Unit 5: New Beginnings

Content Area: **Pre-School**
Course(s): **Pre-School**
Time Period: **Marking Period 3**
Length: **7 Weeks**
Status: **Published**

Unit Overview

This is a seven week unit starting in the beginning of March through April. During this study, children learn that Spring is the season of new beginnings. Fresh flowers bloom, animals awaken and the earth seems to come to life again. We also investigate reducing, reusing, and recycling. This unit allows the students to gather information, become more aware of the world around them, and solve problems. The topics covered are Lion and Lambs (Wind), Transportation & Road Signs, Water/Rain/Spring, Plants and Flowers, Insects and Butterfly Cycle, Earth Day, and Frog Cycle. This unit includes the following social skills: Deciding how someone feels (Skillstreaming), (SE05) character feelings, offering help (Skillstreaming), and knowing when to tell (Skillstreaming). The unit covers colors blue and gray and the shapes rectangle and triangle. The positional words covered are in front and behind. Concepts explored are heavy and light. Also students will learn letters W, U, I, R, J and numbers 14, 15, 16, 17.

A one day exploration on St. Patrick's Day may be included within this unit on the appropriate day.

Standards

4.1	Children begin to demonstrate an understanding of number and counting.
4.1.1	Count to 20 by ones with minimal prompting.
6.2.3	Demonstrate appropriate behavior when collaborating with others.
5.3	Children observe and investigate living things.
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).
4.2.2	Begin to represent simple word problem data in pictures and drawings.
RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
5.4	Children observe and investigate the Earth.
1.3	Children express themselves through and develop an appreciation of dramatic play and storytelling.
0.4.4	Respect the rights of others (e.g., “This painting belongs to Carlos.”).
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).
1.4	Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).
RF.PK.1	Begin to demonstrate understanding of basic features of print.
RF.PK.3	Demonstrate an understanding of beginning phonics and word skills.

Essential Questions

- Does weather affect how people live?
- How do we travel all around the world?
- What is a life cycle?
- Why (and how) do things change?
- Why are insects important?
- Why are plants important?
- Why do we have to take care of our planet?

Application of Knowledge: Students will know that...

- 14, 15, 16, and 17 are numbers and each one represents a specific quantity.
- Insects play an important role in the balance of nature.
- It is important to notice how others around you are feeling.
- It is important to sort garbage and recycling.
- It is kind to help a friend who is struggling.
- March weather is often described by using lions and lambs.
- Nature moves in cycles which is necessary for the health of our planet.
- Plants are important for the health of people and the natural world.
- The water cycle is important for life on our planet.
- There are many different types of transportation.
- There are specific problems that an adult should be involved in.
- Trash and garbage are all around us.
- W, U, I, R, and J are letters and are each associated with a specific sound.
- Wind is moving air that can affect people and objects in different ways.

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

- Count to numbers 14-17.
- Demonstrate and practice social skills: decide how someone feels, offering help, and knowing when to tell.
- Demonstrating and practicing the social skills: deciding how someone feels, offering help, and knowing

when to tell.

- Describe different types of transportation.
- Describe the weather cycle and why it is important for life on our planet.
- describe typical March weather and explain why it is compared to lions and lambs.
- Explain what wind is, why it moves, and how it affects things.
- Identify the parts of a plant and their functions.
- Name the characteristics that all insects share as well as different types of insects.
- Sequence the life cycle of a frog and butterfly.
- Sort garbage and recyclables.
- Trace or write and identify letters W, U, I, R, J and their corresponding sounds.
- Trace or write and identify numbers 14, 15, 16, 17.

Assessments

1. Quarterly Self Portrait
2. Quarterly Progress Report (IEP Direct)
3. Portfolio Assessment
4. Informal Teacher Observations (teacher generated)
5. Quarterly Assessment Test (teacher generated)
6. Report Card
7. Weekly and Daily Reports

Suggested Activities

Week 1 - Lions & Lambs/Wind

- Practice recognizing letter W by completing a find and dot, sensory writing, tracing, and activities using W words.
- Demonstrate how to write letter W and practice writing W on large Fundations white board. Use vocabulary skyline, plane line, grass line, and worm line when demonstrating.
- Circle and represent groups that show 14.
- Write number 14 in various ways (rainbow writing, sensory writing, dry erase).
- Introduce and roleplay Skillstreaming: Deciding How Someone Feels.
- Read, "In Like a Lion Out like a Lamb" and notice the different types of weather in March.
- Indicate whether each day in March is a "lion day" or a "lamb day" by putting a picture of a lion or lamb on a March weather calendar.
- Make a lion and a lamb face using small paper plates, wiggly eyes, and yarn or cotton balls.
- Introduce the concepts of heavy and light.
- Read, "Wind" and explain that though you cannot see the wind, you can certainly feel it when the wind blows.
- Go for a nature walk to feel and observe the effects of wind. This activity corresponds with the concept of heavy and light.

