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**St. Louis Public Schools**
**Pre-K Standards-Based Blended Learning Lesson Planner**

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| **Weekly Instructional Planner** |
| **Name** | S. Tate/ Jordan | **Date** | Week of January 8, 2024 | **Grade & Subject** | Pre-K  |
| **Lesson Topic** | Everyday Helpers Week 1 |
| **Lesson Objectives** | **Content Objective(s)** | **Language Objective (ESOL)** | **DRDP** |
| Student demonstrates knowledge of verbal conversational rules.Student uses a wide variety of words to label and describe people, places, things and actions.Student recognizes at least 20 distinct letter sounds in the language of instruction.Student engages in pre-reading and reading related activities.Student can count up to 10 items and demonstrates that the last count is how many items were counted. |  |  |
| **Focus Standard(s)** | **Standard** | **Prior Knowledge and/or Unfinished Learning Needs** |
| ELA: Pk.KPB.A1\*\*\* Show an interest in reading and booksELA: PK.SpE.A.1\*\*\* Communicate in a variety of ways.PK.NO.A.1 Show interest in understanding and counting.PK.NO.B.1 Identify numerals in everyday situations PK.GSS.A.1\*\*\* Take objects apart and puts them together.PK.PSI.A.2A\*\*\* Recognize that everything is made of matter.PK.SED.1.B.1 Follow simple rules. |  |
| **Essential Question & Vocabulary** | **Essential Question** | **Lesson Vocabulary** |
| ELA: How do people in our community help us? What do everyday helpers do in a community?Math: How are shapes different?SCI: What changes do I observe around me? What types of weather are typical for each season?SED: What is right? | SCI: cloudy, cool, fog, rain, snow, sunny, warm, windyELA: blend, bottom, camel, cat, character, important, letter, listen, lowercase, nonverbal, part, same, sound, syllable, top, uppercase, wordMath: circle, corner, count, equal, idea, one less, one more, rectangle, separate, shape, shapes, side, square, strategy, triangleSED: attention, eye contact, problem, respectConcept: carpenter, dentist, doctor, guard, nurse |
| **List of resources or strategies related to learner’s style & needs embedded throughout lesson** | **Cultural Context Differentiation** | **Integrated Technology** |
|  | Freckle: MO.K.NS.A.1-Count by Ones & Tens Stafall ABC MO.K.NS.A.2-Count Forward Khan Academy MO.K.-Connections Epic |
| **Multi-Tiered Systems of Support (MTSS) Resources**  |
| Small group: teacher-lead, peer to peer, independent practice |

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|  | **Content Area 1** | **Content Area 2** | **Content Area 3** | **Content Area 4** | **Content Area 5** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/%3Aw%3A/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.***  |
| **Do Now***(Prior Knowledge or Unfinished Learning)* | **ELA Do Now:**Trace/ write your first and last name. Complete name puzzle.**Math Do Now:** Draw a green rectangle/ how many sides does a rectangle have? | **ELA Do Now:**Trace/ write your first and last name. Complete name puzzle.**Math Do Now:** Draw a green rectangle/ how many sides does a rectangle have? | **ELA Do Now:**Trace/ write your first and last name. Complete name puzzle.**Math Do Now:** Count out 14 cubes on your table. | **ELA Do Now:**Trace/ write your first and last name. Complete name puzzle.**Math Do Now:** Make a group of 14. | **ELA Do Now:**Trace/ write your first and last name. Complete name puzzle.**Math Do Now:** Make the color the color green with your primary colors. |
