Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson/Anderson **Topic:** Voting/Give Thanks **Week Of:** 11/2- 11/6/20

**Essential Question:** Give Thanks (Veteran’s Day) & Voting: What is Veteran’s Day? What are the 5 Branches of the Military (Army, Coast Guard, Marines, Navy, Air Force)? What is the setting of the story? What can a graph tell us? Why do we vote? Who is the President?

- 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 5 branches of the military (Art, Coast Guard, Marines, Navy, Air Force). Students will classify objects into groups by characteristics. Students will participate in creating & using real pictorial graphs.

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

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

**Math:** Students will construct classificatory relationships: construct a simple scheme for classifying/sorting with similarities/differences. Students will participate in creating & using real pictorial graphs. (**Graphing**)

**Science:** Students will increase knowledge of the physical world by making daily 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 **setting 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 **5 Branches of the Military** (Army, Coast Guard, Marines, Navy, Air Force).

**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 Weather graph: Which has MORE, a rainy day or sunny day? How do you know? * How can we talk about different groups of objects/toys? What does a graph show? * Are there MORE boys or girls in class? How can we show this? Which has more/less? * You Pick: Which person do you choose to be the President of the United States? * Why do we vote? Why is it important? Who is the President? * How can we show who we like more? (Trump v. Biden) | * What is Veteran’s Day? What is a Veteran? What is a Soldier? Sailor? Pilot? * What are the 5 Branches of the Military (Army, Coast Guard, Marines, Air Force, Navy)? * What is your choice for the election? (Donald Trump or Joe Biden)? GRAPH * Why do people vote? What is an election? * What is the story all about? What happens first? * What was the setting in the story? * What happens if we change the story or something that happened in the story? Does it change the setting? |
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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 graph of objects. 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? * Look at the graph-- What is the graph trying to show us? What is it about? Which has more/less? * What is the setting in the story? What happened in the beginning, middle, and end? * What happened first? Next? Last?   **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,sequence words (first, second, next, then, last),compare, how many, greater/more than, fewer/less than, same/equal to, more, less, numbers 0-20, basic shapes,graph, picture graph, data | | | |
| **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 **setting** in a story/poem; * Students will use **descriptive words** to describe the setting in a story/poem; * Students will identify & name **5 Branches of the Military**; * Students will identify & name what **Holiday Celebrates Soldiers (Veteran’s Day)**; * Students will identify & name what **Special Day for Voting (Election Day)**; * 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/equal to); * Students will **sort objects/toys** by characteristics, then identify more than/less than/equal to. * Students will participate in creating & using real **pictorial graphs**. | | | |
| **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| ***Plan for small-groups transition week of 11/9/2020*** | | | |

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

* Fall Books/ Apple/ Pumpkin/ Voting/Election 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** |
| are | “The Leaves” | Graphing | Setting of a Story |

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