

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Preschool Curriculum



Adopted by the Board of Education in September 2017

Revised September 2018

*This curriculum is aligned with the 2014 New Jersey Student Learning Standards in Preschool Teaching and Learning*

## Preschool Curriculum Pacing Guide

Unit	Title	Pacing Guide
1	<b>Family</b> <i>(Family, Apples, Pumpkins, Fall)</i> September - Mid-November	9 weeks
2	<b>Restaurant/Grocery</b> <i>(Thanksgiving, Groceries, Holidays, Restaurant, Valentines)</i> Mid-November - Mid-February	13 weeks
3	<b>Medical/Pet Vet</b> <i>(Dentist, Medical, Pet/Vet)</i> Mid-February - March	5 weeks
4	<b>Community</b> <i>(Community Helpers, Beach)</i> April - June	10 weeks

<b>Unit 1 Family</b>	
Family	Approximately 4 weeks
Apples	Approximately 2 weeks
Pumpkins	Approximately 2 weeks
Fall/Leaves	Approximately 2 weeks

<b>Unit 2 Restaurant/Grocery</b>	
Thanksgiving	Approximately 2 weeks
Groceries	Approximately 2 weeks
Holidays	Approximately 2 weeks
Restaurant	Approximately 4 weeks
Valentine	Approximately 3 weeks

<b>Unit 3 Medical/Pet Vet</b>	
Dentist	Approximately 1 weeks
Medical	Approximately 1 weeks
Pet/Vet	Approximately 3 weeks

Unit 4 Community	
Community Helpers	Approximately 5 weeks
Beach	Approximately 5 weeks

Preschool Curriculum	
Unit: 1 Family	Unit Timeline: 9 weeks (September- mid November)
New Jersey Student Learning Standards for Preschool Teaching and Learning	
<p><b><u>Social Emotional Development</u></b></p> <p><b>Standard 0.1 Children develop self-confidence.</b></p> <p>0.1.1 Express individuality by making independent decisions about which materials to use.</p> <p>0.1.2 Express ideas for activities and initiate discussions</p> <p>0.1.3 Actively engage in activities and interactions with teachers and peers.</p> <p>0.1.4 Discuss their own actions and efforts.</p> <p><b>Standard 0.2 Children demonstrate self-direction.</b></p> <p>0.2.1 Make independent choices and plans from a broad range of diverse interest centers.</p> <p><b>Standard 0.3: Children identify and express feelings.</b></p> <p>0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.</p> <p>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)</p> <p>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)</p> <p><b>Standard 0.4 Children exhibit positive interactions with other children and adults.</b></p> <p>0.4.1 Engage appropriately with peers and teachers in classroom activities.</p> <p>0.4.3 Say “thank you,” “please,” and “excuse me.”</p> <p>0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).</p> <p>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!”).</p>	

**Standard 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.

0.5.5 Demonstrate understanding the concept of sharing by attempting to share

**Visual & Performing Arts**

**Standard 1.1 Children express themselves through and develop an appreciation of creative movement and dance**

1.1.1 Move the body in a variety of ways, with and without music

1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.

1.1.3 Participate in simple sequences of movements.

1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances

1.1.6 Use movement/dance to convey meaning around a theme or to show feelings

**Standard 1.2 Children express themselves through and develop an appreciation of music**

1.2.1 Sing a variety of songs with expression, independently and with others.

1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.

1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.

1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.

**Standard 1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling**

1.3.1 Play roles observed through life experiences(e.g. Mom, baby, fire fighter, police officer, doctor, cor mechanic).

1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.

1.3.3 Participate with others in dramatic play, negotiating roles, and setting up scenarios using costumes and props

1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.

**Standard 1.4 Children express themselves through and develop an appreciation of visual arts( e.g., painting, sculpting and drawing**

1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools

1.4.6 Create more recognizable representations as eye hand coordination and the fine motor skill develop.

**Health, Safety, and Physical Education**

**Standard 2.1: Children develop self-help and personal hygiene skills.**

2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

**Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.**

2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).

**Standard 2.4 Children develop competence and confidence in activities that require gross and fine motor skills.**

2.4.3 Use objects and props to develop spatial and coordination skills ( e.g., using balls, hula-hoops, Frisbees, and balance beams, lacing different sized beads; buttoning and unbuttoning).

**English Language Arts**

● **Reading and Literature**

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.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

● **Writing**

W.PK.1 Use a combination of drawings, dictations, scribble and writing, letter stamping, or invented spelling to share a preference or opinion during play or other activities.

W.PK.2 Use a combination of drawings, dictations, scribble and writing, letter stamping, or invented spelling to share information during play or other activities.

● **Speaking and Listening**

SL.PK.1. Participate in conversations and interactions with peers and adults individually and in small and large groups.

a) Follow-agreed upon rules for discussions during group interactions.

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 Using drawings or visuals displays to add to descriptions to provide additional details.

SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

**Approaches To Learning**

**Standard 9.1: Children demonstrate initiative, engagement, and persistence**

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

**Standard 9.2 Children show creativity and imagination.**

9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g. Create pretend spinach out of torn green construction paper to serve for dinner).

9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

**Standard 9.4: Children apply what they have learned to new situations**

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).

9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).

**Mathematics**

**Standard 4.1 Children begin to demonstrate an understanding of number and counting.**

4.1.1 Count to 20 by ones with minimal prompting.

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

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.

**Standard 4.3: Children begin to conceptualize measurable attributes of objects**

4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).

**Standard 4.4: Children develop spatial and geometric sense**

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)

**Science**

**Standard 5.1: Children develop inquiry skills**

5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).

5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).

5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.

**Standard 5.3: Children observe and investigate living things**

5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).

5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).

**Standard 5.5: Children gain experience in using technology**

5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

**Social Studies, Family and Life Skills**

**Standard 6.1 Children identify unique characteristics of themselves, their families and others.**

6.1.1 Describe characteristics of oneself, one's family, and others.

6.1.2 Demonstrate an understanding of family, family roles and family traditions.

6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).

**Standard 6.2 Children become contributing members of the classroom community.**

6.2.1 Demonstrate understanding of rules by following most classroom routines

6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs

6.2.3 Work collaboratively during indoor and outdoors times (e.g. pairs, triads and small groups) while engaging in projects and activities.

**Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.**

6.4.1 Learn about and respect other cultures within the classroom and community.

**World Languages**

**Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.**

7.1.1 Acknowledge that a language other than their own is being spoken or used

7.1.2 Say simple greetings, words, and phrases in a language other than their own.



7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

**Technology**

**Standard 8.2: Use electronic devices independently**

8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.

8.2.6 Use a digital camera to take a picture.

**Standard 8.3: Begin to use electronic devices to communicate**

8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.

**Standard 8.4: Use common technology vocabulary**

8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer)

**Standard 8.5: Begin to use electronic devices to gain information**

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

**21st Century Themes and Skills & Career Ready Practices**

**Global Awareness**

**Creativity and Innovation**

**Communication and Collaboration**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP6. Demonstrate creativity and innovation.**

**Enduring Understandings**

- Students will understand basic rules for play.
- Students will understand the importance of family and the role that family plays in their life.

**Essential Questions**

- How do you play?
- What is family?
- What are the rules and routines needed in school? At home?
- How do we act when working with others?
- What are family roles/routines/traditions?
- Where do families live?

Students will know...	Students will be able to:
<ul style="list-style-type: none"> <li>● Steps for play planning.</li> <li>● Not all families are the same</li> <li>● Families eat different kinds of food</li> <li>● Families participate in different kinds of fun activities</li> <li>● Not all families celebrate the same holidays</li> <li>● Vocabulary for family roles <ul style="list-style-type: none"> <li>○ Mom</li> <li>○ Dad</li> <li>○ Brother</li> <li>○ Sister</li> <li>○ (Other family members)</li> </ul> </li> <li>● Vocabulary for family actions <ul style="list-style-type: none"> <li>○ Cook</li> <li>○ Do laundry</li> <li>○ Feed baby</li> <li>○ Wash baby</li> <li>○ Fix car</li> <li>○ (Other household tasks)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Create play plan based on verbal plan.</li> <li>● Draw a picture that represents their verbal play plan.</li> <li>● Identify members of family.</li> <li>● Act out roles of various family members.</li> </ul>
<b>Assessment Evidence</b>	
Performance Tasks	Other Evidence
<ul style="list-style-type: none"> <li>● Self-Portrait Assessment (scored using rubric for report cards) <ul style="list-style-type: none"> <li>○ Ask students to draw a picture of him/herself</li> </ul> </li> <li>● When applicable: <ul style="list-style-type: none"> <li>○ Color Identification Task</li> <li>○ Shape Identification Task</li> <li>○ Letter Identification Task</li> <li>○ Number Sense Assessments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio of play plans</li> <li>● Observations during play centers</li> <li>● Anecdotal records</li> <li>● Work samples to include core samples in language and literacy and mathematics, and samples that show child's best work</li> </ul>

## Interdisciplinary Resources and Materials/Technology Integration

### **Tools of the Mind Activities**

- Timeline Calendar
- I Have Who Has - Numbers
- I Have Who Has- Shapes
- Numeral Games
- Make Believe Block Center
- Make Believe Play Block
- Making Collections
- Puzzles, Manipulatives, Blocks
- Attribute Game
- Mystery Shapes
- Buddy Reading
- Pretend Transitions
- Share the News
- Story Labs
- Community Building Activities

### **Social Emotional Development Resources**

- Give students choice of writing implements or materials to create activities
- During group instruction and play encourage students to express ideas and make connections, provide questions leading discussion about units example: has anyone been to a pumpkin patch with their family?
- Group play and buddy planning
- Closing meeting- what did we do today, what was your favorite center, what activity did you like today
- Make play plans for the day
- Go over expectations of classroom routine and procedures, prompt students through and give model so they know what to do
- Attention building games such as freeze dance, listen and move, GoNoodle videos or sleeping sardines
- Teach feeling chart, give examples of how and when we feel a certain way
- Use picture cards/stories/video clip of emotions and have discussion about what feeling the image represents
- Teach students appropriate calming skills such as asking for break, taking deep breaths, walking away, calm down are in

classroom

- Practice give a hug, hold hands, get a tissue
- Teacher model appropriate polite expressions throughout the day
- Show and share with personal items, let borrow but know it's theirs
- Teacher model how to use toys appropriately prior to MBPB
- Set the timer for turn taking and sharing
- Practice peer greetings, use various languages
- Teacher model effective communication skills with all students

