



# Mine Hill Township School District

(PK - Academic)

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March 21, 2016

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**Mine Hill Township School District**  
42 Canfield Avenue  
Mine Hill, NJ 07803  
[www.minehillcas.org](http://www.minehillcas.org)

**Subject Area: Approaches to Learning**

Grade Level: Preschool

Brief Summary of Unit:  
Promotes cognitive thinking and flexibility. Choices in in classroom activities develop social skills, language and self-regulation

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Approaches to Learning	<p>Standard 9.1 Children demonstrate initiative, engagement, and persistence</p> <p>Standard 9.2 Children show creativity and imagination.</p> <p>Standard 9.3 Children identify and solve problems.</p> <p>Standard 9.4 Children apply what they have learned to new situations</p>	<p>Make plans and decisions to actively engage in learning</p> <p>Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges</p> <p>Focus attention on tasks and experiences, despite interruptions or distractions</p> <p>Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate</p> <p>Bring a teacher-directed or self-initiated task, activity or project to completion</p> <p>Show flexibility in approaching tasks by being open to new ideas</p> <p>Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art</p> <p>Use multiple means of communication to creatively express thoughts, ideas, and feelings</p> <p>Recognize a problem and describe</p>	<p>Interest Centers – Science and Math Center - - Plants Insects Sand/Water Table - - Water experiments (<b>Creativity and Innovation</b>) Measurements Art center - - Blending coloring Creating 3-D art (<b>Creativity and Innovation</b>)</p>	<p>Teacher will observe students ability to compensate for distractions</p> <p>Class Participation in Interest Centers and following guided directions for experimentation and also expand their mind to other creative methods (<b>Global Awareness</b>)</p> <p>Witness students willingness to keep trying</p> <p>Completion of projects that student shares with others (<b>Communication and Collaboration</b>)</p>	On Going

		<p>or demonstrate ways to solve it alone or with others</p> <p>Use varied strategies to seek or recall information and to find answers</p> <p>Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy</p> <p>Reflect on, evaluate, and communicate what was learned</p> <p>Use prior knowledge to understand new experiences or a problem in a new context</p> <p>Make connections between ideas, concepts, and subjects</p> <p>Demonstrate understanding of what others think and feel through words or actions</p>			
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### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>RL.PK.10-Actively participate in read aloud experiences using age appropriate literature in individual, small and large group</p> <p>RF.PK.4-Begin to engage in a variety of texts with purposes and understanding</p> <p>SL.PK.1-Participate in conversations and interactions with peers and adults individually and in small and large groups</p> <p>SL.PK.6-With guidance and support, speak audibly and express thoughts, feelings, and ideas</p> <p>Standard 0.1-Children develop self-confidence</p> <p>Standard 0.2-Children demonstrate self-direction</p> <p>Standard 0.3-Children identify and express feelings</p> <p>Standard 0.4-Children exhibit positive interactions with other children and adults</p> <p>Standard 0.5-Children exhibit pro-social behaviors</p> <p>Standard 1.3-Children express themselves through and develop an appreciation of dramatic play and storytelling</p>

	Standard 1.4-Children express themselves through and develop and appreciation of the visual arts Standard 4.1-Children begin to demonstrate an understanding of number and counting Standard4.2-Children demonstrate an initial understanding of numerical operations Standard 4.3-Children begin to conceptualize measurable attributes of objects and how to measure them Standard 4.4-Children develop spatial and geometric sense Standard 5.1-Children develop inquiry skills Standard5.2-Children observe and investigate matter and energy Standard5.3-Children observe and investigate living things Standard5.4-Children observe and investigate the Earth Standard 5.5-Children gain experience in using technology Standard 6.2-Children become contributing members of the classroom
Integration of Technology	Smartboard, Computer, Websites related to theme activities, cd/cassette player
Resources	For Teachers: websites and text, class materials For Students: classroom resources
Differentiation	Modifications for Special Ed. students : additional individual time, assistance by role model, Modifications for EL students: bilingual books/materials, pair with native student, picture books Modifications for Gifted students: allow leadership roles, interest centers for exploratory purpose

