

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
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
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.
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| 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

Essential Questions

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

Essential Understandings

- Appropriate times to use courtesy phrases (i.e. please, thank you, excuse me).
- It's important to share and take turns.
- Play can be done in different ways
- The rights of other should be respected.
- They can play independently, in pairs or and groups.

Students Will Know

- Demonstrate verbal problem solving skills without being aggressive.
- How to enter into play when a group of children are already involved in play.
- How to share and take turns
- Play can be alone or with a friend/friends

Students Will Be Skilled At

- Playing in a group
- Playing independently
- Sharing toys
- Taking turns during games
- Using appropriate courtesy phrases.

Evidence/Performance Tasks

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

- Collaborate with children on activities while modeling language and pretend skills as needed for play (e.g., teacher pretends to be mother or father in housekeeping corner and soothes her crying baby; teacher and children build a block structure; teacher and children make a cave out of a box; teacher pretends to be a mama bear and the children are bear cubs).
- 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
- Identify strategies to enter into play with another child or group of children (e.g., bring materials into play, give a play suggestion, be helpful, give a compliment).
- 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

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: [CORE BOOK LIST](#)

- “What Would You Do” teaching kit by Lakeshore
- Board Games
- Puppets and dress up clothing
- Table games
- Toys in various play areas

Suggested Strategies for Modifications

- Repeat directions and provide multiple examples
- Role play examples of sharing and pretend play
- Use visuals