trees

**Need Support?** [**SLPS Lesson Planning Guidance Document**](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/jkeplar1682_slps_org/EZTeUmF3aV9HjGi8XdEsJt4B1L3AVFoLyjgP1LGC8j84JA?e=92oPJd)

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| **Teacher Name:**  | Marcia Lewis, Pierre Laclede JCA | **Date(s):**  | 2/17/25 – 2/21/25 |
| **Grade Level:**  | P3/P4 | **Unit Topic / Title:**  | Space/ Black History Month: Week 3How do astronauts live and work in space? |
| **Essential Question(s):** | How does space inspire me?How does the sun help the earth?What are differences between life on Earth and the moon and other planets? |  |  |

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| **DAILY EXPLICIT PHONEMIC AWARENESS INSTRUCTION**10 minutes daily **|** Link to Heggerty/Daily Phonics lesson **|** Link to songs on YouTube |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **NO STUDENTS** | [Heggerty Week 22](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/as27017_slps_org/ERX5dNGllklHkFBAFq2w0-YBdVxuQjQygauHlM_kbuJg7A?e=j3gaZa) | [Heggerty Week 22](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/as27017_slps_org/ERX5dNGllklHkFBAFq2w0-YBdVxuQjQygauHlM_kbuJg7A?e=j3gaZa) | [Heggerty Week 22](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/as27017_slps_org/ERX5dNGllklHkFBAFq2w0-YBdVxuQjQygauHlM_kbuJg7A?e=j3gaZa) | [Heggerty Week 22](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/as27017_slps_org/ERX5dNGllklHkFBAFq2w0-YBdVxuQjQygauHlM_kbuJg7A?e=j3gaZa)  |

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| **DAILY READ ALOUD**10-15 minutes daily **|** Outside of whole group lesson **|** Link to unit and/or student interests **|** Books can be repeated **|** Physical copies of books preferred |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **NO STUDENTS** | [*Astronauts Zoom!*](https://storytimefromspace.com/astronauts-zoom/) | [*Animals in the Sky*](https://youtu.be/g9Pho_5RnZc?si=OvlmwyENxXVapUWq) | [*Remember to Dream, Ebere'*](https://storylineonline.net/books/remember-to-dream-ebere/) | [*Ten Black Dots*](https://youtu.be/u_pRbMoGsjo?si=FKtrRfoZUuVM2XQc) |

|  | **Whole Group Lesson****Monday** |  **Whole Group Lesson****Tuesday** | **Whole Group Lesson****Wednesday** | **Whole Group Lesson****Thursday** | **Whole Group Lesson****Friday** |
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| [**Missouri Early Learning Standard(s)**](https://dese.mo.gov/media/pdf/missouri-early-learning-standards)What standards, concepts, and/or areas of development are you directly teaching and assessing during the lesson?  |   | III. Written LanguageA. Use Writing as a Means of Expression/CommunicationII.Visual ArtsA.Show Interest in Visual Arts1.Explore and experiment with a range of media through sensory exploration 3.Use creative art to express thoughts, feelings and experiences | Written Language A. Use writing as a means of expression/ communicationReady Readers10:00 am |  Number and OperationsA. Develop Number Sense1.Show interest and understanding in counting2.Explores quantity | I. Knowledge of Others A. Build Relationships of Mutual Trust and Respect with OthersPatterns and Relationships (Algebra)A. Develop an Awareness of Patterns1.Recognize patterns and relationships2.Duplicate and extend patterns3.Create patterns |
| **Learning Target(s)*** What should students know and be able to do at the end of the lesson?
* No more than 3
* Student-friendly language
 |  | I can draw what I would do if I lived in space. | I can write a letter K. | I can use 10 frames to count to 20. | I can create a pattern.I can draw a picture for someone I care about. |
| **Success Criteria** What are you looking for students to do as a result of this learning? Be specific. |  | * Student is able to draw, describe, and/or write about what they would do if they were an astronaut at the space station.
 | * Students are able to grip the pencil.
* Students trace and write the letter K.
 | * Student is beginning to recognize numbers without counting.
* Student is able to use 10 frames to increase teen number recognition.
 | * Students will create and extend an AB, ABC, or other pattern.
* Students will draw a picture for someone they care about.
 |
| **Tier 2 Vocabulary**What 2-3 words are essential to understanding the content? |   | astronaut, Space station |  | Ten frame |  |
| **Build or Activate Background Knowledge**How can children share relevant life experiences and/or how will you provide support for what they don’t yet know?**I Do*** Teacher modeling
* Strategies for increasing comprehensible input

