Unit 2: Our Environment

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **November-January**
Status: **Published**

Unit Overview

The theme is all about investigating various environments, like school, the home, and the outdoors. Throughout the study, the focus shifts to more exotic environments like the coral reef. Children will explore the components within an environment, will learn how animals, plants, and the earth are connected, and discuss resources that come from an environment. Students will also build on their knowledge of their classroom environment, rules and behavior expectations. They will also work together to identify problems and come up with appropriate solutions.

Enduring Understandings

- **Our environment includes people, plants, animals, and places around us.**
  Children understand that their world is made up of living and nonliving things.
- **We use our senses and words to explore and describe our environment.**
  Children learn that language helps them share observations and ideas.
- **Stories and informational texts help us learn about the world around us.**
  Children understand that books give information and tell stories about nature and places.
- **People can take care of the environment in simple ways.**
  Children learn that their actions matter and can help protect their surroundings.
- **Nature changes over time and in different places.**
  Children begin to notice patterns such as weather, seasons, and growth.
- **Everyone experiences and talks about the environment in their own way.**
  Children recognize that people may see and describe the world differently.

Essential Questions

- What is in our environment?
- What do we see, hear, smell, and feel around us?
- What is living and what is not living?
- How can we use words to describe what we notice?

- What new words help us talk about nature and places?
- How do pictures and words work together to tell us about the environment?
- What do stories tell us about nature?
- How are informational books different from storybooks?
- What can we learn from pictures, labels, and charts?
- How can we take care of our classroom, school, and neighborhood?
- What happens when we recycle or reuse materials?
- How can we help plants and animals?
- How does our environment change?
- What happens to plants and animals over time?
- How does the weather affect what we do?

Learning Objectives

● Important part to observe in the world around us

● An environment is made up of animals, plants, dirt, water, and air, all from nature and sometimes it has objects or features made by people, too.

● The importance to reduce, reuse, and recycle?

● I can protect my environment by taking care of it.

Standards: Content

RF.PK.1.a	Follow words from left to right, top to bottom, page by page.
RF.PK.1.b	Recognize that spoken words can be written and read.
RF.PK.1.c	Recognize that words are separated by spaces.
RF.PK.1.d	Recognize and name many upper and lower case letters of the alphabet.
RF.PK.2.a	Recognize and produce simple rhyming words.
RF.PK.2.b	Segment syllables in spoken words by clapping out the number of syllables.
RF.PK.2.c	Identify many initial sounds of familiar words.
RF.PK.3.a	Associates many letters (consonants and vowels as ready) with their names and their most

	frequent sounds.
RF.PK.3.c	Recognize their name in print as well as other familiar print in the environment.
RF.PK.4	Begin to engage in a variety of texts with purpose and understanding.
W.PK.1	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.
W.PK.2	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.
W.PK.6	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).
W.PK.7	With guidance and support, participate in shared research and shared writing projects.
W.PK.8	With guidance and support, recall information from experience or familiar topic to answer a question.
SL.PK.1.a	Follow-agreed upon rules for discussions during group interactions.
SL.PK.1.b	Continue a conversation through several back and forth exchanges.
SL.PK.2	Ask and answer questions about a text or other information read aloud or presented orally.
SL.PK.3	Ask and answer questions to seek help, get information, or follow directions.
SL.PK.4	Begin to describe familiar people, places, things, and events and sometimes with detail.
SL.PK.5	Use drawings or visual displays to add to descriptions to provide additional detail.
SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
L.PK.1.a	Print many alphabet letters.
L.PK.1.b	Use frequently occurring nouns and verbs.
L.PK.1.c	Form regular plural nouns.
L.PK.1.d	Understand and use question words (e.g., who, what, where, when, why, how).
L.PK.1.e	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).
L.PK.1.f	Begin to speak in complete sentences.
L.PK.1.g	Understands and can follow simple multi-step directions.
L.PK.2.c	Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.
L.PK.4.a	With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).
L.PK.5.a	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
L.PK.5.b	Begin to understand opposites of simple and familiar words.
L.PK.5.c	Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
L.PK.6	Use words and phrases acquired through conversations, activities and read alouds.

Standards: Interdisciplinary

0.1.1	Express individuality by making independent decisions about which materials to use.
0.1.2	Express ideas for activities and initiate discussions.

0.1.3	Actively engage in activities and interactions with teachers and peers.
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.
0.4.1	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).
0.4.4	Respect the rights of others (e.g., “This painting belongs to Carlos.”).
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!”).
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.
0.5.2	Engage in pretend play.
0.5.3	Demonstrate how to enter into play when a group of children are already involved in play.
0.5.4	Take turns.
0.5.5	Demonstrate understanding the concept of sharing by attempting to share.

Assessment Evidence

Formative	C4L PreK Formative Assessments ● Teacher observations throughout daily routine ● Classroom participation ● Work samples ● Student photographs and video clip
Summative	● Work samples and portfolios ● Unit Projects ● Student photographs and video clips
Alternative & Benchmark	● Work samples and portfolios ● Unit Projects ● Student photographs and video clips
Assessment Evidence Resource	

Instructional Resources

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
X	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		