### **Visual and Performing Arts Resources**

- *Raffi CD*
- *Sing, Sound, Count CD (HWT)*
- *Get Set For School Sing Along (HWT)*
- *Steady, Ready, Jump CD*
- *Kids In Action CD*
- *We All Live Together, Volume 2 CD*
- Incorporate various art materials into centers
- Have students create puppets and reenact *Goldilocks and the Three Bears*
- GoNoodle.com
- Pretend play family/household roles during play centers

### **Health, Safety, and Physical Education Resources**

- Review school rules
- Practice school safety procedures
- Role play personal hygiene with dolls (washing hands, washing face, blowing nose)
- Discuss fire safety practices during Fire Prevention Week (*What will your family do if there is a fire at home? What will our school family do if there is a fire at school?*)
- Play outside when possible for gross motor skill development (balls, hula hoops, frisbees)
- Add fine motor/ self help practice activities (lacing beads, snaps, zippers) to centers
- GoNoodle.com
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### **English Language Arts Resources**

- Read familiar and unfamiliar stories. Stop periodically and ask questions about what is happening to monitor students' understanding.
- Ask students questions about the characters, setting, and events that happen in a familiar story.
- With teacher guidance and using picture cues, have students retell familiar stories.
- Before reading a new story, look through the pictures and have students make predictions about what might happen.
- Create a family book
- Draw a picture of oneself
- Draw and label a picture of their family.
- I Have Who Has Names
- Name Study of friends from class
- Family Activities (apple picking, pumpkin picking, carving pumpkin)
- Write shopping lists, abc books and puzzles, books to read at bedtime, etc

### **Read Alouds and Poems Resources**

- *Goldilocks and the Three Bears*
- *Building a House* by Byron Barton
- *Maisy Cleans Up* by Lucy Cousins
- *Spot Loves His Mommy* by Eric Hill
- *Happy Birthday Sam* by Pat Hutchins
- *The New Baby* by Mercer Mayer
- *Bunny Cakes* by Rosemary Wells
- *Go Away Big Green Monster* by Ed Emberley
- *Leonardo the Terrible Monster* by Mo Willems
- *Bear Feels Scared* by Karma Wilson
- *The Grouchy Ladybug* by Eric Carle
- *Where the Wild Things Are* by Maurice Sendak
- *No David!* By David Shannon
- *Mouse Was Mad* by Linda Urban
- *Abuela* by Arthur Dorros
- *Grandma, Grandpa, and Me* by Mercer Mayer
- *Sisters* by David McPhail
- *Morris's Disappearing Bag* by Rosemary Wells

- *Max's Words* by Kate Banks
- *You're All My Favorites* by Sam McBratney
- *My Mom* by Anthony Browne
- *Just Me and My Mom* by Mercer Mayer
- *Papa and Me* by Arthur Dorros
- *A Mother for Choco* by Keiko Kasza
- Five Little Monkeys Jumping on the Bed
- *Pumpkin Pumpkin* by Jeanne Titherington

### **Fingerplays Resources**

- Grandma's Glasses
- Baby's Nap
- This Little Girl is Going to Bed
- Daddy finger

### **Approaches To Learning Resources**

- Make daily and weekly play plans based off of family centers
- Use bear counters to represent and act out family activities in the dollhouse or a house built with blocks
- Draw picture to show favorite activity to do with family in the fall (e.g. apple picking, trick or treating)
- When sharing about special activity did over the weekend students add their personal experiences that are similar (e.g. went pumpkin picking this weekend, other students join in saying they did too or went to the farm on a hayride)
- Show picture from family activity on SMARTBoard and talk about what they did and how relates to play centers/book just read in class
- Feelings chart in morning meeting

### **Mathematics Resources**

- Make "families" with different numbers of bear counters and have students count each set
- Sort members of the "bear family" by size and color
- Create a person using shape pieces.
- Create patterns with bear family counters
- Count and Clip Family Cards
- Themed Playdough Mats (cookie, apple tree)
- Order Family by size

- Set the Table (How Many)
- Sorting Apples by color, size,
- Counting Apples
- Make recipe with colors (3 red, 2 blue), 1:1 correspondence with napkins and plates, sort and classify types of clothing, money for washing machine, etc.

### **Science Resources**

- Exploration of trips take with family (apple/pumpkin picking) encourage students to ask wh questions related to trips
- Students make predictions of what apple/pumpkin/leaves feel like, what looks like inside, how many seeds it will have
- When exploring materials for science inquiry (apple/pumpkin/leaves) encourage students to call out what they see/smell/questions/predictions
- When talking about different families and cultures explore and share family recipes with the class
- Explore the similarities and differences between classmates (eye color, hair color, tall/short, who is wearing what color, etc.), graph them to see the most and least within the room, compare with another class
- Share pictures of ourselves as babies and compare to now, play the who's baby picture is this game and guess based off of characteristics
- Talk about the seasons and different family traditions we have during them, why we go sledding in the winter vs. summer
- Use scale to weigh food, measuring cups to use in cups to use in cooking, healthy habits (washing hands, brushing teeth, etc)
- I am a scientist- how to be a scientist, explore science tools

### **Social Studies, Family and Life Skills Resources**

- Make pictures of oneself, trace body and add details, compare what makes us similar and different
- Share pictures of families, talk about who is in family and what do to help, share something special your family does every year together (ice skating, big holiday, beach trip..)
- During center time dollhouse: act out special and fun things do with their family, act out family activities in dress up center
- Create classroom rules together and have posted for reminders when needed
- Classroom jobs, rotate through for everyone to help
- When in centers work together to engage and interact with activities, during play planning time collaborate with peer. Organize games while playing outside such as tag or taking turns going on slide
- Share about family traditions for other students to learn about and experience. Bring in special item related to a family tradition or act out in dramatic play center

### **World Languages Resources**

- Practice peer greetings, use various languages
- Teacher model effective communication skills with all students
- Recognize word is not english and explore other cultures greetings

### **Technology Resources**

- Model and review how to use the technology in the classroom prior to center being available
- Use iPads to take pictures/video of activities during play centers (what drew/wrote, set up of house, acting out household rolls/routine, etc.)
- Draw picture of family on SMARTBoard, label individuals
- Use appropriate language about technology when making play plan or sharing ideas of what to play with peers and teachers
- Search the internet to learn about different families traditions
- Take a virtual field trip of home/ family on SmartBoard
- Family powerpoint from Tools of the Mind on Smart Board
- Use iPad to support play and acting out roles within centers

## **Modifications for Various Student Learners**

### **Modifications for English Language Learners**

- Provide visuals when possible
- Directions provided in native language when possible
- Use manipulatives/realia when possible
- Allow additional resources such as dictionaries/ computers to aid comprehension
- Extended time for assessments/ projects as needed
- Modify assessment format as needed
- Shadow a native speaking student when possible

### **Modifications for Special Education and 504s**

- Follow accommodations and modifications in students' IEPs and 504s
- Follow each child's Individualized Education Plan



- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Present alternatives to negative behavior
- Give student choices to allow control
- Provide positive reinforcement
- Provide extra time for responses
- Give advanced warning before turns when possible
- Break down tasks into manageable units
- Give direct and uncomplicated directions
- Model and role play problem solving
- Provide multi-sensory instruction
- Provide small group instruction
- Stand in proximity to student to focus attention
- Demonstrate directions and provide a model or example of completed task
- Provide easier tasks first
- Have student demonstrate understanding of instructions/task before beginning assignment
- Provide short breaks when focusing is needed
- Use interests to increase motivation
- Arrange physical layout to limit distractions
- Visual models and schedules
- Use a consistent daily routine
- Visual cues for directions and choices
- Monitor for overload, excess stimuli

#### **Optional Alternate Sub-Units**

- Farm
- Ice skating

**Preschool Curriculum**

**Unit: 2 Restaurant/Grocery**

**Unit Timeline: 13 weeks (mid November- mid February)**

**New Jersey Student Learning Standards for Preschool Teaching and Learning**

**Social/ Emotional Development**

**Standard 0.1 Children develop 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.

**Standard 0.2 Children demonstrate self-direction.**

- 0.2.1 Make independent choices and plans from a broad range of diverse interest centers.

**Standard 0.4 Children exhibit positive interactions with other children and adults.**

- 0.4.1 Engage appropriately with peers and teachers in classroom activities.
- 0.4.3 Say “thank you,” “please,” and “excuse me.”

**Standard 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.
- 0.5.5 Demonstrate understanding the concept of sharing by attempting to share

**Visual and Performing Arts**

**Standard 1.1 Children express themselves through and develop an appreciation of creative movement and dance**

- 1.1.1 Move the body in a variety of ways, with and without music
- 1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.
- 1.1.3 Participate in simple sequences of movements.
- 1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances

1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres

1.1.6 Use movement/dance to convey meaning around a theme or to show feelings

**Standard 1.2 Children express themselves through and develop an appreciation of music**

1.2.1 Sing a variety of songs with expression, independently and with others.

1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.

1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.

1.2.5 Participate in and listen to music from a variety of cultures and times.

1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.

1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.

**Standard 1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling**

1.3.1 Play roles observed through life experiences(e.g. Mom, baby, fire fighter, police officer, doctor, car mechanic).

1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.

1.3.3 Participate with others in dramatic play, negotiating roles, and setting up scenarios using costumes and props

1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.

1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.

**Standard 1.4 Children express themselves through and develop an appreciation of visual arts( e.g., painting, sculpting and drawing**

1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools

1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space

1.4.6 Create more recognizable representations as eye hand coordination and the fine motor skill develop.

1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.

**Health, Safety, and Physical Education**

**Standard 2.1: Children develop self-help and personal hygiene skills.**

2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).

**Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.**

2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).

2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).

**Standard 2.4 Children develop competence and confidence in activities that require gross and fine motor skills.**

2.4.2 Develop and refine fine motor skills(e.g., completes gradually more complex puzzles: uses smaller sized manipulatives during play, and uses variety of writing instruments in a conventional manner.

2.4.3 Use objects and props to develop spatial and coordination skills ( e.g., using balls, hula-hoops, Frisbees, and balance beams, lacing different sized beads; buttoning and unbuttoning).

**English Language Arts**

● **Reading and Literature**

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.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

● **Reading: Foundational Skills**

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 in the alphabet.

RF.PK.2 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 ny clapping out the number of syllables.
- c) Identify many initial sounds of familiar words.
- d) (Begins in Kindergarten)
- e) (Begins in Kindergarten)

RF.PK.3 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.
- b) (Begins in Kindergarten)
- c) Recognizes their name in print as well as other familiar print in the environment.
- d) (Begins in Kindergarten)

● **Writing**

W.PK.1 Use a combination of drawings, dictations, scribble and writing, letter stamping, or invented spelling to share a preference or opinion during play or other activities.

