Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson **Topic: MLK Jr. “WE have a Dream”**  **Week Of:** 1/11--1/15/2021

(NO SCHOOL - 1/15/21 - Staff Prof. Dev.)

**Essential Questions:** Who is Rev. Dr. Martin Luther King, jr.? Why is he such an important person? What is “Dr. Martin Luther King, jr. Day”? Why do we celebrate the “MLK, jr. Day”? What was Martin’s BIG dream? What caused Martin to seek equality? Why did people believe in Martin Luther King, jrs.’ message? What is a cause/effect? What is a fraction? Which part shows halves and thirds? What is the difference between a part and a fraction?

--Students will cooperate and collaborate as a member of a school-learning community/name in-person classroom rules. Students will identify and describe the **holiday of “Dr. Martin Luther King, jr. Day”**. Students will identify 2-3 details about Martin/his life that made him choose to work for/preach about/ and seek equality. Students will identify & describe **cause/effect situations** in real-life or a story. Students will match & explain a **cause/effect scenario**.Students will identify, label, and describe shapes/objects as having **halves ½ and thirds ⅓** .

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

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

 **Math:** Students will develop cognitive thinking. The student will use language, vocabulary, and physical representations to discuss **the fractions: halves ½ and thirds ⅓** .

 **Science:** Students will increase knowledge of the physical world by making daily weather observations/predictions. Students will participate in identifying characteristics of the **Winter season.**

**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 **cause and effect** (discuss WHY it happened, what COULD happen, etc.); **Martin Luther King, jr. Day/ Rev. Dr. Martin Luther King, jrs.’ Bio/Life/Career**

**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 classroom rules. Students will identify and recall **MLK Holiday facts.**

**DRDP Domains**

**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 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**

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| **Math** | **ELA** |
| * What is a fraction?
* What is the difference between a part and a fraction?
* Color half of the shape?
* Do fractions have to be equal?
* Show 1/2s in the object.
* Which object shows halves/thirds?
* Show 1/3s in the object.
* Color a third of the shape?
* How many seasons do we have?
* Are there more Months or Seasons?
 | * What is  **“Dr. Martin Luther King, jr. Day”**? Why do we celebrate a “**MLK Day**” each year?
* Who is **Rev. Dr. Martin Luther King, jr.?** What did he do for his work? Why did he believe in equal rights for all?
* What happened to CAUSE Martin to be this kind of leader? What happened after?
* What happens in Winter? What CAUSES seasons to change?
* Describe & draw a Winter scene picture. What “happened” (cause/effect)?
* What is a cause/effect?
* How do we know something happened? How do we explain it?
* Describe the cause (or effect). Match it with the effect (or cause). [ \_\_\_ → effect // cause → \_\_\_] (pictures)
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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)
* How many parts are shown in the picture?
* Which objects show 1/2s? Why?
* Which objects show 1/3s? Why?
* What does it mean when something is a “CAUSE” (problem/situation/action) or “EFFECT” (result of action)?
* What is **“Dr. Martin Luther King, jr. Day”** Holiday? Why do we celebrate this holiday?
* Who is **Rev. Dr. Martin Luther King, jr.?** What did he do for his work? Why did he believe in equal rights for all?
* What happened to CAUSE Martin to be this kind of leader? What happened after?
* What are some traditions for MLK jr. Day?
* What are the 4 seasons? What happens in each season? What happens in Winter?

**Calendar Activities-** weather reports/graph, calendar/date (number of the day), days of week, first/last names, sight words, 100s chart, shapes |
| **Topic Vocabulary:** cause, effect, action, result, fraction, halves ½ , thirds ⅓ , winter vocab., 4 seasons (Spring/Summer/Fall/Winter), Rev. Dr. Martin Luther King, jr., MLK Day, civil rights, equality, leader, 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;
* Students will identify **cause/effect** in a story/poem;
* Students will identify and discuss the life and work of **Rev. Dr. Martin Luther King, jr.**
* Students will identify & name **traditions/characteristics for MLK jr., Day**;
* Students will identify & name what **is a season/ what is winter;**
* **Students will identify and explain a cause/effect in a Season (Spring, Summer, Fall, Winter)**
* Students will identify & name **2D basic shapes**;
* Students will identify and create **halves and thirds** in basic shapes/objects.
* Students will identify shapes/objects as being **equal / not equal** (when divided).
* Students will represent the shown **fraction in a diagram. ( ⅓ or ½; extension group → show more than 1, in numerator → ⅔ OR begin to show FOURTHS/ ¼ )**
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| **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| ***Complete small-group assessments & Plan for Return to In-Person/Virtual Small-Groups***  |

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

* Winter/Seasons books and MLK jr./ holiday books (“And The Rain Came Down”/ “The Snowy Day” / “Bear Snores On”/ “The Snowman” / “The Jacket I Wear in the Snow”/ “Happy Birthday, Martin Luther King”/ “My First Bio: Martin Luther King, jr.”/ “Martin’s Big Words”/ “I Am Rosa Parks”/ “I Am Brave!”)
* 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** |
| said | “What Can We Do In The Snow?” | Fractions/halves and thirds | Cause/EffectMLK jr. Day “WE have a Dream” |

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