Unit 1: Beginning of The Year

Content Area: **Pre-School**
Course(s): **Pre-School**
Time Period: **Marking Period 1**
Length: **5 Weeks**
Status: **Published**

Unit Overview

This is a five week unit designed to support students as they say good-bye to their families, become familiar with the classroom and school routines, and learn to find comfort in being a member of the classroom community while maintaining a secure connection to home. It includes lessons on "What should we do if we get sad or scared?", "What are our rules?", "When do things happen at school?", "What names do we need to know?", "How do we make and keep friends?", "How can we be part of a group?", "Who is in my family?" and "Who works at our school?". This unit includes the following social skills: goodbyes, greeting others (Skillstreaming), calm down place, classroom jobs, cleanup time, great groups, deciding what to do (Skillstreaming), knowing your feelings (Skillstreaming), talking about feelings, supporting children to use their words, sharing and taking turns (Skillstreaming), and listening (Skillstreaming). The unit covers the colors red and green and the shape circle. Also, students will learn letters N, F, C, and numbers 0, 1, 2.

Standards

4.1	Children begin to demonstrate an understanding of number and counting.
6.1	Children identify unique characteristics of themselves, their families, and others.
6.2	Children become contributing members of the classroom community.
6.3	Children demonstrate knowledge of neighborhood and community.
0.3	Children identify and express feelings.
6.4	Children develop an awareness of the cultures within their classroom and their community.
0.4	Children exhibit positive interactions with other children and adults.
RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
4.4	Children develop spatial and geometric sense.
0.5	Children exhibit pro-social behaviors.
RF.PK.1	Begin to demonstrate understanding of basic features of print.
RF.PK.1.d	Recognize and name many upper and lower case letters of the alphabet.
RF.PK.3.a	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
RF.PK.3.c	Recognize their name in print as well as other familiar print in the environment.
L.PK.1	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.

Essential Questions

Students will be able to answer...

1. What should we do if we get sad or scared?
2. What are our rules?
3. When do things happen at school?
4. What names do we need to know?
5. How do we make and keep friends?
6. How can we be part of a group?
7. Who is in my family?
8. Who works at our school?

Application of Knowledge: Students will know that...

- 0-2 are numbers referring to a specific quantity.
- I am a unique individual.
- I am an important member of a learning community.
- I am an important member of my family.
- I come to school to learn and make friends.
- Many people work together to create a neighborhood.
- My family and school are part of my community.
- My special characteristics and qualities make me different from others.
- N, F, C are letters and each represents a specific sound.
- Rules and routines keep us safe.
- They are classroom helpers.
- They are responsible for self help skills.
- We have a wide range of feelings and emotions.

Application of Skills: Students will be able to...

- Attend to the speaker.
- Describe themselves.
- Engage appropriately with their peers.
- Follow classroom rules and routines.
- Identify and draw the shape circle.
- Identify colors red and green.
- Name the members of their family.
- Recognize and describe the role of community helpers.
- Recognize and describe their own feelings.
- Recognize their classmates by name.

- Recognize their own name in the classroom environment.
- Share and take turns with their classmates.
- Use centers in the classroom.

Assessments

- Baseline name writing assessment
- Informal expressive language observation
- Informal receptive language observation
- Informal teacher observation
- Quarterly progress report (IEP direct)
- Self portrait drawing
- SGO baseline assessment

Suggested Activities

Week 1- What Should We Do If We Get Sad or Scared?

- Conduct a tour of the classroom.
- Conduct a tour of the school and meet important members of the school community (principal, secretary, custodian, nurse).
- Sing a welcome song and talk about who is here.
- Read *The Kissing Hand* to discuss feeling sad.
- Teach students how to answer a question of the day.
- Read the rhyme "Little Miss Muffet" to discuss feeling scared.
- Read *Wemberly Worried* and discuss feeling worried.
- Discuss positive and negative emotions.

Week 2- What are our rules? When do things happen at school?