W.PK.2 Use a combination of drawings, dictations, scribble and writing, letter stamping, or invented spelling to share information during play or other activities.

W.PK.5 With guidance and support, share drawing with dictation, scribbling, letter-strings, or invented spellings to describe an event real or imagined.

W.PK.6 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. 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.).

- **Speaking and Listening**

SL.PK.1. Participate in conversations and interactions with peers and adults individually and in small and large groups.

a) Follow-agreed upon rules for discussions during group interactions.

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.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

- **Language**

L.PK.1 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) Forms regular plural nouns.

d) Understands and uses questions words (e.g., who, what, when, where, why how).

e) Uses frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).

f) Begin to speak in complete sentence.

g) Understand and completes multi-step directions

L.PK.2 Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.

a) (Begins in Kindergarten)

b) (Begins in Kindergarten)

c) Attempts to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.

d) (Begins in Kindergarten)

### **Approaches To Learning**

**Standard 9.1: Children demonstrate initiative, engagement, and persistence**

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).

**Standard 9.2 Children show creativity and imagination**

9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).

9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g. Create pretend spinach out of torn green construction paper to serve for dinner).

9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

**Standard 9.3: Children identify and solve problems**

9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).

**Standard 9.4: Children apply what they have learned to new situations**

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).

**Mathematics**

**Standard 4.1 Children begin to demonstrate an understanding of number and counting.**

4.1.1 Count to 20 by ones with minimal prompting.

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

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.

**Standard 4.2: Children demonstrate an initial understanding of numerical operations**

4.2.2 Begin to represent simple word problem data in pictures and drawings.

**Standard 4.3: Children begin to conceptualize measurable attributes of objects**

4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).

4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable

attributes.

**Standard 4.4: Children develop spatial and geometric sense**

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)

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 and taking apart compositions of several shapes).
- b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

**Science**

**Standard 5.1: Children develop inquiry skills**

5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.

5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).

**Standard 5.2: Children observe and investigate matter and energy**

5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.

**Standard 5.3: Children observe and investigate living things**

5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).

5.3.4 Observe and record change over time and cycles of change that affect living things

**Standard 5.4: Children observe and investigate the Earth**

5.4.1 Explore and describe characteristics of soil, rocks, water, and air

5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun’s light is blocked by objects).

5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).

### **Social Studies, Family and Life Skills**

#### **Standard 6.2 Children become contributing members of the classroom community.**

6.2.3 Work collaboratively during indoor and outdoors times (e.g. pairs, triads and small groups) while engaging in projects and activities.

#### **Standard 6.3 Children demonstrate knowledge of neighborhood and community.**

6.3.2 Identify, discuss, and role play the duties of a range of community workers.

### **World Languages**

#### **Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.**

7.1.2 Say simple greetings, words, and phrases in a language other than their own.

7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

### **Technology**

#### **Standard 8.1: Navigate simple on screen menus**

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.

#### **Standard 8.2: Use electronic devices independently**

8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.

8.2.3 Turn smart toys on and/or off

8.2.4 Recognize that the number keys are in a row on the top of the keyboard.

8.2.6 Use a digital camera to take a picture.

#### **Standard 8.3: Begin to use electronic devices to communicate**

8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.

#### **Standard 8.4: Use common technology vocabulary**

8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and



printer)

**21st Century Themes and Skills & Career Ready Practices**

**Global Awareness**

**Creativity and Innovation**

- **Communication and Collaboration**

**Flexibility and Adaptability**

- **Social and Cross Cultural Skills**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP6. Demonstrate creativity and innovation.**

**Enduring Understandings**

- Students will understand how to make more detailed play plans.
- Students will understand the purposes of restaurants and grocery stores in our society.
- Students will be exposed to a variety of holidays celebrated by different cultures and understand differences between them.

**Essential Questions**

- How do you expand children's play plans using Scaffolded Writing?
- What is the purpose of a restaurant?
- What is the purpose of a grocery store?
- What are the different roles/duties of grocery store workers?
- What are the different roles/duties of restaurant workers?
- How does a restaurant vary in style and with different cultures?
- What are different holidays celebrated around the world?
- How do holidays vary in style and with different cultures?
- What are the roles of family members during the holidays?

**Students will know...**

- Higher level steps for play planning (message, lines, initial sounds)
- Various roles that are needed to run a grocery store/restaurant

**Students will be able to:**

- Increase details in pictures
- When applicable, move on to creating messages, squiggles, lines, and letter/ sound attempts
- Develop scenarios for themed make-believe play

<ul style="list-style-type: none"> <li>● Various holidays celebrated around the world</li> <li>● Vocabulary (suggested) <ul style="list-style-type: none"> <li>○ Holiday <ul style="list-style-type: none"> <li>■ Gift wrapper</li> <li>■ Toy builder</li> <li>■ Jeweler</li> <li>■ Candy shop</li> <li>■ Card maker</li> <li>■ Florist</li> <li>■ Bows</li> </ul> </li> <li>○ Restaurant <ul style="list-style-type: none"> <li>■ Customer</li> <li>■ Cashier</li> <li>■ Clerk</li> <li>■ Baker</li> <li>■ Cook</li> <li>■ Order</li> <li>■ Eat</li> <li>■ Pay</li> </ul> </li> <li>○ Grocery <ul style="list-style-type: none"> <li>■ Customer</li> <li>■ Stock shelves</li> <li>■ Shop</li> <li>■ Clean</li> <li>■ Flower arrangements</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Use concrete and abstract props during make-believe play</li> <li>● Act out roles of restaurant employees and customers</li> <li>● Act out roles and actions of different grocery store department workers</li> <li>● Act out roles of holiday scenarios and workers.</li> <li>● Act out themed based play, switching roles based on sub unit.</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks</b>	<b>Other Evidence</b>
<ul style="list-style-type: none"> <li>● Self-Portrait Assessment (scored using rubric for report cards) <ul style="list-style-type: none"> <li>○ Ask students to draw a picture of him/herself</li> </ul> </li> <li>● Food Sort Task</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio of play plans</li> <li>● Observations during play centers</li> <li>● Anecdotal records</li> <li>● Work samples to include core samples in language and</li> </ul>

- Label/ Sequence How Things Grow
- When applicable:
  - Color Identification Task
  - Shape Identification Task
  - Letter Identification Task
  - Number Sense Assessment

literacy and mathematics, and samples that show child's best work

### Interdisciplinary Resources and Materials/Technology Integration

#### **Tools of the Mind Activities**

- Timeline Calendar
- I Have Who Has - Numbers
- I Have Who Has- Shapes
- Numeral Games
- Make Believe Block Center
- Make Believe Play Block
- Making Collections
- Puzzles, Manipulatives, Blocks
- Attribute Game
- Mystery Shapes
- Mystery Patterns
- Buddy Reading
- Pretend Transitions
- Share the News
- Story Labs
- Community Building Activities

#### **Social Emotional Development Resources**

- Give students choice of writing implements or materials to create activities
- During group instruction and play encourage students to express ideas and make connections, provide questions leading discussion about units example: has anyone been to a pumpkin patch with their family?
- Group play and buddy planning
- Closing meeting- what did we do today, what was your favorite center, what activity did you like today

- Make play plans for the day
- Go over expectations of classroom routine and procedures, prompt students through and give model so they know what to do
- Attention building games such as freeze dance, listen and move, GoNoodle videos or sleeping sardines
- Teach feeling chart, give examples of how and when we feel a certain way
- Use picture cards/stories/video clip of emotions and have discussion about what feeling the image represents
- Teach students appropriate calming skills such as asking for break, taking deep breaths, walking away, calm down are in classroom
- Practice give a hug, hold hands, get a tissue
- Teacher model appropriate polite expressions throughout the day
- Show and share with personal items, let borrow but know it's theirs
- Teacher model how to use toys appropriately prior to MBPB
- Set the timer for turn taking and sharing
- Practice peer greetings, use various languages
- Teacher model effective communication skills with all students

### **Visual and Performing Arts Resources**

- *Raffi CD*
- *Sing, Sound, Count CD (HWT)*
- *Get Set For School Sing Along (HWT)*
- *Steady, Ready, Jump CD*
- *Kids In Action CD*
- *We All Live Together, Volume 2 CD*
- Incorporate various art materials into centers
- Use a variety of materials to create two- and three-dimensional works of art (paper strip towers, popsicle stick crates to store food, etc.)
- After reading theme related text students can use various materials to create a character from the story. (e.g; Snow Princess, Snow Nemo).
- GoNoodle.com
- Songs/videos on SMART Board

- Sing songs associated with holidays

### **Health, Safety, and Physical Education Resources**

- Thanksgiving “dinner”
  - Students can practice setting table, serving food, and pouring drinks as they recreate their family Thanksgiving dinner
- Winter Holiday
  - Students can practice making variety of foods associated with different holidays (baked goods, latkes, candy)
  - Use fine motor skills to wrap gifts, create jewelry, card making,
- Roleplay in the home center “getting ready for bed”
- Sorting foods
  - Healthy/ Not healthy
  - Color
  - Size
  - Food Group
- Cooking activities
- Puzzles
- Beginning handwriting/ fine motor activities
- GoNoodle.com

### **English Language Arts Resources**

- Read familiar and unfamiliar stories. Stop periodically and ask questions about what is happening to monitor students’ understanding.
- Ask students questions about the characters, setting, and events that happen in a familiar story.
- With teacher guidance and using picture cues, have students retell familiar stories.
- Before reading a new story, look through the pictures and have students make predictions about what might happen in the story.
- When reading a large text (big book, chart, or text on Smartboard), call students attention to the directionality one uses when reading by showing them where to start reading and how to point to each word as you read. On pages with more than one line of text, show them how the reader uses a return sweep to go to the next line of print.
- Play letter identification games

- Play rhyming games
- Clap syllables or chin drops in words
- Sort words by initial sounds (\*students don't have to know the letter that makes the sound, simply that the 2 words start the same)
- Name chart
- Sort foods by letter sound
- Environmental print activities.
- What will you buy? Students will buy a food that corresponds with the initial sound in their name. "Caitlyn will buy a carrot" They can draw a picture of themselves and their item
- What's in the bag? ( Students can pull out an item and classify and attribute.
- Compare different versions of Little Red Hen- Which characters are the same/different
- Write menus, grocery lists, or customer orders with writing implements, computer, and iPad.
- Make cards for various of purposes

