Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson **Topic:**Give Thanks-Native Americans & Thanksgiving **Week Of:** 11/16- 11/20/20

**Essential Question:** Give Thanks (Thanksgiving) & Native Americans: What is Thanksgiving? What are the Pilgrims? Who are they? Who are the Native Americans?? Why do we celebrate Thanksgiving? Who celebrates it? Why is it special?

- Students will understand how to cooperate and collaborate as a member of a learning community. Students will identify a setting when listening to a story/poem. Students will identify, label, and describe the characteristics of the Thanksgiving (food, traditions, history). Students will identify & explain the history of **Thanksgiving**, as well as the importance of the Native Americans during the first Thanksgiving. Students will develop numerical thinking using a number (1-10) to show quantity.

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

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

**Math:** Students will develop numerical thinking using a number (1-10) to **show quantity**. The student will use language, vocabulary, and numerical representations to discuss quantity.

**Science:** Students will increase knowledge of the physical world by making daily weather observations.

**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 **Thanksgiving 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 school-learning community/name classroom rules & safety rules. Students will identify and name the **traditions & history of Thanksgiving**. Students will identify & explain the relationship between **early colonialists (Pilgrims)** and the **First Peoples (Nativ Americans - Wampanoag).**

**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** |
| * Look at the objects: How many \_\_\_ are there? What number can we write/match to show how much we have? * How can we talk about different groups of objects/toys? * Are there MORE boys or girls in class? How can we show this? What number shows how many boys we have? What number shows how many girls? * Roll the Dice: What is the number in dot form? How many \_\_\_\_\_ do you need? Show me 3 \_\_\_\_. | * What is Thanksgiving? What is a Pilgrim? What is a Native American? * What are the traditions for Thanksgiving? * How did early colonialists live side by side with Native Americans? * What kind of food do you eat for Thanksgiving? What did they eat a long time ago? What is the story all about (First Thanksgiving)? What happened to the Pilgrims & Native Americans? |
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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? * Sort your basket of learning toys: How many are in this group? How many in this group? Which has more/less? * Sort your objects. How many girls/boys are in class? * What does it mean to be ‘thankful’? What can you be ‘grateful’ for? * What is Thanksgiving? Why do we celebrate this holiday? What is a Pilgrim? Native American? * What are some traditions for Thanksgiving?   **Calendar Activities-** weather reports/graph, calendar/date (number of the day), days of week, first/last names, sight words, 100s chart, shapes | | | |
| **Topic Vocabulary:** setting of story,number words,compare, how many, more, less, numbers 0-20, basic shapes,quantity, number, total, Diwali, Hindu, festival of lights, lantern, Veterans Day, soldier, marine, pilot | | | |
| **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 **Thanksgiving traditions** in a story/poem; * Students will identify & name **traditional/modern food for the holiday**; * Students will identify & name what **is a Pilgrim/Native American**; * Students will identify & name traditions of **Native American Wampanoag People**; * 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 (more than/less than, using language/written numerals, 1-10); * Students will **sort objects/toys** by characteristics, then **identify by quantity**; | | | |
| **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| ***Plan for small-groups transition week of 11/30/20*** | | | |

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

* Fall Books/ Apple/ Pumpkin/ Veterans Day/Diwali 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** |
| on, my | “Thanksgiving Dinner” | Number Quantity | Thanksgiving/ Native Americans |

**Assessments:** anecdotal notes, checklists, DRDP measure-based assessments (not at this time), ESGI online 1-1 Assessments