**We Do*** Total participation Techniques (TPT)
* Possible misconceptions
* Differentiation

**You Do*** Tier 2 and 3 Supports
* Actionable feedback

**Check for Understanding (CFU)*** Connects for criteria for success
* Opportunities to try again
 |  |  **Prepare ahead:*** Open [*Astronauts Zoom!*](https://storytimefromspace.com/astronauts-zoom/) *On the Promethean Board*
* Open [Peanut Butter and Jelly in Space.url](https://stlps.sharepoint.com/%3Au%3A/s/ECEEducators/EbyqJSR7qB1BmtlFwVRO-KABLZnI6haNkT2cIfphPC6lMw?e=9PQ2Rn) and [Chris Hadfield Brushes his Teeth in Space.url](https://stlps.sharepoint.com/%3Au%3A/s/ECEEducators/Ed28HW1ReexOnoT6BkOf-3EBgV7pu-Nf4_2ri5CcjtvgSA?e=EkgLzM) on the Promethean board
* Tape paper to the underside of the table.

**Activate Background: Knowledge:*** Watch Storytime in space [*Astronauts Zoom!*](https://storytimefromspace.com/astronauts-zoom/)
* Watch [Peanut Butter and Jelly in Space.url](https://stlps.sharepoint.com/%3Au%3A/s/ECEEducators/EbyqJSR7qB1BmtlFwVRO-KABLZnI6haNkT2cIfphPC6lMw?e=9PQ2Rn) and [Peanut Butter and Jelly in Space.url](https://stlps.sharepoint.com/%3Au%3A/s/ECEEducators/EbyqJSR7qB1BmtlFwVRO-KABLZnI6haNkT2cIfphPC6lMw?e=9mzeDa)

**Teachers will:*** Explain that they will be lying on the floor and drawing on the paper that is taped to the underside of the table to pretend they are floating in the space station.

**Students will:** * Lay on floor under the table pretending that they are floating in the space station while drawing what they would do if they were an astronaut in the space station.

**CFU:** * Student is able to describe and/or write about their drawing.

 **Consider:** You may want to write what the student has described on their drawing. | **Prepare ahead**:  * Student handwriting booklets open to the letter K.
* Pencils at student tables
* Open song on Promethean Board
* Play doh or alternate early finisher activity

**Building or Activating Background Knowledge:*** [Boom Cards: Space Letter Sounds](https://boom.cards/fastplay/m4e8)

**Teachers will:** * Model how we start our letters at the top.
* Explicitly teach letter formation for the letter K.
* Monitor and assist students with pencil grip and letter formation.

**Students will:** * Practice gripping the pencil.
* Air write or “write” with their finger on the carpet as the teacher models letter formation.
* Trace and write the letter “K” in their handwriting booklet.

**CFU:** * Students are able to grip the pencil.
* Students write K.

**Consider**: * Does anyone’s name start with K? Have an K in it?
 | **Prepare ahead:*** Print [Math task cards.pdf](https://stlps.sharepoint.com/%3Ab%3A/s/ECEEducators/ETtPU-apryJHnav1lTXnHS0BFu0P61GWDcSKiotzdnPcEw?e=dYuVW6) for whole group activity and then use for math center.

**Activate Background: Knowledge:*** Open [Teen Numbers Song & Routine I Can Write Teen Numbers!.url](https://stlps.sharepoint.com/%3Au%3A/s/ECEEducators/EZ8VythF-Z1GiXUSSujuNpsB_Q7ERGq40svNeoakumKmeA?e=tLSuq8) on Promethean Board.

**Teachers will:*** Using the resource from the math center [Star Ten Frames Task Cards.pdf](https://stlps.sharepoint.com/%3Ab%3A/s/ECEEducators/EcfJ0wWslgRFrymlzPovisEBNly-d9j7Lcp49gSLheWLqg?e=fxabwP) demonstrate how they will match the correct number.

**Students will:** * Match the number to the corresponding ten frame or frames.

**CFU:** * Students begin to recognize the number of objects without counting.
* Students begin to make connections between a numeral and number of objects.

**Consider:** Having students practice writing teen numbers on white boards during song. | **Prepare ahead:** PatternTemplate BoardCut-outs**Activate Background: Knowledge:*** Use boom cards to review or introduce patterning.

**Teachers will:*** Review simple patterns and review or introduce more complex patterns using the boom cards lesson.
* Model how to create a pattern on the heart picture frames.