- Predict, observe, and record whether wind from a fan will blow an object off of a table. This activity corresponds with the concept of heavy and light.
- Students will use a straw to blow paint and observe the effects of wind.
- Students will use a straw to blow a cotton ball from one end to the other.
- Students will use a "Wind Poem" to create artwork that represent a windy day with crayons and water color paint.
- Introduce the color blue. Emphasize that rain and the sky is blue.

Week 2 - Transportation & Road Signs

- Review recognizing letter W by completing a find and dot, sensory writing, tracing, and activities using W words.
- Review circling and representing groups that show 14.
- Introduce the shape rectangle.
- Sort types of transportation into road, water, and sky anchor chart.
- Read transportation books: "School Bus", "Red Truck", "Amazing Airplanes", and "Little Toot".
- Students will choose a type of transportation and create it through construction shapes.
- Students will learn rules of the road.
- Learn different road signs and what they mean.
- Students will play matching memory game with road signs and explain purpose of each sign.
- Introduce positional words: in front and behind.

Week 3 - Water/Rain/Spring

- Practice recognizing letter U by completing a find and dot, sensory writing, tracing, and activities using U words.
- Circle and represent groups that show 15.
- Review numbers 1 and 5 song to help write number 15.
- Introduce and roleplay Skillstreaming: offering help.
- Predict, observe, and record whether an object will sink or float when dropped into a clean container of water.
- Read, "It's Raining", and explain the different types of spring weather.
- Students will learn how thunder happens by watching a balloon experiment.
- Introduce the color gray. Emphasize that a storm is gray.
- Mix colors black and white to create a gray storm with lightening bolts.
- Create a winter day versus a spring day on a big piece of white construction paper.
- Go for a nature walk and describe the changes in spring weather. (Birds are chirping, the grass and flowers are growing, the sun is shining, etc)
- Finish book, "Leaves" and show how a bear went through the changes of fall, winter, and spring.
- Read, "It's Spring" and discuss the changes in the season Spring. (animals wake up, there are many more baby animals, flowers start to bloom, etc)

Week 4 - Plants & Flowers

- Discuss and label the parts of a plant.
- Discuss what plants need in order to survive.
- Learn song "Plants of a Flower" (Head, Shoulders, Knees, and Toes rhyme)
- Draw and label a picture of a flower by listening to one-step directions.
- Plant seeds in clear plastic cups so that roots are visible and care or the seeds.
- Paint and decorate a flower pot.

- Introduce the shape triangle.

Week 5 - Insects & Butterfly Cycle

- Practice recognizing letter I by completing a find and dot, sensory writing, tracing, and activities using I words.
- Demonstrate how to write letter I and practice writing I on large Fundations white board. Use vocabulary sky line, plane line, grass line, and worm line when demonstrating.
- Circle and represent groups that show 16.
- Write number 16 in various ways (rainbow writing, sensory writing, dry erase).
- Introduce and roleplay Skillstreaming: knowing when to tell.
- Build or create an insect showing all characteristics of an insect.
- Read, "The Very Hungry Caterpillar" and document the life cycle of a butterfly.
- Act out the life cycle of a butterfly.
- Decorate one side of a butterfly wing by using paint and fold paper to create symmetry.
- Using forks and paint, create a collage of tulips on white construction paper.
- Using coffee filters and pipe cleaners, create a butterfly.
- Read, "Hurry and the Monarch" and teach the concept of migration.

Week 6 - Earth Day (Reduce, Reuse, Recycle Study)

- Practice recognizing letter R by completing a find and dot, sensory writing, tracing, and activities using R words.
- Demonstrate how to write letter R and practice writing R on large Fundations white board. Use vocabulary sky line, plane line, grass line, and worm line when demonstrating.
- Read, "The Paperbag Princess."
- Investigate question, "What do people throw away?" Invite children to predict what will be in the trash. Put on a pair of gloves and go exploring. Explain that there are different types of trash.
- Read story, "Something From Nothing" and discuss the ways on how you can make something from nothing.
- Explain that trash goes to a junk yard.
- Introduce the school custodian who handles the trash. Invite students to ask, "When we throw something away, where does it go when it leaves our classroom?"
- Read story, "Sam Helps Recycle".
- Place trash all around the classroom and explain that litter is trash that is not where it belongs. Instead of being in the garbage can or recycling bin, it's on the ground.
- Read story, "Don't Lose It-Reuse it!", and explain that we can create many different things out of "junk". Invite children to create their own reused junk.
- Create the world by using blue and green. Explain that if we don't clean up and leave trash everywhere, our world will turn brown. (Use water color paint or construction paper)
- Create an Earth Day head band.

