Trimester 3 LA/MATH

Content Area: **Pre-School**
Course(s): **Pre-K**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

- What is a sequence?
- How do you describe an item?
- How do you identify a verb?
- How can lowercase letters v-z be identified?
- How can letters v-z be traced or written?
- How can letters A-Z be traced or written?
- How can numbers 8-10 be counted, read, and written?
- How do you identify an oval, heart, and a star?
- How can you identify and distinguish the colors purple, brown, black, gray, and white?

Big Ideas

- Sequencing: Understanding how to order a set of items based on cardinality.
- Describing: Review of the relevant characteristics of someone or something.
- Action Words: Explanation of how we use words to describe particular movements and activities.
- Fantasy: Exploration of non-fiction stories that involve magic or supernatural elements.
- Spring: Learning about life cycles of insects and plants.
- Community: Exploration of the different jobs in our town that help other people and how to identify the different safety signs within the neighborhood.
- Summer: Learning about activities to do during the summer months and what they entail. (camping, picnics, beach)

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.
- 8.5.1 Use the Internet to explore and investigate questions with a teacher's support.

Objective: Students will be able to recognize letter sounds.
Activity: Students will utilize the iPads or Smartboard and play alphabet bingo through ABCya.com

Enduring Understanding

NJ Preschool Teaching and Learning Standards

- 4.1.2 - Recognize one digit numbers written up to 10.
- 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.

- 1.3.4 Differentiate between fantasy/pretend play and real events.
- 6.3.1 Develop an awareness of the physical features of the neighborhood/community.
- 6.3.2 Identify, discuss, and role-play the duties of a range of community workers.
- 2.3.4 Know how to dial 911 for help.
- 2.3.3 Identify community helpers who assist in maintaining a safe environment.
- 2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- RL.PK.2 With prompting and support, retell familiar stories or poems.
- RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

- RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story
- RI.PK.2 With prompting and support, recall important facts from a familiar text.
- RF.PK.2,a,b,c 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,c 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 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).

Creative Curriculum

- 34. Uses Numbers and Counting
- 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.
- 35. Takes on pretend roles and situations
- 36. Makes believe with objects
- 12. Shares and respects the rights of others
- 13. Uses thinking skills to resolve conflicts

- 6. Takes responsibility for own well-being.
- 4. Takes up for rights
- 2. Demonstrates appropriate trust in adults
- 26. Applies knowledge or experience to new context
- 37. Makes and interrupts representations
- 48. Comprehends and interprets meaning from books and other texts
- 39. Expresses self using words and expanded sentences
- 38. Hears and discriminates the sounds of language

Introducing STEM

Activity

Botley the coding robot ages 5+ (Kindergarten +)

Botley is a colorful robot and remote control combo that teaches kids beginner code. Children can program their Botley coding robot by entering a code on the remote and then ask Botley to 'run the code'. Kids will learn the basic concepts of coding like algorithms, loops and debugging while playing with Botley. These are coding concepts that even 5+ year olds can understand. Botley is entirely screen free, which is a great feature of this coding robot toy, especially for the younger crowd! Coding at this age is not just about computers – learning to code has many benefits beyond the computer screen. Kids who learn the basic concepts of coding will also be learning to problem solve and think creatively.