| **Engage***(Hook / Launch)*  | **Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout:** “Who Helps Us?”**Morning Meeting**Days of the Week Song, Morning calendar, Days of learning chart **ELA:** Concept vocabulary: Develop, Story time ***“The Little Red Hen”*** <https://youtu.be/2uFsnkWrtz4> I ***“Am Brave: A Little Book About Martin Luther King Jr”*** <https://youtu.be/cYQcoG7AUFw> **SED:** Take turns.**Math:** Put students into groups of five (1, 2, 3, 4), 5. Give student one number to remember**Science:** Take care of our community | **Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout:** “Who Helps Us?”**Morning Meeting**Days of the Week Song, Morning calendar, Days of learning chart **ELA:** Concept vocabulary: Develop, Story time ***“The Little Red Hen”*** <https://youtu.be/2uFsnkWrtz4> I ***“Am Brave: A Little Book About Martin Luther King Jr”*** <https://youtu.be/cYQcoG7AUFw> **SED:** Take turns.**Math:** Put students into groups of five (1, 2, 3, 4), 5. Give student one number to remember**Science:** Take care of our community | **Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout:** “Who Helps Us?”**Morning Meeting**Days of the Week Song, Morning calendar, Days of learning chart**ELA:** Concept vocabulary Practice, Story time ***“Quinito’s Neighborhood”*** <https://youtu.be/_T-DtV3_-jc> ***“Am Brave: A Little Book About Martin Luther King Jr”*** <https://youtu.be/cYQcoG7AUFw>**SED:** Solve problems.**Math:** Put students into groups of five (1, 2, 3, 4, 5). Give student one number to remember**Science:** Take care of our community | **Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout:** “Who Helps Us?”**Morning Meeting**Days of the Week Song, Morning calendar, Days of learning chart**ELA:** Concept vocabulary: Review, Story time ***“Quinito’s Neighborhood”*** <https://youtu.be/_T-DtV3_-jc>**SED:** Solve problems**Math:** Put students into groups of five (1, 2, 3, 4, 5). Give student one number to remember**Science:** Take care of our community | **Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout:** “Who Helps Us?”**Morning Meeting**Days of the Week Song, Morning calendar, Days of learning chart**ELA:** Concept vocabulary: Check for Understanding, Story time ***“Quinito’s Neighborhood”*** <https://youtu.be/_T-DtV3_-jc> ***“The Little Red Hen”*** <https://youtu.be/2uFsnkWrtz4> **SED:** Solve problems**Math:** Put students into groups of five (1, 2, 3, 4, 5). Give student one number to remember**Science:** Take of our community |
| **Explore***(Activities)* | **ELA:** **Concept Vocabulary:**Develop**Phonological Awareness:** Rhyming Word Segment Syllables**Alphabet Knowledge**: Introduce letter Cc. Letter activities in Starfall**SED:** Go over class rules and expectations.**Math:** Introduce number 14 <https://youtu.be/Jdu-6vAP6qQ> Model counting to 14 using 10 frames.**Science:** Observe, identify and discuss things we see or notice. | **ELA:** **Concept Vocabulary:**Develop**Phonological Awareness:** Rhyming Word Segment Syllables**Alphabet Knowledge**: Introduce letter Cc. Letter activities in Starfall**SED:** Go over class rules and expectations.**Math:** Introduce number 14 <https://youtu.be/Jdu-6vAP6qQ> Model counting to 14 using 10 frames.**Science:** Observe, identify and discuss things we see or notice. | **ELA:** **Concept Vocabulary:** Practice**Phonological Awareness:** Rhyming Words**Alphabet Knowledge:** Review Letter Cc (write the air) <https://youtu.be/ieo0LPYdUfQ> **SED:** Go over class rules and expectations.**Math:** Introduce number 14 <https://youtu.be/Jdu-6vAP6qQ> Model counting to 14 using 10 frames.Creating the color green <https://youtu.be/61RKbzxw9_s> **Science:** Observe, identify and discuss things we see or notice. | **ELA:** **Concept Vocabulary:** Review**Phonological Awareness:** Segment Syllables**Perceive Differences:** Similar-Sounding Words**Alphabet Knowledge**: Review letter Cc <https://youtu.be/hSk_fgAAjjs> **SED:** Go over class rules and expectations.**Math:** Introduce number 14 <https://youtu.be/Jdu-6vAP6qQ> Model counting to 14 using 10 frames.**Science:** Observe, identify and discuss things we see or notice. | **ELA:** **Concept Vocabulary:**Check for Understanding**Phonological Awareness:**Rhyming Words**Alphabet Knowledge:** Review the alphabet cards to match with things that start with /c/ sound. **SED:** Go over class rules and expectations.**Math:** Introduce number14 <https://youtu.be/Jdu-6vAP6qQ> Model counting to 14 using 10 frames.**Science:** Observe, identify and discuss things we see or notice. |