- Sing "Mary Had a Little Lamb" to describe what rules are, discuss why we have rules and what rules we follow in the classroom.
- Students will learn and create rules for the classroom.
- Introduce and practice the following routines: arrival and packing up, bathroom, fire drill, centers, washing hands, snack, walking in a line, and lunch.
- Sing "Hickory Dickory Dock" to talk about time.
- Show students how to use the picture schedule to know what we will do for the whole day, what we have done, and what is coming next.
- Print pictures of classroom items and invite children to find its real match.
- Introduce the shape circle. Students will color, trace, connect the dots, and draw the shape.

Week 3- What names do we need to know?

- Read the rhyme "Humpty Dumpty" to discuss that everyone has an interesting name.
- Read *Anasi and His Children* to discuss unique names and families.

- Complete self portraits. Invite them to look in mirrors and discuss their characteristics.
- Practice tracing or writing names daily.
- Illustrate likes and dislikes.
- Introduce and roleplay: Skillstreaming-Knowing your feelings, (SE06) talk about feelings, and (SE17) supporting children to use their words.
- Practice recognizing letter N by completing a find and dot, sensory writing, tracing, and activities using N words.
- Circle and represent groups that show 0.
- Teach the 0 song to help students write 0 in various ways (rainbow writing, sensory writing, dry erase).

Week 4- Who is in my family?

- Practice recognizing letter F by completing a find and dot, sensory writing, tracing, and activities using N words.
- Circle and represent groups that show 1.
- Teach the 1 song to help students write 1 in various ways (rainbow writing, sensory writing, dry erase).
- Students will complete family tree project.
- Students will complete letter F activity by using pictures to represent their family members on the letter F.
- Make a bar graph showing how many people are in each child's family.
- Paint the palm of child's hand and press onto cardstock to make a helping handprint. Under the handprint write how the child helps with responsibilities in the family.
- Introduce and roleplay: Skillstreaming- Sharing and taking turns.
- Read *Love is a Family.*

Week 5- Who works at our school? Who are our community helpers?

- Introduce and roleplay: Skillstreaming- Listening.
- Practice recognizing letter C by completing a find and dot, sensory writing, tracing, and activities using N words.
- Circle and represent groups that show 2.
- Teach the 2 song to help students write 2 in various ways (rainbow writing, sensory writing, dry erase).
- Read *Neighborhood Song*. Discuss what is a neighborhood and what kinds of things you do in your neighborhood.
- Practice matching the hat to the career by making a book called "Whose Hat is it?"
- Discuss fire safety. Sort safe and unsafe fire choices.
- Students will be able to explore a firetruck and meet firefighters.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments

    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Create larger templates for writing activities.
    - Include pictures with words.
    - Highlight dotted lines for writing and cutting activities.
    - Include dots to indicate starting points when writing.
    - Verbally and physically prompt students to ensure that they are able to follow daily routines successfully.
    - Students with expressive language challenges may join in gradually and will have proximal seating to afford optimal visual and auditory cues for songs, stories, and finger plays.

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include:
    - Emotions, Rules, Family, Friends, Sharing, Neighborhood, Community, Safety

Differentiation to extend learning for gifted students may include:

- Focus on letter sounds.
- Spell three letter CVC words.
- Independent writing activities.
- Leading the group.

Integrated/Cross-Disciplinary Instruction

Each preschool unit is inherently cross-disciplinary in nature. Across the school day, students are immersed in activities that explore math, language arts, social studies, and science concepts. As they engage in various centers such art, library, dramatic play, building, and science their play combines elements of all content areas. While students are engaging in centers, the teacher and instructional aide looks for opportunities to teach into and enhance student understanding of content.

Resources

Books: The Kissing Hand, Wemberly Worried, Love is A Family, Anasi and His Children, Neighborhood Song, The Adventures of Gary and Harry, Hooray, a Pinata, and A World of Families.

Songs and Rhymes: Mary Had a Little Lamb, Little Miss Muffet, Hickory Dickory Dock, Hello Song, and Humpty Dumpty

Other Resources: Creative Curriculum for Preschool Teaching Guide, Creative Curriculum for Preschool Mighty Minutes cards, Creative Curriculum for Preschool Intentional Teaching Cards, Creative Curriculum for Preschool: Beginning The Year, Skillstreaming in Early Childhood, Third Edition by E. McGinnis (social skills).