Subject Area: <u>World Languages</u>		
Grade Level: Preschool	Brief Summary of Unit: The ability for students to develop an understanding of languages other than their own	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
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.	<p>Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).</p> <p>Say simple greetings, words, and phrases in a language other than their own.</p> <p>Comprehend previously learned simple vocabulary in a language other than their own.</p> <p>Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language</p>	<p>Listen to Letter People songs</p> <p>Songs and rhymes in different languages (<b>Communication and Collaboration</b>)</p> <p>Interest Centers – Library - - books with different languages (<b>Media Literacy</b>)</p>	<p>Teacher Observation –</p> <p>Students looking at books from other languages (<b>Global Awareness</b>)</p> <p>Participation in songs or poems of different languages (<b>Communication and Collaboration</b>)</p>	On going

### Integrated Components

21 <sup>st</sup> Century Themes	<u>  x  </u> Global Awareness <u>      </u> Financial, Economic, Business, and Entrepreneurial Literacy <u>      </u> Civic Literacy <u>      </u> Health literacy
21 <sup>st</sup> Century Skills	<u>      </u> Creativity and Innovation <u>      </u> Critical Thinking and Problem Solving <u>  x  </u> Communication and Collaboration <u>      </u> Information Literacy <u>  x  </u> Media Literacy <u>      </u> Life and Career Skills
Interdisciplinary Connections	RL.PK.1-With prompting and support, ask and answer key elements in a familiar story or poem RL.PK.10-Actively participate in read aloud experiences using age appropriate literature in individual, small and large group RF.PK.4-Begin to engage in a variety of texts with purposes and understanding SL.PK.1-Participate in conversations and interactions with peers and adults individually and in small and large groups

	SL.PK.6-With guidance and support, speak audibly and express thoughts, feelings, and ideas Standard 0.1-Children develop self-confidence Standard 0.2-Children demonstrate self-direction Standard 0.3-Children identify and express feelings Standard 0.4-Children exhibit positive interactions with other children and adults Standard 0.5-Children exhibit pro-social behaviors Standard 1.3-Children express themselves through and develop an appreciation of dramatic play and storytelling Standard 1.4-Children express themselves through and develop an appreciation of the visual arts Standard 5.1-Children develop inquiry skills Standard 6.2-Children become contributing members of the classroom Standard 9.1-Children demonstrate initiative, engagement, and persistence Standard 9.2-Children show creativity and imagination Standard 9.3-Children identify and solve problems Standard 9.4-Children apply what they have learned to new situations
Integration of Technology	Computer, Cassette/CD player, bilingual websites
Resources	For Teachers: cassette, CD, computer, books, classroom materials For Students: classroom materials
Differentiation	Modifications for Special Ed. students : accommodations and modifications, one to one pairing Modifications for EL students: voluntarily engage students to model correct pronunciation Modifications for Gifted students: add other language phrases randomly

**Subject Area:** Visual and Performing Arts

Grade Level: Preschool	Brief Summary of Unit: Creative process in an approach to learning that involves hands-on, individualized and group learning experiences

