## March Balls Study

Content Area: Course(s):
Time Period: Length: Status:

Pre-School
March
5-6 weeks
Published

## Unit Overview

This study has 5 week long explorations of balls.
This study shows how to use chidren's interests in balls to help them ejplore social studies and science concepts related to the features and nature of balls.

## Enduring Understandings

Balls come in all sizes and they can bounce and roll.
There are different kinds of balls that are used for different things.
People like to use balls to play.

## Essential Questions

Do all balls bounce?
Do all balls roll?
What makes balls move?
Who uses balls?
What are balls made of?

## Instructional Strategies \& Learning Activities

## Week of: <br> Teacher:

Study: Balls
Exploring the Topic: What do we know about balls? What do we want

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Interest Areas | Library: books about balls <br> Computer: ebook version of The Little Red Hen | Toys and Games: ball collection <br> Computer: ebook version of Have a Ball | Toys and Games: containers to organize the ball collection | Toys and Games: containers to organize the ball collection <br> Computer: ebook version of Have a Ball | Toys and Games: box with lid; interesting collection of small balls <br> Computer: ebook version of The Little Red Hen |
| Large Group | Game: What's Inside the Box? <br> Discussion and Shared Writing: Types of Balls | Song: "She Brought a Football" <br> Discussion and Shared Writing: Share a Ball | Game: What's Inside the Box? <br> Discussion and Shared Writing: What Can We Do With Balls? | Song: "Clap a Friend's Name" <br> Discussion and Shared Writing: What Do We Know About Balls? | Movement: Bouncing a Ball <br> Discussion and Shared Writing: What Do We Want to Find Out About Balls? |
| ReadAloud | The Little Red Hen | Have a Ball | The Little Red Hen | Have a Ball | The Little Red Hen |
| Small Group | Option 1: Busy Bs <br> Option 2: <br> Sorting $B$ | Option 1: <br> Comparing and Describing Balls <br> Option 2: Features of the Ball Collection in Words and Pictures | Option 1: Laughing Leo <br> Option 2: Laughing Leo and Dancing Daphne | Option 1: Can You Guess? <br> Option 2: What's More? | Option 1: Counting the Collection <br> Option 2: Bounce \& Count |
| Outdoor Experiences: Variety of Balls |  |  |  |  |  |

Family Partnerships: We'd like to invite family members to come and play ball with the children outdoors on Friday of this week. Also, please access the ebooks, The Little Red Hen and Have a Ball.
Wow! Experiences: Friday-Visit from family members to play ball with the children outdoors

## Week of:

Study: Balls

## Teacher:

Investigation: 1. Do all balls bounce? (Monday-Wednesday)
2. Do all balls roll? (Thursday-Friday)

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Interest Areas | Toys and Games: sorting trays; a variety of small balls <br> Computer: ebook version of The Three Billy Goats Gruff | Toys and Games: sorting trays; a variety of small balls | Toys and Games: add spheres and circles to sort <br> Computer: ebook version of The Three Billy Goats Gruff | Discovery: basket of 10-20 of the same kind of small ball, e.g., golf balls; a small scale | Blocks: ramps and balls <br> Computer: ebook version of The Three Billy <br> Goats Gruff |
| Large Group | Movement: The Imaginary Ball | Movement: The Imaginary Ball | Song: "Clap a Friend's Name" | Poem: "Little Ball' | Poem: <br> "Come <br> Play With Me" |
|  | Discussion and Shared Writing: Which Balls Will Bounce? | Discussion and Shared Writing: Height and Bounciness | Discussion and Shared Writing: Weight and Bounciness | Discussion and Shared Writing: Do All Balls Roll? | Discussion and Shared Writing: Round Like a Pancake or Round Like a Ball |


|  |  |  |  |  | (Sphere)? |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Read-Aloud | The Three Billy Goats Gruff | Bounce | The Three Billy Goats Gruff | Bounce | The Three <br> Billy <br> Goats <br> Gruff |
| Small Group | Option 1: Rhymes With Ball <br> Option 2: Rhyming Zoo | Option 1: The Long and Short of It <br> Option 2: How Big Around? | Option 1: <br> Letters, <br> Letters, <br> Letters <br> Option 2: <br> Buried <br> Treasures | Option 1: On a Roll <br> Option 2: <br> Rolling <br> Ramp | Option 1: I'm Thinking of a Shape <br> Option 2: <br> Straw <br> Shapes |

Outdoor Experiences: Bouncing Balls; Throw Hard, Throw Far; Rolling Our Bodies; Balloon Catch

Family Partnerships:Please talk with your children this week about ball games that you enjoyed playing as a child. We'd like to invite a family member who plays a sport to visit the class next Tuesday. Please let us know if you can join us. Also, please access the ebooks, The Three Billy Goats Gruff and The Three Little Pigs.
Wow! Experiences: None.

