Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson **Topic: Mae Among the Stars/Space & the Universe Week Of:** 2/1-2/5/2021

**Essential Questions:** What is Space? What is a planet? What are the other planets? What are the different celestial objects in the solar system? What is a setting in the story? Who is the character (Mae Jemison) in the story? Who is the story all about? What did she do? What is “measurement”? How can we tell which object is long/longer? What things can we use to measure how long \_\_\_ is? (objects around room/house)

-- Students will identify and describe space, the solar system, and planetary objects. Students will name 2-3 planets out of the 8 in the solar system. Students will identify objects using specific vocabulary (space, shuttle, rocket, astronaut, etc). Students will identify & describe a **setting** in real-life or a story. Students will identify & describe the **main character** in the story **(Mae Jemison)**. Students will identify a way to measure and **imitate measuring using non-standard materials** (crayons, counting bears, feet, hands, etc.)

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

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

**Math:** Students will develop cognitive thinking. The students will use language, vocabulary, and physical representations to discuss and **imitate measuring using non-standard materials** (crayons, counting bears, feet, hands, etc.).

**Science:** Students will increase knowledge of the physical world by making daily weather observations/predictions. Students will participate in identifying characteristics of the **Solar System, Planets, & Space.**

**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 identify a **Setting**

**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** |
| * What is the shape/object? * How can we talk about the shape/object? (What words can we use? big/small/tall/short/long) * What does the word “short” mean? Can you find something that is “shorter” than the table? than the chair? * What does the word “tall” mean? Can you find something that is “taller” than you? than the chair? * How can we use objects to show how long, short, or tall something is? What is measuring? * Why do we measure objects or people? * What things in our room can we use to measure \_\_\_ ? (hands, foot, string, crayons, counting bears, books, etc.) * How many \_\_\_ tall/long is the book? * How many \_\_\_ tall/long is your foot? * How many \_\_\_ tall/long is the toy? * How many \_\_\_ tall/long is your hand?, etc. | * Who is **Mae Jemison**? (Engineer & NASA Astronaut) * What did Mae do in real-life? What was her job? Why was she important? * What did Mae (the character) do in the story, “Mae Among the Stars”? * What is a “setting”? What is the “setting/place” in \_\_\_\_ (book)? * What is the Solar System? What is a Galaxy? How did the Sun form? Where did the Earth’s Moon come from? * What is our Planet called? What are some other planets? * What is the Sun? What is the Moon? What is a star? * How did the solar system form? How old is space? How old is the Earth? How BIG are planets? |
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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 “setting” in a story? Where does the story take place? * What is a “main character” in a story? What did they do? Why are they important? * Who is Mae Jemison? What did she do? Why is she important? * What is the Solar System? What is our Planet called? What are some other planets? What is the Sun? What is the Moon? What is a star?   **Calendar Activities-** weather reports/graph, calendar/date (number of the day), days of week, first/last names, sight words, 100s chart, shapes | | | |
| **Topic Vocabulary: Black History Month- Mae Jemison**, setting, place, size comparison words (big/small, long/short/tall), non-standard measurement, measure, measuring, solar system vocab.(planets, sun, star, moon, earth…), 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 a **setting** in a story/poem (what do they think/feel/do?); * Students will identify a **main character** in a story/poem **(Mae Jemison)** (what do they think/feel/do?); * Students will identify and name the **8 planets** of the solar system; * Students will identify and name the other celestial parts of **the solar system** (sun, moons, stars, comets, asteroids, asteroid belt, dwarf planet, etc.); * Students will use language, vocabulary, and physical representations to discuss and **imitate measuring using non-standard materials** (crayons, counting bears, feet, hands, etc.). * Students will identify and describe **size comparisons** in basic shapes/objects. * Students will identify shapes/objects as being **long/tall/short.** * Students will **sort and group objects based on size (big/small, small/smallest, big/biggest, long/longer)** | | | |
| **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| ***Complete small-group assessments & Plan for Return to Small Groups In-Person/Virtual Small-Groups*** | | | |

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

* Planet/ Solar System books, Black History books (inventors, scientists, entrepreneurs…), **“Mae Among the Stars”**/ Planet & Solar System workbook (PRINT for students)
* Two cube towers (10s)
* Bag of shapes/counters/magnetic letters
* 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** |
| me | “Backyard Camping” | Non-Std. Measurement | Setting//  Solar System & Space |

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

INFO FOR FLIPCHART LESSON: <https://www.planetsforkids.org/solar-system.html>