

Pre-K Daily Lesson Plan

Class: Miss Sunshine Date: Oct 18 – 22

Big Idea: Physical properties help us to understand the World.

Essential Questions/ Objectives: Can I identify rocks within my environment?

Learners will:

1. Name various ways that rocks can be used.
2. Identify similarities and differences in rock characteristics.
3. Sort rocks by color.
4. Draw conclusions from graph with adult assistance.

Time	Activity	Instructional Procedures	Standards Alignment	Differentiation	Assessment (A) & Notes (N)
8:00 – 8:20	Gathering	Calendar, Weather, Helper Chart Songs: Days of the Week, What's the Weather	2.1.1 - Count and compare numbers 3.1c.4 - Science as inquiry 1.6.1 - Discussion		
820-830	Transition	Children will transition to breakfast by colors they are wearing			
8:30 –9:00	Breakfast & Transition	Have children transition from breakfast to morning meeting by walking to the carpet as if they were as heavy as a ROCK.	10.5.2 – Eye/Hand Coordination 2.1.1 - Count and compare numbers	MM – pouring SO – counting napkins	
9:00-9:20	Morning Mtg. <i>Rocks in various forms</i>	Introduction: Chart children's responses to the question "What things can be made from rocks?" Allow enough time for children to generate responses and discuss. Sequence: Show children a picture of a piece of jewelry made from rock. <i>What is this? What do you think it is made of? Why? How would someone make a piece of jewelry from a rock? Do you think it would be an easy process or hard? Why?</i> Continue the same line of questioning with pictures of a road, statues and a home. Build on children's ideas and questions to further the inquiry process. Individualized Instruction: Visual support, vocabulary cues (M.O, S.L.) Prompt children for responses during initial charting if needed. Closure: If you were surprised about some of the things made from rock, give me a thumbs up.	3.3a.1 - Earth features & the processes that change it 1.6.1 - Discussion	TF – sharing in front of peers	A: Asst. teacher observes & transfers to anecdotal records(formative assessment)
9:20-10:20 Key Learning Areas/ Curriculum Integration	Work time/ Center time/ Free play	Science ~ * Rock collection & hand lenses out. * Place fossil collection out for children to make comparisons to. Art ~ * Pet rock painting. * Rock creation – stuff a small paper bag with newspaper, tape end and paint. Sensory ~ * Pebbles in sand table with pouring and measuring tools.	3.1a.9 - Science as inquiry 9.1c.1 - Representation 15.1.2 - Risk taking	JN – one to one correspondence (work with individually @ table)	
10:20-10:40	Small group <i>Rock sorting- 1 attribute</i>	Introduction: Show sorting graphic organizer to the children and explain. <i>Look closely at this sorting graph, it is divided into 3 colored sections. What colors are they? (black, gray, white) How do you think we might use this to sort rocks?</i>	3.1a.9 - Science as inquiry 1.6.1 - Discussion 1.6.3 - Discussion	BH – stay on task SF- cooperate with peers in	A: Gauge children's interest for continued small group exploration later

		<p>Sequence: Give each child a rock. One by one, the children will put their rock into the corresponding category they feel appropriate. When finished, look at the sorting graph and begin drawing conclusions from the data. <i>Let's count the number of rocks in each group.</i> Write the matching number in each section. <i>Looking at the rocks and the numbers we wrote, which group has the most rocks? How do you know? Which group has the least? Are there any groups that are equal?</i></p> <p>Individualized Instruction Group responses, visual support, modeling</p> <p>Closure: Have each child share which category they chose for their rock and why? After sharing, they can begin free play/center time/work time.</p>	5.2.1 - Civic rights, responsibilities and duties	sharing	in the week.
10:40-10:50	Transition	Children hop on one foot to the door and get ready to head outside.			
10:50-11:30	Gross Motor		10.4.3 - Balance and strength	KB – balance and coordination	N - Chalk outside for hopscotch
11:30-11:40	Transition				
11:45-12:15	Lunch	Discussion at lunch tables – healthy vs. unhealthy foods	10.1-3.1 – Fundamentals of good health		A – based on children's discussion during lunch
12:15-12:25	Transition	Children can transition to carpet as they finish and look at books.			
12:25-12:40	Story time	Read the book "Rocks" by Brenda Parks. Discuss observations and allow children's responses and questions direct the inquiry.	1.2.1 - Text analysis and evaluation 1.2.3 - Fact and opinion 1.6.1 - Discussion 1.6.2 - Listening skills	BB – answer question relating to story	
12:45-2:15	Rest time				N - SF – picked up at 2 for appointment
2:15-2:25	Transition				
2:30-2:50	Snack time				
2:50 – 3	Transition				
3:00-3:15	Afternoon Mtg. <i>Hot potato using rock</i>	<p>Introduction: Explain rules for hot potato game and review behavior for when we are "out". Have children enact appropriate and inappropriate behaviors.</p> <p>Sequence: Play game.</p> <p>Individualized Instruction Praise appropriate behaviors, modeling</p> <p>Closure: Children who are "out" can begin afternoon free play/center time/ work time.</p>	25.4.1 - Social identity 25.2.1 - Emotional regulation 25.2.2 - Behavioral regulation 9.1b.2 - Performance	MM- self regulation	A ~ Observe children for appropriate and inappropriate behavior during game.
3:15-4:15	Work time Curriculum Integration Center time Free play	Math - * Place various size/weighted rocks in a basket. Encourage children to predict which is heaviest/lightest and weigh using balance scale. * Rock sorting – have a basket of various colored rocks and encourage children to sort rocks by color and count.			
4:15-4:25	Transition				

4:30-5:10	Gross Motor		10.4.3 - Balance and strength		N - Take jump ropes out
5:10-5:20	Transition				
5:20-6:00	Manipulatives				

Teacher Reflection:

S.W. – had difficult time grasping concept at small group. Note: work one on one with her during tomorrow's center time (sorting by one attribute).

Children showed great interest in rocks. Call the Park Service to see if someone might be able to come into the classroom and talk more in detail about rocks.

- Was given the name of Linda Supine @ Environment & Ecology to contact.

Materials & Resources:

- *Rocks* by Brenda Parkes
- Assortment of various sized shaped rocks
- Hand lenses
- Pebbles for sand table

Vocabulary:

Most	Same
Least	Different
Equal	Heavy
Light	Geologist

SAMPLE