Unit 04: Boxes

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **6 Weeks**
Status: **Published**

Brief Summary of Unit

A study of boxes builds on children's natural curiosity and promotes important skills as children gather information, learn about the world around them, and solve problems. Children will explore many types of boxes, investigate how they are made, observe people using them in different ways, and learn about the tools and equipment people use to move them. Skills in Literacy, Math, Social-Emotional, Science, Social Studies, Technology and the Arts are embedded throughout the unit.

Essential Questions

What do we know about boxes?

What do we want to find out?

What can we do with boxes?

What are the characteristics of boxes?

Which jobs involve boxes?

How are boxes made?

How can we move boxes?

Enduring Understandings

Definition of Boxes

Definition of a cube

Boxes are made of different materials

Boxes can have different features

Boxes can make different things

Boxes are used in different jobs

There are two-dimensional shapes

There are three-dimensional shapes

Boxes can change when left outside for days

Boxes need to be put together

Boxes can have different weights

Students Will Know

Attributes of a box

A cube, prism (triangular and rectangular), and sphere are shapes

Boxes can look and feel different

Boxes can have different shapes

Boxes can have lids

Boxes can be stacked

Some jobs use/have boxes

Objects can be put in boxes

Why boxes are made from different materials

We can learn more information from books

People use different objects when working with boxes

Students Will Be Skilled At

Describing a box

Identifying a cube, prism (triangular and rectangular) and sphere

Identifying a box

Making observations

Comparing and contrasting boxes

Sorting boxes

Making objects out of boxes

Sorting shapes

Pretending to work at a job that uses boxes

Assemble a box

Measuring boxes

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.

- Student Observation
- Monitor student responses

Learning Plan

Exploring the Topic- What do we know about boxes? What do we want to find out?

- Compete Exploring the Topic Days 1-5
- Activities
    - Song
    - Discussion and Shared Writing
- Choice time
    - Toys and Games - sort boxes
    - Toys and Games - sort boxes
    - Blocks - organize

    - Library- fiction and nonfiction
    - Toys and Games- boxes with removable lids
- Read Alouds
    - Use the pictures to help understand the story
    - Retell
    - Learn new vocabulary words
- Small Group
    - Find the matching letter or alphabet cards
    - Observational drawing
    - Our names, our things or The Name Game
    - Sorting & classifying or Seek & Find
    - Bigger than, smaller than, equal to or Missing lids

Investigation 1- What are the parts of trees?

- Compete Investigation 1 Days 1-5
- Activities
    - Game
    - Song
    - Discussion and Shared Writing
- Choice time
    - Toys and Games- box puzzles
    - Art- measure a variety of boxes
    - Art- model boxes
    - Discovery- examine a variety of boxes
    - Art - create a box
- Read Alouds
    - Predictions
    - Retell

    - Make personal connections
    - Use the pictures to understand the story
    - Learn new vocabulary words
- Small Group
  - Questie Patterns or Patterns under cover
  - Nesting dolls or which container holds more?
  - Where's the beanbag? Or Shake, Rattle, and Roll
  - Question Basket or Photo Writing
  - Fruit Smoothies or Yogurt Fruit Dip

Investigation 2- What are the characteristics of boxes?

- Compete Investigation 1 Days 1-5
- Activities
    - Song
    - Discussion and Shared Writing
    - Movement
- Choice time
    - Blocks- different shaped boxes
    - Discovery - measuring
    - Blocks- categories
    - Discovery- make boxes
    - Discovery- boxes from different materials
- Read Alouds
    - Letters of the alphabet
    - Personal connection
    - World Connections
    - Retell
- Small Group

- What's Missing? Or We're Going on a Trip
- Rhyming chart or Tongue twisters
- I'm thinking of a shape or Straw Shapes
- Making my Name or Stick Letters
- Measure & Compare or Egg Salad

Investigation 3- Which jobs involve boxes?

- Compete Investigation 1 Days 1-5
- Activities
    - Chant
    - Discussion and Shared Writing
    - Movement
    - Poem
    - Game
- Choice time
    - Library- people who work with boxes
    - Blocks- photos of people
    - Dramatic play- Collection of Boxes
    - Discovery- types of tape
    - Dramatic Play
- Read Alouds
    - Descriptive words
    - Personal connections
    - Retell
- Small Group
    - Tallying or Guessing Jar
    - Asking Questions
    - Did you ever see…? Or Rhyming Tubs

    - Board Games or Oobleck
    - Tongue Twisters or Rhyming Riddles

Investigation 4- How are boxes made?