**Students will:** * Participate in the boom cards patterning lesson.
* Color a pattern using the hearts around the frame.
* Draw a picture for someone they care about inside the heart frame.

**CFU:** * Students will create and extend an AB, ABC, or other pattern.
* Students will draw a picture for someone they care about.

**Consider:** * Letting students choose a pattern.
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| **Academic Learning Centers** |
| **Literacy** | **Sensory** | **Math** |
| **Materials**: [Literacy Task Cards.pdf](https://stlps.sharepoint.com/%3Ab%3A/s/ECEEducators/EYfPlJuVbNVBmJc300NADB4BgAVwDb8_9AWqEHGzQ6LHhA?e=WAZlPq) (printed and laminated), Velcro (if available, if not, students may place cards on the dot without using Velcro) | **Materials**: black beans, stars, spoons, scoops | **Materials**: [Star Ten Frames Task Cards.pdf](https://stlps.sharepoint.com/%3Ab%3A/s/ECEEducators/EcfJ0wWslgRFrymlzPovisEBNly-d9j7Lcp49gSLheWLqg?e=fxabwP) (printed and laminated), Velcro (if available, if not, students may place cards on the dot without using Velcro)**Optional additional activity**: [Space Color By Code](https://stlps.sharepoint.com/%3Ab%3A/s/ECEEducators/Eb63g5GmxN9Pu7-FMja7IyIBVjOCpBUmWzUfHrtVsFA3rg?e=jrMRYE)  |
| **Criteria for Success:** Students will match the letter that makes the correct beginning sound to the CVC words, demonstrating awareness that beginning sounds are the first sounds you hear in a word. **Teachers can**: Document observations of students' phonemic awareness by noting their ability to match beginning sounds | **Criteria for Success:** Students will practice fine motor skills through scooping and pouring, engage in imaginative play about space exploration, count, sort and make patterns with the stars, use space-themed vocabulary, develop social skills through sharing and cooperative play and keep beans safely in the sensory bin.**Teachers can**: Ensure students don’t stick beans in ears, nose and throat. | **Criteria for Success:** Students will count the number of stars in ten frames and match the correct numbers, will begin to recognize numbers without counting, will use 10 frames to increase teen number recognition.**Teachers can**: Provide a model/chart of numbers with visuals that students can use to self-check and self-correct. |
| **Writing / Fine Motor** | **Art** | **Dramatic Play** |
| **Materials**: [Galaxy dough](https://www.prekprintablefun.com/outer-space.html) (flour, salt, cream of tarter, vegetable oil, hot water, food coloring, glitter), **Optional materials:** rolling pins, plastic cutters, molds | **Materials**: Black construction paper, star stickers  | **Materials**: Foil (for teacher use), cardboard box space shuttle with control panels made from paper plates and buttons, astronaut dress up clothes (Astronaut dress-up clothes (helmets made from plastic milk jugs, space boots, gloves), old keyboards, headsets and space related pictures, paper tube “telescopes”, collection containers, magnifying glasses, tongs, clipboards, camera (toy or cardboard), maps of planets and stars |
| **Criteria for Success:** Students will use clean hands to roll, squeeze, and flatten dough while keeping it in their designated workspace. Students will express creativity and imagination as they engage in cooperative play with peers. **Teachers can**: Use open-ended questions to spark creativity, introduce relevant vocabulary naturally, notice and narrate positive behaviors.  | **Criteria for Success:** Students will use spatial awareness and fine motor skills to create basic patterns or constellation designs. Students will keep stickers on the paper, throw trash in the trash can, and share materials with their classmates.**Teachers can**: Encourage creativity so that each student creates a unique constellation. | **Criteria for Success:** Students will use space related vocabulary and props to develop and engage in creative play that incorporates multiple roles and characters, demonstrate proper handling of materials, put on and removes astronaut gear with minimal assistance, move carefully while wearing space gear, use tongs to collect “space samples,” use paper telescopes for “star gazing”, use toy camera to document findings, and make intentional marks on clipboards.**Teachers can**: Cover kitchen set with foil, make a “Mission Control” area with old keyboards, headsets, and space related pictures. |
| **Science** | **Construction** | **Dollhouse** |
| Materials: Constellation cards with holes punched out, flashlights | **Materials**: Nonfiction books and [photographs](https://stlps.sharepoint.com/%3Aw%3A/s/ECEEducators/ET31QFpqguROpaXSGHV2pHoBIS3pOi1ibaIihkNFdO6vhA?e=6iCiof) of shuttles, paper for students to draw rocket designs, blocks | **Materials**: Dollhouse, posable dolls, furniture[Dollhouse ideas for space theme.docx](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/as27017_slps_org/EapIs7K3ipBHn0elKSIuyJoBxcy7VLeJpkxdlBohmwHsWQ?e=hZxVld) |
| **Criteria for Success:** Students will develop fine motor skills as they hold and aim a flashlight to explore and project various constellation patterns. Students will ask questions about stars and constellations, make connections to patterns, and make connections to broader learning about space.**Teachers can**: Encourage students to create stories about the constellations and to experiment with light and shadow.   | **Criteria for Success:** Students will develop fine motor skills through block manipulation and drawing rocket designs, engage in creative problem solving, build vocabulary related to space exploration, create a structure that stands upright, and work collaboratively with peers. **Teachers can**: Encourage students to plan and work together. | **Criteria for Success:** Students will use their imagination to assume roles, use language to communicate, and act out everyday situations. **Teachers can**: Listen to students' conversations. What roles do they most frequently assume? Do they play with others or prefer to play alone? Do students direct the play of others? |
| **iPad / Technology** | **Light Table** | **Other** |
| **Materials**: [Curious George Blast Off](https://ninepbs.pbslearningmedia.org/resource/kids-lab-games-curious-george-blast-off/blast-off-curious-george/)Boom Cards: Space Measurement(Boom Cards will be linked 2.17.25 - 2.21.25) | **Materials:**  Gem light table manipulatives, [Make a Constellation Activity](https://stlps.sharepoint.com/%3Ab%3A/s/ECEEducators/ESbqpkw8zwJAjm2AzOlHPYcBN_E0CwgCl_UrTePRTTG66g?e=hcNxUd)  |  |
| **Criteria for Success**: Students handle iPad with care, demonstrate understanding of basic touch controls, stays engaged with chosen game and follows simple game instructions with visual and audio cues. **Teachers can:** monitor student engagement time, track progress in technology skill development.  | **Criteria for Success:** Students will use spatial awareness and fine motor skills to create basic patterns or constellation designs out of gem manipulatives. Students will keep gems on the light table.**Teachers can**: Read the names of constellations to students, encourage students to create their own constellations and stories. |  |

