Sept. Beginning of the Year

Content Area: **Pre-School**
Course(s):
Time Period: **September**
Length: **5-6 weeks**
Status: **Published**

Unit Overview

This unit explores the first days of school. Some chidlren with prior experience in group settings may have learned the skills needed to be members of a classroom community. For the other children, preschool may be their first experience away from home or in a group.

Enduring Understandings

We need to learn names of people and things at school.

We need to learn to be able to know what to do if we feel sad or scared

We have rules to follow at school.

Different things happen at different times at school.

Different adults have different jobs at school.

We can make friends at school.

We can be a part of a group at school.

Essential Questions

What names do we need to know at school?

What should we do if we get sad or scared at school?

What are our rules?

When do things happen at school?

Who works at our school?

How do we make and keep friends?

How can we be a part of a grpup?

What sounds do we hear at school and where do they come from?

Instructional Strategies & Learning Activities

Week of: **Teacher:**

Beginning the Year **Focus Question:** 1.What names do we need to know at school?

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	All: basic materials	All: basic materials	All: basic materials	All: basic materials	Art: mirrors; collage materials
Large Group	Rhyme: "Humpty Dumpty" Discussion and Shared Writing: Our Names	Rhyme: Write the poem, "Three Little Kittens," on chart paper. Discussion and Shared Writing: Family Names	Rhyme: "Let's Make a Cake" Discussion and Shared Writing: Finding Our Names in the Classroom	Movement: Bounce, Bounce, Bounce Discussion and Shared Writing: Names of Interesting Things in the Classroom	Poem: "Move to the Beat" Discussion and Shared Writing: Names of Places in the School
Read-Aloud	*A Pocket for Corduroy*	*Love Is a Family*	*Quinito, Day and Night*	*Love Is a Family*	*Wemberly Worried*
Small Group	Introducing Interest Areas	Introducing Interest Areas: ebook version of *Anansi and His Children*	Introducing Interest Areas	Introducing Interest Areas	Introducing Interest Areas
Outdoor Experiences: Introducing the Playground					

Family Partnerships: We'd like to invite family members to join the class for a walk around the school on Friday to learn the names of different places here. Please bring in family photos to display in the classroom. Also, please access the ebook, *Anansi and His Children.*
Wow! Experiences: Friday—A walk around the school to learn the names of different places

Week of: **Teacher:**

Beginning the Year **Focus Questions:** 2. What should we do if we get sad or scared at school? (Monday–Wednesday)

3. What are our rules? (Thursday–Friday)

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Toys and Games: puzzles	Library: a personal journal for each child (newsprint pages with construction paper covers); variety of writing tools	Art: safety scissors (right- and left-handed); paper; thick marker	Blocks: cars and trucks	Dramatic Play: dress-up clothes Computers: ebook version of *A World of Families*
Large Group	Movement: Dance With Scarves Discussion and Shared Writing: Feeling Sad	Rhyme: "Little Miss Muffet" Discussion and Shared Writing: Feeling Scared	Rhyme: "Two Plump Armadillos" Discussion and Shared Writing: Feelings at School	Song: "Mary Had a Little Lamb" Discussion and Shared Writing: Why We Have Rules	Game: Jack in the Box Discussion and Shared Writing: Writing the Rules

Read-Aloud	*Wemberly Worried*	*The Kissing Hand*	*Wemberly Worried*	*Charlie Anderson*	*A World of Families*
Small Group	Introducing Interest Areas	Introducing Interest Areas	Introducing Interest Areas	Introducing Interest Areas	Option 1: Modeling Clay; Option 2: Black Bean Corn Salad
Outdoor Experiences: Introducing Outdoor Materials; Exploring Pathways					
Family Partnerships: Please continue to bring in family photos for our classroom! We'd like to invite a family member to visit the class next Wednesday to demonstrate something special that you can do with your hands, such as play an instrument, make pottery, juggle, knit, or carve. Please let us know if you are interested in joining us. Also, please access the ebook, *A World of Families*.					
Wow! Experiences: None.					

Week of: **Teacher:**

Beginning the Year **Focus Questions:** 3. What are our rules? (Monday–Wednesday)

4. When do things happen at school? (Thursday–Friday)

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Interest Areas	Music and Movement: instruments; basket	Music and Movement: instruments	Library: books about families	Music and Movement: rhythm sticks	Toys and Games: interlocking building materials, e.g., LEGO® bricks, star builders, and bristle blocks

Large Group	Chant: "Are You Ready?" Discussion and Shared Writing: Playing Instruments	Movement: Move to the Beat Discussion and Shared Writing: What Can We Do With Our Hands?	Chant: "Are You Ready?" Discussion and Shared Writing: Family Member Visit	Rhyme: "Hickory Dickory Dock" Discussion and Shared Writing: Exploring Beat	Rhyme: "Hickory Dickory Dock" Discussion and Shared Writing: Our Class Schedule
Read-Aloud	*Charlie Anderson*	*Peeny Butter Fudge*	*Charlie Anderson*	*Jalapeño Bagels*	*Peeny Butter Fudge*
Small Group	Option 1: The Name Game Option 2: Making My Name	Option 1: Can You Find It? Option 2: Where Does It Belong?	Option 1: Can You Find It? Option 2: Where Does It Belong?	Option 1: Where's the Beanbag? Option 2: Stepping Stones	Option 1: Where's the Beanbag? Option 2: Stepping Stones
Outdoor Experiences: Exploring Pathways; Body Part Balance					
Family Partnerships: We'd like to invite a family member to visit the class this Wednesday to demonstrate something special that you can do with your hands, such as play an instrument, make pottery, juggle, knit, or carve. Please let us know if you are interested in joining us. We would appreciate having families bring in pictures of daily home life activities. Also, please access the ebook, *Papi, How Many Stars Are in the Sky?*					
Wow! Experiences: Wednesday—Visit from a family member with a special skill					

