Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson **Topic: MLK Jr. “WE have a Dream”/Day of Service Week Of:** 1/19- 1/22/2021

(NO SCHOOL - 1/18/21 - MLK, jr. Day)

**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 character in the story? How do you know? What is this shape? Which shape/object is small/smallest, using size comparison words?

--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 **acts of service** and **ways people can make change (Day of Service).** Students will identify & describe **characters** in real-life or a story. Students will identify, label, and describe shapes/objects as **size comparisons of objects (small/smallest)**.

**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 **size comparisons of objects (small/smallest)**.

 **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 **CHARACTER** (discuss WHO and WHAT they did in story); **Martin Luther King, jr. Day/ Bio/Life/Career-- Day of Service**

**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 the shape/object?
* How can we talk about the shape/object? (What words can we use? Color, name, size?)
* What does the word “small” mean? Can you find something that is “small”?
* What does the word “smallest” mean? Can you find something that is the “smallest”?
* Which object is “small” (show picture)? Which one is the “smallest”?
* How do you know?
 | * 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 does “Day of Service” mean? What can we do to help others? Why should we help others?
* What is a “character”? Who is one “character” in \_\_\_\_ (book)?
* What did the character do in the story?
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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 “character” in a story? What do they do? Why are they important?
* 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 does it mean to “serve others”?
* What is a “Day of Service”?
* What can we do that helps everyone? What can we do at home that helps Mom/Dad…? What can we do at school that helps our friends/teachers?

**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, size comparison words (small/smallest, big/biggest, tall/tallest), winter vocab.,, 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 (verbal);
* Students will identify **characters** 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 Day of Service;**
* Students will identify & name **2D basic shapes**;
* Students will identify and describe **size comparisons** in basic shapes/objects.
* Students will identify shapes/objects as being **small/smallest**.
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| **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.)

* 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** |
| to, we | “Places We Go” | Size Comparisons (small/ smallest) | CharactersMLK jr. Day “WE have a Dream” |

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