**Possible differentiation strategies**:

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| **Writing / Fine Motor Skills*** use of a triangular pencil, golf pencil, marker, or specific writing instrument
* student writes vertically
* pencil grip
* student has additional guided practice (e.g., tracing)
* student does not use lines or writes larger
* cutting playdoh instead of paper
* ripping paper
* larger beads or manipulatives
* provide small group or one-on-one support
 | **Literacy/Math*** give fewer choices
* allow student to point instead of verbalizing/naming
* increase the rigor (e.g., ask for a sound instead of letter name, ask the child to tell you the next consecutive number, etc.)
* allow the child to match like letters/numbers/quantities
* use of props and/or realistic items
 | **Sensory Considerations\**** clear directions and simple transitions
* provide advance notice of next activity or an upcoming transition
* reduce the number of peers near the student
* peer modeling
* noise reducing/canceling headphones
* increase sensory input
* reduce sensory input
* carry a stuffed animal
* use the restroom first or last
* well-defined, concrete spaces
 | **Language*** use of sentence stems/frames
* scaffolded questioning to help the child determine the answer on his/her own
* use of visuals
* non-verbal cues
* use of words or songs in the child’s L1/home language
* introducing / pre-teaching content in a small group or one-on-one during centers
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\*May not be visible on the written lesson plan.

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| **Teacher Name:**  | Marcia Lewis, Pierre Laclede JCA | **Date(s):**  | 2/24/25 – 2/28/25 |
| **Grade Level:**  | P3/P4 | **Unit Topic / Title:**  | Space/Black History Month: Week 4What are differences between life on Earth and the moon and other planets? |
| **Essential Question(s):** | How does space inspire me?How does the sun help the earth?What are differences between life on Earth and the moon and other planets? |  |  |