| **Explain***(Demonstrate Learning)* | **ELA:** Letter Name- display alphabet card “Cc” give letter name and sound. Writer the lowercase “c”**SED:** We have friends all around us. How many friends do we have here today?**Math:** Counting to 14 using cubes**Science:** Practice ways we can reduce use of things like water. | **ELA:** Letter Name- display alphabet card “Cc” give letter name and sound. Writer the lowercase “c”**SED:** We have friends all around us. How many friends do we have here today?**Math:** Counting to 14 using cubes**Science:** Practice ways we can reduce use of things like water. | **ELA:** Letter Name- display alphabet card “Cc” give letter name and sound. Writer the uppercase “C”**SED:** We have friends all around us. How many friends do we have here today?**Math:** Counting to 14 using cubes**Science:** Practice ways we can reduce use of things like water. | **ELA:** Letter Name- display alphabet card “Cc” give letter name and sound. Writer the lowercase “c”**SED:** We have friends all around us. How many friends do we have here today?**Math:** Counting to 14 using cubes**Science:** Practice ways we can reduce use of things like water. | **ELA:** Letter Name- display alphabet cards “Cc” give letter name and sound. Writer the uppercase “c”**SED:** We have friends all around us. How many friends do we have here today?**Math:** Counting to 14 using cubes**Science:** Practice ways we can reduce use of things like water. |
| **Elaborate***.**(Extend Thinking)* | **ELA:** Students will find things in the classroom that begin with letter /o/ sound.**SED:** Students taking turns in centers.**Math:** Provide students with 14 counters, have students count and tell how many they have.**Science:** Students investigate and describe objects. | **ELA:** Students will find things in the classroom that begin with letter /o/ sound.**SED:** Students taking turns in centers.**Math:** Provide students with 14 counters, have students count and tell how many they have.**Science:** Students investigate and describe objects. | **ELA:** Students will find things in the classroom that begin with letter /k/ sound.**SED:** Students taking turns in centers.**Math:** Provide students with 14 counters, have students count and tell how many they have.**Science:** Students investigate and describe objects. | **ELA:** Students will find things in the classroom that begin with letter /o/ sound.**SED:** Students taking turns in centers.**Math:** Provide students with 14 counters, have students count and tell how many they have.**Science:** Students investigate and describe objects. | **ELA:** Students will find things in the classroom that begin with letter /k/ sound.**SED:** Students taking turns in centers.**Math:** Provide students with 14 counters, have students count and tell how many they have.**Science:** Students investigate and describe objects. |
| **Evaluate** *(Exit Ticket)* | **ELA:** Student is able to identify the uppercase “C”**SED:** How do we take turns?**Math:** Student is able name common shapes.**Science:** Student demonstrates the importance of everyday helpers. | **ELA:** Student is able to identify the uppercase “C”**SED:** How do we take turns?**Math:** Student is able name common shapes.**Science:** Student demonstrates the importance of everyday helpers. | **ELA:** Produce words that begin with letter Cc.**SED:** How do we solve problems?**Math:** Student is able recognize a pattern.**Science:** Student demonstrates the importance of everyday helpers. | **ELA:** Retells or re-enacts a story after it is read.**SED:** How do we communicate that something is bothering us?**Math:** Student is able to identify the color green.**Science:** Student demonstrates the importance of everyday helpers. | **ELA:** Student is able to identify the letter sound /c/..**SED:** How do you feel?**Math:** Student is able to count 1:1 items up to 14.**Science:** Student demonstrates the importance of everyday helpers. |