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Visual and Performing Arts	<p>Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.</p> <p>Standard 1.2: Children express themselves through and develop an appreciation of music.</p> <p>Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling</p> <p>Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and</p>	<p>Move the body in a variety of ways, with and without music.</p> <p>Respond to changes in tempo and a variety of musical rhythms through body movement</p> <p>Participate in simple sequences of movements.</p> <p>Define and maintain personal space, concentration, and focus during creative movement/dance performances.</p> <p>Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres</p> <p>Use movement/dance to convey meaning around a theme or to show feelings.</p> <p>Describe feelings and reactions in response to a creative movement/dance performance.</p> <p>Begin to demonstrate appropriate audience skills during creative movement and dance performances.</p> <p>Sing a variety of songs with expression, independently and with others</p>	<p>Listen to Letter People songs</p> <p>Shape – Hokey Pokey <b>(Communication and Collaboration)</b></p> <p>Use instruments to make noise C <b>(Creativity and Innovation)</b></p> <p>Jingle instruments with Ms. J <b>(Creativity and Innovation)</b></p> <p>Dance during gross motor play</p> <p>Sounds in Motion</p> <p>Create classroom book about theme being learned <b>(Creativity and Innovation)</b></p> <p>Create artwork using various materials <b>(Creativity and Innovation)</b></p>	<p>Teacher will watch for students ability to move, and respond at an appropriate age level</p> <p>Completion of classroom book <b>(Creativity and Innovation)</b></p> <p>Display of completed art work <b>(Creativity and Innovation)</b></p>	On going

	<p>drawing)</p> <p>Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.</p> <p>Clap or sing songs with repetitive phrases and rhythmic patterns.</p> <p>Listen to, imitate, and improvise sounds, patterns, or songs.</p> <p>Participate in and listen to music from a variety of cultures and times</p> <p>Recognize and name a variety of music elements using appropriate music vocabulary.</p> <p>Describe feelings and reactions in response to diverse musical genres and styles.</p> <p>Begin to demonstrate appropriate audience skills during recordings and music performances.</p> <p>Play roles observed through life experiences</p> <p>Use memory, imagination, creativity, and language to make up new roles and act them out.</p> <p>Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</p> <p>Differentiate between fantasy/pretend play and real events.</p> <p>Sustain and extend play during dramatic play interactions</p> <p>Participate in and listen to stories</p>			
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		<p>and dramatic performances from a variety of cultures and times.</p> <p>Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.</p> <p>Begin to demonstrate appropriate audience skills during storytelling and performances</p> <p>Demonstrate the safe and appropriate use and care of art materials and tools.</p> <p>Create two-and three-dimensional works of art while exploring color, line, shape, form, texture, and space.</p> <p>Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, and photographer) and elements in the visual arts.</p> <p>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.</p> <p>Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.</p> <p>Create more recognizable representations as eye-hand coordination and fine-motor skills develop.</p> <p>Describe feelings and reactions and make increasingly thoughtful observations in response to a variety</p>			
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		of culturally diverse works of art and objects in the everyday world.			
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### Integrated Components

21 <sup>st</sup> Century Themes	_____ Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 <sup>st</sup> Century Skills	__x__ Creativity and Innovation _____ Critical Thinking and Problem Solving __x__ Communication and Collaboration _____ Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	W.PK.7-With guidance and support, participate in shared research and shared writing projects Standard 0.1-Children develop self-confidence Standard 0.2-Children demonstrate self-direction Standard 0.3-Children identify and express feelings Standard 0.4-Children exhibit positive interactions with other children and adults Standard 0.5-Children exhibit pro-social behaviors Standard 2.4—Children develop competence and confidence in activities that require gross-and fine-motor skills Standard 4.1-Children begin to demonstrate understanding of number and counting Standard 5.1-Children develop inquiry skills Standard 5.2—Children observe and investigate matter and energy Standard 6.1-Children identify unique characteristics of themselves, their families and others Standard 6.2-Children become contributing members of the classroom Standard 9.1-Children demonstrate initiative, engagement, and persistence Standard 9.2-Children show creativity and imagination Standard 9.3-Children identify and solve problems Standard 9.4-Children apply what they have learned to new situations
Integration of Technology	Cassette and CD for music and computer for other variations of art and music
Resources	For Teachers: Classroom books and materials, tape player, drawing materials For Students: Classroom materials and center props
Differentiation	Modifications for Special Ed. students : group support, pairing Modifications for EL students: bilingual books and materials Modifications for Gifted students: leadership role

**Subject Area: Technology**

Grade Level: Preschool

Brief Summary of Unit: Encourage students to work together with electronic devices that assist in growing social skills