- Compete Investigation 1 Days 1-3
- Activities
    - Game
    - Discussion and Shared Writing
    - Movement
    - Game
- Choice time
    - Art - create boxes
    - Discovery- box materials and water
    - Discovery- reinforce boxes
- Read Alouds
    - Make connections
    - Personal connection
    - World Connections
    - Retell
- Small Group
    - Playing with Environmental Print or Making Shiny Paint
    - Huff & Puff or Cover up
    - Rhyming Chart or Rhyming Tubs

Investigation 5- How are boxes made?

- Compete Investigation 5 Days 1-5
- Activities
    - Song
    - Discussion and Shared Writing

    - Movement
    - Poem
    - Game
- Choice time
    - Discovery- weighing boxes
    - Discovery- moving equipment
    - Library- books about boxes
    - Discovery- moving
    - Blocks- moving
    - Discovery- textures
- Read Alouds
    - Make connections
    - Make comparisons
    - Descriptive words
    - Retell
    - Vocabulary
- Small Group
    - Ice Cubes or Balancing Act
    - Rhyming Riddles or Did you ever see…?
    - Story Problems or Ping-Pong Pick-Up
    - Dinnertime or Fishing Trip
    - Silly Names or Same Sound Sort

Materials

Exploring the Topic

- Mighty Minutes

    - 87, “One, Two, Buckle My Shoe”
    - 21 “Hully Gully, How Many?
    - 05 “Silly Willy Walking”
    - 24, “Dinky Doo”
    - 25, “Freeze”
    - 72, “My Body Jumps”
    - 99, “Let’s All Follow”
    - 55, “Mr. Forgetful”
    - 29, “Baa, Baa, Black Sheep”
    - 48, “Feely Box”
- Books
    - Children’s Book that features illustrations of boxes
    - Children’s Book that features characters using their imagination
- Intentional Teaching Card
    - LL56 Find the Matching Letter
    - LL03 Alphabet Cards
    - LL45 Observational Drawing
    - LL41 Our Names, Our Things
    - LL47 The Name Game
    - M05 Sorting & Classifying
    - M03 Seek & Find
    - M09 Bigger Than, Smaller Than, Equal To
    - M58 Missing Lids
- Variety of boxes
- Chart paper
- Alphabet cards
- Hole punch

- Yarn
- Scissors
- Song chart
- Small manipulatives
- Small clipboards
- Paper
- Felt-tip pens
- Photos of sculptures
- Storage Containers
- Clipboards
- Paper
- Writing tools
- Plastic bags filled with cotton balls
- A box from the collection to store

Investigation 1

- Mighty Minutes
    - 61, “Riddle, Riddle, What is That?”
    - 12, “Ticky Ricky”
    - 81, “Humpty Dumpty”
    - 36, “Body patterns”
    - 35, “My Name, Too!”
    - 25, “Freeze”
    - 01, “The People in Your Neighborhood”
    - 58, “A-Hunting We Will Go”
    - 96, “This Old Man”
    - 15, “Say It, Show It”
- Books

    - Harold and the Purple Crayon (Book Discussion Dard 29)
    - Children's book that uses positional words
- Intentional Teaching Cards
    - M45 Picture patterns
    - M38 Patterns under cover
    - M46 Nesting dolls
    - M32 Which container holds more
    - M56 Where’s the beanbag?
    - M61 Shake, Rattle, and Roll
    - LL59 Question basket
    - LL57 Photo writing
    - M67 Fruit smoothies
    - M57 Yogurt fruit dip
- Boxes
- Types of eggs
- Boxes with environmental print
- Materials to make a sign
- Camera
- Pictures of animals with patterns
- Paper
- Collage materials
- Packing peanuts
- Scales
- Measuring tools
- Masking tape
- Chart paper
- Markers

- Blank-face cubes
- Shape stickers
- Boxes with lids
- Paper plates
- Clipboards
- Smoothie ingredients

