Adams Elementary Pre-K Lesson

**Teachers:** Sanders/Thompson/Anderson **Topic:** Diwali/Give Thanks **Week Of:** 11/9- 11/13/20

**Essential Question:** Give Thanks (Veteran’s Day) & Diwali: What is Veteran’s Day? What are the 5 Branches of the Military (Army, Coast Guard, Marines, Navy, Air Force)? Why do we celebrate Veterans Day? What is Diwali? Who celebrates Diwali? Why is it special? What is the setting of the story?

- Students will understand how to cooperate and collaborate as a member of a learning community. Students will identify a setting when listening to a story/poem. Students will identify, label, and describe the characteristics of the 5 branches of the military (Army, Coast Guard, Marines, Navy, Air Force). Students will identify & explain the national holiday, **Veterans Day**, as well as the Hindu holiday of **Diwali**. Students will develop numerical thinking using a number (1-10) to show quantity.

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

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

**Math:** Students will develop numerical thinking using a number (1-10) to **show quantity**. The student will use language, vocabulary, and numerical representations to discuss quantity.

**Science:** Students will increase knowledge of the physical world by making daily weather observations.

**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 **setting in a 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 classroom rules & safety rules. Students will identify and name the **5 Branches of the Military** (Army, Coast Guard, Marines, Navy, Air Force). Students will identify & explain the holiday of: **Veterans Day and Diwali**

**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 objects: How many \_\_\_ are there? What number can we write/match to show how much we have? * How can we talk about different groups of objects/toys? * 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? * Roll the Dice: What is the number in dot form? How many \_\_\_\_\_ do you need? Show me 3 \_\_\_\_. | * What is Veterans Day? What is a Veteran? What is a Soldier? Sailor? Pilot? * What are the 5 Branches of the Military (Army, Coast Guard, Marines, Air Force, Navy)? * What is Diwali? Who celebrates this holiday? Why? * Where is Diwali celebrated? How many days does it last? * What is the story all about? What happens first? * What was the setting in the story? * What happens if we change the story or something that happened in the story? Does it change the setting? |
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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 objects are in this group? Can you count & tell me how many you have? * Sort your basket of learning toys: How many are in this group? How many in this group? Which has more/less? * Sort your objects. How many girls/boys are in class? * What is the setting in the story? What happened in the beginning, middle, and end? * What happened first? Next? Last? * What is Veterans Day? Why do we celebrate this holiday? What is a Veteran? * What is Diwali? Who celebrates Diwali? What are some traditions for Diwali?   **Calendar Activities-** weather reports/graph, calendar/date (number of the day), days of week, first/last names, sight words, 100s chart, shapes | | | |
| **Topic Vocabulary:** setting of story,number words,compare, how many, more, less, numbers 0-20, basic shapes,quantity, number, total, Diwali, Hindu, festival of lights, lantern, Veterans Day, soldier, marine, pilot | | | |
| **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 **setting** in a story/poem; * Students will use **descriptive words** to describe the setting in a story/poem; * Students will identify & name **5 Branches of the Military**; * Students will identify & name what **Holiday Celebrates Soldiers (Veteran’s Day)**; * Students will identify & name traditions of **Diwali**; * Students will count groups of objects up to 10/20+; point/touch each object, as it is counted; * Students will identify and **name numerals** #1-10 (when written); * Students will identify **how many objects** are presented; * Students will compare **quantities of objects** using vocabulary to describe the groups (more than/less than, using language/written numerals, 1-10); * Students will **sort objects/toys** by characteristics, then **identify by quantity**; | | | |
| **Group 1** | **Group 2** | **Group 3** | **Group 4** |
| ***Plan for small-groups transition week of 11/16/2020*** | | | |

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

* Fall Books/ Apple/ Pumpkin/ Veterans Day/Diwali Books
* Two cube towers (10s)
* Bag of shapes/counters
* ABC-123 Workbook

**Homework:** (see “Homework” posted on class BBC/ “Assignments” tab on TEAMS)

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| **Sight Word** | **Sight Word Book** | **Math Skill** | **ELA Skill** |
| look | “My Look Book” | Number Quantity | Setting of a Story |

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