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** | 12/6 – 12/10/21 | **Unit** | Theme 3: Look Outside! | **Theme** | Giving Thanks – Kwanzaa |

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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 (Fiction vs. Non-fiction) * 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 (Symmetry) * 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. * Identifying parts of objects will help when comparing objects for symmetry. * Identifying symmetry in objects can help to identify similarities and differences. * 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. * Use appropriate tools strategically. * 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 the real in the story? What is pretend in the story? How do I know what fiction or non-fiction is? What are clues to tell real vs. fantasy in story/poem\_\_\_\_?  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 tell a part of something vs. a whole of something? What is a part? What is a whole? What is symmetry in a shape? What is asymmetry?  What is a holiday? What is Hanukkah? What is Kwanzaa? Who celebrates Kwanzaa? Why do they celebrate Kwanzaa? What are the principles of Kwanzaa? | |
| **Academic Vocabulary** | -Alphabet, Letters, Name, syllable, segment, parts of word, syllable  -Kwanzaa, 7 principles, candles, kinara  -fiction, non-fiction,  -2D shapes, holiday shapes, part, whole, etc., symmetry, symmetrical, not symmetrical,  -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 a fact about the Kwanzaa \_\_\_\_\_ story?// Write/draw/respond in your journal.  Students will write & respond to the topic: What is **Kwanzaa**? Why do people celebrate Kwanzaa??  Students will identify and describe objects with **symmetry.** | |

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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 identify symmetry in an object. * I will be able to identify asymmetry in an object. * I can identify the 3 states of matter (solid, liquid, gas) | What is fiction/nonfiction?  What is a holiday? What is Kwanzaa? Who celebrates this holiday?  What is a “part” of an object? What is the “whole” of the object/shape? What is symmetry?  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.)       * Pattern cards to extend a pattern       * Describe the quantity of an amount of objects using words and numerals (1-10)       * Counting independently       * Read the Room (sight words, shapes, numbers)       * Write the Room (sight words, shapes, numbers)       * Shape puzzles and regular puzzles       * Seasonal independent work (sorting apples, pumpkins, patterns, etc.)       * 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 people & events in the story. What happened? What is “real” vs. “fantasy”? * 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 difference between fiction & non-fiction?  What is Kwanzaa? What is the name of the candle holder used during holiday?  How MANY parts are in this \_\_\_ object/shape? Does this shape have symmetry?  What is this kind of matter? Is it a solid, liquid, or gas? |
| **Wednesday** | What do you think about the “Seeing Symmetry” book/story? Is it real or pretend?  What is one of the 7 Principles of Kwanzaa?  How many PARTS are in this square/circle/oval? Is the shape symmetrical?  What is this kind of matter? Is it a solid, liquid, or gas? How do you know? |
| **Thursday** | What is fiction vs. non-fiction?  Is the book fiction or non-fiction? How do you know?  Identify the symmetry/asymmetry of the holiday pictures. Which ones are symmetrical?  Identify the tree/menorah/ornament, etc. with symmetry or asymmetry.  What is this kind of matter? Is it a solid, liquid, or gas? How do you know? |
| **Friday** | What is fiction vs. non-fiction? How do you know if a book is fiction or non-fiction?  What is the holiday called? Why is there 7 Principles? What are the principles of Kwanzaa?  Create a line of symmetry on the objects shown.  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) |

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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** |
| Begin creating 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.