Diagram

Description automatically generated**St. Louis Public Schools Pre-Kindergarten**

**Standards- Based Blended Learning Weekly Planner**

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| **Name(s)** | **Sanders/Thompson** | **Grade** | **PK** | **Subjects** | **ELA, Math, Science** |
| **Week of** | 11/15-11/19/21 | **Unit** | Theme 3: Look Outside! | **Theme** | Giving Thanks – Native Americans & Pilgrims/Thanksgiving |

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| **Planning and Preparation** | | |
| **Cultural Context Differentiation:** Cultural Context Differentiation: Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content to ensure that every learner is able to access the grade level curriculum and resources. While lesson planning, please consider and apply following the Universal Design to Learning (UDL) principals listed below to ensure the use of a variety of strategies and resources to help meet diverse learning needs, improve accessibility to learning opportunities, and increase student success. You can visit the National Center on Universal Design for Learning website at <https://www.cast.org/impact/universal-design-for-learning-udl> to find more information resources and examples.  **PRINCIPLE I. PROVIDE MULTIPLE MEANS OF REPRESENTATION** - Present information and content in different ways  **PRINCIPLE II. PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION** - Differentiate the ways that students can express what they know  **PRINCIPLE III. PROVIDE MULTIPLE MEANS OF ENGAGEMENT** - Stimulate interest and motivation for learning | | |
| **Missouri**  **Early Learning Standards**  **Know & Do**  **Identify the standards you will teach during this lesson, and then identify what students should know and be able to do after engaging in this lesson.**  (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | **Missouri Learning Standards**  *List your standard(s) for the week here. You should include the Missouri Early Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).* | |
| * PK.SpE.A.1: Communicate in a variety of ways; 3: Use language to pretend or create. * PK.LRL.A.4: Listen responsively to books and stories (Setting/Thanksgiving) * PK.WL.A.1: Uses a variety of resources to facilitate writing; 2: Use scribbles, shapes, pictures, letter-like forms and letters to write. * PK.KPB.A. 2: Exhibits book handling skills; 6:Identify some alphabet letters; * PK.SL.A.1: Repeats rhymes, simple songs, poems, and finger plays; 3: Discriminates some sounds in words. * PK.NO.A.1: Shows interest and understanding in counting; 2: explores quantities * PK.PSI.A.3A – Participate in simple investigation of matter to answer a question or to test a prediction (states of matter). | |
| **Know**  **(*What do students need to know?)*** | **Do**  **(*What should students be able to do?)*** |
| * Communication is a tool to share thoughts and ideas. * Following directions keeps us safe and helps us learn. * Listening to books and stories helps us learn. * Writing helps us write down our thoughts and ideas. * Alphabet letters help us read and write. * Knowing about quantities helps us to understand amounts (1-10) * Identifying changes in seasons helps us understand patterns in the world. * Identifying changes in matter helps us understand patterns and characteristics of objects. | * Combine phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events. * Carry out multi-step requests that involve a familiar activity or situation, with teacher support. * Extend literacy activities by retelling a story, drawing pictures about a story, or acting out a story. * Initiate literacy activities that relate to classroom experiences, as well as, to own experiences or interests. * Use letters or clearly recognizable approximations of letters to write own name. * Write several words or a few simple phrases, or clearly recognizable approximations. * Read, or pretend to read, easy and predictable books. * Repeat words or phrases from familiar stories. * Identify ten or more letters (not necessarily at the same time) * Model with mathematics. * Sort objects into similar or different groups. * Use appropriate tools strategically. * Look for and express regularity in repeated reasoning. |
| **Essential Question(s)**  (Can be accessed in the Curriculum Plan.) | How can I be a better listener? (PK.LRL.A.1) How can I have a conservation with my friend? (PK.SpE.A.2); How can I answer a question from my teacher? (PK.LRL.A.5); How can I practice writing on my own? (PK.WL.A.2)  What is the setting in the story? How do I know what the setting is? What are clues to tell the setting in story/poem\_\_\_\_? What happens if we change the setting?  What changes do I observe around me? What skills do you use when being a scientist? What are the states of matter?  How can I use a number to show how much \_\_\_ I have? What is this number (1-10)? How much do I have? Count and tell me how many I have? | |
| **Academic Vocabulary** | -Alphabet, Letters, Name, syllable, segment, parts of word, syllable  -Thanksgiving, Native Americans (Wampanoag), Pilgrims, tradition, foods (mashed potatoes, turkey, etc)  -amount, quantity, number, how much, numbers 1-10, shapes including the hexagon  -setting, place, location, where/when  -states of matter, solid, liquid, gas, changes, observe  *(Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.)* | |
| **Summative Assessment Performance Tasks** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.** | |
| Students will write and respond to the topic/question: What is the setting in \_\_\_\_\_ story?// Write/draw/respond in your journal.  Students will write & respond to the topic: What is Thanksgiving? Who was a part of the 1st Thanksgiving?  Students will identify and sort objects using numerals/number words to identify quantity/amounts (1- one, 2- two, 3-three…) | |