Week of: **Teacher:**

Beginning the Year **Focus Questions:** 4. When do things happen at school? (Monday)

5. Who works at our school? (Tuesday–Friday)

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**

Interest Areas	Discovery: collection of familiar classroom items; magnifying glasses Computer: ebook version of *Papi, How Many Stars Are in the Sky?*	Music and Movement: beanbags Computer: ebook version of *The Gingerbread Man*	Cooking: equipment, ingredients for selected recipe Computer: ebook version of *Neighborhood Song*	Sand and Water: measuring cups; measuring spoons; mixing spoons; whisks Computer: ebook version of *The Gingerbread Man*	Toys and Games: magnetic letters Computer: ebook version of *Neighborhood Song*
Large Group	Movement: Let's Make Letters Discussion and Shared Writing: Cues for Times of the Day	Song: "Hello Bingo" Discussion and Shared Writing: Who Do You Think Works at Our School?	Game: Busy Bees Discussion and Shared Writing: Visit From a School Worker	Song: "Let's Clean Up!" Discussion and Shared Writing: Visit From a School Worker	Movement: Oh, Dear! What Can the Matter Be? Discussion and Shared Writing: The Missing Gingerbread Man
Read-Aloud	*Papi, How Many Stars Are in the Sky?*	*The Gingerbread Man*	*Neighborhood Song*	*The Gingerbread Man*	*Neighborhood Song*
Small Group	Option 1: The Long and Short of It Option 2: Morning, Noon, and Night	Option 1: Geoboards Option 2: Missing Lids	Option 1: Alphabet Cards Option 2: *D* Is for *Door*	Option 1: Alphabet Cards Option 2: *D* Is for *Door*	Option 1: Gingerbread Option 2: Modeling Clay

Outdoor Experiences: Body Part Balance; Jump the River
Family Partnerships: Please keep bringing in pictures of daily home life activities—we appreciate your efforts! We would also like to invite a family member to visit the class on Wednesday to cook with the children. Please let us know if you're interested! Finally, it is now time for you to access the following ebooks: *Papi, How Many Stars Are in the Sky?*; *The Gingerbread Man*;and *Neighborhood Song*.
Wow! Experiences: Wednesday (large group)—Visit from a school worker whose job relates to food preparation or delivery Wednesday (choice time)—Visit from a family member to cook during choice time Thursday—Visit from a school worker whose job relates to maintaining the school, keeping it clean, or both

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.

8.2.2	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."
8.2.3	Turn smart toys on and/or off.
8.2.5	Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
8.4.1	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.

5.1	Children develop inquiry skills.

1.1	Children express themselves through and develop an appreciation of creative movement and dance.
9.1	Children demonstrate initiative, engagement, and persistence.
9.1.2	Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).
9.1.3	Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).
9.2	Children show creativity and imagination.
1.2	Children express themselves through and develop an appreciation of music.
9.3	Children identify and solve problems.
9.4	Children apply what they have learned to new situations.
1.3	Children express themselves through and develop an appreciation of dramatic play and storytelling.
1.4	Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).
HE.PK.2.1	Children develop self-help and personal hygiene skills.
HE.PK.2.4	Children develop competence and confidence in activities that require gross- and fine-motor skills.
MA.PK.4.1	Children demonstrate an understanding of numbers and numerical operations.
MA.PK.4.1.4	Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying “One for you, one for me.”):
MA.PK.4.2	Children develop knowledge of spatial concepts (e.g., shapes and measurement).
MA.PK.4.3	Children understand patterns, relationships, and classification.
SOC.PK.6.1	Children identify unique characteristics of themselves, their families, and others.
SOC.PK.6.2	Children become contributing members of the classroom community.
SOC.PK.6.3	Children demonstrate knowledge of neighborhood and community.
SOC.PK.6.4	Children develop an awareness of the cultures within their classroom and their community.

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

Teacher created benchmark assessment

Formative Assessments

Teacher observation

Summative Assessments

Anecdotal record keeping

Instructional Materials

See items located in lesson plans above.

Standards

0.1.1	Express individuality by making independent decisions about which materials to use.
0.1.2	Express ideas for activities and initiate discussions.
RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.
0.1.3	Actively engage in activities and interactions with teachers and peers.
RL.PK.2	With prompting and support, retell familiar stories or poems.
0.1.4	Discuss their own actions and efforts.
0.2.1	Make independent choices and plans from a broad range of diverse interest centers.
0.2.2	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
0.2.3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
0.2.4	Attend to tasks for a period of time.
0.3.1	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
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).
0.3.3	Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).

RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
0.4.1	Engage appropriately with peers and teachers in classroom activities.
0.4.2	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).
0.4.3	Say “thank you,” “please,” and “excuse me.”
0.4.4	Respect the rights of others (e.g., “This painting belongs to Carlos.”).
RI.PK.2	With prompting and support, recall important facts from a familiar text.
0.4.5	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
RI.PK.3	With prompting and support, make a connection between pieces of essential information in a familiar text.
0.4.6	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
0.5.1	Play independently and cooperatively in pairs and small groups.
0.5.3	Demonstrate how to enter into play when a group of children are already involved in play.
RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
0.5.5	Demonstrate understanding the concept of sharing by attempting to share.