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
	<p>Standard 8.1: Navigate simple on screen menus</p> <p>Standard 8.2: Use electronic devices independently.</p> <p>Standard 8.3: Begin to use electronic devices to communicate.</p> <p>Standard 8.4: Use common technology vocabulary</p> <p>Standard 8.5: Begin to use electronic devices to gain information.</p>	<p>Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</p> <p>Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.</p> <p>Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.</p> <p>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.”</p> <p>Turn smart toys on and/or off.</p> <p>Recognize that the number keys are in a row on the top of the keyboard.</p> <p>Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.</p> <p>Use a digital camera to take a picture.</p> <p>Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.</p>	<p>Use digital camera to take photos <b>(Life and Career Skills)</b></p> <p>Interest Centers- Science/Math Center--Investigate kid computer <b>(Life and Career Skills)</b></p> <p>Dramatic Play Center - -Take digital photos Block Area - -Use camera to photograph completed buildings</p> <p>Witness computer searches <b>(Critical Thinking and Problem Solving)</b></p> <p>Select next activity using smartboard</p> <p>Discuss various technological vocabulary related to computers <b>(Communication and Collaboration)</b></p>	<p>Teacher Observation –</p> <p>Engagement of students with the computer <b>(Life and Career Skills)</b></p> <p>Discussions about digital photos <b>(Communication and Collaboration)</b></p> <p>Student Participation –</p> <p>Selection of activities from smartboard given choices</p>	On going

		<p>Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).</p> <p>Use the Internet to explore and investigate questions with a teacher's support.</p>			
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21 <sup>st</sup> Century Skills	<input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>RL.PK.10-Actively participate in read aloud experiences using age appropriate literature in individual, small and large group</p> <p>RF.PK.4-Begin to engage in a variety of texts with purposes and understanding</p> <p>SL.PK.1-Participate in conversations and interactions with peers and adults individually and in small and large groups</p> <p>SL.PK.6-With guidance and support, speak audibly and express thoughts, feelings, and ideas</p> <p>Standard 0.1-Children develop self-confidence</p> <p>Standard 0.2-Children demonstrate self-direction</p> <p>Standard 0.3-Children identify and express feelings</p> <p>Standard 0.4-Children exhibit positive interactions with other children and adults</p> <p>Standard 0.5-Children exhibit pro-social behaviors</p> <p>Standard 1.3-Children express themselves through and develop an appreciation of dramatic play and storytelling</p> <p>Standard 1.4-Children express themselves through and develop and appreciation of the visual arts</p> <p>Standard 5.1-Children develop inquiry skills</p> <p>Standard 5.5-Children gain experience in using technology</p> <p>Standard 6.2-Children become contributing members of the classroom</p>

	Standard 9.1-Children demonstrate initiative, engagement, and persistence Standard 9.2-Children show creativity and imagination Standard 9.3-Children identify and solve problems Standard 9.4-Children apply what they have learned to new situations
Integration of Technology	Computer, smartboard, camera
Resources	For Teachers: classroom material, computer, camera For Students: camera and classroom materials
Differentiation	Modifications for Special Ed. students : one to one assistance, modification and accommodations Modifications for EL students: pairing with a same language student Modifications for Gifted students: ability to extend learning

