Trimester 2 LA/MATH

Content Area: **Pre-School**
Course(s): **Pre-K**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

- How do you identify what pronouns to use based upon the noun?
- How do you identify when to use a plural?
- How do you associate nouns with each other?
- How do you identify opposites?
- What sounds do letters S-Z make?
- How can letters S-Z be identified?
- How can lowercase letters a-u be identified?
- How can letters a-u be traced or written?
- How can numbers from 5-7 be counted, read, and written?
- How do you identify a circle, triangle, and a diamond?
- How can you identify and distinguish the colors green, blue, and pink?

Big Ideas

- Pronouns/Plurals: Pronouns introduce how other words can represent a person in place of their name. Plurals introduce that there can be more than one of something.
- Associations: Exploring the relationship between two things that are connected.
- Opposites: Contrary to one another or to a specific thing;reverse.
- Family: Identifying relatives and their roles.
- Around the Home: Identification and function of appliances, furniture, and tools.
- Transportation: Distinguishing between different modes of transportation. (land, water, air)

Cross Curricular Integrations

Cross Curricular Integration Technology

- 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
- 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.
- 8.2.4 Recognize that the number keys are in a row on the top of the keyboard.
- 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
- 8.2.6 Use a digital camera to take a picture.
- 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.
- 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).
- Objective: Students will be able to navigate the Tac Screen application to practice letter formations. Activity: Students will use the TacScreen Application to practice tracing lowercase letters in the correct format. (top to bottom, left to right, etc)

Enduring Understandings

NJ Preschool Teaching and Learning Standards

- 4.1.2 - Recognize one digit numbers written up to 10.
- 4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making
- 6.1.1 Describe characteristics of oneself, one's family, and others.
- 6.1.2 Demonstrate an understanding of family roles and traditions.
- RF.PK.1 Begin to demonstrate understanding of basic features of print.

a) Follow words from left to right, top to bottom, page by page.

b) Recognize that spoken words can be written and read.

c) Recognize that words are separated by spaces.

d) Recognize and name many upper and lower case letters of the alphabet.

- 0.1.2 Express ideas for activities and initiate discussions.
- 6.2.1 Demonstrate understanding of rules by following most classroom routines.
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.
- 4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
- 4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):(a)Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.
- 4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
- 4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).
- L.PK.5b Begin to understand opposites of simple and familiar words.
- RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
- RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words.
- RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. c) Recognize their name in print as well as other familiar print in the environment.
- L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences. g) Understands and can follow simple multi-step directions.

Creative Curriculum

- 34. Uses Numbers and Counting
- 32. Shows awareness of position and space
- 28. Compares/ Measures

- 11. Recognizes the feelings of others and responds appropriately
- 12. Shares and respects the rights of others
- 45. Demonstrates understanding of print concept
- 46. Demonstrates Knowledge of Alphabet
- 47. Uses emerging reading skills to make meaning from print
- 49. Understands the purpose of writing.
- 39. Expresses self using words and expanded sentences
- 42. Ask Questions
- 43. Actively participates in conversation
- 8. Follows classroom routines
- 9. Follows classroom rules
- 33. Uses one-to-one correspondence
- 38. Hears and discriminates the sounds of language
- 44. Enjoys and values reading
- 48. Comprehends and interprets meaning from books and other texts

Introducing STEM

Code-a-pillar

Inspiring little learners to be big thinkers.

Fisher-Price® Think & Learn toys make learning fun with cute characters, surprises, and hands-on play that help them get ready for school. Beyond that, our toys give kids freedom to try different ways of doing something, figure out how things work, ask questions and make connections. So they're not just learning, they're learning how to think.

Where development comes into play™

- **Reasoning & Problem Solving:** Programming a path for Code-a-pillar Twist™ opens the door to problem solving as kids figure out how to get their pal to go wherever they want!
- **Planning and Sequencing:** After twisting the segments a few times, kids will discover that if they

plan a path and twist the dials to create the right sequence, they can get Code-a-pillar Twist™ to follow their plan!

- **Critical Thinking:** By programming different combinations to send Code-a-pillar Twist™ down various paths, preschoolers can try and try again, exercising those critical thinking skills!