Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson **Topic: Animal Kingdom - Birds Week Of:** May 3-7, 2021

**Essential Questions:** What is a bird? Fish? What is an amphibian? What is a reptile? What is an herbivore, carnivore, omnivore..? What is a fish vs. \_\_\_…? What is evolution? How do animals change and grow in their habitats? What is a habitat? What is a “**detail”?** What is something that happened in the story…? Why did \_(character)\_ do this? What is a life cycle? What is metamorphosis? How do Fish grow? What is this \_\_\_ (number)? Count the items on the table; How much if I take ONE AWAY? How can you subtract? What is subtracting? What is ZERO? What is -0?

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

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

**Math:** Students will develop cognitive thinking. The students will use **simple subtraction** to discuss the various amounts of objects when ZERO (0) or ONE is taken AWAY.

**Science:** Students will increase knowledge of the physical world by making daily weather observations/predictions. Students will identify a \_\_\_\_ Birds vs. fish animals; students will identify characteristics and compare birds; 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 **Bird stories**. Students will recognize, name and **sequence details in a story.** ***(Theme: Animals - Fish)***

**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 do you know how MANY \_\_\_ I have? Did you count or just know? * Count how many objects I have. How many \_\_\_ are there? What happens if I take ONE AWAY? * How many \_\_\_ objects do I have NOW? * What is this (-) symbol? What is this (=) symbol? * What does the word “subtract” mean? * What # comes before 4? What is 4 - 1 = ? * What # comes before \_\_? What is \_\_ - 1 = ? * What # do you get \_\_\_ - 0 = ? * What is Zero? * Anything MINUS Zero is… \_\_\_\_? | * What are events in a story? How can we put them in order? Which came 1st? Second? last? * What are Birds? Where do they live? * What do Birds eat? Where do they live?? * Do Birds need to protect themselves? Why or why not? What adaptations do Birds have? What is camouflage? * What do baby Birds need in order to grow and survive? How are baby Birds born? What other animals lay eggs? * What is the life cycle of a Bird? amphibians? fish? What is the sequence of the life cycle? * Why are birds different from reptiles? fish? * What makes Birds different from the other animals? |
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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 an event in the story? What did the characters do? What happened first? Last? Middle? * What is \_\_\_ Birds ? What kind of animal is it? What does it eat? What made it special? * How do Bird animals differ from a cat? Or fish? or amphibian? * What are the parts of a bird? What makes a bird special? What can it do that humans cannot do? * How many items do you have? Write the number \_\_\_\_\_\_. * What number is this \_\_\_? Can you write \_\_#\_\_ - 1? * What does it mean to “subtract” something? What does “equal” mean? * How can I tell a new number amount when I subtract -1? * How can I tell a new number amount when I subtract -0?   **Calendar Activities-** weather reports/graph, calendar/date (number of the day), days of week, first/last names, sight words, 100s chart, shapes | | | |
| **Topic Vocabulary: Animals word wall (reptile, carnivore, herbivore, mammal, bird, fish, insect, amphibian),** event, sequence of events, put in order, character, add, subtract, minus, equals, one less, one more, take away, ZERO (0), amount, 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 **sequence of events in stories**; * Students will draw a picture about **birds;** * Students will compare & **sort birds vs not birds;** * Students will count and **identify “how many”** in a group of given objects; * Students will **identify one more than a given number;** * Students will **identify one less than a given number;** * Students will **identify zero more than a given number;** * Students will **identify zero less than a given number;** * Students will **rote count as high** as they can before an error or omission occurs; | | | |
| **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.)

* **Bird books, Fish/Ocean books, Amphibians, Reptiles/Animal Kingdom 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** |
|  | “ …. ” | Simple Subtraction(minus -1) | Birds (Sequence of events/life cycle) |

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