**Subject Area:** Social Studies, Family and Life Skills

Grade Level: Preschool	Brief Summary of Unit: Cultivating an understanding of themselves and their place in the family and expand to the classroom, community, neighborhood and the world	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Social Studies	<p>Standard 6.1: Children identify unique characteristics of themselves, their families, and others.</p> <p>Standard 6.2: Children become contributing members of the classroom community.</p> <p>Standard 6.3: Children demonstrate knowledge of neighborhood and community .</p> <p>Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community.</p>	<p>Describe characteristics of oneself, one's family, and others</p> <p>Demonstrate an understanding of family roles and traditions.</p> <p>Express individuality and cultural diversity</p> <p>Demonstrate understanding of rules by following most classroom routines.</p> <p>Demonstrates responsibility by initiating simple classroom tasks and jobs.</p> <p>Demonstrate appropriate behavior when collaborating with others.</p> <p>Develop an awareness of the physical features of the neighborhood/community.</p> <p>Identify, discuss, and role-play the duties of a range of community workers</p> <p>Learn about and respect other cultures within the classroom and community.</p>	<p>All About Me Hair and eye color, gender, food preferences, Draw picture of self <b>(Creativity and Innovation)</b></p> <p>Explore various ways people live</p> <p>Investigate jobs, routines and traditions <b>(Global Awareness)</b></p> <p>Read literature both fiction and non-fiction about various countries and environments <b>(Media Literacy)</b></p>	<p>Teacher will observe students' understanding of community in Dramatic Play Area <b>(Communication and Collaboration)</b></p> <p>Students discussion of community helpers and parents jobs <b>(Global Awareness)</b></p> <p>Production of class book of what student does to help at home <b>(Creativity and Innovation)</b></p>	On going

## Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	RL.PK.1-With prompting and support, ask and answer key elements in a familiar story or poem RL.PK.10-Actively participate in read aloud experiences using age appropriate literature in individual, small and large group RF.PK.4-Begin to engage in a variety of texts with purposes and understanding SL.PK.1-Participate in conversations and interactions with peers and adults individually and in small and large groups SL.PK.6-With guidance and support, speak audibly and express thoughts, feelings, and ideas Standard 0.1-Children develop self-confidence Standard 0.2-Children demonstrate self-direction Standard 0.3-Children identify and express feelings Standard 0.4-Children exhibit positive interactions with other children and adults Standard 0.5-Children exhibit pro-social behaviors Standard 1.3-Children express themselves through and develop an appreciation of dramatic play and storytelling Standard 1.4-Children express themselves through and develop and appreciation of the visual arts Standard 5.1-Children develop inquiry skills Standard 6.2-Children become contributing members of the classroom Standard 9.1-Children demonstrate initiative, engagement, and persistence Standard 9.2-Children show creativity and imagination Standard 9.3-Children identify and solve problems Standard 9.4-Children apply what they have learned to new situations
Integration of Technology	Sesame street neighborhood jobs webpage, Smartboard
Resources	For Teachers: Computer, puppets, songs, classroom materials For Students: Puppets, classroom books and materials
Differentiation	Modifications for Special Ed. students : one on one instruction, small group, role model Modifications for EL students: bilingual books, books with native language and peer pairing Modifications for Gifted students: exploration of higher level thinking in centers,

**Subject Area: Social/Emotional Development**

Grade Level: Preschool

Brief Summary of Unit:  
Development of social competence and confidence

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Social Emotional Development	<p>Standard 0.1: Children demonstrate self-confidence.</p> <p>Standard 0.2: Children demonstrate self-direction.</p> <p>Standard 0.3: Children identify and express feelings.</p> <p>Standard 0.4: Children exhibit positive interactions with other children and adults.</p> <p>Standard 0.5: Children exhibit pro- social behaviors</p>	<p>Express individuality by making independent decisions about which materials to use.</p> <p>Express ideas for activities and initiate discussions.</p> <p>Actively engage in activities and interactions with teachers and peers.</p> <p>Discuss their own actions and efforts.</p> <p>Make independent choices and plans from a broad range of diverse interest centers.</p> <p>Demonstrate self-help skills</p> <p>Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.</p> <p>Attend to tasks for a period of time</p> <p>Recognize and describe a wide range of feelings</p> <p>Empathize with feelings of others</p> <p>Channel impulses and negative feelings,</p> <p>Engage appropriately with peers and teachers in classroom activities.</p>	<p>Interest Centers- Art Center - - choose materials to create based on theme or individuality <b>(Creativity and Innovation)</b> Block Center - - build with blocks and use props to add to design <b>(Creativity and Innovation)</b> Sand/Water Table - - explore sensory needs Puzzles – Students will engage in puzzles related to themes <b>(Critical Thinking and Problem Solving Skills)</b></p> <p>Matching Games of feelings <b>(Global Awareness)</b></p> <p>Students will establish rules that are valuable to learning – such as, quiet when someone is talking, polite in the hallways, courteous during presentations <b>(Global Awareness)</b></p> <p>Participate in various songs and dances that express feelings</p> <p>Individual or group reading identify feelings of characters</p>	<p>Teacher will check for consistency in manners</p> <p>Observation of students following rules <b>(Critical Thinking and Problem Solving)</b></p> <p>Class Participation in centers and completing activities <b>(Communication and Collaboration)</b></p> <p>Identification of feelings that are expressed in a book</p>	On going



