**  **Identify the standards you will teach during this lesson, and then identify what students should know and be able to do after engaging in this lesson.**  (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | **Missouri Learning Standards**  *List your standard(s) for the week here. You should include the Missouri Early Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).* | |
| * PK.SpE.A.1: Communicate in a variety of ways; 3: Use language to pretend or create. * PK.LRL.A.4: Listen responsively to books and stories (Main Ideas & Details) * PK.WL.A.1: Uses a variety of resources to facilitate writing; 2: Use scribbles, shapes, pictures, letter-like forms and letters to write. * PK.KPB.A. 2: Exhibits book handling skills; 6:Identify some alphabet letters; * PK.SL.A.1: Repeats rhymes, simple songs, poems, and finger plays; 3: Discriminates some sounds in words. * PK.NO.A.1: Shows interest and understanding in counting; 2: explores quantities * PK.GSS.A.2**: Use actions and words to indicate position & location.** * PK.PSI.A.3A – Participate in simple investigation of matter to answer a question or to test a prediction (states of matter). | |
| **Know**  **(*What do students need to know?)*** | **Do**  **(*What should students be able to do?)*** |
| * Communication is a tool to share thoughts and ideas. * Following directions keeps us safe and helps us learn. * Listening to books and stories helps us learn. * Writing helps us write down our thoughts and ideas. * Alphabet letters help us read and write. * Knowing about quantities helps us to compare numbers. * Using positional words helps us describe objects positions and location. * Identifying changes in seasons helps us understand patterns in the world. * Identifying changes in matter helps us understand patterns and characteristics of objects. | * Combine phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events. * Carry out multi-step requests that involve a familiar activity or situation, with teacher support. * Extend literacy activities by retelling a story, drawing pictures about a story, or acting out a story. * Initiate literacy activities that relate to classroom experiences, as well as, to own experiences or interests. * Use letters or clearly recognizable approximations of letters to write own name. * Write several words or a few simple phrases, or clearly recognizable approximations. * Read, or pretend to read, easy and predictable books. * Repeat words or phrases from familiar stories. * Identify ten or more letters (not necessarily at the same time) * Model with mathematics. * Sort objects into similar or different groups. * Look for and express regularity in repeated reasoning. |
| **Essential Question(s)**  (Can be accessed in the Curriculum Plan.) | How can I be a better listener? (PK.LRL.A.1) How can I have a conservation with my friend? (PK.SpE.A.2); How can I answer a question from my teacher? (PK.LRL.A.5); How can I practice writing on my own? (PK.WL.A.2)  What is a main idea in a story? What happened in the story? What details happened in the story? What happened in the beginning/middle/end? What details help you tell the story? What changes do I observe around me? What skills do you use when being a scientist? What are the states of matter?  How can I use words to describe a position or object location? What words tell about an object \_\_\_ a box? (On, in, under, behind, next to, etc) | |
| **Academic Vocabulary** | -Alphabet, Letters, Name, syllable, segment, parts of word, syllable  -positional words, on, under, in, over, under, behind, next to, etc.  -main ideas, details, idea, supporting details  -states of matter, solid, liquid, gas, changes, observe  *(Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.)* | |
| **Summative Assessment Performance Tasks** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.** | |
| Students will write and respond to the topic/question: What is the main idea in \_\_\_\_\_ story?// Write/draw/respond in your journal.  Students will identify and sort objects using positional words like: next to, behind, over, under, in, on, etc. | |

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| **SLPS Pre-K Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Objectives**  ***Daily objectives****are short-term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.* | **Activities, Instruction & Modeling**  *What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students is engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | | **Formative Assessment/ Exit Slip/Checklist**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links when possible.* | **Due Date** |
| **Synchronous/Live Instruction**  **Math/ ELA** | **Asynchronous Learning**  **(independent)** |
| **Monday** | * I can tell about the story and characters. * I can use my five senses to tell about the world around me. * I can count objects up to 10. * I will be able to count 1 to 1 up to 10. * I will be able to rote count to 30. * I can use positional words to describe position/location. * I can talk about similarities & differences between objects. * I can identify the 3 states of matter (solid, liquid, gas) | What is a main idea? What comes first? Next?  What are the 6 branches of the Military?  What words can we use to describe this position? The dinosaur is \_\_\_ the chair. The lion is \_\_\_ the table.  What are the 3 states of matter? What is a solid? | * + - * Name/sight word writing       * Handwriting practice       * Magnetic letter matching/words       * Create patterns (bears, chains, shapes, etc.)       * Sort objects using positional words (over, under, in, on…)       * Counting independently       * Read the Room (sight words, shapes, numbers)       * Write the Room (sight words, shapes, numbers)       * Shape puzzles and regular puzzles       * iPad activities: ABC Mouse learning path, Starfall, ABCYA (patterns/sorting), EPIC books | * Tell me the character in \_\_\_ story. What did they do? * Tell about the main ideas in the story. What did characters do 1st? What is a detail from the story? * What are your five senses? * Look at the objects. What different ways can we sort them? * What are the 3 states of matter? Identify the 3 pictures as one state of matter. | Due Friday/  end of week |
| **Tuesday** | What is the details in this \_\_\_\_ story? What happens if we change the main idea/details?  What are the 6 branches of the Military? What does the Army do?  What words can describe this position of where students are?  What is this kind of matter? Is it a solid, liquid, or gas? |
| **Wednesday** | What is the main idea in this \_\_\_\_ nursery rhyme? What happened when… (detail)?  What are the 6 branches of the Military? What does the Navy do? The dog is \_\_\_ the sidewalk. The cat is \_\_\_\_ the couch. Use positional words to fill in the picture sentences.  What is this kind of matter? Is it a solid, liquid, or gas? How do you know? |
| **Thursday** | What is the main idea in this \_\_\_\_ nursery rhyme? What happened when… (detail)?  What are the branches of the Military? What does the Marine Corps do? What is this kind of matter? Is it a solid, liquid, or gas? How do you know? |
| **Friday** | What happens if you change the main idea in the story? What happens if you change the supporting details in the story?  What are the 6 branches of the Military? What does the Army/Navy/Coast Guard/Marines/Coast Guard do?  What is this kind of matter? Is it a solid, liquid, or gas? How do you know? |

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| **Learning Centers**  *Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.* | | |
| **Dramatic Play** | **Writing** | **Library/Reading** |
| N/A | Writing using various types of media; practice writing names | magnetic letters; ABC trade cards, alphabet cards; alphabet puzzles; lacing letters; book handling/print awareness activities |
| **Math** | **Science** | **Blocks** |
| Color and shape sorting/recognition; bingo games; puzzles; patterns with bears, chains, shapes, etc. | States of Matter | Introduction to center: use blocks to create different structures/shapes |
| **Technology** | **Sensory** | **Arts/Outdoor/etc.** |
| iPad introduction: ABC Mouse/Starfall/Epic | 5 Senses exploration; States of Matter exploration | Matter painting (ice cube painting; straw/blowing painting; Pumpkin books |

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| **Small Groups/Interventions**  *When applicable, teachers should utilize data from trackers, formative, and/or summative assessments to plan who receives intervention and what content will be covered.*  *Please note if the planned intervention is for the purpose of remediation (R) or enrichment (E).* | | | | |
| **Group A** | **Group B** | **Group C** | **Group D** | **Group E** |
| small-groups/partners based on data | | | | |

\*Common formative assessments are completed at the beginning of each quarter and common summative assessments are completed at the end of each quarter.