

# Unit 8 - School Theme

Content Area: **Interdisciplinary**  
Course(s):  
Time Period: **Third Trimester**  
Length: **4-6 Weeks**  
Status: **Published**

## Unit Overview

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Children will understand the structure of a school. They will become familiar with the roles and actions of those who attend and work in a school. Students will learn about the structure and function of a school through various play centers and real world experiences.

## Stage 1 - Desired Results

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## Social Emotional Standards

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SED.PK.0.1	Children demonstrate self-confidence.
SED.PK.0.1.1	Express individuality by making independent decisions about which materials to use.
SED.PK.0.1.2	Express ideas for activities and initiate discussions.
SED.PK.0.1.3	Actively engage in activities and interactions with teachers and peers.
SED.PK.0.1.4	Discuss their own actions and efforts.
SED.PK.0.2	Children demonstrate self-direction.
SED.PK.0.2.1	Make independent choices and plans from a broad range of diverse interest centers.
SED.PK.0.2.2	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
SED.PK.0.2.3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
SED.PK.0.2.4	Attend to tasks for a period of time.
SED.PK.0.3	Children identify and express feelings.
SED.PK.0.3.1	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
SED.PK.0.3.2	Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).
SED.PK.0.3.3	Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities).
SED.PK.0.4	Children exhibit positive interactions with other children and adults.
SED.PK.0.4.1	Engage appropriately with peers and teachers in classroom activities.
SED.PK.0.4.2	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a

	tissue, sit next to a friend/teacher, hold hands).
SED.PK.0.4.3	Say “thank you,” “please,” and “excuse me.”
SED.PK.0.4.4	Respect the rights of others (e.g., “This painting belongs to Carlos.”).
SED.PK.0.4.5	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
SED.PK.0.4.6	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
SED.PK.0.5	Children exhibit pro-social behaviors.
SED.PK.0.5.1	Play independently and cooperatively in pairs and small groups.
SED.PK.0.5.2	Engage in pretend play.
SED.PK.0.5.3	Demonstrate how to enter into play when a group of children are already involved in play.
SED.PK.0.5.4	Take turns.
SED.PK.0.5.5	Demonstrate understanding the concept of sharing by attempting to share.

## Language Arts Standards

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ELA.L.PK.1.b	Use frequently occurring nouns and verbs.
ELA.L.PK.1.d	Understand and use question words (e.g., who, what, where, when, why, how).
ELA.L.PK.1.e	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).
ELA.L.PK.1.f	Begin to speak in complete sentences.
ELA.L.PK.1.g	Understands and can follow simple multi-step directions.
ELA.L.PK.2.c	Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.
ELA.L.PK.5.a	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
ELA.L.PK.5.c	Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
ELA.PK.L.PK.6	Use words and phrases acquired through conversations, activities and read alouds.
ELA.PK.W.PK.1	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.
ELA.PK.W.PK.2	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.
ELA.PK.W.PK.5	With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.
ELA.PK.RF.PK.4	Begin to engage in a variety of texts with purpose and understanding.
ELA.PK.RI.PK.1	With prompting and support, ask and answer questions about key elements in a familiar text.
ELA.PK.RI.PK.2	With prompting and support, recall important facts from a familiar text.
ELA.PK.RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in informational text.
ELA.PK.RI.PK.5	Identify the front and back cover of a book.
ELA.PK.RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.

ELA.PK.RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
ELA.PK.RI.PK.10	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
ELA.PK.RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.
ELA.PK.RL.PK.2	With prompting and support, retell familiar stories or poems.
ELA.PK.RL.PK.3	With prompting and support, identify characters, settings, and major events in a familiar story.
ELA.PK.RL.PK.4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
ELA.PK.RL.PK.6	With prompting and support, identify the role of author and illustrator in telling the story.
ELA.PK.RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
ELA.PK.SL.PK.1	Participate in conversations and interactions with peers and adults individually and in small and large groups.
ELA.PK.SL.PK.2	Ask and answer questions about a text or other information read aloud or presented orally.
ELA.PK.SL.PK.3	Ask and answer questions to seek help, get information, or follow directions.
ELA.PK.SL.PK.4	Begin to describe familiar people, places, things, and events and sometimes with detail.
ELA.PK.SL.PK.5	Use drawings or visual displays to add to descriptions to provide additional detail.
ELA.PK.SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
ELA.RF.PK.1.b	Recognize that spoken words can be written and read.
ELA.RF.PK.1.c	Recognize that words are separated by spaces.
ELA.RF.PK.3.c	Recognize their name in print as well as other familiar print in the environment.
ELA.SL.PK.1.a	Follow-agreed upon rules for discussions during group interactions.
ELA.SL.PK.1.b	Continue a conversation through several back and forth exchanges.

## Math Standards

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MA.PK.4.1	Children begin to demonstrate an understanding of number and counting.
MA.PK.4.1.1	Count to 20 by ones with minimal prompting.
MA.PK.4.1.2	Recognize and name one-digit written numbers up to 10 with minimal prompting.
MA.PK.4.1.3	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
MA.PK.4.1.4	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):
MA.PK.4.1.4.a	Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.
MA.PK.4.1.4.b	Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).
MA.PK.4.1.4.c	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).

