

# Unit: Social/Emotional Development-5

Content Area: **Health and Physical Education**

Course(s):

Time Period: **Trimester 1**

Length: **Ongoing**

Status: **Published**

## Brief Summary of Unit

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Children will learn how to play, share, and take turns.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

## Standards

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The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

AL.PK.9.2.1	Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).
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.

## Transfer

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## **Essential Questions**

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- How can I play with different toys and objects?
- How can I share?
- How do I play appropriately with a friend?

## **Essential Understandings**

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- Appropriate play means following rules for play
- Appropriate times to use courtesy phrases (i.e. please, thank you, excuse me).
- It's important to share
- Play can be done in different ways
- They can play independently, in pairs or and groups.

## **Students Will Know**

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- How to share and take turns
- Play can be alone or with a friend/friends

## **Students Will Be Skilled At**

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- Playing in a group
- Playing independently
- Sharing toys
- Taking turns during games

## **Evidence/Performance Tasks**

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This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Child will join in play with peers
- Child will play alone with toys appropriately
- Child will share during play time
- Child will take turns during simple table games

## Learning Plan

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- Expose children to a wide variety of toys
- Gauge and provide the appropriate amount of support necessary for children to be successful during activities and play (e.g., teacher demonstrates pretend play skills, and as children become involved in meaningful interaction with other children, the teacher adjusts the level of support).
- Have discussions about sharing
- Provide opportunities that encourage children to share toys and materials (e.g., “There is one basket of markers for Christen and Jameer to share.”).
- Provide opportunities to take turns (e.g., “Maria gets to pull the wagon one time around the yard, and then it is Jack’s turn.”).
- Provide toys and plan activities to encourage cooperative play (e.g., provide two telephones so children can talk to each other in dramatic play).
- Provide verbal praise when you see a child sharing and playing appropriately
- Role play what sharing looks like and what turn taking looks like

## Suggested Strategies for Modifications

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This link includes content specific accommodations and modifications for all populations:

[https://docs.google.com/spreadsheets/d/1vp4\\_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit](https://docs.google.com/spreadsheets/d/1vp4_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit)

- Incorporate accommodations and modifications of the students’ IEPs
- Repeat directions and provide multiple examples
- Role play examples of sharing and pretend play