Unit 1: Our School and Friends

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

Unit Overview

The theme is all about connecting with school and friends. Children learn social-emotional skills, classroom routines, and how to use classroom materials. They build the most important school connections and learn how to be with a group, make friends, and work together. Through exploration and hands-on opportunities, children will learn foundational ideas and skills through play. The focus on social-emotional development sets the stage for learning across all domains.

Enduring Understandings

- **School is a place where we belong and learn together.**
  Children understand that school is a community with shared spaces, routines, and people.
- **Friends and teachers help us feel safe, valued, and supported.**
  Children recognize the importance of relationships in their school experience.
- **We use language to share ideas, feelings, and needs.**
  Children learn that speaking, listening, and early writing help them communicate.
- **Stories and conversations help us learn about ourselves and others.**
  Children understand that books and discussions reflect real-life experiences and friendships.
- **Everyone is unique, and differences make our classroom special.**
  Children develop respect for diverse perspectives, cultures, and abilities.
- **Rules and routines help our classroom work smoothly.**
  Children understand that expectations support cooperation and learning.

Essential Questions

- What is our school like?
- Who helps us at school?
- What happens in our classroom every day?
- What is a friend?

- How can we be kind to our friends?
- How do we help each other at school?
- How do we tell others what we think or feel?
- How can we listen when others are talking?
- How do stories help us talk about our lives?
- What makes me special?
- How are my friends the same or different from me?
- How do I feel when I am at school?

Learning Objectives

● Determine what students learn and do in PreK

● Materials that make my class important and unique

● Learn about what students bring to their classroom community

● Discover people in their classroom community.

● Students are part of a classroom community.

● All of the people in my class are important and unique.

● I can help make my classroom a fun, safe, and exciting place.

● Classroom rules and routines help me learn and stay safe.

● In my classroom, I use materials carefully and make choices about where I play and work.

● Along with me, my family, teachers, and other children make up my classroom community. All of our backgrounds, thoughts, needs, ideas and abilities matter.

Standards: Content

RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.
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.4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
RL.PK.5	Recognize common types of literature (storybooks and poetry books).
RL.PK.6	With prompting and support, identify the role of author and illustrator in telling the story.
RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
RL.PK.9	With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
RI.PK.1	With prompting and support, ask and answer questions about key elements in a familiar text.
RI.PK.2	With prompting and support, recall important facts from a familiar text.
RI.PK.3	With prompting and support, make a connection between pieces of essential information in a familiar text.
RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in informational text.
RI.PK.5	Identify the front and back cover of a book.
RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.
RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
RI.PK.10	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
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.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	Children demonstrate self-confidence.
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	Children demonstrate self-direction.
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	Children identify and express feelings.
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).
0.4	Children exhibit positive interactions with other children and adults.
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.”).
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	Children exhibit pro-social behaviors.
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	● PreK Formative Assessments ● Teacher observations throughout daily routine ● Classroom participation ● Work samples ● Student photographs and video clips
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

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform, The Blackout, from Henry on Wheels, Look Both Ways!, Garden Party and Click, Clack, Click!, Making a Map, Chrysanthemum (Holocaust) Gift for Amma: Market Day in India (AAPI) 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)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	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		