#### **Read Alouds and Poems Resources**

- *Maisy Goes Shopping* by Lucy Cousins
- *Going Shopping* by Sarah Garland
- *Just Shopping With Mom* by Mercer Mayer
- *Bread, Bread, Bread* by Ann Morris & Ken Heyman (Non-fiction)
- *The Baker's Dozen* by Dan Andreasen
- *The Very Hungry Caterpillar* by Eric Carle
- *Fast Food* by Joost Elffers
- *Lunch* by Denise Fleming
- *Growing Vegetable Soup* by Lois Ehlert
- *Farmers Help* (Pebble Publishers)
- *Pancakes for Breakfast* by Tomie dePaola (wordless book)
- *Who Took the Cookies from the Cookie Jar* by Philemon Sturges and Bonnie Lass
- *The Cake That Mack Ate* by Rose Robart
- *Little Pea* by Amy Krouse Rosenthal
- *Fast Food! Gulp! Gulp!* By Bernard Waber
- *Gingerbread Baby* by Jan Brett
- *Gingerbread Friends* by Jan Brett
- *Little Red Hen* By Paul Galdone

- *Little Red Hen* By Lucinda McQueen
- *Little Red Hen* By Byron Burton
- Apples and Bananas (page 253 in *Literacy Beginnings: A Prekindergarten Handbook*)
- I'm a Little Teapot (on page 263 in *Literacy Beginnings: A Prekindergarten Handbook*)
- To Market, To Market (on page 270 in *Literacy Beginnings: A Prekindergarten Handbook*)
- Pete The Cat First Thanksgiving
- Counting Christmas by Karen Katz
- A cookie for Santa by Stephanie Shaw
- Llama Llama Holiday Drama by Anna Dewdney
- The Night Before Valentine's Day by Natasha Wing
- Clifford's First Valentine's Day by Norman Bridwell

### **Approaches To Learning Resources**

- Play plans
- Work cooperatively in small group/teacher directed lesson when other play centers are occurring. Stay in play center.
- Rotate play plan activities, try engaging in play area in new ways
- Use materials from art area to make play food for grocery store and restaurant
- Draw pictures for menu items in play restaurant to show friends options
- Based off of prior experiences talk about sequence when going to a restaurant (i.e. sit at table, look at menu, order, get food, eat, pay, leave)
- Role play what happens when your order is wrong at a restaurant
- Bring in coupons for class to go through, sort pictures by area of the grocery store
- Make connections between various holidays (different baked goods, give gifts, etc.)

### **Mathematics Resources**

- Sorting Food by Category, Color
- Comparing Shapes of food containers
- Fill the Shopping Cart (Students will put the desired amount of items in the cart)
- Themed Play-Doh Mats
- Fruit Counter Activities (sort, classify, pattern)
- Compare which food containers could hold more
- Compare and order food containers by (shortest to longest) up to 5 attributes
- Build with empty food containers and blocks

- Using a scale, compare amounts
- What's in the bag? ( Students can pull out an item and classify and attribute.
- Checklist of food needed, follow recipes, make money, follow patterns (ex: *burger, fries, burger...*), sort boxes, measure and sort ingredients
- Make patterns to represent themes

### **Science Resources**

- Make food for pretend restaurant, make predictions what color it will turn by adding different ingredients, share what they see/hear/smell when adding ingredients/mixing
- Draw a picture of experiments make for restaurant kitchen, write down words to describe
- Sort items in grocery store by type of food (deli, frozen, fruit, meats), size, shape, color
- When making mixtures for restaurant explore the changes being made such as how it sounds with just flour vs flour and water, what color the mixture is between ingredients, etc.
- Explore and compare types of food, example: bananas and apples are both fruit, how are they alike and different
- Watch videos of produce growing on a farm from seed to harvest, plant seeds in the classroom and watch them grow
- Explore what we need to grow such as soil vs. rock, sun vs. shade
- My Food Plate Activities
- Use technology in room to explore different types of cooking, presentation of food at restaurants, and growing food
- Use scale to weigh produce, identify different types of food

### **Social Studies, Family and Life Skills Resources**

- When in centers work together to engage and interact with activities, during play planning time collaborate with peer. Organize games while playing outside such as tag or taking turns going on slide. Plan restaurants and assign roles when acting out.
- Act out roles of different restaurant workers (cook, waitress, customer, matradee, etc.) and grocery store (customer, clerk, deli counter, etc.)
- Act out roles of different holiday workers ( jeweler, baker, engineer, designer etc)

### **World Languages Resources**

- Practice peer greetings, use various languages
- Teacher model effective communication skills with all students



### **Technology Resources**

- Use the computer/iPad to navigate the internet to find example restaurant menus for play centers and practice writing orders and to print
- Model and review how to use the technology in the classroom prior to center being available
- Know how to turn on and off electronic toys such as cash register for grocery store
- Use the keyboard to figure out process of items, type out amounts and print tags for food in store
- Use iPads to take pictures/video of activities during play centers (menus, finished meals in restaurant, acting out being a waiter/waitress, etc.)
- Use SMARTBoard to have menu or specials listed for store/restaurant
- Use appropriate language about technology when making play plan or sharing ideas of what to play with peers and teachers
- Use SmartBoard to take virtual field trips of restaurants and grocery stores.
- Use SmartBoard to view restaurant and grocery powerpoints from Tools of the Mind
- Use iPad to support play and acting out roles within centers
- Use SMARTBaord to take virtual field trips to explore different holidays in carious cultures around the world

### **Modifications for Various Student Learners**

#### **Modifications for English Language Learners**

- Provide visuals when possible
- Directions provided in native language when possible
- Use manipulatives/realia when possible
- Allow additional resources such as dictionaries/ computers to aid comprehension
- Extended time for assessments/ projects as needed
- Modify assessment format as needed
- Shadow a native speaking student when possible

#### **Modifications for Special Education and 504s**

- Follow accommodations and modifications in students' IEPs and 504s
- Follow each child's Individualized Education Plan
- Simplify task directions

- Provide hands-on learning activities
- Provide modeling
- Present alternatives to negative behavior
- Give student choices to allow control
- Provide positive reinforcement
- Provide extra time for responses
- Give advanced warning before turns when possible
- Break down tasks into manageable units
- Give direct and uncomplicated directions
- Model and role play problem solving
- Provide multi-sensory instruction
- Provide small group instruction
- Stand in proximity to student to focus attention
- Demonstrate directions and provide a model or example of completed task
- Provide easier tasks first
- Have student demonstrate understanding of instructions/task before beginning assignment
- Provide short breaks when refocusing is needed
- Use interests to increase motivation
- Arrange physical layout to limit distractions
- Visual models and schedules
- Use a consistent daily routine
- Visual cues for directions and choices
- Monitor for overload, excess stimuli

#### **Optional Alternate Sub-Units**

- Restaurants: chain restaurants, tacos, bakery, food trucks, mall food court,
- Grocery Stores: chain stores, farmers market, specialty shops

**Preschool Curriculum**

**Unit: 3 Medical/ Pet Vet**

**Unit Timeline:5 weeks mid-February - March)**

**New Jersey Student Learning Standards for Preschool Teaching and Learning**

**Social Emotional Development**

**Standard 0.1 Children develop 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.

**Standard 0.2 Children demonstrate self-direction.**

- 0.2.1 Make independent choices and plans from a broad range of diverse interest centers.
- 0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.

**Standard 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., gets blanket for friend and comforts him/her when he/she feels sad).

**Standard 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., hugs; gets a tissue; sits next to ;holds hands)
- 0.4.3 Say “thank you,” “please,” and “excuse me.”
- 0.4.6 Demonstrate verbal or nonverbal problem- solving skills without being aggressive (e.g., talks about problem; talks about

feelings relating to problem; and negotiate solutions).

**Standard 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

**Visual and Performing Arts**

**Standard 1.1 Children express themselves through and develop an appreciation of creative movement and dance**

1.1.1 Move the body in a variety of ways, with and without music

1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.

1.1.3 Participate in simple sequences of movements.

1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances

1.1.6 Use movement/dance to convey meaning around a theme or to show feelings

1.1.7 Describe feelings and reactions in response to a creative movement/dance performance

1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.

**Standard 1.2 Children express themselves through and develop an appreciation of music**

1.2.1 Sing a variety of songs with expression, independently and with others.

1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations

1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.

1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.

1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.

1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances

**Standard 1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling**

1.3.1 Play roles observed through life experiences(e.g. Mom, baby, fire fighter, police officer, doctor, car mechanic).

1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.

1.3.3 Participate with others in dramatic play, negotiating roles, and setting up scenarios using costumes and props

1.3.4 Differentiate between fantasy/pretend play and real events.

1.3.5 Sustain and extend play during dramatic play interactions (e.g. set the stage by anticipating what will happen next).

1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.responses to stories and dramatic performances.

1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.

**Standard 1.4 Children express themselves through and develop an appreciation of visual arts( e.g., painting, sculpting and drawing**

1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools

1.4.3 Use vocabulary to describe various art forms (e.g.,photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts

1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.

**Health, Safety, and Physical Education**

**Standard 2.1 Children develop self-help and personal hygiene skills.**

2.1.1 Develop an awareness of healthy habits (e.g.,use clean tissues, wash hands, handle food; brush teeth; and dresses appropriately for the weather.

**Standard 2.3 Children begin to develop an awareness of potential hazards in the environment.**

2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).

2.3.3 Identify community helpers who assist in maintaining a safe environment.

2.3.4 Know how to dial 911 for help.

**Standard 2.4 Children develop competence and confidence in activities that require gross and fine motor skills.**

2.4.2 Develop and refine fine motor skills(e.g., completes gradually more complex puzzles: uses smaller sized manipulatives during play, and uses variety of writing instruments in a conventional manner.

2.4.3 Use objects and props to develop spatial and coordination skills ( e.g., using balls, hula-hoops, Frisbees, and balance beams, lacing different sized beads; buttoning and unbuttoning).

**English Language Arts**

● **Reading and Literature**

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.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.

● **Reading Informational Texts**

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.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.

- **Reading: Foundational Skills**

RF.PK.1 Begin to demonstrate understanding of basic features of print.

- Follow words from left to right, top to bottom, page by page.
- Recognize that spoken words can be written and read.
- Recognize that words are separated by spaces.
- Recognize and name many upper and lower case letters in the alphabet.

RF.PK.2 Demonstrate understanding of spoken words and begin to understand syllables and sounds(phonemes).