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| **DAILY EXPLICIT PHONEMIC AWARENESS INSTRUCTION**10 minutes daily **|** Link to Heggerty/Daily Phonics lesson **|** Link to songs on YouTube |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| [Heggerty Week 23](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/as27017_slps_org/ERS7Z4stRSFOgEUT2v-z-rMBPDXVIPXmpwW0td8kL7mATw?e=T2N5GH) | [Heggerty Week 23](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/as27017_slps_org/ERS7Z4stRSFOgEUT2v-z-rMBPDXVIPXmpwW0td8kL7mATw?e=T2N5GH) | [Heggerty Week 23](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/as27017_slps_org/ERS7Z4stRSFOgEUT2v-z-rMBPDXVIPXmpwW0td8kL7mATw?e=T2N5GH) | [Heggerty Week 23](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/as27017_slps_org/ERS7Z4stRSFOgEUT2v-z-rMBPDXVIPXmpwW0td8kL7mATw?e=T2N5GH) | [Heggerty Week 23](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/as27017_slps_org/ERS7Z4stRSFOgEUT2v-z-rMBPDXVIPXmpwW0td8kL7mATw?e=T2N5GH)   |

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| **DAILY READ ALOUD**10-15 minutes daily **|** Outside of whole group lesson **|** Link to unit and/or student interests **|** Books can be repeated **|** Physical copies of books preferred |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| [*XO, Exoplanet*](https://www.youtube.com/watch?v=PIsRFDVciwE)Twinkle, Twinkle, Little Star | [*Max Goes to the Moon*](https://youtu.be/9uBATiAEsbc?si=asac9FbpkkEaBCaV) |  | [*Zoom! Zoom! Zoom! I'm Off to the Moon!*](https://youtu.be/s-dl9FG5mQg?si=0mURW_XKrM60XTPa) | [*Mae Among the Stars by Roda Ahmed | Inspiring Read Aloud with Mr. Ramos*](https://youtu.be/tuMVjqvIuTI?si=cXoc7wleHIj2fyby) |

|  | **Whole Group Lesson****Monday** |  **Whole Group Lesson****Tuesday** | **Whole Group Lesson****Wednesday** | **Whole Group Lesson****Thursday** | **Whole Group Lesson****Friday** |
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| [**Missouri Early Learning Standard(s)**](https://dese.mo.gov/media/pdf/missouri-early-learning-standards)What standards, concepts, and/or areas of development are you directly teaching and assessing during the lesson?  |  Sounds of Language (Phonological Awareness) A. Attend to Sounds of Language Repeat rhymes, simple songs, poems and finger play | I. Spoken/Expressive LanguageA. Use language to communicateII. Listening/Receptive LanguageA. Listen for Different Purposes | III. Written Language A. Use writing as a means of expression/ communicationReady Readers10:00 am | IV. Measurement.1. Use measurement

II. Geometry and Spatial Sense1. Investigate positions and locations | III. Written Language A. Use writing as a means of expression/ communicationKnowledge of Self A. Exhibit Self-Awareness1. Show respect for self 2. Develop personal preferences  |
| **Learning Target(s)*** What should students know and be able to do at the end of the lesson?
* No more than 3
* Student-friendly language
 |  I can tell if two words rhyme | I can compare the Earth and the Moon. | I can write the letters M | I can write the letters in my name.I can tell when something is longer or shorter. | I can describe what I want to be when I grow up. |
| **Success Criteria** What are you looking for students to do as a result of this learning? Be specific. | Students are able to name one thing from the text pictures. | * Students are able to contribute to the class discussion.
 | * Students are able to grip the pencil.
* Students trace and write the letter M.
 | * Students are able to count the letters in their name.
* Students use measurement vocabulary in their comparisons.
 | * Students are able to draw and describe what they would like to be when they grow up.
 |
| **Tier 2 Vocabulary**What 2-3 words are essential to understanding the content? |  inspire | Planets, sphere |  | Shorter, longer |  Astronaut, engineer |
| **Build or Activate Background Knowledge**How can children share relevant life experiences and/or how will you provide support for what they don’t yet know?**I Do*** Teacher modeling
* Strategies for increasing comprehensible input

**We Do*** Total participation Techniques (TPT)
* Possible misconceptions
* Differentiation

**You Do*** Tier 2 and 3 Supports
* Actionable feedback

**Check for Understanding (CFU)*** Connects for criteria for success
* Opportunities to try again
 |  **Prepare ahead:*** Open song and video on Promethean Board
* Chart paper Review objects in the sky and space

**Activate Background: Knowledge:*** [**Mr. Sun song**](https://youtu.be/hlzvrEfyL2Y?si=AxguyZ8tHG8rszIP)

 **Teachers will:*** Review that rhyming words have the same ending sound. (Connect to today’s read aloud.)
* Designate a way for students to respond if they think it is a rhyme or not a rhyme (stand up/sit down, thumbs up/thumbs down, step to the right,/step to the left)
* Discuss rhyme pairs from text

**Students will:** * Listen to the teacher speak the two words.
* Complete the identified motion (example: thumbs up/thumbs down) to share whether they think the words are rhymes or not.

