Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson **Topic:**Gingerbread Man/Gingerbread Girl(Real v. Fantasy) **Week Of:** 11/30-12/4/20

**Essential Question:** Gingerbread Man/Gingerbread Girl (Real v. Fantasy): Who is the Gingerbread Man/Girl? Are the books reality or fantasy (pretend)? What 2D shape is shown? What is symmetry? How do you know if a shape/object shows symmetry (is **symmetrical**)? What holidays have we learned about (review)?

-Students will cooperate and collaborate as a member of a school-learning community/name VIRTUAL classroom rules. Students will identify and recall **Holiday Facts** for the recent holidays we have discussed (Halloween, Veterans Day, Diwali, Thanksgiving, etc.). Students will identify a story as **“reality”** or **“fantasy”** (discuss simple characteristics of fiction/non-fiction text). Students will identify, label, and describe the characteristics of the basic **2D shapes.** Students will identify characteristics of **symmetry** in 2D shapes/objects.

**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 **symmetry in different objects**.

 **Science:** Students will increase knowledge of the physical world by making daily weather observations. Students will participate in following a recipe.

**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 story as **“reality”** or **“fantasy”** (discuss simple characteristics of fiction/non-fiction text).

**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 **Holiday Facts** for the recent holidays we have discussed (Halloween, Veterans Day, Diwali, Thanksgiving, etc.)

**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** |
| * Look at the shapes: What shape is this \_\_\_\_? What shape has 3 straight sides? What shape has NO sides? What shape has 4 sides and 4 corners?
* Look at this shape. What happens when I fold it in half? Draw a line down the middle? Does it look the same?
* What shapes show symmetry?
* What is SYMMETRY? What IS/ IS NOT symmetrical?
* Look at the pictures: does the object/shape show symmetry? (car, butterfly, rock, leaf, human face/body)
* Can you find an object in your house that shows symmetry? Draw & write the name of the objects in your notebook.
* Can you draw the OTHER part of the shape to show symmetry?
 | * What holidays have we learned about (Halloween, Veterans Day, Diwali, Thanksgiving, etc.)?
* What makes something “REAL” or “FANTASY” (pretend)?
* Is this story showing **reality** or **fantasy**? How do you know?
* What do you think about the Gingerbread Man story? Is it real or pretend?
* What do you think about the Gingerbread Girl story? Is it real or pretend?
* What do you think about the “Seeing Symmetry” story? Is it real or pretend?
* What happens in the Gingerbread Man/Girl stories that helps you figure out the story is a fantasy (pretend)?
* What parts of the story could have been real? Why?
* Draw a picture of a story that is FANTASY. Why is it a FANTASY picture?
* Draw a picture of a story that is REALISTIC (something that happened to you). Why is it a REALISTIC 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)
* How many shapes are in this group? Can you count & tell me how many you have?
* Sort your 2D shapes. Name them and match them with the picture.
* Which objects show symmetry? Why?
* What does it mean when something is “REALISTIC” or “REAL”? What does it mean when something is “FANTASY”?
* What is \_\_\_\_\_ Holiday? Why do we celebrate this holiday?
* What are some traditions for \_\_\_\_\_\_?

**Calendar Activities-** weather reports/graph, calendar/date (number of the day), days of week, first/last names, sight words, 100s chart, shapes |
| **Topic Vocabulary:** realism (real/realistic/true), fantasy (pretend/false/fake), numbers 0-20, basic 2D shapes (circle, triangle, square, rhombus), Diwali, Hindu, festival of lights, lantern, Veterans Day, soldier, marine, pilot, Thanksgiving, pilgrim, Native American, thankful, Halloween |
| **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 **Realism v. Fantasy** in a story/poem;
* Students will identify & name **traditions/characteristics for the holidays**;
* Students will identify & name what **is a Pilgrim/Native American/Veteran**;
* Students will identify & name **2D basic shapes**;
* Students will identify and **name lines of symmetry** in basic shapes/objects;
* Students will identify **symmetry/asymmetry when objects/shapes** are presented;
* Students will compare **& identify objects that HAVE symmetry with objects that do NOT;**
* Students will **sort objects/toys** by characteristics, then **identify as symmetrical/not symmetrical**;
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| **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| ***Plan for independent student assessments (virtual) week of 11/30/20--12/11/20*** |

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

* Gingerbread Man stories/Gingerbread Girl (other ex. of fiction/non-fiction) Books
* 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** |
| it, a | “What Is It?” | Symmetry (2D Shapes) | The Gingerbread Man/Gingerbread GirlReal v. Fantasy  |

**Assessments:** anecdotal notes, checklists, DRDP measure-based assessments (not at this time), ESGI online 1-1 Assessments