Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson **Topic: Space & the Universe Week Of:** 1/25- 1/29/2021

**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 character in the story? Who is the main character in the story? (Who is the story all about?) How do you know? What is this shape? Which shape/object is small/smallest or big/biggest, using size comparison words?

-- Students will identify and describe space, the solar system, and planetary objects. Students will name 1-3 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 **characters** in real-life or a story. Students will identify & describe the **main character**. Students will identify, label, and describe shapes/objects as **size comparisons of objects (small/smallest or big/biggest)**.

**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 or big/biggest)**.

**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 **CHARACTER and MAIN CHARACTER** (discuss WHO and WHAT they did in story).

**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.

**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 & 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? 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 does the word “big” mean? Can you find something that is “big”? * What does the word “biggest” mean? Can you find something that is the “biggest”? * Which object is “big” (show picture)? Which one is the “biggest”? How do you know? | * What is a “main character”? Who is the “main character” in \_\_\_ (book)? * What is a “character”? Who is one “character” in \_\_\_\_ (book)? * What did the character(s) do in the story? How did they feel? What are they thinking? * How would you think/feel in this situation? What would you do? * 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? * How did the solar system form? How old is space? 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 “character” in a story? What do they do? Why are they important? * What is a “main character” in a story? What did they do? Why are they important? * How do you know if a person or animal in a story is a “character” (what do the think/ feel/ do)? * 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:** character, main character, size comparison words (small/smallest, big/biggest, tall/tallest), solar system vocab.(planets, sun, star, moon, earth…), numbers 0-20, basic 2D shapes (circle, rectangle, triangle, square, rhombus) | | | |
| **Small Group/Focus Activity:**  Students will complete 3-4 pages in ABC-123 workbook (handwriting);   * Students will respond to comprehension questions (verbal); * Students will identify a **character** in a story/poem (what do they think/feel/do?); * Students will identify a **MAIN character** in a story/poem (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 identify and describe **size comparisons** in basic shapes/objects. * Students will identify shapes/objects as being **small/smallest**. * Students will identify shapes/objects as being **big/biggest.** * Students will **sort and group objects based on size (big/small, small/smallest, big/biggest)** | | | |
| **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, 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** |
| where, are | “Where Are We?” | Size Comparisons (small/ smallest// big/biggest) | Main Characters//  Solar System & Space |

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

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