		<p>Demonstrate socially acceptable behavior for teachers and peers</p> <p>Say “thank you,” “please,” and “excuse me.”</p> <p>Respect the rights of others</p> <p>Express needs verbally or nonverbally to teacher and peers without being aggressive</p> <p>Demonstrate verbal or nonverbal problem-solving skills without being aggressive</p> <p>Play independently and cooperatively in pairs and small groups.</p> <p>Engage in pretend play.</p> <p>Demonstrate how to enter into play when a group of children are already involved in play.</p> <p>Take turns.</p> <p>Demonstrate understanding the concept of sharing by attempting to share</p>			
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### Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>RL.PK.1-With prompting and support, ask and answer key elements in a familiar story or poem</p> <p>RL.PK.10-Actively participate in read aloud experiences using age appropriate literature in individual, small and large group</p> <p>RF.PK.4-Begin to engage in a variety of texts with purposes and understanding</p> <p>SL.PK.1-Participate in conversations and interactions with peers and adults individually and in small and large groups</p>

	SL.PK.6-With guidance and support, speak audibly and express thoughts, feelings, and ideas Standard 1.3-Children express themselves through and develop an appreciation of dramatic play and storytelling Standard 1.4-Children express themselves through and develop and appreciation of the visual arts Standard 5.1-Children develop inquiry skills Standard 6.2-Children become contributing members of the classroom Standard 9.1-Children demonstrate initiative, engagement, and persistence Standard 9.2-Children show creativity and imagination Standard 9.3-Children identify and solve problems Standard 9.4-Children apply what they have learned to new situations
Integration of Technology	Smartboard and website of feelings and reactions to situations
Resources	For Teachers: storybooks, computer, classroom games and materials For Students: classroom materials and games
Differentiation	Modifications for Special Ed. students : one on one instruction, talking to puppet rather than class or one student Modifications for EL students: pairing with native speaker Modifications for Gifted students: create a book of feelings to share with class

**Subject Area: Science**

Grade Level: Preschool	Brief Summary of Unit: Students will develop and refine their scientific abilities through observing, inquiring and experimenting	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Science	<p>Standard 5.1: Children develop inquiry skills.</p> <p>Standard 5.2: Children observe and investigate matter and energy.</p> <p>Standard 5.3: Children observe and investigate living things.</p> <p>Standard 5.4: Children observe and investigate the Earth.</p> <p>Standard 5.5: Children gain experience in using technology.</p>	<p>Display curiosity about science objects, materials, activities, and longer-term investigations in progress</p> <p>Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress.</p> <p>Seek answers to questions and test predictions using simple experiments or research media</p> <p>Use basic science terms</p> <p>Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.</p> <p>Represent observations and work through drawing, recording data, and “writing”</p> <p>Observe, manipulate, sort, and describe objects and materials in the classroom and outdoor environment based on size, shape, color, texture, and weight</p> <p>Explore changes in liquids and solids when substances are combined, heated, or cooled</p>	<p>Ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry <b>(Information Literacy)</b></p> <p>Interest Centers - Science and Math Center - - Cracking a nut to look inside Butterfly Cycle Drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants Sand/Water Table - - putting a toy car in water to determine whether it sinks mixing sand or clay with various amounts of water Art Center - - mixing different colors of tempera paint</p> <p>Experiments longer term investigations, such as the freezing and melting of water and other liquids <b>(Critical Thinking and Problem Solving)</b> Creating clouds Comparing the pitch and volume of sounds made by instrument Recording how shadows change during the course</p>	<p>Teacher will observe students curiosity as students explore and share discoveries <b>(Communication and Collaboration)</b></p> <p>Students willingness to get messy and attempt new projects and activities <b>(Creativity and Innovation)</b></p> <p>Teacher will witness students willingness to experiment <b>(Critical Thinking and Problem Solving)</b></p>	On going