Week 7 - Frog Cycle

- Practice recognizing letter J by completing a find and dot, sensory writing, tracing, and activities using I words.
- Demonstrate how to write letter J and practice writing J on large Fundations white board. Use vocabulary sky line, plane line, grass line, and worm line when demonstrating.
- Circle and represent groups that show 17.
- Write number 17 in various ways (rainbow writing, sensory writing, dry erase).
- Read the story, "Oscar and The Frog". Predict with the students what you think will happen in the

story. Go over parts of a book.
- Sequence the life cycle of a frog.
- Students will use gross motor skills to hop like a frog.
- Children will use the book, "All About Frogs" to engage in discussions about frogs and expand their understanding of life science concepts and science vocabulary.
- Create a frog using a paper plate, green tissue paper, wiggly eyes, and a red construction tongue.
- Read, "Frog's Lunch". Students will be given party blowers. The blowers will act as the frog's tongue. Students need to use the blower to catch bugs. There will be bug cut outs with tape on top so they will attach to the blower.

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:
  - Spring, Water, Rain, Lion, Lamb, Wind, Storm, Lightening, Thunder, Transportation, Car, Truc k, Airplane, Boat, Plant, Flower, Roots, Stem, Leaves, Air, Sun, Soil, Insect, Butterfly, Head, T horax, Abdomen, Legs, Egg, Caterpillar, Larva, Chrysalis, Fro, Tadpole, Froglet, Earth

Day, Reuse, Reduce, Recycle, Trash

Differentiation to extend learning for gifted students may include:

- Focus on letter sounds.
- Spell three letter CVC words.
- Independent writing activities.
- Leading the group.
- Basic addition and subtraction with manipulatives.

Integrated/Cross-Disciplinary Instruction

The New Beginnings unit is a cross curricular unit with a focus on science topics. Students will learn literacy, mathematics, science, and social studies skills when studying topics Lion and Lambs (Wind), Transportation & Road Signs, Water/Rain/Spring, Plants and Flowers, Insects and Butterfly Cycle, Earth Day, and Frog Cycle. Topics of study can be integrated into centers. For example:

- Sensory table:
  - Transportation & Road Signs- Fill with different types of cars, trucks, airplanes, boats, etc.
  - Water/Rain/Spring- Fill with water.
  - Plants & Flowers- Fill with soil.
  - Insects & Butterfly Cycle- Fill with different types of insects.
  - Frog Cycle- Fill with different types of frogs.

- Science:
  - Lions & Lambs/Wind: Students will predict, observe, and record whether wind from a fan will blow an object off of a table. This activity corresponds with the concept of heavy and light.
  - Transportation & Road Signs: Display different types of transportation books. Challenge students to create their own paper airplane and see if it flies. Explain why the airplane flies.
  - Water/Rain/Spring:
    1. Predict, observe, and record whether an object will sink or float when dropped into a clean container of water.
    2. Take 2 bottles, fill one with water, and tape together. Show when you fill the bottles over, it creates a whirlpool.
  - Plants & Flowers: Plant seeds in clear plastic cups so that roots are visible and care for the seeds.
  - Insects & Butterfly Cycle: Students will learn the 4 steps of the butterfly cycle and watch it unfold before their eyes.
  - Earth Day: Students will sort different recyclable objects using words like paper, plastic, and aluminum.
  - Frog Cycle:
    1. Students will name in order, the stages of a frog's life cycle.
    2. Students will describe a frog's habitat, predators and prey.

- Art:
  - Display photos relative to each topic (types of March and Spring weather, road signs, different types of transportation, plants and flowers, trash and recycling items, insects, and frogs).

Resources

Books: In Like a Lion, Out like a Lamb, Wind, The Windy Day, Paint the Wind, School Bus, Red Truck, Amazing Airplanes, Little Toot, Don't Let the Pigeon Drive the Bus, Leaves, Spring is Here, It's Spring, Who Likes Rain?, Let it Rain, Down Comes the Rain, The Tiny Seed, Planting a Rainbow, Little Seed, The Very Hungry Caterpillar, The Grouchy Ladybug, Backyard Bugs, The Paper Bag Princess, Hush! A Thai Lullaby, Something From Nothing, I Stink!, Radio Man, Sam Helps Recycle, Don't Lose It-Reuse It!, Peter's Chair, Michael Recycle, In the Small Small Pond, Jump Frog Jump, Oscar and the Frog, Frog's Lunch, Growing Frogs

Songs and Rhymes: Let's Go Fly a Kite, Spring is Here (Sung To: Are You Sleeping), Parts of a Plant (Sung To: Head, Shoulders, Knees, and Toes), Three Rowdy Children, Simon Says, The Kids Go Marching In, Recycle Song, The Litter Monster, Paper Towel Rap, Musical Junk, Marching Junk Band

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: Tree Study, Skillstreaming in Early Childhood, Third Edition by E. McGinnis (social skills).