- Recognize and produce simple rhyming words.
- Segment syllables in spoken words by clapping out the number of syllables.
- Identify many initial sounds of familiar words.
- (Begins in Kindergarten)
- (Begins in Kindergarten)

RF.PK.3 Demonstrate an understanding of beginning phonics and word skills.

- Associates many letters ( consonants and vowels as ready) with their names and their most frequent sounds.
- (Begins in Kindergarten)
- Recognizes their name in print as well as other familiar print in the environment.
- (Begins in Kindergarten)

- **Writing**

W.PK.1 Use a combination of drawings, dictations, scribble and writing, letter stamping, or invented spelling to share a preference or opinion during play or other activities.

W.PK.2 Use a combination of drawings, dictations, scribble and writing, letter stamping, or invented spelling to share information during play or other activities.

W.PK.5 With guidance and support, share drawing with dictation, scribbling, letter-strings, or invented spellings to describe an event real or imagined.

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.

- **Speaking and Listening**

SL.PK.1. Participate in conversations and interactions with peers and adults individually and in small and large groups.

- a) Follow-agreed upon rules for discussions during group interactions.
- 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 Using drawings or visuals displays to add to descriptions to provide additional details.
- SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

- **Language**

L.PK.1 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) Forms regular plural nouns.
- d) Understands and uses questions words (e.g., who, what, when, where, why how).
- e) Uses frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).
- f) Begin to speak in complete sentence.
- g) Understand and completes multi-step directions

L.PK.2 Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.

- a) (Begins in Kindergarten)
- b) (Begins in Kindergarten)
- c) Attempts to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.
- d) (Begins in Kindergarten)

- **Vocabulary Acquisition and Use**

L.PK.5 With guidance and support, explore word relationships.

- a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
- b) Begin to understand opposites of simple and familiar words.
- c) Identify real-life connections between words and their use

### **Approaches To Learning**

#### **Standard 9.1: Children demonstrate initiative, engagement, and persistence**

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, 'This is hard. Can you help me figure it out?').

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look—I finished it all by myself!").

**Standard 9.2 Children show creativity and imagination**

9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).

9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

**Standard 9.3: Children identify and solve problems**

9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")

9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).

9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).

9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).

**Standard 9.4: Children apply what they have learned to new situations**

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).

9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).

**Mathematics**

**Standard 4.1 Children begin to demonstrate an understanding of number and counting.**

4.1.1 Count to 20 by ones with minimal prompting.



- 4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.
- 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”):
- 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.
  - Arrange and count different kinds of objects demonstrate understand of consistency of quantities (i.e.:”5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).
  - Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize)
- 4.1.5 Use one to one correspondence to solve problems by matching sets(e.g.; getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g.; collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).

**Standard 4.2: Children demonstrate an initial understanding of numerical operations**

- 4.2.1 Represent addition and subtraction by manipulating up to 5 objects:
- putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and
  - taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”)
- 4.2.2 Begin to represent simple word problem data in pictures and drawings.

**Standard 4.3: Children begin to conceptualize measurable attributes of objects**

- 4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
- 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).

**Standard 4.4: Children develop spatial and geometric sense**

- 4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).

**Science**

**Standard 5.1: Children develop inquiry skills**

- 5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).
- 5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.

5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).

**Standard 5.2: Children observe and investigate matter and energy**

5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.

**Standard 5.3: Children observe and investigate living things**

5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).

5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).

5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).

**Standard 5.5: Children gain experience in using technology**

5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

**Social Studies, Family and Life Skills**

**Standard 6.2 Children become contributing members of the classroom community.**

6.2.3 Work collaboratively during indoor and outdoors times (e.g. pairs, triads and small groups) while engaging in projects and activities.

**Standard 6.3 Children demonstrate knowledge of neighborhood and community.**

6.3.2 Identify, discuss, and role play the duties of a range of community workers.

**World Languages**

**Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will**

**express simple greetings, words, and phrases in a language other than their own.**

7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.

7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

**Technology**

**Standard 8.2: Use electronic devices independently**

8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a 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.

**Standard 8.4: Use common technology vocabulary**

8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer)

**Standard 8.5: Begin to use electronic devices to gain information**

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

**21st Century Themes and Skills & Career Ready Practices**

**Global Awareness**

**Health Literacy**

**Creativity and Innovation**

- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP6. Demonstrate creativity and innovation.**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

**Enduring Understandings**

- Students will understand strategies for problem solving.
- Students will begin to learn emotional responses and how to respond to others’ emotions and body

**Essential Questions**

- How do we solve problems that happen while we are playing?
- How do people interact in a hospital?
- How do you take care of a pet?

<p>language.</p> <ul style="list-style-type: none"> <li>Students will learn the purpose of hospitals and vets in society.</li> </ul>	<ul style="list-style-type: none"> <li>What are the different types of pets people can have?</li> <li>Where are the places in the neighborhood to take pets?</li> <li>What do the people do at these places? Veterinarian? Human society?</li> </ul>
<p><b>Students will know...</b></p>	<p><b>Students will be able to:</b></p>
<ul style="list-style-type: none"> <li>Higher level steps for play planning (message, lines, initial sounds)</li> <li>The various roles/jobs that are needed to care for and keep pets safe</li> <li></li> <li>Hospital vocabulary <ul style="list-style-type: none"> <li>Doctor</li> <li>Nurse</li> <li>Patient</li> <li>Pharmacist</li> <li>Clerk</li> <li>EMT</li> <li>Check patient</li> <li>Give medicine</li> <li>Drive ambulance</li> <li>Cook</li> <li>Arrange flowers</li> <li>Buy candy</li> <li>Weigh patient</li> </ul> </li> <li>Pets &amp; Vets vocabulary <ul style="list-style-type: none"> <li>Vet</li> <li>Nurse</li> <li>Customer</li> <li>Trainer</li> <li>Baker</li> <li>Bake treats</li> <li>Check animals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Play out emotions while solving problems during make-believe play</li> <li>Propel play through social interactions for more mature play</li> <li>Act out roles of hospital employees and patients</li> <li>Learn various roles in taking care of others and/or pets</li> <li>Illustrate higher level picture based on message</li> <li>Develop scenarios for themed based make-believe play</li> <li>Use concrete and abstract props during make-believe play</li> </ul>

- Adopt pet
- Make leash
- Buy food

**Assessment Evidence**

**Performance Tasks**

**Other Evidence**

- Self-Portrait Assessment (scored using rubric for report cards)
  - Ask students to draw a picture of him/herself
- When applicable:
  - Color Identification Task
  - Shape Identification Task
  - Letter Sense Assessments
  - Name Writing Assessment
  - Positional Word Assessment

- Portfolio of play plans
- Observations during play centers
- Anecdotal records
- Work samples to include core samples in language and literacy and mathematics, and samples that show child's best work

**Interdisciplinary Resources and Materials/Technology Integration**

**Tools of the Mind Activities**

- Timeline Calendar
- I Have Who Has - Numbers
- I Have Who Has- Shapes
- Numeral Games
- Make Believe Block Center
- Make Believe Play Block
- Making Collections
- Puzzles, Manipulatives, Blocks
- Attribute Game
- Mystery Shapes
- Buddy Reading
- Pretend Transitions
- Share the News

- Story Labs
- Community Building Activities

### **Social Emotional Development Resources**

- Give students choice of writing implements or materials to create activities
- During group instruction and play encourage students to express ideas and make connections, provide questions leading discussion about units example: has anyone been to a pumpkin patch with their family?
- Group play and buddy planning
- Closing meeting- what did we do today, what was your favorite center, what activity did you like today
- Make play plans for the day
- Go over expectations of classroom routine and procedures, prompt students through and give model so they know what to do
- Attention building games such as freeze dance, listen and move, GoNoodle videos or sleeping sardines
- Teach feeling chart, give examples of how and when we feel a certain way
- Use picture cards/stories/video clip of emotions and have discussion about what feeling the image represents
- Teach students appropriate calming skills such as asking for break, taking deep breaths, walking away, calm down are in classroom
- Practice give a hug, hold hands, get a tissue
- Teacher model appropriate polite expressions throughout the day
- Show and share with personal items, let borrow but know it's theirs
- Teacher model how to use toys appropriately prior to MBPB
- Teacher model effective communication skills with all students
- Set the timer for turn taking and sharing
- During group instruction and play encourage students to use simple vocabulary in a language other than their own.

### **Visual and Performing Arts Resources**

- *Raffi CD*
- *Sing, Sound, Count CD (HWT)*
- *Get Set For School Sing Along (HWT)*
- *Steady, Ready, Jump CD*

- *Kids In Action CD*
- *We All Live Together, Volume 2 CD*
- Incorporate various art materials into centers
- After reading theme related text students can use various materials to create a character from the story.
- Using Smart Board, Students can copy steps to draw recognizable images.
- Extend play during dramatic play interactions within center time.
- Music Vocabulary: Fast, Slow, Soft, Low. High, Low
- Community Parade with Instruments
- GoNoodle.com
- Sing Old McDonald with instruments, play the instruments for the different animal sounds
- When taking virtual tour of vet/animal shelter practice appropriate audience skills such as sitting quietly and waiting for their turn to interact and make comments
- Watch video clip of Lion King on Broadway and describe what the animals/actors were feeling based off of their dance and music choice
- Students act out animals during play, pretend to be on a zoo/farm or pets at a shelter
- Art study of animals: compare different works of art that have animals with them and discuss the similarities and differences (suggested works of art: Balloon Dog by Jeff Koons, Lois Ehlert pictures, national geographic pictures, etc.)
- After virtual tour of vet/shelter have students make picture of what they saw using a variety of materials

### **Health Safety and Physical Education Resources**

- Role play personal hygiene with dolls (washing hands, washing face, blowing nose)
- Play outside when possible for gross motor skill development (balls, hula hoops, frisbees)
- Add fine motor/ self help practice activities (lacing beads, snaps, zippers) to centers
- Puzzles
- Beginning handwriting/ fine motor activities
- Display important safety symbols around classroom (stop sign, traffic light, poison symbol, red cross) and discuss what the symbol represents and its importance
- Have students role play calling 9-1-1 for pretend emergencies
- Role play different community helpers involved in the health field
- Match community helper to correct scenario
- GoNoodle.com