		<p>Investigate sound, heat, and light energy through one or more of the senses</p> <p>Investigate how and why things move</p> <p>Investigate and compare the basic physical characteristics of plants, humans, and other animals</p> <p>Observe similarities and differences in the needs of living things, and differences between living and nonliving things</p> <p>Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light</p> <p>Observe and record change over time and cycles of change that affect living things</p> <p>Explore and describe characteristics of soil, rocks, water, and air</p> <p>Explore the effects of sunlight on living and nonliving things</p> <p>Observe and record weather</p> <p>Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment</p> <p>Identify and use basic tools and technology to extend exploration in conjunction with science investigations</p>	<p>Using flashlights or lamp light to make shadows indoors <b>(Communication and Collaboration)</b></p> <p>Use 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 and sort by attribute <b>(Critical Thinking and Problem Solving)</b></p> <p>Demonstrate to students how things move by being able to slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll <b>(Critical Thinking and Problem Solving)</b></p> <p>Observe and discuss leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers, similarities between animal babies and their parents; discussing the differences between a living thing and nonliving thing <b>(Critical Thinking and Problem Solving)</b></p> <p>Keep a weather chart</p> <p>Through Ms. G explain to students about reuse, recycle and protecting the environment <b>(Global Awareness)</b></p>		
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## Integrated Components

21 <sup>st</sup> Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	RL.PK.1-With prompting and support, ask and answer key elements in a familiar story or poem RL.PK.10-Actively participate in read aloud experiences using age appropriate literature in individual, small and large group RF.PK.4-Begin to engage in a variety of texts with purposes and understanding SL.PK.1-Participate in conversations and interactions with peers and adults individually and in small and large groups SL.PK.6-With guidance and support, speak audibly and express thoughts, feelings, and ideas Standard 0.1-Children develop self-confidence Standard 0.2-Children demonstrate self-direction Standard 0.3-Children identify and express feelings Standard 0.4-Children exhibit positive interactions with other children and adults Standard 0.5-Children exhibit pro-social behaviors Standard 1.3-Children express themselves through and develop an appreciation of dramatic play and storytelling Standard 1.4-Children express themselves through and develop and appreciation of the visual arts Standard 5.1-Children develop inquiry skills Standard 6.2-Children become contributing members of the classroom Standard 9.1-Children demonstrate initiative, engagement, and persistence Standard 9.2-Children show creativity and imagination Standard 9.3-Children identify and solve problems Standard 9.4-Children apply what they have learned to new situations
Integration of Technology	Smartboard, Flashlight,
Resources	For Teachers: Smartboard, Non-living/Living web site, classroom materials For Students: Flashlight, rubbings, blocks and classroom materials
Differentiation	Modifications for Special Ed. students : one to one instruction and discussion, working with other peer for guidance Modifications for EL students: pairing with the same language peer and bilingual literature Modifications for Gifted students: ability for exploration beyond direction

**Subject Area:** Health, Safety and Physical Education

Grade Level: Preschool

Brief Summary of Unit: To encourage children's sense of self and support their emerging independence.