**CFU:** * Students will be able to identify rhyming words.

**Consider:**Taking anecdotal notes or using a checklist for recordkeeping of which students are able to identify rhyme to inform future instruction. | **Prepare ahead:*** Open song and video on Promethean Board
* Chart paper with a Venn Diagram drawn

**Activate Background: Knowledge:*** [**Mr. Sun song**](https://youtu.be/hlzvrEfyL2Y?si=AxguyZ8tHG8rszIP)

**Teachers will:*** Share [Sid the Science Kid: Planets](https://app.discoveryeducation.com/learn/player/49741285-8675-420c-9aa6-90e43249937b?shared=true\) video
* Lead guided discussion

(What did Sid learn about planets? What makes Earth special? What do we have on Earth that other planets don’t have?)* Create a class comparison chart to compare the Earth and Moon

**Earth | Moon**-has water | no water- has plants | no plants - has animals | no animals- has air | no air-people live here | only astronauts visit**Both** – Are a sphere, are part of space* End the lesson with a movement activity (When I’m on Earth, I can.., When I’m on the Moon, I can...)

**Students will:** * Use related vocabulary to answer questions and participate in guided discussion.
* Contribute to the Venn Diagram comparison chart.
* Act out how they would move on earth (running, jumping) and moon (pretend to float or bounce).

**CFU:** * Students are able to contribute to the class discussion.

**Consider:** | **Prepare ahead**:  * Student handwriting booklets open to the letter M
* Pencils at student tables
* Open song on Promethean Board
* Play doh or alternate early finisher activity

**Building or Activating Background Knowledge:*** [Where do we start our letters song](https://stlps.sharepoint.com/%3Au%3A/s/ECEEducators/EU1MS3Qtg51Ihyh3gqp8AosBjpsP6tiEqAe_WtgojedKvg?e=yA2pzT)

**Teachers will:** * Model how we start our letters at the top.
* Explicitly teach letter formation for the letter M
* Monitor and assist students with pencil grip and letter formation.

**Students will:** * Practice gripping the pencil.
* Air write or “write” with their finger on the carpet as the teacher models letter formation.
* Trace and write the letter “M” in their handwriting booklet.

**CFU:** * Students are able to grip the pencil.
* Students write M.

**Consider**: * Does anyone’s name start with M? Have an m in it?
 | **Prepare ahead:*** Open Boom Cards on Promethean Board
* Student name rockets (created at the writing center this week)
* Space themed manipulatives
* Chart paper

**Activate Background: Knowledge:*** Boom Cards: Space measurement

(Boom Cards will be linked 2.17.25 - 2.21.25)**Teachers will:*** Model vocabulary words using concrete objects (Ex: Move toy rocket near or far away, compare different sized stars to show smallest and largest, etc.)
* Call on students to complete the boom cards.
* Model how to count and compare how many letters are in each name rocket.
* Use chart paper to graph class name lengths.

**Students will:** * Use math themed vocabulary as they come to the board to complete the Boom Cards.
* Work with partners to compare their name rockets.
* Count letters in each name.
* Determine whose name is longer/shorter.
* Use measurement vocabulary.
* Contribute to class graph showing name lengths.

**CFU:** * Students are able to count the letters in their name.
* Students use measurement vocabulary in their comparisons.

**Consider:*** How students will be selected to complete boom cards or if the whole class will answer in unison.
* Strategically partnering students in pairs to compare name length.
* Having students use nametags or a whiteboard with their name on it if they have not completed a name rocket.
 | **Prepare ahead:*** Open [*Mae Among the Stars by Roda Ahmed | Inspiring Read Aloud with Mr. Ramos*](https://youtu.be/tuMVjqvIuTI?si=cXoc7wleHIj2fyby), [Girls ask Dr. Mae Jemison about space](https://youtu.be/JZoDnBoTTxQ?si=TkxS7ylFF3fCCqJo), and [Space Yoga](https://stlps.sharepoint.com/%3Ab%3A/s/ECEEducators/EaVK3nVeLgJPs6MgJ45AeAABwbGvCb9i3zx8B5XaLF_wAQ?e=uPOP4p) on the Promethean Board.
* All students will need a piece of paper, pencil and crayons, markers or colored pencils.

