Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson **Topic: Dinosaurs Week Of: April 5-12**, 2021

**Essential Questions:** What is a dinosaur? What is an herbivore, carnivore, omnivore..? What is a reptile 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? 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; Where is the first bear? Where is the last bear? Where is the 4th bear? Can you write the number \_5\_ (numbers 1-20)?

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

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

 **Math:** Students will develop cognitive thinking. The students will use **ordinal numbers and placement in a series** to discuss the various amounts/order of objects.

 **Science:** Students will increase knowledge of the physical world by making daily weather observations/predictions. Students will identify a dinosaur vs. other animals; students will identify characteristics and compare reptiles vs. mammals; 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 **Dinosaur/Spring** **stories**. Students will recognize, name and **identify details in a story.** ***(Theme: Dinosaurs)***

**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 many students are in this group? Who is 1st/FIRST? Who is LAST?
* Count the number of blocks on your table. Which block is 2nd/SECOND?
* How many girls/boys are here today?
* How many books do you see at the shelf? Which book is 6th/SIXTH?
* How high can you count without stopping? (no errors/omissions)
* How many \_\_\_\_\_\_ do I have? How many do YOU have? Write the \_#\_ next to the groups.
* Line up your bears/blocks, and count them. How many do you have? Which color did you put 1st? Which bear is 3rd/THIRD?
* Which color bear is last? What number is it? (9 or 9th)
* Count the children in line-- who is first? Last? 7th?
 | * What does it mean to “give details”? What is a detail in a story? What does a detail tell in the \_\_\_ story?
* What is the supporting detail in the stories?
* What is a dinosaur? Did it live a long time ago? Where did they live?
* Was a tyrannosaurus a fierce dinosaur? How do you know? What did T-rex eat? Why?
* If dinosaurs lived a long time ago, how do we know about them today? What is a “fossil”?
* Did dinosaurs need to protect themselves? Why or why not? What adaptations did dinosaurs have? What is camouflage?
* What did baby dinosaurs need in order to grow and survive? How are baby dinosaurs born? What other animals lay eggs?
* Why are chickens, like dinosaurs?
* Why are reptiles, also, like dinosaurs?
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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 detail in the story? What did the characters do? What happened?

* What happens in Spring? What changes from Winter → Spring? Why?
* What is \_\_\_ dinosaur? What kind of animal is it? What did it eat? What made it special?
* How many items do you have? Write the number \_\_\_\_\_\_. (I have \_#\_ rainbow bears. I have \_#\_ lego blocks...etc.)
* What number is this \_\_\_? Can you write \_\_\_th #\_\_?

**Calendar Activities-** weather reports/graph, calendar/date (number of the day), days of week, first/last names, sight words, 100s chart, shapes |
| **Topic Vocabulary: Dinosaur word wall (reptile, carnivore, herbivore),** detail, character, ordinal #s, first, last, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 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 **supporting details in stories**;
* Students will draw a picture about **Spring changes in the season**;
* Students will draw a picture about **Dinosaurs/the story**;
* Students will count and **identify “how many”** in a group of given objects;
* Students will **identify 1st? Last?** What number? 9th?
* Students will **rote count as high** as they can before an error or omission occurs;
* Students will **count and name an amount** for each set of objects;
* Students will **count and name the object with the ordinal #**;
* Students will identify **visually/trace and/or write** the number for the set of objects.
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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.)

* **Dinosaur books, reptile/animal books, 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** |
| Were, some | “Colorful Eggs” | Ordinal #s (Counting/in a series)  | Dinosaurs (Supporting details) |

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