MA.PK.4.1.5	Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
MA.PK.4.1.6	Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).
MA.PK.4.2	Children demonstrate an initial understanding of numerical operations.
MA.PK.4.2.1	Represent addition and subtraction by manipulating up to 5 objects:
MA.PK.4.2.1.a	putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and
MA.PK.4.2.1.b	taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).
MA.PK.4.3	Children begin to conceptualize measurable attributes of objects.
MA.PK.4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
MA.PK.4.3.2	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
MA.PK.4.3.3	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.
MA.PK.4.4	Children develop spatial and geometric sense.
MA.PK.4.4.1	Respond to and use positional words (e.g., in, under, between, down, behind).
MA.PK.4.4.2	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).
MA.PK.4.4.3	Manipulate, compare and discuss the attributes of:
MA.PK.4.4.3.a	two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
MA.PK.4.4.3.b	three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

## Science Standards

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SCI.PK.5.1	Children develop inquiry skills.
SCI.PK.5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
SCI.PK.5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
SCI.PK.5.1.3	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem];

weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).

- SCI.PK.5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
- SCI.PK.5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).
- SCI.PK.5.2 Children observe and investigate matter and energy.
- SCI.PK.5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
- SCI.PK.5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).
- SCI.PK.5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).
- SCI.PK.5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).
- SCI.PK.5.3 Children observe and investigate living things.
- SCI.PK.5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).
- SCI.PK.5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).
- SCI.PK.5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).
- SCI.PK.5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).
- SCI.PK.5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).
- SCI.PK.5.5 Children gain experience in using technology.
- SCI.PK.5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

## Social Studies Standards

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SFLS.PK.6.1	Children identify unique characteristics of themselves, their families, and others.
SFLS.PK.6.1.1	Describe characteristics of oneself, one's family, and others.
SFLS.PK.6.1.2	Demonstrate an understanding of family roles and traditions.
SFLS.PK.6.1.3	Express individuality and cultural diversity (e.g., through dramatic play).
SFLS.PK.6.2	Children become contributing members of the classroom community.
SFLS.PK.6.2.1	Demonstrate understanding of rules by following most classroom routines.
SFLS.PK.6.2.2	Demonstrates responsibility by initiating simple classroom tasks and jobs.
SFLS.PK.6.2.3	Demonstrate appropriate behavior when collaborating with others.
SFLS.PK.6.3	Children demonstrate knowledge of neighborhood and community.
SFLS.PK.6.3.1	Develop an awareness of the physical features of the neighborhood/community.
SFLS.PK.6.3.2	Identify, discuss, and role-play the duties of a range of community workers.
SFLS.PK.6.4	Children develop an awareness of the cultures within their classroom and their community.
SFLS.PK.6.4.1	Learn about and respect other cultures within the classroom and community.

## Essential Questions

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- What is a school community?
- What are the physical features of a school?
- How are families an integral part of a school?
- Who are the people in a school?
- What are the roles and responsibilities of people in a school?
- Why are rules and routines needed in a school?

## Enduring Understanding

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- Children will understand the functions of school
- Children will learn that they are an important part of a school
- Children will learn the importance of everyone's role in a school

## Students will know...

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- Theme related vocabulary
- Roles of students and staff
- Various skills dependent on roles
- Books will provide information

- Why rules and routines are established

### **Students will be able to...**

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- Act out various roles
- Follow classroom rules and routines
- Use drawings and scaffolded writing to record a plan
- Use oral and written speech as a tool for remembering
- Converse with peers and engage in positive social interaction
- Use positional words
- Create theme related props
- Identify roles in the school
- Engage in large/small group literacy activities with purpose and understanding

### **Stage 2 - Evidence of Learning**

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### **Benchmark Assessments**

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Developmental Trajectories in Tools of the Mind Manual

### **Formative Assessment During Lesson**

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- Anecdotal Notes
- Choral Response
- Formative Play Assessment
- Observation
- Portfolio
- Scaffolded Writing/Play Plans
- Turn and Talk
- Work Samples

### **Summative Assessments**

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- Portfolio
- Progress Report- Trimester
- Report Card- Trimester

## **Stage 3 - Learning Plan**

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### **Vertical Integration - Discipline Mapping**

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The School theme builds upon previous knowledge from all prior themes. Writing skills continue to develop through scaffolded writing. The School theme follows the same framework of assessing prior knowledge, building background, and facilitating new roles, role speech, actions, scenarios, and problem solving. Structured play and learning activities set the groundwork for Kindergarten and future grade levels.

### **Horizontal Integration - Interdisciplinary Connections**

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The School theme encompasses learning in all areas of the curriculum. Literacy is addressed throughout Story Lab, Dramatic Play Centers, and Scaffolded Writing. Science and Math standards are met through the center activities and Science/Math block. Social Studies concepts are woven throughout the curriculum by means of rules, community building activities, play themes, story labs, and share the news.

### **Modifications/Differentiation of Instruction**

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- Additional Scaffolds Manual

### **Modifications/Differentiation Strategies**

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- Mediators
- Modeling
- Picture Cues
- Prompting
- Provide Sensory Level Play
- Redirection
- Role and Actin Cards
- Scaffolded Writing



## **Instructional Map**

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### **Learning Activities:**

Story Labs for School Theme:

- Active Listening
- Vocabulary
- Connections
- Visualization
- Learning Facts
- Character Empathy
- Story Extensions
- Story Grammar
- Predictions Inferences

Flow of School Theme:

- Introduction to Centers
- Make Believe Play Practice Reprise
- Center Choice/Play Planning
- Make Believe Play
- Clean-Up
- Make Believe Play Practice

Additional Activities:

- Community Building: I Have Who Has Names
- Attention Focusing: School Themed Fingerplays, Songs and Chants
- Buddy Reading: Bins with School books (Fiction and Nonfiction)
- Graphics Practice: Level 4-5: Using theme related stories (Level 5 only if students are ready)

## **Additional Materials**

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