Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson **Topic: Animal Kingdom - Amphibians Week Of:** April 19-23, 2021

**EARTH DAY - 4/22**

**Essential Questions:** What is an amphibian? What is a reptile? What is an herbivore, carnivore, omnivore..? What is a amphibian vs. \_\_\_…? What is evolution? How do animals change and grow in their habitats? What is a habitat? What was Earth like millions of years ago? (EARTH DAY, 4/22). What is a “**detail”?** What is something that happened in the story…? Why did \_(character)\_ do this? What is this \_\_\_ (number)? Count the items on the table; How much if I put ONE MORE? How can you add? What is adding? What is ZERO? What is +0?

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

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

 **Math:** Students will develop cognitive thinking. The students will use **simple addition** to discuss the various amounts of objects when ZERO (0) or ONE MORE is added.

 **Science:** Students will increase knowledge of the physical world by making daily weather observations/predictions. Students will identify a \_\_\_\_ vs. reptile animals; students will identify characteristics and compare amphibians; Students will identify a good habitat for different animals based on characteristics.

**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 answering simple comprehension questions. Students will answer **simple comprehension questions** about **Amphibian stories**. Students will recognize, name and **sequence details in a story.** ***(Theme: Animals - Amphibians)***

**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 virtual/in-person classroom rules.

**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 & Emotional Development** (SED #1-5) | SED 2 Social & Emotional Understanding, SED 3-4 Relationships & Social Interactions with adults/peers |
| **Language & 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)  | 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 & Performing Arts** (VPA #1-4) | VPA 1 Visual Art, VPA 4 Dance |

**Essential Questions & Whole-Group**

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| **Math** | **ELA** |
| * How do you know how MANY \_\_\_ I have? Did you count or just know?
* Count how many objects I have. How many \_\_\_ are there? What happens if I add ONE MORE?
* How many \_\_\_ objects do I have NOW?
* What is this (+) symbol? What is this (=) symbol?
* What does the word “add” mean?
* What # comes after 4? What is 4 + 1 = ?
* What # comes after \_\_? What is \_\_ + 1 = ?
* What # do you get \_\_\_ + 0 = ?
* What is Zero?
* Anything PLUS Zero is… \_\_\_\_?
 | * What are events in a story? How can we put them in order? Which came 1st? Second? last?
* What are amphibians ? Where do they live?
* What do amphibians eat? Where do they live??
* Do amphibians need to protect themselves? Why or why not? What adaptations do amphibians have? What is camouflage?
* What do baby amphibians need in order to grow and survive? How are baby amphibians born? What other animals lay eggs?
* What is the life cycle of a frog? What is the sequence of the life cycle?
* Why are amphibians different from reptiles?
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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)
* What is a event in the story? What did the characters do? What happened first? Last? Middle?
* What is \_\_\_ amphibian ? What kind of animal is it? What did it eat? What made it special?
* How do amphibian animals differ from a cat? Or bird?
* How many items do you have? Write the number \_\_\_\_\_\_.
* What number is this \_\_\_? Can you write \_\_#\_\_ + 1?
* What does it mean to “add” something? What does “equal” mean?
* How can I tell a new number amount when I add +1?
* How can I tell a new number amount when I add +0?

**Calendar Activities-** weather reports/graph, calendar/date (number of the day), days of week, first/last names, sight words, 100s chart, shapes |
| **Topic Vocabulary: Animals word wall (reptile, carnivore, herbivore, mammal, bird, fish, insect, amphibian),** event, sequence of events, put in order, character, add, addend, equals, one more, ZERO (0), amount, numbers 0-20, basic 2D shapes (circle, rectangle, triangle, square, rhombus) |
| **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 (verbal);
* Students will identify **sequence of events in stories**;
* Students will draw a picture about **reptiles/amphibians;**
* Students will count and **identify “how many”** in a group of given objects;
* Students will **identify one more than a given number;**
* Students will **identify zero more than a given number;**
* Students will **rote count as high** as they can before an error or omission occurs;
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| **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| ***Complete small-group assessments & Plan for Small Groups In-Person/Virtual Small-Groups***  |

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

* **Amphibians, Reptiles/Animal Kingdom books, Dinosaurs, Spring/seasonal books**
* Two cube towers (10s)
* Bag of shapes/counters/magnetic letters/ruler
* ABC-123 Workbook/Student Journal

**Homework:** (see “Homework” posted on class BBC/ “Assignments” tab on TEAMS)

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| **Sight Word**  | **Sight Word Book** | **Math Skill** | **ELA Skill** |
|  | “ …. ” | Simple Addition (add +1) | Amphibians (Sequence of events/life cycle) |

**Assessments:** anecdotal notes, checklists, ESGI online 1-1 Assessments