Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson/Anderson **Topic:** All About Fall **Week Of:** 9/21-9/25/2020

**Essential Question:** All About Fall/Seasons (Autumn): What is a season? How do we know when a season changes? What is Autumn? What changes happen in Fall? Why do we call it “Fall”?

- Students will understand how to cooperate and collaborate as a member of a learning community. Students will identify/observe/document seasonal changes/characteristics.Students will identify a character in the story. Students will count objects (1:1) and/or identify/name basic shapes (rectangle, square, rhombus). Students will learn about iPad and Virtual Learning expectations/rules.

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

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

 **Math:** Students will exchange mathematical ideas by counting like objects to 10 (one to one correspondence) and identify and name different shapes (rectangle, square, rhombus)

 **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 characters 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 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** |
| * Take all your shapes out of the bag. How many blue shapes do you have? How many red? Yellow?
* Show 4 different shapes. What is the shape name?
* Show 10 (or a teen#) of objects.
* How do you know there are \_#\_ objects?
* If I take an object away, how many will you have left?
* What happens if I add an object to the line? How many do you have now?
 | * What is a season? How do we know when seasons change? What happens in Autumn?
* Which season comes first in the year? What comes after Winter? After Spring? After Summer?
* Who is a character in the story? What did they do?
* Was there any other characters? What did they do?
* Draw a picture of the characters in the story. What did they do in the story? Draw something that happened in the story.
 |
|
|

 **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 this shape? How many sides does it have? How many corners? Is it curved? Straight?
* Sort all shapes-- How many are red? blue? yellow? green? orange? beige?
* Show \_\_#\_\_ objects. How many do you have? What if I take one away? What if I add one?
* What is the season? Why do we have different seasons? What is the weather like in different seasons?
* What is the current season? Why do we call it “Fall”? Name something that changes in Fall.
* What is a character in a story? Who is the character in \_\_\_? What did he/she do?

**Calendar Activities-** weather reports/graph, calendar/date (number of the day), days of week, first/last names, sight words, 100s chart, shapes |
| **Topic Vocabulary:** character, season, weather, Autumn, Winter, Spring, Summer, equinox, virtual/live, app, mute, teamwork, counting, numbers 0-20, point/touch, basic shapes (circle, triangle, rhombus, rectangle, square), curve, straight line, sides, corners |
| **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 characters in a story;
* Students will draw self-portraits/family portraits;
* Students will draw & write a picture about the story, “Changing Seasons”;
* Students will count groups of objects up to 10;point/touch each object as it is counted;
* Students will count to 20 (or as high as they can go);
* Students will identify/name basic shapes (circle/triangle/rhombus/rectangle/square w/ characteristics)
 |
| **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| ***Plan for teacher/student Small-group Meetings week of 9/28 - 10/2/2020*** |

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

* Back-to-school Books/Fall/Autumn books/Season books- (“My Favorite Seasons” by Dandi Daley Mackall; “Changing Seasons” by Mon Trice; “Fall Is” SW book)
* 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** |
| is, a | “Fall Is” | Count to 10/20 (1:1); Identify & name basic shapes | pre-reading/ pre-assessments/characters |

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