Investigation 2

- Mighty Minutes
    - 92, “Name Cheer”
    - 54, “The Green Grass Grows”
    - 86, “Listening Story”
    - 07, “Hippity, Hoppity, How Many”
    - 33, “thumbs Up”
    - 16 “Nothing, Nothing, Something”
    - 40, “Clap a Friend’s name”
    - 53, “Three Rowdy Children”
    - 42, “Come Play with Me”
    - 44, “Two Plump Armadillos”
- Books
    - Children’s books that use descriptive words
    - Children’s book that describes children working together
- Intentional Teaching Card
    - LL18 what's missing
    - LL53 we’re going on a trip
    - LL10 Rhyming chart
    - LL16 Tongue Twisters
    - M20 I’m thinking of a shape

    - M42 Straw shapes
    - LL29 Making my name
    - LL28 Stick Letters
    - M12 Measure & compare
    - M70 Egg salad
- Letter cards
- Measuring tools
- Boxes
- Three-dimensional shapes
- Box created by children
- Sticky notes
- Chart paper
- Poem
- Three-dimensional solids
- Geometric shapes
- Drinking straws
- Pipe cleaners
- Paper
- Sticks
- Alphabet cards
- Recipe chart
- Ingredients

Investigation 3

- Mighty Minutes
    - 58, “A-Hunting We Will Go”
    - 91, “Move to the Beat”
    - 74, “Jack in the Box”

    - 04, “Riddle Dee Dee
    - 30, “Bounce, Bounce, Bounce”
    - 06, “This is the Way”
    - 33, “Thumbs Up”
    - 71, “Recycle Song”
    - 26, “Echo Clapping”
    - 39, “Let’s Pretend”
- Books
    - Dear Mr. Blueberry (Book Discussion Card 30)
    - Children’s book featuring people working with boxes
- Intentional Teaching Card
    - M06 Tallying
    - M17 Guessing Jar
    - LL54 Asking Questions
    - LL04 Bookmaking
    - LL14 Did you ever see…?
    - LL44 Rhyming Tubs
    - M77 Board Games
    - M66 Oobleck
    - LL16 Tongue Twisters
    - LL11 Rhyming Riddles
- Boxes
- Alphabet cards
- Chart paper
- Clipboards
- Rolls of tape
- Photos taken

- Plastic jar
- Bookbinding supplies
- Small toys that rhyme
- Dice

Investigation4

- Mighty Minutes
    - 98, “I have One”
    - 37, “Little Ball”
    - 65, “People Patterns”
    - 95, “Sorting Syllables”
    - 18, “I’m Thinking Of…”
    - 93, “Oh, Dear! What can the matter be?”
- Books
    - Dear Mr. Blueberry (Book Discussion Card 30)
    - Children’s book featuring boxes of different materials, size or shapes
    - Children's book that uses descriptive words
- Intentional Teaching Cards
    - LL23 Playing with environmental print
    - LL50 Making shiny paint
    - M26 Huff & puff
    - M34 Cover up
    - LL10 Rhyming chart
    - LL44 Rhyming tubs
- Chart paper
- Boxes
- Name and letter cards
- Paper for origami

Investigation 5

- Mighty Minutes
    - 45, “I’m a Sturdy Oak Tree”
    - 60, “The Name Dance”
    - 63, “Going on a Journey”
    - 95, “Sorting Syllables”
    - 70, “The Kids Go Marching In”
    - 84, “Let’s Make Letters”
    - 79, “Here is the Beehive”
    - 82, “Let’s Clean Up!”
    - 47, “Step Up”
    - 28, “Counting Calisthenics”
- Books
    - Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move (Book Discussion Card 31)
    - Children’s Book that uses descriptive words for boxes
- Intentional Teaching Cards
    - M07 Ice cubes
    - M49 Balancing Act
    - LL11 Rhyming Riddles
    - LL14 Did you ever see…?
    - M22 Story Problems
    - M79 Ping-Pong Pick-Up
    - M01 Dinnertime
    - M63 Fishing Trip
    - LL19 Silly Names
    - LL12 Same Sound Sort
- Boxes

- Clipboards
- Paper
- Camera
- Markers
- Tile squares
- Measuring tools
- Ice cubes
- Small cups or bowls
- Chart paper
- Resealable bags
- Balance scale
- Ping-pongs
- Manipulatives
- Fishing cards