**Activate Background: Knowledge:*** [Space Yoga](https://stlps.sharepoint.com/%3Ab%3A/s/ECEEducators/EaVK3nVeLgJPs6MgJ45AeAABwbGvCb9i3zx8B5XaLF_wAQ?e=uPOP4p)
* [Girls ask Dr. Mae Jemison about space](https://youtu.be/JZoDnBoTTxQ?si=TkxS7ylFF3fCCqJo)

**Teachers will:*** Read or watch *Mae Among the Stars* with class.
* Discuss how Mae’s Mom says if she can dream it and work hard for it anything is possible. What dreams do the students have? What would they like to be?
* Create a list of careers the students list as their dreams.
* Give each student a piece of paper. They will draw themselves as adults in that job.
* Write the career and the description the students give them about their drawing.

**Students will:** * Participate in discussions about dream careers.
* Give ideas of careers for the class list.
* Draw a picture of themselves as adults with their dream career.

**CFU:** * Students are able to draw and describe what they would like to be when they grow up.

**Consider:** |

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| **Academic Learning Centers** |
| **Literacy** | **Sensory** | **Math** |
| **Materials**: Magnetic letters, [Space Themed Word Wall Cards.pdf](https://stlps.sharepoint.com/%3Ab%3A/s/ECEEducators/EZDq3KgnqUNPjn7NWoMYw_YB5UpmCTxUySROjB1-YMiyVQ?e=w9y1fN) | **Materials**: black beans, stars, spoons, scoops | **Materials**: [Sorting Sizes File Folder Center.pdf](https://stlps.sharepoint.com/%3Ab%3A/s/ECEEducators/EYIevY7REvtDiGa9WxyY_9IB5xOPUZLW3qoar-GXDYFniA?e=xwBfPR) |
| **Criteria for Success:** Students will develop letter recognition and basic phonetic skills as they manipulate letters to form words on space-themed cards. **Teachers can**: provide differentiated word cards based on skill level and use think-alouds to demonstrate sound-letter connections. | **Criteria for Success:** Students will practice fine motor skills through scooping and pouring, engage in imaginative play about space exploration, count, sort and make patterns with the stars, use space-themed vocabulary, develop social skills through sharing and cooperative play and keep beans safely in the sensory bin.**Teachers can**: Ensure students don’t stick beans in ears, nose and throat. | **Criteria for Success:** Students are able to sort stars by size and color. Students are able to categorize vehicles by if they would be on land, in water, in the sky, or in space. Students can identify and correct their own sorting mistakes when prompted, use size vocabulary as they explain their sorting decisions, and keep like materials organized together,**Teachers can**: Have multiple file folder centers available to choose from or have one out each day. Document observations of students' ability to sort by different characteristics. |
| **Writing / Fine Motor** | **Art** | **Dramatic Play** |
| **Materials**: Construction paper (cut in squares and to glue squares onto), glue sticks, crayons or makers[Rocket template](https://stlps.sharepoint.com/%3Aw%3A/s/ECEEducators/EaKoATdk1rBLhSrT-RclR64BQQRFl8D3i_vLtadN0LucQA?e=ahczKz) A drawing of a rocket with letters and a scribble  AI-generated content may be incorrect. | **Materials:** Paper plates or coffee filters, paint, paintbrushes, water to rinse brushes, books or pictures of planetsA table with paper plates and a painting kit  AI-generated content may be incorrect. | **Materials**: Foil (for teacher use), cardboard box space shuttle with control panels made from paper plates and buttons, astronaut dress up clothes (Astronaut dress-up clothes (helmets made from plastic milk jugs, space boots, gloves), old keyboards, headsets and space related pictures, paper tube “telescopes”, collection containers, magnifying glasses, tongs, clipboards, camera (toy or cardboard), maps of planets and stars |
| **Criteria for Success:** Students will practice fine motor and writing skills as they write each letter of their name on a square and place letters in the correct sequence to form their name. Students will demonstrate proper glue usage and put the cap onto the glue stick when finished. Students may add rocket or space themed elements to their picture with crayons and/or markers.**Teachers can**: Decide if cutting is a skill you would like this activity to include. If so, students can cut their own squares before writing their name.  | **Criteria for Success:** Students will demonstrate creativity as they explore mixing paint on paper plates to make planets. Students will keep the paint on the brushes and plates and wash the brush between colors. **Teachers can**: Model mixing the paint to create planets. Demonstrate how to clean the brush between colors. | **Criteria for Success:** Students will use space related vocabulary and props to develop and engage in creative play that incorporates multiple roles and characters, demonstrate proper handling of materials, put on and removes astronaut gear with minimal assistance, move carefully while wearing space gear, use tongs to collect “space samples,” use paper telescopes for “star gazing”, use toy camera to document findings, and make intentional marks on clipboards.**Teachers can**: Cover kitchen set with foil, make a “Mission Control” area with old keyboards, headsets, and space related pictures. |
| **Science** | **Construction** | **Dollhouse** |
| **Materials**: Moon rover (toy car), blocks, ramp surfaces (ramp, book, box lid, etc...) | **Materials**: Nonfiction books and [photographs](https://stlps.sharepoint.com/%3Aw%3A/s/ECEEducators/ET31QFpqguROpaXSGHV2pHoBIS3pOi1ibaIihkNFdO6vhA?e=6iCiof) of shuttles, paper for students to draw rocket designs, blocks | **Materials**: Dollhouse, posable dolls, furniture |
| **Criteria for Success:** Students will use space themed vocabulary to discuss simple predictions about how their moon rover will move as they play cooperatively with their peers. Students will demonstrate control when releasing objects down ramps, safely handle materials, adjust ramp height/angle and make observations. Students will demonstrate basic understanding of how objects move down ramps (slope affects speed).**Teachers can**: allow the students to experiment with materials that have a variety of surfaces and textures.A person sanding a piece of wood  AI-generated content may be incorrect.  | **Criteria for Success:** Students will develop fine motor skills through block manipulation and drawing rocket designs, engage in creative problem solving, build vocabulary related to space exploration, create a structure that stands upright, and work collaboratively with peers. **Teachers can**: Consider changing out the types of blocks students can use to build rockets if you have access to multiple types of blocks. (Ex: using legos or duplos instead of wooden blocks) | **Criteria for Success:** Students will use their imagination to assume roles, use language to communicate, and act out everyday situations. **Teachers can**: Listen to students' conversations. What roles do they most frequently assume? Do they play with others or prefer to play alone? Do students direct the play of others? |
| **iPad / Technology** | **Light Table** | **Other** |
| **Materials**: [Curious George Blast Off](https://ninepbs.pbslearningmedia.org/resource/kids-lab-games-curious-george-blast-off/blast-off-curious-george/)A qr code with a few squares  AI-generated content may be incorrect.Boom Cards: Space Measurement(Boom Cards will be linked 2.17.25 - 2.21.25) | **Materials:**  MagnaTiles, [Example Picture](https://stlps.sharepoint.com/%3Aw%3A/s/ECEEducators/EeqLo0l5jixAq8MISCR1r1sB3iLeNAbhH36rqPzAySNzSg?e=yHarvE) |  |
| **Criteria for Success**: Students handle iPad with care, demonstrate understanding of basic touch controls, stays engaged with chosen game and follows simple game instructions with visual and audio cues. **Teachers can:** monitor student engagement time, track progress in technology skill development.  | **Criteria for Success:** Students will use MagnaTiles to create a vertical “rocket” structure that can stand independently, work collaboratively with peers, and demonstrate problem solving.**Teachers can**: Encourage students to use the example as needed but to be creative and incorporate unique design elements to their rocket.  |  |