## Week of:

Teacher:

Study: Balls
Investigation: 2. Do all balls roll? (Monday)
3. What makes balls move? (Tuesday-Wednesday)
4. Who uses balls? (Thursday-Friday)

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Interest <br> Areas | Blocks: ramps and | Toys and Games: <br> tools to measure | Sand and Water: <br> balls in the water | Toys and Games: | Blocks: wrecking <br> ball (beach ball |


|  | balls <br> Computer: ebook version of The Three <br> Little Pigs | height and circumference <br> Computer: ebook version of The Three Little Pigs | table | three-dimensional shape sort | tied to a long piece of yarn); cardboard blocks <br> Computer: ebook versions of Have a Ball and Play Ball! |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Large Group | Game: I Spy... (sphere-circle hunt) <br> Discussion and Shared Writing: Height and Rolling Balls | Song: "We Like Clapping" <br> Discussion and Shared Writing: Sports | Movement: <br> Move Like <br> Water <br> Discussion and Shared Writing: <br> The Force of Water | Song: "I Can Make a Circle" <br> Discussion and Shared Writing: Preparing for the Site Visit | Book: Have a Ball <br> Discussion and Shared Writing: Questions for the Site Visit |
| ReadAloud | The Three Little Pigs | The Three Little Pigs | Bounce | Just Like Josh Gibson | Play Ball! |
| Small Group | Option 1: <br> Environmental <br> Print <br> Option 2: Baggie Books | Option 1: Blow a Ball <br> Option 2: Forced Air | Option 1: Letters, Letters, Letters <br> Option 2: Buried Treasures | Option 1: What's Missing? <br> Option 2: I'm Thinking of a Shape | Option 1: Geoboards <br> Option 2: I'm Thinking of a Shape |

Outdoor Experiences: Rolling Our Bodies; Balloon Catch; Move a Ball; Balloon Catch; Sphere Hunt; Catching With a Scoop

Family Partnerships: Do you use an exercise ball? If so, we'd like to invite you to visit our class next Monday to show the children how to use it. Also, we are looking for a grandparent or other older family or
community member who can tell us a story next Tuesday about a ball game that he or she played as a child. Finally, we are looking for a family member who has a pet that plays with a ball to visit the class next Wednesday. If you (or someone you know) is able to join us for any of these activities, please let us know. Finally, please take some time this week to access the ebook, The Three Little Pigs.
Wow! Experiences: Tuesday-Visit from a family member who plays a sport
Friday-Site visit to a sporting goods store

## Week of:

Study: Balls

## Teacher:

Investigation: 4. Who uses balls? (Monday-Wednesday)
5. What are balls made of? (Thursday-Friday)

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Interest Areas | Dramatic Play: materials from Large-Group Roundup last Friday | Toys and Games: beads; laces <br> Computer: ebook version of Play Ball! | Discovery: natural spherical items; <br> magnifying <br> glasses <br> Art: materials for thank-you notes | Art: thin strips (1-2 inches wide) of newspaper or paper <br> towels; glue; water; balloons | Art: thin strips (1-2 inches wide) of newspaper or paper <br> towels; glue; water; balloons <br> Discovery: balls that can and cannot be opened |
| Large Group | Game: Body Patterns <br> Discussion and Shared Writing: Exercise Ball | Song: "Clap a Friend's Name" <br> Discussion and Shared Writing: <br> Visiting <br> Grandparent | Game: Animal Movement <br> Discussion and Shared Writing: Pets That Play Ball | Movement: Move Like a Balloon <br> Discussion and Shared Writing: Using Our Senses to Explore Balls | Song: "We Like Clapping" <br> Discussion and Shared Writing: What Do You Think Is Inside a Ball? |



Outdoor Experiences: Sphere Hunt; Catching With a Scoop; Exploring Bubbles; Kick Hard

Family Partnerships: Your children will be interviewing you about games you played with balls when you were children. Please take some time to share your experiences with them! Also, it's time to access the ebook, Play Ball! Finally, we'd like to invite families to participate in our end-of-study celebration on Friday next week.
Wow! Experiences: Monday-Visitor with an exercise ball
Tuesday-Visit from a grandparent or older community member
Wednesday—Visitor with a ball-playing pet

## Week of:

## Teacher:

Study: Balls
Investigation: 5. What are balls made of? (Monday-Wednesday)
Celebrating Learning (Thursday-Friday)

