

# Pre-K/Kindergarten Fall Lesson

## Common Core Standards (CCS) & Next Generation Science Standards (NGSS)

### Tops and Bottoms Salad Garden

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#### CCS - ENGLISH/LANGUAGE ARTS:

##### Writing:

###### Text Types and Purposes

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.

###### Research to Build and Present Knowledge

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

##### Speaking and Listening:

###### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

###### Presentation of Knowledge and Ideas

6. Speak audibly and express thoughts, feelings, and ideas clearly.

##### Language:

###### Vocabulary Acquisition and Use

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
  - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts that categories represent.
  - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

#### CCS - MATH:

##### Counting and Cardinality

###### Count to tell the number of objects

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).

##### Operations and Algebraic Thinking

###### Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, (e.g., by using objects or drawings to represent the problem).

##### Measurement and Data

###### Describe and compare measurable attributes

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Classify objects and count the number of objects in each category

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Analyze, compare, create, and compose shapes

5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

### **NGSS – SCIENCE:**

From Molecules to Organisms: Structures and Processes (K-LS1)

Use observations to describe patterns of what plants and animals (including humans) need to survive (K-LS1-1).

Earth’s Systems (K-ESS2)

Use and share observations of local weather conditions to describe patterns over time (K-ESS2-1).

Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs (K-ESS2-2).

Earth and Human Activity (K-ESS3)

Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things (K-ESS3-3).