

Lesson 8: The Morning Meeting

Overview:

Most Kindergarten classes have a Morning Meeting during which the teacher reviews the calendar, weather, what students did yesterday or over the weekend/vacation, and reads a letter to the class outlining the coming events of the day. It is a perfect time to infuse Social Studies Practices.

Suggested time allowance: 15 minutes daily

Unifying Themes: (based on the National Council for the Social Studies)

- Geography, Humans, and the Environment
- Time, Continuity and Change

New York State Social Studies Framework

- Social Studies Standard 1: History of the United States and New York and Social Studies Standard 3: Geography
- Key Ideas and Conceptual Understandings
 - K.7 People and communities are affected by and adapt to their physical environment.
 - K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.
 - K.8 The past, present and future describe points in time, and help us examine and understand events.
 - K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.
- Social Studies Practices:
 - Geographic Reasoning
 - Identify natural events (rainstorms) or physical features, such as land, water, air and wind.
 - Describe how environment affects his/her activities.
 - Identify a pattern.
 - Recognize that the place where a person lives affects the person's life.
 - Identify a human activity that changed a place.
 - Chronological Reasoning and Causation
 - Identify events of the past, present and future in his/her life.

Kindergarten SS/ELA Curriculum
Unit 1: Myself and Others: Lesson 8

- Identify routines and common occurrences in his/her life
- Gathering, Using and Interpreting Evidence
 - Create an understanding of the past

Common Core Learning Standards for English Language Arts and Literacy

- RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.K.11: With prompting and support, make connections between self, text, and the world around them (text, media, social interaction.)
- W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- L.K.5c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Unit Question:

- How does geography affect me?
- How does the past, present and future describe points in time?

Resources/Materials for this lesson:

- Rogers, Paul. *What Will the Weather be Like Today?* New York: Harcourt School Publishers, 2005. Available from many publishers. "The rhyming text in this book tells of the range of weathers experienced at the same time in different parts of the world."
- Weather icons (included) Put Velcro on the backs so they can be added and removed from the calendar.
- Newspaper article with picture about a weather event (if relevant)
- Weather worksheet (included)
- Illustrated Glossary (included)
- Classroom calendar with pockets for dates (Classrooms with SMART Boards often use a file each day for this activity.)
- Easel with lined paper for daily teacher letter (or SMART Board file)
- Markers

Activities/Procedures:

1. Duplicate the vocabulary slides from the PowerPoint Illustrated Glossary (included) and post as a word wall. Use the words as needed throughout the lesson.
2. Gather students in front of the class calendar to discuss the date. Use Velcro cards to label today, yesterday, and tomorrow.
3. Allow student to tell the class about things that happened in the past (yesterday, last weekend) and/or what will happen in the future (tomorrow, over the coming vacation). Encourage them to use first, next, and last as they recount an event. Tell the class that now, in the present, we are at our morning meeting. Add the temporal words to the word wall.
4. Read your daily letter to the students. Be sure to include a reference to something they did yesterday, are doing today, and will do in the future. Have the students identify each event using temporal words. On other days include first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs.
5. Have a student select an icon of today's weather (included) and put it on the calendar.
6. Discuss the season of the year and what activities we, and the people of our community, are doing because of the weather.
7. Introduce the idea that different parts of the world have different weather patterns. Access any student knowledge or give some examples from the weather tables in the newspaper. If there is an example of an extreme weather event in the newspaper display the article and talk about how it might affect people. (If using SMART Board, bring up weather.com site and show interesting weather events in the country/world that day.)
8. As an optional follow-up, students can complete the weather worksheet. (included)

Evaluation/Assessment:

- Class participation/discussion
- Completion of the Weather Worksheet
- Teacher observation as students engage with the calendar ad morning meeting

Vocabulary:

- weather, first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year