### **English Language Arts Resources**

- Read familiar and unfamiliar stories and informational books. Stop periodically and ask questions about what is happening to monitor students' understanding.
- Ask students questions about the characters, setting, and events that happen in a familiar story.
- Ask students to recall any new information learned from a nonfiction book.
- With teacher guidance and using picture cues, have students retell familiar stories.
- Before reading a new story, look through the pictures and have students make predictions about what might happen in the story.
- Discuss new vocabulary words when encountered in a story, poem, or informational book. Give students visuals of these words or opportunities to act them out in order to make meaning.
- Sort words (vocabulary) based on categories
- Play games to teach opposites
- When reading a large text (big book, chart, or text on Smartboard), call students attention to the directionality one uses when reading by showing them where to start reading and how to point to each word as you read. On pages with more than one line of text, show them how the reader uses a return sweep to go to the next line of print.
- Play letter identification games
- Play rhyming games
- Clap syllables or chin drops in words
- Sort words by initial sounds
- Use the name chart and/ or alphabet linking chart to help identify the initial sound and letter of words
- Participate in a shared class research project on pets (through hands on experiences, read alouds, videos, and other resources)
- Draw pictures of their pet or what animal they would want
- Write list of patients at vet and check up
- Create lost pet signs, write prescriptions, write addresses, make get well cards

### **Read Alouds and Poems Resources**

- *Clifford Visits the Hospital* by Norman Bridwell
- *One Duck Stuck* by Phyllis Root & Jane Chapman
- *Super Duck\**
- *I Want to Be a Vet* by Dan Liebman (Non-fiction)
- *Veterinarians Help* (Pebble Publishers)



- *Doctors Help* (Pebble Publishers)
- *Dentists Help* (Pebble Publishers)
- *Nurses Help* (Pebble Publishers)
- *My Visit to the Aquarium* by Alik
- *Millions Of Cats* by Wanda G'ag
- *If You Were Born a Kitten* by Marion Dane Bauer
- *Wet Dog!* By Elise Broach
- *Sit, Truman!* By Dan Harper
- *My Cats Nick and Nora* by Isabelle Harper
- *The Best Pet of All* by David LaRochelle
- *I Had a Hippopotamus* by Hector Viveros Lee
- *Hondo and Fabian* by Peter McCarty
- *Great Big Guinea Pigs* by Susan Roth
- *Dear Zoo* by Rod Campbell
- *Bear Feels Sick* by Karma Wilson
- *The Guinea Pig ABC* by Kate Duke
- *The Hunter and the Animals* by Tomie dePaola (wordless)
- *Cool Cat* by Nonny Hogrogian (wordless)
- *Welcome to the Zoo* by Alison Jay (wordless)
- *Snacks for Healthy Teeth* by Mari Schuh
- *At the Dentist* by Mari Schuh
- *Brushing Teeth* by Mari Schuh
- *Flossing Teeth* by Mari Schuh
- *Loose Tooth* by Mari Schuh
- *All About Teeth* by Mari Schuh
- *Why Do I Brush My Teeth?* By Angela Royston
- Dentist Trip (Peppa Pig)
- Five Little Bunnies (on page 258 in *Literacy Beginnings: A Prekindergarten Handbook*)
- Here is a Bunny (on page 261 in *Literacy Beginnings: A Prekindergarten Handbook*)
- Hey Diddle Diddle (on page 262 in *Literacy Beginnings: A Prekindergarten Handbook*)
- Hickory Dickory Dock (on page 262 in *Literacy Beginnings: A Prekindergarten Handbook*)
- Humpty Dumpty (on page 263 in *Literacy Beginnings: A Prekindergarten Handbook*)
- Jack and Jill (on page 264 in *Literacy Beginnings: A Prekindergarten Handbook*)

- Jack Be Nimble (on page 264 in *Literacy Beginnings: A Prekindergarten Handbook*)
- Little Bo Peep (on page 265 in *Literacy Beginnings: A Prekindergarten Handbook*)
- Little Miss Muffet (on page 266 in *Literacy Beginnings: A Prekindergarten Handbook*)
- Mary Had a Little Lamb (on page 266 in *Literacy Beginnings: A Prekindergarten Handbook*)
- Mary, Mary Quite Contrary (on page 266 in *Literacy Beginnings: A Prekindergarten Handbook*)
- Old King Cole (on page 266 in *Literacy Beginnings: A Prekindergarten Handbook*)
- One, Two Buckle My Shoe (on page 267 in *Literacy Beginnings: A Prekindergarten Handbook*)

### **Approaches To Learning Resources**

- Play plans for classroom and outside
- Work cooperatively in small group/teacher directed lesson when other play centers are occurring. Stay in play center.
- Rotate play plan activities, try engaging in play area in new ways
- Attempt to open and manipulate materials at play centers by self, ask a friend for help if needed. Ask friends to show how they used doctor kit to give the toy puppy a check up
- Give toy cat a check up, show teacher the cats check up list and that he is all better when done
- Sing songs when pretending to be at zoo or farm, act out animals and sounds
- Problem solve how to make pretend vet's office and animal shelter
- Share what they did during play centers for the day in closing meeting, show drawings made, sing song created, act out what they liked most
- Make predictions if the groundhog will see his shadow or not, test by watching clip from the news earlier that morning.
- Go to other class or have visitors join to share songs/dances/plays about animals and invite them into the animal shelter
- Compare different types of animals, house cats vs. cats see in the zoo, animals on farm vs. zoo
- Students bring in pictures of their pets, compare with pets other students have or would like to own and write/draw pet adoption signs and why they should be picked
- Teacher read students story Dear Zoo/Bear Feels Scared, have students act out why the animal is sent back/how bear feels

### **Mathematics Resources**

- Count animals by type, color, size, etc., using stuffed animals, mini figures, counters, pictures, etc., respond to to how many after count
- Write amounts counted or what need to complete math problem
- Record vet visit with weight using numbers
- Match animal groups "if i have 5 cats how many dogs do you need to be the same"
- Sort animals by type (color, size, habitat, etc.)

- Guess the animal game by using vocabulary words to describe animal such as big/small, tall/short, heavy/light, etc.
- Take animals to vet and give checkup, respond to positional words of where to check or put band aide/listen to heartbeat
- Where's the animal hiding game- give clues to where they are/guess where they are using positional words
- Record height and weight, weigh baby, sort medicine, make money

### **Science Resources**

- Use science terms for vet equipment and procedure (e.g. checking heartbeat with stethoscope)
- Share what they see when pretending to be at the vet/animal shelter/zoo/farm with animals, make predictions with animals (e.g. the giraffe at the zoo is having two babies)
- Write down/draw check up visits with animals at the vet. Make pet adoption posters
- Sort types of habitats for animals, who can live in the water vs on the farm, sort by physical characteristics
- Make comparisons of types of animals, fur vs feathers, fly vs land vs water
- Discuss similarities between animal babies and their parents; discuss the differences between a living thing, such as a hermit crab, and a non living thing, such as a shell
- Compare habitats of animals and what different animals might need. Make different habitats around the room for students to explore
- Find signs of animals outside and track their growth and changes, rabbits fur changing from brown to white in the winter.
- Match baby animals to their parents
- Discuss hibernation and animals that hibernate. Talk about nocturnal vs non-nocturnal animals. Turn of lights in room and pretend to be nocturnal animals
- Find clips of wildlife online to watch different types of animals. Take a virtual class trip to a zoo/animal shelter/vets office
- Learn body parts, learn about different animals, recycle, identify medical equipment

### **Social Studies, Family and Life Skills Resources**

- Pretend at the zoo/farm when on the playground, students can act out animals while others take care of them or go and visit
- Act out roles of different roles of vet, animal shelter, zoo

### **World Languages Resources**

- During group instruction and play encourage students to use simple vocabulary in a language other than their own.
- Recognize words in other languages when spoken during instruction and play

### **Technology Resources**

- Model and review how to use the technology in the classroom prior to center being available
- Play interactive games on technology available in classroom (feed the animal games on the iPad, SMARTBoard interactive pet/vet games/activities, vet game on iPad/internet)
- Use iPads to take pictures/video of activities during play centers (vets office, animals find outside, etc.)
- Use appropriate language about technology when making play plan or sharing ideas of what to play with peers and teachers
- Search the internet to learn about different types of animals, adoption of animals, farms, zoos, rescues, etc.
- Use SmartBoard to take virtual field trips of hospital and Veterinarian/ pet stores .
- Use SmartBoard to view hospital and Pet/ Vet powerpoints from Tools of the Mind.
- Use iPad to support play and acting out roles within centers

### **Modifications for Various Student Learners**

#### **Modifications for English Language Learners**

- Provide visuals when possible
- Directions provided in native language when possible
- Use manipulatives/realia when possible
- Allow additional resources such as dictionaries/ computers to aid comprehension
- Extended time for assessments/ projects as needed
- Modify assessment format as needed
- Shadow a native speaking student when possible

#### **Modifications for Special Education and 504s**

- Follow accommodations and modifications in students' IEPs and 504s
- Follow each child's Individualized Education Plan
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling

- Present alternatives to negative behavior
- Give student choices to allow control
- Provide positive reinforcement
- Provide extra time for responses
- Give advanced warning before turns when possible
- Break down tasks into manageable units
- Give direct and uncomplicated directions
- Model and role play problem solving
- Provide multi-sensory instruction
- Provide small group instruction
- Stand in proximity to student to focus attention
- Demonstrate directions and provide a model or example of completed task
- Provide easier tasks first
- Have student demonstrate understanding of instructions/task before beginning assignment
- Provide short breaks when refocusing is needed
- Use interests to increase motivation
- Arrange physical layout to limit distractions
- Visual models and schedules
- Use a consistent daily routine
- Visual cues for directions and choices
- Monitor for overload, excess stimuli

#### **Optional Alternate Sub-Units**

- Zoo
- Dinosaur
- EMS services (ambulance, helicopter, bike, water rescue)

**Preschool Curriculum**

**Unit: 4 Community**

**Unit Timeline: 10 weeks (April- June)**

**New Jersey Student Learning Standards for Preschool Teaching and Learning**

**Social/ Emotional Development**

**Standard 0.1 Children develop 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.

**Standard 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. cleans up; pours juice; uses soap when washing hands; puts 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.

**Standard 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. gets blanket for friend and comforts him/her when he/she feels sad).

**Standard 0.4 Children exhibit positive interactions with other children and adults.**

0.4.1 Engage appropriately with peers and teachers in classroom activities.

0.4.3 Say “thank you,” “please,” and “excuse me.”

0.4.6 Demonstrate verbal or non-verbal problem-solving skills without being aggressive (e.g. talks about problem; talks about feelings relating to problems; and negotiates solutions).

