

# Pre-K Daily Lesson Plan

Class: Miss Sunshine Date: October 18

## Big Idea:

Physical properties help us to understand the World.

## Essential Question / Objectives:

 Can I identify rocks within my environment?

### Learners will:

1. Draw conclusions from graph with adult assistance.
2. Identify similarities and differences in rock characteristics.
3. Sort rocks by color
4. Identify various shapes that rocks take.

## Morning Meeting:

Rocks in various forms

20 minutes

## Instructional Procedures:

### 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. *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?* 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:

S.F. – sharing in front of peers  
Visual support, vocabulary cues (M.O., S.L.)

**Closure:** If you were surprised about some of the things made from rock, give me a thumbs up.

## Small Group:

 Rock sorting – 1 attribute

20 minutes

## Instructional Procedures:

### Introduction:

Show sorting graphic organizer to the children and explain. *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?*

### 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. *Let's count the number of rocks in each group. Write the matching number in each section. 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?*

### Individualized Instruction:

Visual cues (M.O., S.L.), modeling as needed

B.R. – participation in activity

### Closure:

Have each child share which category they chose for their rock and why? After

## Curriculum Integration (Key Learning Areas)

Sensory ~ \* Pebbles in the sand table with pouring and measuring tools.

Art ~ \* Pet rock painting. \* Rock creation – stuff a small paper bag with newspaper, tape the end and paint.

Literacy ~ \* Books with real pictures of rocks in reading area. (*Rocks* by Brenda Parkes for Story time)

Math/Manipulatives ~ \* 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.

Dramatic Play ~ \* Encourage children to role play a geologist. Include rocks, bucket, a headlamp etc.

Writing ~ \* Place writing rocks out. \* Encourage children to draw a picture of their pet rock and name it. Transcribe children's spoken language to print on their paper.

Science ~ \* Place rock collection and hand lenses in science area. Encourage further exploration and discovery of rocks. \* Place fossil collection out for children to make comparisons to.

Blocks ~ \* Place a small basket of pebbles in the block area. Encourage children to use some of the construction vehicles for picking up and dumping out rocks. \* Once rock creations dry, later in the week, encourage children to use them to build in the block area.

## Vocabulary:

|       |           |
|-------|-----------|
| Most  | Same      |
| Least | Different |
| Equal | Heavy     |
| Light | Geologist |

## Routines/Transitions:

- Transition children from morning meeting to breakfast by having them walk as if they were as heavy as a rock.
- Transition children from story time to rest by throwing them a "soft, foam" rock and having them throw it back.

## Gross Motor:

**Indoor:** Have children hop on one foot to wash hands for lunch.

*Angel Bear* Yoga following afternoon snack

**Outdoor:** Hopscotch using a rock as the marker

Hula hoops out. Children try to throw rock and get it into the hoop circle.

**Standards Alignment:** 2.1.1 25.4.1 25.2.1 25.2.2  
3.1.c.4 3.3.a.1 3.1.a.9 9.1.c.1 9.1.b.2 10.4.3 10.1-3.1  
10.5.2 1.6.1 1.6.3 1.2.1 1.2.3 1.6.2 5.2.1 15.1.2

## Materials & Resources:

*Rocks* by Brenda Parkes

- Assortment of various sized shaped rocks
- Hand lenses
- Pebbles for sand table

## 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.

## Differentiation/Strategies/Assessment:

M.O. – fine motor/pouring milk @ lunch

B.H. – rote count while passing out napkins

**A** – Use observation of discussion, question/answer time and rock sorting to gauge children's learning of concepts. Transfer to anecdotal records.