**Possible differentiation strategies**:

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| **Writing / Fine Motor Skills*** use of a triangular pencil, golf pencil, marker, or specific writing instrument
* student writes vertically
* pencil grip
* student has additional guided practice (e.g., tracing)
* student does not use lines or writes larger
* cutting playdoh instead of paper
* ripping paper
* larger beads or manipulatives
* provide small group or one-on-one support
 | **Literacy/Math*** give fewer choices
* allow student to point instead of verbalizing/naming
* increase the rigor (e.g., ask for a sound instead of letter name, ask the child to tell you the next consecutive number, etc.)
* allow the child to match like letters/numbers/quantities
* use of props and/or realistic items
 | **Sensory Considerations\**** clear directions and simple transitions
* provide advance notice of next activity or an upcoming transition
* reduce the number of peers near the student
* peer modeling
* noise reducing/canceling headphones
* increase sensory input
* reduce sensory input
* carry a stuffed animal
* use the restroom first or last
* well-defined, concrete spaces
 | **Language*** use of sentence stems/frames
* scaffolded questioning to help the child determine the answer on his/her own
* use of visuals
* non-verbal cues
* use of words or songs in the child’s L1/home language
* introducing / pre-teaching content in a small group or one-on-one during centers
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\*May not be visible on the written lesson plan.