| **Closure***(Brief Review)* | **Let’s talk about it!**ELA: How do people in our community help us? What do everyday helpers do in a community?Math: How are shapes different?SCI: What changes do I observe around me? What types of weather are typical for each season?SED: What is right? | **Let’s talk about it!**ELA: How do people in our community help us? What do everyday helpers do in a community?Math: How are shapes different?SCI: What changes do I observe around me? What types of weather are typical for each season?SED: What is right? | **Let’s talk about it!**ELA: How do people in our community help us? What do everyday helpers do in a community?Math: How are shapes different?SCI: What changes do I observe around me? What types of weather are typical for each season?SED: What is right? | **Let’s talk about it!**ELA: How do people in our community help us? What do everyday helpers do in a community?Math: How are shapes different?SCI: What changes do I observe around me? What types of weather are typical for each season?SED: What is right? | **Let’s talk about it!**ELA: How do people in our community help us? What do everyday helpers do in a community?Math: How are shapes different?SCI: What changes do I observe around me? What types of weather are typical for each season?SED: What is right? |
| **Extended Practice** (Homework) | Write 3 words that start with letter /c/ sound/ **Write a sentence using one of your /c/ words**. Post in Microsoft Teams. | Write 3 words that start with letter /c/ sound/ **Write a sentence using one of your /c/ words**. Post in Microsoft Teams. | Write the number 14 (5) times. Make 2 groups of 14. **Count both groups, how many do you have total?** Post in Microsoft Teams. | Find things green. Use a green crayon or marker and draw a rectangle/ **write the word “rectangle”. How many letters are in the word rectangle?** Post in Microsoft Teams. | Draw a picture of an everyday helper in our community. Post in Microsoft Teams. |

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| **Learning Centers***How are skills being extended, enriched and/or generalized across themes and/or academic content areas?* |
| **Dramatic Play** | **Writing** | **Library/Reading** |
| **A Grocery Store: Pretend to visit the neighborhood grocery store to shop for items their family needs.** | **Who Helps Us? Create everyday helpers from a pattern and hang them on a classroom clothesline.** | **The Little Red Hen: Follow along while listening to audio for the Big Book** |
| **Math** | **Science** | **Blocks**  |
| **Shapes Are All Around: Put shapes together to create real-world objects.** | **What Makes a Community? Think of a list of buildings and structures in a community.** | **Letter Hunt: Find hidden letters in the bin and name them.** |
| **Technology** | **Sensory** | **Outdoor/ Creativity Station/ etc.** |
| **iPads: PBS Kids** | **Look for Clues: Create clues by imprinting objects into sand.** | **I Can Help! Create a self-portrait and describe ways I help the community.** |
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| **Small Groups Differentiation** *How are centers modified and/or differentiated based on scholar’s developmental and/or ability level based on the DRDP and other assessments?* |
| **Content Area** | **Group A** | **Group B** | **Group C** | **Group D** | **Group E** |
| **ELA****Guided Reading Books:****Helpers (help, at)****Alphabet Knowledge** | MelodySunnieJaKhari | NormaneLoganTerrionKamorionTreasure | Ja’KyleiBrenaeTe’OnnaCashJaidyn | JayceonJamesFayeDe Cari | TyllorTaVayaKannonDeion |
| **Math****Guided Math use: Maria Had a Little Llama****Number recognition 1 to 1 Counting object up to 20** | JayceonJamesFayeDe Cari | TyllorTaVayaKannonDeion | MelodySunnieJaKhari | Normane LoganTerrionKamorionTreasure | Ja’KyleiBrenaeTe’OnnaCashJaidyn |

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| **Lesson Reflections**  |
| ***Prompts to help you get started on your lesson reflection...***Did scholars demonstrate, through their work and activities, that they are moving towards proficiency? If so, how do you know? What pieces of scholar evidence did you use to determine this?How have you / will you provide feedback to scholars?What questions or activities did you plan for to help scholars increase their depth of knowledge (DOK)?Were the scaffolds planned in last week’s instruction effective? What new supports might be added this week to help scholars demonstrate proficiency?How are formative assessments or exit tickets being used for the following day’s Do Now?How are you embedding and/or using vocabulary throughout your lesson? |