Standards

Social and Emotional Development

- 0.1.1 (0.1.P.A.1)
- 0.1.2 (0.1.P.A.2)
- 0.1.3 (0.1.P.A.3)
- 0.1.4 (0.1.P.A.4)
- 0.2.1 (0.2.P.A.1)
- 0.2.2 (0.2.P.A.2)
- 0.2.3 (0.2.P.A.3)
- 0.2.4 (0.2.P.A.4)
- 0.4.1 (0.4.P.A.1)

- 0.4.2 (0.4.P.A.2)
- 0.4.3 (0.4.P.A.3)
- 0.4.4 (0.4.P.A.4)
- 0.4.5 (0.4.P.A.5)
- 0.4.6 (0.4.P.A.6)
- 0.5.1 (0.5.P.A.1)
- 0.5.2 (0.5.P.A.2)
- 0.5.3 (0.5.P.A.3)
- 0.5.4 (0.5.P.A.4)
- 0.5.5 (0.5.P.A.5)

Visual and Performing Arts

- 1.1.1 (1.3.P.A.1)
- 1.2.1 (1.3.P.B.1)
- 1.2.3 (1.3.P.B.3)
- 1.3.1 (1.3.P.C.1)
- 1.3.3 (1.3.P.C.3)
- 1.3.4 (1.3.P.C.4)
- 1.4.1 (1.3.P.D.1)
- 1.4.2 (1.3.P.D.2)
- 1.4.3 (1.3.P.D.3)
- 1.4.5 (1.3.P.D.5)
- 1.4.7 (1.3.P.D.7)

Health, Safety and Physical Education

- 2.1.2 (2.1.P.A.2)
- 2.4.1 (2.5.P.A.1)
- 2.4.2 (2.5.P.A.2)

English Language Arts

- RL.PK.1
- RL.PK.2
- RL.PK.3
- RL.PK.4
- RL.PK.5
- RL.PK.6
- RL.PK.7
- RL.PK.9
- RL.PK.10
- RI.PK.1
- RI.PK.2
- RI.PK.3
- RI.PK.4
- RI.PK.7
- RI.PK.10
- RF.PK.1.a
- RF.PK.1.b
- RF.PK.1.d
- RF.PK.2.a
- RF.PK.2.c
- RF.PK.3.a
- RF.PK.3.c
- RF.PK.4
- W.PK.2
- W.PK.8
- SL.PK.1.a
- SL.PK.1.b

- SL.PK.2
- SL.PK.3
- SL.PK.4
- SL.PK.5
- SL.PK.6
- L.PK.1.d
- L.PK.1.f
- L.PK.1.g
- L.PK.2.c
- L.PK.4.a
- L.PK.5.a
- L.PK.5.c
- L.PK.6

Approaches to Learning

- 9.1.1
- 9.1.2
- 9.1.3
- 9.1.4
- 9.1.5
- 9.2.1
- 9.2.2
- 9.2.3
- 9.3.1
- 9.3.2
- 9.3.3
- 9.3.4
- 9.4.1

- 9.4.2
- 9.4.3

Mathematics

- 4.1.1 (K.CC.1)
- 4.1.2 (K.CC.2)
- 4.1.4 (K.CC.4)
- 4.1.5 (K.CC.5)
- 4.1.6 (K.CC.6)
- 4.3.1 (K.MD.3)
- 4.3.2 (K.MD.1)
- 4.3.3 (K.MD.2)
- 4.4.2 (K.G.2)
- 4.4.3 (K.G.4 and K.G.5)

Science

- 5.1.1 (5.1.P.A.1)
- 5.1.2 (5.1.P.B.1)
- 5.1.3 (5.1.P.B.2)
- 5.1.4 (5.1.P.C.1)

Social Studies, Family and Life Skills

- 6.2.1 (6.1.P.A.1)
- 6.2.2 (6.1.P.A.2)
- 6.2.3 (6.1.P.A.3)
- 6.3.2 (6.1.P.B.2)

World Languages

- 7.1.1 (7.1.P.A.1)
- 7.1.2 (7.1.P.A.2)

Suggested Strategies for Modifications

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

https://docs.google.com/spreadsheets/d/1fmQ5llgX1HZdIPa7duX33pfmonGDoVFag9eE2DpbLfM/edit?usp=sharing