**Standard 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

**Visual & Performing Arts**

**Standard 1.1 Children express themselves through and develop an appreciation of creative movement and dance**

1.1.1 Move the body in a variety of ways, with and without music

1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.

1.1.3 Participate in simple sequences of movements.

1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances

1.1.6 Use movement/dance to convey meaning around a theme or to show feelings

**Standard 1.2 Children express themselves through and develop an appreciation of music**

1.2.1 Sing a variety of songs with expression, independently and with others.

1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.

1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.

1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances

**Standard 1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling**

1.3.1 Play roles observed through life experiences(e.g. Mom, baby, firefighter, police officer, doctor, car mechanic).

1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.

1.3.3 Participate with others in dramatic play, negotiating roles, and setting up scenarios using costumes and props

1.3.4 Differentiate between fantasy/pretend play and real events.

1.3.5 Sustain and extend play during dramatic play interactions (e.g. set the stage by anticipating what will happen next).

1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.responses to stories and dramatic performances.

1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.

**Standard 1.4 Children express themselves through and develop an appreciation of visual arts( e.g., painting, sculpting and drawing**

1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools

1.4.5 Demonstrate planning, persistence and problem solving skills while working independently, or with others, during the creative process.

1.4.6 Create more recognizable representations as eye hand coordination and the fine motor skill develop.

**Health, Safety & Phys Ed**

**Standard 2.1: Children develop self-help and personal hygiene skills.**

2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).

**Standard 2.3 Children begin to develop an awareness of potential hazards in the environment.**

2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).

2.3.3 Identify community helpers who assist in maintaining a safe environment.

**Standard 2.4 Children develop competence and confidence in activities that require gross and fine motor skills.**

2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).

2.4.2 Develop and refine fine motor skills(e.g., completes gradually more complex puzzles: uses smaller sized manipulatives during play, and uses variety of writing instruments in a conventional manner.

2.4.3 Use objects and props to develop spatial and coordination skills ( e.g., using balls, hula-hoops, Frisbees, and balance beams, lacing different sized beads; buttoning and unbuttoning).

**English Language Arts (2014)**

● **Reading and Literature**

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.

- **Reading Informational Texts**

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 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.

- **Reading: Foundational Skills**

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 in the alphabet.

RF.PK.2 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.

d) (Begins in Kindergarten)

e) (Begins in Kindergarten)

RF.PK.3 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.

b) (Begins in Kindergarten)

c) Recognizes their name in print as well as other familiar print in the environment.

d) (Begins in Kindergarten)

RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.

- **Writing**

W.PK.1 Use a combination of drawings, dictations, scribble and writing, letter stamping, or invented spelling to share a preference or opinion during play or other activities.

W.PK.2 Use a combination of drawings, dictations, scribble and writing, letter stamping, or invented spelling to share information during play or other activities.

W.PK.5 With guidance and support, share drawing with dictation, scribbling, letter-strings, or invented spellings to describe an event real or imagined.

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.

- **Speaking and Listening**

SL.PK.1. Participate in conversations and interactions with peers and adults individually and in small and large groups.

a) Follow-agreed upon rules for discussions during group interactions.

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.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.

- **Language**

L.PK.1 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) Forms regular plural nouns.

d) Understands and uses questions words (e.g., who, what, when, where, why how).

e) Uses frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).

f) Begin to speak in complete sentence.

g) Understand and completes multi-step directions

L.PK.2 Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.

a) (Begins in Kindergarten)

b) (Begins in Kindergarten)

c) Attempts to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.

d) (Begins in Kindergarten)

- **Vocabulary Acquisition and Use**

L.PK.4 Begin to determine the meaning of new words and phrases introduced through preschool reading and content.

a) With guidance and support, generate words that are similar in meaning

L.PK.5 With guidance and support, explore word relationships.

a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).

b) Begin to understand opposites of simple and familiar words.

c) Identify real-life connections between words and their use

L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.

### **Approaches to Learning**

#### **Standard 9.1: Children demonstrate initiative, engagement, and persistence**

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, 'This is hard. Can you help me figure it out?').

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look—I finished it all by myself!").

#### **Standard 9.2 Children show creativity and imagination**

9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).

9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g. Create pretend spinach out of torn green construction paper to serve for dinner.

9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

#### **Standard 9.3: Children identify and solve problems**

9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")

9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on

ideas, finding resources, drawing, or thinking aloud).

9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).

9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).

**Standard 9.4: Children apply what they have learned to new situations**

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).

**Mathematics**

**Standard 4.1 Children begin to demonstrate an understanding of number and counting.**

4.1.1 Count to 20 by ones with minimal prompting.

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

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.
- b) Arrange and count different kinds of objects demonstrate understand of consistency of quantities (i.e.:”5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).
- c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize)

4.1.5 Use one to one correspondence to solve problems by matching sets(e.g.; getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g.; collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).

4.1.6 Compare groups of up to 5 objects(e.g.; beginning to use terms such as “more,” “less,” “same”).

**Standard 4.2: Children demonstrate an initial understanding of numerical operations**

4.2.1 Represent addition and subtraction by manipulating up to 5 objects:

- a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and
- b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”)

4.2.2 Begin to represent simple word problem data in pictures and drawings.

**Standard 4.3: Children begin to conceptualize measurable attributes of objects**

4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes

(e.g., length, capacity, height).

**Standard 4.4: Children develop spatial and geometric sense**

4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).

**Science**

**Standard 5.1: Children develop inquiry skills**

5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).

5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.

**Standard 5.2: Children observe and investigate matter and energy**

5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.

5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).

5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).

**Standard 5.4: Children observe and investigate the Earth**

5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).

5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).

5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).

**Social Studies, Family & Life Skills**

**Standard 6.2 Children become contributing members of the classroom community.**

6.2.3 Work collaboratively during indoor and outdoors times (e.g.pairs, triads and small groups) while engaging in projects and activities.

**Standard 6.3 Children demonstrate knowledge of neighborhood and community.**

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.

**Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.**

6.4.1 Learn about and respect other cultures within the classroom and community.

**World Language**

**Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.**

7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

**Technology**

**Standard 8.2: Use electronic devices independently**

8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.

8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”

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.

**Standard 8.4: Use common technology vocabulary**

8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer)

**21st Century Themes and Skills & Career Ready Practices**

**Global Awareness**

**Civic Literacy**

**Health Literacy**

**Environmental Literacy**

**Creativity and Innovation**

- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP6. Demonstrate creativity and innovation.**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"><li>● Students will understand that words are made up of sounds and letters represent those sounds.</li><li>● Students will understand that they can work together to enhance play.</li><li>● Students will understand what makes up a community.</li></ul>	<ul style="list-style-type: none"><li>● How do community helpers assist in making our community better?</li><li>● How can we develop cognitive self-regulation and higher level play skills?</li><li>● How can we strengthen literacy skills and phonemic awareness to represent words in a message?</li><li>● What are the physical features that make up a community?</li><li>● How do we get to different places in the community?</li><li>● What are the roles/duties of the different community helpers?</li><li>● What are the roles/ duties at the Jersey Shore?</li></ul>
<b>Students will know...</b>	<b>Students will be able to:</b>
<ul style="list-style-type: none"><li>● Higher level steps for play planning (lines, initial, ending, or medial sounds)</li><li>● Themed vocabulary of roles and actions</li><li>● Vocabulary (suggested)<ul style="list-style-type: none"><li>○ Jersey Shore<ul style="list-style-type: none"><li>■ Beach</li><li>■ Swimming beach</li><li>■ Bay beach</li><li>■ Sandcastle</li><li>■ Snack shack</li><li>■ Lifeguard</li><li>■ Gift shop</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>● Act out the roles of community helpers and members of the community</li><li>● Use joint planning and planning role interactions to encourage more mature play.</li><li>● Use the Tools of the Mind Sound Map to find the sounds of letters used in words.</li><li>● Illustrate higher level plan using scaffolded writing</li><li>● Creates plan that includes how different roles interact with each other in a scenario</li><li>● Discuss roles, actions, and props with another child</li><li>● Use new vocabulary within play scenarios</li><li>● Act out roles of Jersey Shore</li></ul>

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ Aquarium</li> <li>■ Boardwalk</li> </ul> </li> <li>○ Community <ul style="list-style-type: none"> <li>■ Police</li> <li>■ Fire station</li> <li>■ Post office</li> <li>■ Auto repair shop</li> <li>■ School</li> <li>■ Construction</li> </ul> </li> <li>● What a community helper is</li> <li>● Various places of business around town and who works there</li> <li>● How community helpers can help us</li> <li>● What is the Jersey Shore</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the different places around the community and Jersey Shore and label associated features</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks</b>	<b>Other Evidence</b>
<ul style="list-style-type: none"> <li>● Self-Portrait Assessment (scored using rubric for report cards) <ul style="list-style-type: none"> <li>○ Ask students to draw a picture of him/herself</li> </ul> </li> <li>● When applicable: <ul style="list-style-type: none"> <li>○ Color Identification Task</li> <li>○ Shape Identification Task</li> <li>○ Letter Identification Task</li> <li>○ Initial Sound Task</li> <li>○ Segmenting Word Task</li> <li>○ Number Sense Assessments</li> <li>○ Number Sequencing Assessment</li> <li>○ Name Writing Assessment</li> <li>○ Positional Word Assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio play plans</li> <li>● Observations during play centers</li> <li>● Anecdotal records</li> <li>● Work samples to include core samples in language and literacy and mathematics, and samples that show child's best work</li> </ul>



## Interdisciplinary Resources and Materials/Technology Integration

### **Tools of the Mind Activities**

- Timeline Calendar
- I Have Who Has - Numbers
- Numeral Games
- Make Believe Block Center
- Make Believe Play Block
- Making Collections
- Puzzles, Manipulatives, Blocks
- Attribute Game
- Mystery Shapes
- Freeze Dance Freeze on number
- Buddy Reading
- Pretend Transitions
- Share the News
- Story Labs
- Community Building Activities

### **Social Emotional Development**

- Give students choice of writing implements or materials to create activities
- During group instruction and play encourage students to express ideas and make connections, provide questions leading discussion about units example: has anyone been to a pumpkin patch with their family?
- Group play and buddy planning
- Closing meeting- what did we do today, what was your favorite center, what activity did you like today
- Make play plans for the day
- Go over expectations of classroom routine and procedures, prompt students through and give model so they know what to do
- Attention building games such as freeze dance, listen and move, GoNoodle videos or sleeping sardines
- Teach feeling chart, give examples of how and when we feel a certain way
- Use picture cards/stories/video clip of emotions and have discussion about what feeling the image represents
- Teach students appropriate calming skills such as asking for break, taking deep breaths, walking away, calm down are in

classroom

- Practice give a hug, hold hands, get a tissue
- Teacher model appropriate polite expressions throughout the day
- Show and share with personal items, let borrow but know it's theirs
- Teacher model how to use toys appropriately prior to MBPB
- Teacher model effective communication skills with all students
- Set the timer for turn taking and sharing