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| **SLPS Pre-K Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Objectives**  ***Daily objectives****are short-term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.* | **Activities, Instruction & Modeling**  *What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students is engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | | **Formative Assessment/ Exit Slip/Checklist**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links when possible.* | **Due Date** |
| **Synchronous/Live Instruction**  **Math/ ELA** | **Asynchronous Learning**  **(independent)** |
| **Monday** | * I can tell about the story and characters. * I can use my five senses to tell about the world around me. * I can count objects up to 10. * I will be able to count 1 to 1 up to 10. * I will be able to rote count to 30. * I can identify an amount of objects (1-10) * I can identify the 3 states of matter (solid, liquid, gas) | What is the setting in the story \_\_\_? Where does the story take place?  What does it mean to be “thankful”? What can you be “grateful” for?  What is Thanksgiving? Why do we celebrate this holiday?  Look at the objects: How many \_\_\_ are there? What number can we write/match to show how much we have?  What are the 3 states of matter? What is a solid? | * + - * Name/sight word writing       * Handwriting practice       * Magnetic letter matching/words       * Create patterns (bears, chains, shapes, etc.)       * Pattern cards to extend a pattern       * Sorting FALL items into groups       * Describe the quantity of an amount of objects using words and numerals (1-10)       * Counting independently       * Read the Room (sight words, shapes, numbers)       * Write the Room (sight words, shapes, numbers)       * Shape puzzles and regular puzzles       * Seasonal independent work (sorting apples, pumpkins, patterns, etc.)       * iPad activities: ABC Mouse learning path, Starfall, ABCYA (patterns/sorting), EPIC books | * Tell me the character in \_\_\_ story. What did they do? * Tell about the setting in the story. Where did the story take place? * I have \_\_\_ bears. How many bears do you have? “I have \_\_\_ bears”. * What are the 3 states of matter? Identify the 3 pictures as one state of matter. | Due Friday/  end of week |
| **Tuesday** | What is the setting in the story \_\_\_? Poem \_\_\_\_? Where does the story take place?  What does it mean to be “thankful”? What can you be “grateful” for?  Who were the First Peoples’ of America? Who are the Wampanoag? Where did they live? How did they live?  How can we talk about different groups of objects/toys?  What is this kind of matter? Is it a solid, liquid, or gas? |
| **Wednesday** | What is the setting in the story \_\_\_? Poem \_\_\_\_? Where does the story take place?  What does it mean to be “thankful”? What can you be “grateful” for?  Who were the Pilgrims? Who are the Wamponags? Where did they live? How did they live?  What is Thanksgiving? What are the traditions for the holiday?  Are there MORE boys or girls in class? How can we show this? What number shows how many boys we have? What number shows how many girls?  What is this kind of matter? Is it a solid, liquid, or gas? How do you know? |
| **Thursday** | What is the setting in the story \_\_\_? Poem \_\_\_\_? Where does the story take place?  What is Thanksgiving? What are the traditions for the holiday?  How did early Colonialists live side by side with Native Americans? What food do you eat for Thanksgiving? What did they eat a LONG time ago?  Roll the dice: What is the number in dot form? How many \_\_\_\_ do you need? Show me 3 \_\_\_\_.  What is this kind of matter? Is it a solid, liquid, or gas? How do you know? |
| **Friday** | What is the setting in the story \_\_\_? Poem \_\_\_\_? Where does the story take place?  What is Thanksgiving? What are the traditions for the holiday?  What is the story all about (First Thanksgiving)? What happened to the Pilgrims & Native Americans?  Sort your basket of learning toys: How many are in this group? How many in this group? How do you know the number/numeral?  What is this kind of matter? Is it a solid, liquid, or gas? How do you know? |

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| **Learning Centers**  *Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.* | | |
| **Dramatic Play** | **Writing** | **Library/Reading** |
| N/A | Writing using various types of media; practice writing names | magnetic letters; ABC trade cards, alphabet cards; alphabet puzzles; lacing letters; book handling/print awareness activities |
| **Math** | **Science** | **Blocks** |
| Color and shape sorting/recognition; bingo games; puzzles; patterns with bears, chains, shapes, etc. | States of Matter | Introduction to center: use blocks to create different structures/shapes |
| **Technology** | **Sensory** | **Arts/Outdoor/etc.** |
| iPad introduction: ABC Mouse/Starfall/Epic | 5 Senses exploration; States of Matter exploration | Matter painting (ice cube painting; straw/blowing painting) |

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| **Small Groups/Interventions**  *When applicable, teachers should utilize data from trackers, formative, and/or summative assessments to plan who receives intervention and what content will be covered.*  *Please note if the planned intervention is for the purpose of remediation (R) or enrichment (E).* | | | | |
| **Group A** | **Group B** | **Group C** | **Group D** | **Group E** |
| Begin creating small-groups/partners based on data | | | | |

\*Common formative assessments are completed at the beginning of each quarter and common summative assessments are completed at the end of each quarter.