

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

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| ELA.L.PK.1.a | Print many alphabet letters. |
| ELA.L.PK.1.b | Use frequently occurring nouns and verbs. |
| ELA.L.PK.1.c | Form regular plural nouns. |
| ELA.L.PK.1.d | Understand and use question words (e.g., who, what, where, when, why, how). |

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| ELA.L.PK.1.e | Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). |
| ELA.L.PK.1.f | Begin to speak in complete sentences. |
| ELA.L.PK.1.g | Understands and can follow simple multi-step directions. |
| ELA.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. |
| ELA.L.PK.4.a | With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). |
| ELA.L.PK.5.a | Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). |
| ELA.L.PK.5.b | Begin to understand opposites of simple and familiar words. |
| ELA.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."). |
| ELA.PK.L.PK.6 | Use words and phrases acquired through conversations, activities and read alouds. |
| ELA.PK.RI.PK.1 | With prompting and support, ask and answer questions about key elements in a familiar text. |
| ELA.PK.RI.PK.2 | With prompting and support, recall important facts from a familiar text. |
| ELA.PK.RI.PK.3 | With prompting and support, make a connection between pieces of essential information in a familiar text. |
| ELA.PK.RI.PK.4 | With prompting and support, ask and answer questions about unfamiliar words in informational text. |
| ELA.PK.RI.PK.5 | Identify the front and back cover of a book. |
| ELA.PK.RI.PK.6 | With prompting and support, identify the role of author and illustrator in presenting ideas in informational text. |
| ELA.PK.RI.PK.7 | With prompting and support, tell how the illustrations support the text (information or topic) in informational text. |
| ELA.PK.RI.PK.10 | Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups. |
| ELA.PK.RL.PK.1 | With prompting and support, ask and answer key elements in a familiar story or poem. |
| ELA.PK.RL.PK.2 | With prompting and support, retell familiar stories or poems. |
| ELA.PK.RL.PK.3 | With prompting and support, identify characters, settings, and major events in a familiar story. |
| ELA.PK.RL.PK.4 | With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. |
| ELA.PK.RL.PK.5 | Recognize common types of literature (storybooks and poetry books). |
| ELA.PK.RL.PK.6 | With prompting and support, identify the role of author and illustrator in telling the story. |
| ELA.PK.RL.PK.7 | With prompting and support, using a familiar storybook, tell how the illustrations support the story. |
| ELA.PK.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. |
| ELA.PK.RL.PK.10 | Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. |
| ELA.PK.SL.PK.2 | Ask and answer questions about a text or other information read aloud or presented orally. |
| ELA.PK.SL.PK.3 | Ask and answer questions to seek help, get information, or follow directions. |
| ELA.PK.SL.PK.4 | Begin to describe familiar people, places, things, and events and sometimes with detail. |

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| ELA.PK.SL.PK.6 | With guidance and support, speak audibly and express thoughts, feelings, and ideas. |
| ELA.SL.PK.1.a | Follow-agreed upon rules for discussions during group interactions. |
| ELA.SL.PK.1.b | Continue a conversation through several back and forth exchanges. |

Standards: Interdisciplinary

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| SED.PK.0.1 | Children demonstrate self-confidence. |
| SED.PK.0.1.1 | Express individuality by making independent decisions about which materials to use. |
| SED.PK.0.1.2 | Express ideas for activities and initiate discussions. |
| SED.PK.0.1.3 | Actively engage in activities and interactions with teachers and peers. |
| SED.PK.0.1.4 | Discuss their own actions and efforts. |
| SED.PK.0.2 | Children demonstrate self-direction. |
| SED.PK.0.2.1 | Make independent choices and plans from a broad range of diverse interest centers. |
| SED.PK.0.2.2 | Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings). |
| SED.PK.0.2.3 | Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next. |
| SED.PK.0.2.4 | Attend to tasks for a period of time. |
| SED.PK.0.3 | Children identify and express feelings. |
| SED.PK.0.3.1 | Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness. |
| SED.PK.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). |
| SED.PK.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). |
| SED.PK.0.4 | Children exhibit positive interactions with other children and adults. |
| SED.PK.0.4.1 | Engage appropriately with peers and teachers in classroom activities. |
| SED.PK.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). |
| SED.PK.0.4.3 | Say "thank you," "please," and "excuse me." |
| SED.PK.0.4.4 | Respect the rights of others (e.g., "This painting belongs to Carlos.>"). |
| SED.PK.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!"). |
| SED.PK.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). |
| SED.PK.0.5 | Children exhibit pro-social behaviors. |
| SED.PK.0.5.1 | Play independently and cooperatively in pairs and small groups. |
| SED.PK.0.5.2 | Engage in pretend play. |
| SED.PK.0.5.3 | Demonstrate how to enter into play when a group of children are already involved in play. |
| SED.PK.0.5.4 | Take turns. |
| SED.PK.0.5.5 | Demonstrate understanding the concept of sharing by attempting to share. |

Assessment Evidence

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| 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

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| 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](#)

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

21st Century Skills & Themes

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| 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 | |