### **Visual and Performing Arts Resources**

- *Raffi CD*
- *Sing, Sound, Count CD (HWT)*
- *Get Set For School Sing Along (HWT)*
- *Steady, Ready, Jump CD*
- *Kids In Action CD*
- *We All Live Together, Volume 2 CD*
- Incorporate various art materials into centers
- After reading theme related text students can use various materials to create a character from the story.
- Using Smart Board, Students can copy steps to draw recognizable images.
- Extend play during dramatic play interactions within center time
- GoNoodle.com

### **Health Safety and Physical Education Resources**

- Encourage students to act with independence during classroom activities that involve self-help skills (snack)
- Play outside when possible for gross motor skill development (galloping, balls, hula hoops, frisbees)
- Add fine motor/ self help practice activities (lacing beads, snaps, zippers) to centers
- Puzzles
- Beginning handwriting/ fine motor activities
- Display important safety symbols around classroom (stop sign, traffic light, poison symbol, red cross) and discuss what the symbol represents and its importance
- Role play different community helpers
- Match community helper to correct scenario

- GoNoodle.com

### **English Language Arts Resources**

- Read familiar and unfamiliar stories and informational books. Stop periodically and ask questions about what is happening to monitor students' understanding.
- Ask students questions about the characters, setting, and events that happen in a familiar story.
- Ask students to recall any new information learned from a nonfiction book.
- With teacher guidance and using picture cues, have students retell familiar stories.
- Before reading a new story, look through the pictures and have students make predictions about what might happen in the story.
- Discuss new vocabulary words when encountered in a story, poem, or informational book. Give students visuals of these words or opportunities to act them out in order to make meaning.
- Sort words (vocabulary) based on categories
- Play games to teach opposites
- When reading a large text (big book, chart, or text on Smartboard), call students attention to the directionality one uses when reading by showing them where to start reading and how to point to each word as you read. On pages with more than one line of text, show them how the reader uses a return sweep to go to the next line of print.
- Play letter identification games
- Play rhyming games
- Clap syllables or chin drops in words
- Sort words by initial sounds
- Use the name chart and/ or alphabet linking chart to help identify the initial sound and letter of words
- Participate in a shared class research project on community helpers (through hands on experiences, read alouds, videos, and other resources)
- Tell, draw, and write about personal events
- Read themed books
- Incorporate themed writing activities in centers
- Incorporate activities that include application of letters and sight words in centers

### **Read Alouds and Poems Resources**

- *I Read Signs* by Tana Hoban
- *Museum Trip* by Barbara Lehman
- *On Market Street* by Arnold Lobel
- *Flower Garden* by Eve Bunting

- *Planting a Rainbow* Lois Ehlert
- *The Carrot Seed* by Ruth Krauss
- *The Gardener* by Sarah Stewart
- *Froggy Goes to the Doctor* by Jonathan London
- *Firefighter* by Amanda Askew and Andrew Crowson
- *Teacher* by Amanda Askew and Andrew Crowson
- *Police Officer* by Amanda Askew and Andrew Crowson
- *Doctor* by Amanda Askew and Andrew Crowson
- *A Day with Police Officers* by Jan Kottke
- *I Stink* by Kate and Jim McMullen
- *Teachers Help* (Pebble Publishers)
- *Construction Workers Help* (Pebble Publishers)
- *Firefighters Help* (Pebble Publishers)
- *Librarians Help* (Pebble Publishers)
- *Police Help* (Pebble Publishers)
- *A Beach Day* by Douglas Florian
- *Shapes Surprise at the Seashore* by Stephen Moffitt
- *Clifford and the Big Ice Cream Mess*
- *Surfs Up* by Kwame Alexander
- *Never Give Up* by Regina Burch
- *Pete the Cat and His Magic Sunglasses* by Kimberly and James Dean
- In My Community (tune of Twinkle Twinkle)
  - In my community, you will find
  - Helpers of most every kind—
  - Firefighters, doctors, teachers too,
  - Police officers, and vets at the zoo.
  - In my community, you will find
  - Helpers of most every kind.
- Police Man Rebus Poem
  - Policemen Protect Us
  - Police men wear a badge and a hat.
  - They also have handcuffs
  - They drive in a cruiser.

The cruiser has a siren  
Police men protect us.

- Tune of Old McDonald

My doctor helps me when I'm sick. Oh how nice is he is!  
Sometimes I need medicine  
So I'll get better fast!  
He takes my temperature  
Looks in my mouth  
Checks my ears  
and here's my heart.

My doctor helps me when I'm sick. Oh how nice is he is!

- Five Little Fishes

Five little fishes (*show 5 fingers*)  
Swimming in the sea (*wave hand sideways*)  
Teasing Mr. Shark,  
"You can't catch me!" (*shake pointing finger*)  
Along comes Mr. Shark,  
Quiet as can be (*hands like open mouth*)  
Snap!!! (*slap hands closed*)  
Four little fishes (*show 4 fingers*)  
Swimming in the sea!

### **Approaches To Learning Resources**

- Play plans for classroom and outside
- Work cooperatively in small group/teacher directed lesson when other play centers are occurring. Stay in play center.
- Rotate play plan activities, try engaging in play area in new ways
- Attempt to open and manipulate materials at play centers by self, ask a friend for help if needed. Ask friends to show how to make bridge with k'nex
- Sort different types of vehicles, let teacher know when done to check work before rejoining play center
- Make roads for cars out of a variety of toys in classroom, blocks, paper, feathers, etc.
- Draw pictures or act out ideas of what they want to do in play centers
- Teacher present idea to class to make town out of different classroom materials, have students work by themselves or with

buddies to create different towns, share after what they made and how they made it (e.g. used paper to draw, used noodles for roads and buttons for houses...) trial and error used to keep it together (e.g. glue vs tape)

- Make predictions of what will happen in emergencies and who will come help them
- Invite friends from other class into room to have community helper play
- Students use what learned in the classroom about the community to engage in areas on field trip to Buck's County Children's Museum

### **Mathematics Resources**

- Count and Clip Cards-community worker/beach theme
- How Many Activities? using vehicles, community workers, (bandaids- Nurse) (Spoons,
- Community worker amount cards. Students will state the amount of workers on the card
- Comparing Amounts using vehicles ( Give a student 5 fire trucks, Have them show you more, less same amount of busses.
- While in the block area/car area use positional words( under, over, in, between etc)
- Match the Vehicle counting frame.
- Number Fluency- Students will count the amount on a given card. Then they will then find that number on their mat.
- Patterning activities
- Use of numbers throughout centers
- Count amounts with theme items

### **Science Resources**

- Ask WH questions to see who helps out around the community(e.g. What happens if something is on fire? Who helps us? How do they put it out?)
- When in play centers use proper terminology for construction equipment
- Practice construction a building or road out of classroom materials, have students make predictions of what they need to use and if it will hold a toy car
- Organize and sort pictures by type of community helper
- Use various types of blocks to build buildings and manipulate to see if can get them to bend/move such as a bridge to allow trains to pass under
- Explore being construction workers and using different types of tools on different materials, make predictions and test to see what one works best (e.g. sifter not good for transporting water but good for find rocks in soil)
- Practice recycling within the classroom and cleaning up around the room and on playground to keep our community clean and show respect and caring for where we live

- Use simple tools to make and record predictions
- Beach/aquarium touch and feel tanks- find items within
- Organize and sort shells, and explore various materials found at the beach
- Leave items in the sun and see what happens, honey on the ground and see how many ants come, leave ice cream out and see how melts and bugs come, make sun prisms and see how light looks coming in with different colors/shadows

### **Social Studies, Family and Life Skills Resources**

- Plan and pretend play while acting out roles of community helpers such as firefighter, police officer, waste management, lifeguard, boardwalk clerk, etc.
- Set up classroom like little town, have students go around town and visit the different businesses and community helpers
- Act out roles of different roles of community helpers (firefighter, police officer, teacher)
- Share about experiences had with various community helpers and family members who are community helpers
- Matching Jobs to vehicles
- Sort through images to find the ones that correspond with the correct community worker.
- Possible Themed Vocabulary, (mail carrier, construction worker, doctor, nurse, teacher, police officer, chef)

### **World Languages Resources**

- Teacher model effective communication skills with all students

### **Technology Resources**

- Model and review how to use the technology in the classroom prior to center being available
- Play around the town games and videos online, be able to use the start/stop button to make stops at places around town digitally
- Use iPads to take pictures/video of activities during play centers (places in community, outside, around school, etc.)
- Use appropriate language about technology when making play plan or sharing ideas of what to play with peers and teachers
- Use SmartBoard to take virtual field trips during brainstorming of new themes.
- Use iPad to support play and acting out roles within centers such as take order, show menus, etc.

## **Modifications for Various Student Learners**

### **Modifications for English Language Learners**

- Provide visuals when possible
- Directions provided in native language when possible
- Use manipulatives/realia when possible
- Allow additional resources such as dictionaries/ computers to aid comprehension
- Extended time for assessments/ projects as needed
- Modify assessment format as needed
- Shadow a native speaking student when possible

### **Modifications for Special Education and 504s**

- Follow accommodations and modifications in students' IEPs and 504s
- Follow each child's Individualized Education Plan
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Present alternatives to negative behavior
- Give student choices to allow control
- Provide positive reinforcement
- Provide extra time for responses
- Give advanced warning before turns when possible
- Break down tasks into manageable units
- Give direct and uncomplicated directions
- Model and role play problem solving
- Provide multi-sensory instruction
- Provide small group instruction
- Stand in proximity to student to focus attention
- Demonstrate directions and provide a model or example of completed task
- Provide easier tasks first
- Have student demonstrate understanding of instructions/task before beginning assignment
- Provide short breaks when refocusing is needed
- Use interests to increase motivation



- Arrange physical layout to limit distractions
- Visual models and schedules
- Use a consistent daily routine
- Visual cues for directions and choices
- Monitor for overload, excess stimuli

#### **Optional Alternate Sub-Units**

- Farm
- Community Helpers: auto mechanic, garbage/recycle, airport, beauty shop/nail salon, plumber, electrician
- Camping
- Fairy tale