

Pre-Kindergarten Lesson Plan – Day and Night

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Objectives:

Science K.8, K.9– The student will understand and investigate...and the relationship among Earth cycles and change and their effect on living things.

Language Arts K.1, K.2, K.3 - The student will listen to and respond to literature; the student will recite nursery rhymes.

Essential Understandings: What are the characteristics of day and night?

Materials

Sentence strips

Teacher made picture cards

Labels

Selected Texts:

Good Night Moon by Margaret Wise Brown

Starter/Engagement: Sing “Hey, Diddle, Diddle” with children. Use a felt board with characters from rhyme to discuss (cat, fiddle, cow, dog, dish and spoon, and moon). Ask students what they know about each, ending with discussion on moon. May do K-W-L chart here for moon information.

Read Aloud: Picture walk, then read and discuss *Good Night Moon*. Set a purpose for reading by asking students to locate the moon on each page. After reading, have students attempt to retell the story.

Guided Practice: Ask students “When do you see the moon?” Ask students “Is there a time when we don’t see the moon?” Students should realize that the moon is seen at night and not during the day. Ask “What do we see during the day?” Students should recognize that the sun can be seen during the day, and that the moon is seen at night.

Have students dramatize with or without music, three or four activities that are done at night, or during the day or both. Examples include going to sleep, waking up, get dressed, eating breakfast, going to school, playing with friends, brushing teeth.

Students will work as a class or in small groups with teacher completing a concept sort using picture cards of scenes or activities from daytime and nighttime.

Individual Practice: Students will complete a 4 square chart to be labeled with sun, moon, day, night. Students will label chart based on ability, either writing in labels, copying labels, or cutting and pasting labels provided by teacher. After labeling, students can either draw or use pictures from magazines/newspapers to complete their charts with scenes or activities that are nighttime or daytime activities.

Closure/Review: Students will begin to create opposite story invention – “Good Day, Sun”. Each student will create a sentence greeting something or someone in the classroom, “Good Day, ___(tables, Johnny, fishes)_____.” Write the sentence on a sentence strip.

Assessment: Throughout the day, during transition times, teacher will ask students to name and activity or event that would happen during the day or at night to assess for understanding. Students can also be selected to ask questions of their classmates.

Other Related Activities/Assessment/Evaluation:

These activities may be adapted by the teacher to use for individual evaluation and assessment of understanding, in addition to teacher observation.

Invented Story – After completing previous activity, have students take their sentence strip and write in their journals. Using all of the students’ sentences, complete a class book “Good Day, Sun” using details that are specific to teachers’ classroom.

Using classroom book, have students identify beginning sounds of words, or beginning letters.

Relates to social development (manners) - Have students take pictures of objects in classroom, put in a bag, then practice saying “Good Day, _____” or Good Morning, _____”.