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Interest Areas | Art: thin strips (12 inches wide) of newspaper or paper <br> towels; glue; water; balloons <br> Discovery: balls that can and cannot be opened | Art: completed papier mâché balls; collection of spheres and circles <br> Discovery: deflated balls; pumps <br> Computer: ebook version of Have a Ball | Art: completed papier mâché balls; collection of spheres and circles <br> Computers: Web sites that answer questions about what's inside balls | All: displays of children's investigations <br> Computer: ebook version of The Little <br> Red Hen | All: displays of children's investigations <br> Computer: ebook version of Play Ball! |
| Large Group | Game: My Name, Too! <br> Discussion and Shared Writing: Hollow and Solid | Song: "We Like Clapping" <br> Discussion and Shared Writing: Ball-Shaped Foods | Game: I Spy... <br> Discussion and Shared Writing: Finding Answers | Movement: The Imaginary Ball <br> Discussion and Shared Writing: <br> Preparing for the Celebration | Poem: "Come Play With Me" <br> Discussion and Shared Writing: Sharing Special Foods |


| ReadAloud | The Doorbell Rang | Have a Ball | The Doorbell Rang | The Little Red Hen | Play Ball! |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Small Group | Option 1: What Happened Next? <br> Option 2: <br> Continuing the Story | Option 1: Making Play Dough <br> Option 2: Matzo Balls | Option 1: Dinnertime <br> Option 2: Number Cards | Option 1: Show Me Five <br> Option 2: Nursery Rhyme Count | Option 1: <br> Recounting the Ball Collection <br> Option 2: Voting |
| Outdoor Experiences: Exploring Bubbles; Kick Hard; Kick High |  |  |  |  |  |
| Family Partnerships: Please join our class for the end-of-study celebration on Friday! Also, please access the ebook, The Little Red Hen. |  |  |  |  |  |
| Wow! Experiences: Friday-Balls celebration |  |  |  |  |  |

## Integration of Career Readiness, Life Literacies and Key Skills

Performing assigned classroom jobs and duties

## Technology Integration

Students will interact with SmartBoard activities.
Students will interact with read-aloud texts both individually and as a large group.
Use of Shutterfly Share Site
Utilize programs on the iPad
Watch and interact with SchoolTube videos.

Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."

TECH.PK.8.2.3
TECH.PK.8.2.5

TECH.PK.8.4.1

Turn smart toys on and/or off.
Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.

Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

## Interdisciplinary Connections

Units are interdisciplinary throughout the curriculum.

HE.PK.2.4

HE.PK.2.4.3

MA.PK.4.1
MA.PK.4.1.1

MA.PK.4.1.2
MA.PK.4.1.3
MA.PK.4.2.1
SED.PK.0.1.2
SED.PK.0.1.3
SED.PK.0.5.1
SED.PK.0.5.4
VPA.PK.1.4

Children develop competence and confidence in activities that require gross- and finemotor skills.

Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).
Children demonstrate an understanding of numbers and numerical operations.
Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).

Recognize and name some one-digit written numerals:
Compare groups of objects (e.g., using the terms "more," "less," "same").
Use and respond to positional words (e.g., in, under, between, down).
Express ideas for activities and initiate discussions.
Actively engage in activities and interactions with teachers and peers.
Play independently and cooperatively in pairs and small groups.
Take turns.
Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

## Differentiation

Students will be offered support and challenges as deemed appropriate.

## Modifications \& Accommodations

Pre-school has multiple identification processes and services for students needing support.

## Benchmark Assessments

## Formative Assessments

Teacher observation

## Summative Assessments

## Anecdotal record keeping

## Instructional Materials

See items located in lesson plans above.

## Standards

ELA.PK.RI.PK. 2
ELA.PK.RI.PK. 3

ELA.PK.RI.PK. 4

ELA.PK.RI.PK. 5
ELA.PK.RI.PK. 6

ELA.PK.RI.PK. 7

ELA.PK.RL.PK. 1
ELA.PK.RL.PK. 2
ELA.PK.RL.PK. 4

ELA.PK.RL.PK. 5
ELA.PK.RL.PK. 7

ELA.PK.RL.PK. 10

With prompting and support, recall important facts from a familiar text.
With prompting and support, make a connection between pieces of essential information in a familiar text.

With prompting and support, ask and answer questions about unfamiliar words in informational text.

Identify the front and back cover of a book.
With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.

With prompting and support, tell how the illustrations support the text (information or topic) in informational text.

With prompting and support, ask and answer key elements in a familiar story or poem.
With prompting and support, retell familiar stories or poems.
With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
Recognize common types of literature (storybooks and poetry books).
With prompting and support, using a familiar storybook, tell how the illustrations support the story.

Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).

SCI.PK.5.1.2

SCI.PK.5.1.4

SCI.PK.5.1.5

SCI.PK.5.2.1

SCI.PK.5.2.4

Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).

Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.

Represent observations and work through drawing, recording data, and "writing" (e.g., drawing and "writing" on observation clipboards, making rubbings, charting the growth of plants).

Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.

Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).