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Health, Safety, and Physical Education	<p>Standard 2.1: Children develop self-help skills and personal hygiene skills</p> <p>Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices</p> <p>Standard 2.3: Children begin to develop an awareness of potential hazards in their environment</p> <p>Standard 2.4: Children develop competence and confidence in activities that require gross-and fine-motor skills</p>	<p>Develop an awareness of healthy habits</p> <p>Demonstrate emerging self-help skills</p> <p>Explore foods and food groups</p> <p>Develop awareness of nutritious food choices</p> <p>Use safe practices indoors and out</p> <p>Develop an awareness of warning symbols and their meaning</p> <p>Identify community helpers who assist in maintaining a safe environment</p> <p>Know how to dial 911 for help</p> <p>Develop and refine gross-motor skills</p> <p>Develop and refine fine-motor skills</p> <p>Use objects and props to develop spatial and coordination skills</p>	<p>Wash hands before snack (<b>Health Literacy</b>)</p> <p>Demonstrate use of tissues</p> <p>Identify healthy foods</p> <p>Identify name</p> <p>Proper ways to brush teeth and why people brush their teeth (<b>Health Literacy</b>)</p> <p>Place items in identified cubby</p> <p>Participate in group movement activities – Jack Be Nimble, dance to Mr. N song, play Simon Says, (<b>Communication and Collaboration</b>)</p> <p>Identify clothing for different types of weather</p> <p>Weather chart</p> <p>Read – Bernard's Bath – discuss the value of bath time</p> <p>Participate in hopping, galloping, jumping, running, and marching</p>	<p>Teacher Observation</p> <p>Completion of weather chart</p> <p>Student Participation in class discussions (<b>Communication and Collaboration</b>)</p> <p>Students movements to Letter People songs (<b>Creativity and Innovation</b>)</p> <p>Participation on games (<b>Communication and Collaboration</b>)</p> <p>Engagement in action poems</p>	

			<p><b>(Creativity and Innovation)</b></p> <p>Complete puzzles, put together manipulatives, and use writing materials <b>(Critical Thinking and Problem Solving)</b></p> <p>Throw and catch balls, twirl a hula-hoop, walk on a balance beam, lace beads, and button and unbutton</p> <p>Distinguish the difference between traffic signs, instructional signs and other safety symbols <b>(Health Literacy)</b></p> <p>Participate in emergency skills, understanding bike helmets, seat belts and safe movement in the class</p> <p>Hold conversations with knowledgeable adults <b>(Communication and Collaboration)</b></p> <p>Compare and contrast foods</p>		
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### Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>RL.PK.1-With prompting and support, ask and answer key elements in a familiar story or poem</p> <p>RL.PK.10-Actively participate in read aloud experiences using age appropriate literature in individual, small and large group</p> <p>RF.PK.4-Begin to engage in a variety of texts with purposes and understanding</p> <p>SL.PK.1-Participate in conversations and interactions with peers and adults individually and in small and large groups</p> <p>SL.PK.6-With guidance and support, speak audibly and express thoughts, feelings, and ideas</p>

	<p>Standard 0.1-Children develop self-confidence</p> <p>Standard 0.2-Children demonstrate self-direction</p> <p>Standard 0.3-Children identify and express feelings</p> <p>Standard 0.4-Children exhibit positive interactions with other children and adults</p> <p>Standard 0.5-Children exhibit pro-social behaviors</p> <p>Standard 1.3-Children express themselves through and develop an appreciation of dramatic play and storytelling</p> <p>Standard 1.4-Children express themselves through and develop an appreciation of the visual arts</p> <p>Standard 5.1-Children develop inquiry skills</p> <p>Standard 6.2-Children become contributing members of the classroom</p> <p>Standard 9.1-Children demonstrate initiative, engagement, and persistence</p> <p>Standard 9.2-Children show creativity and imagination</p> <p>Standard 9.3-Children identify and solve problems</p> <p>Standard 9.4-Children apply what they have learned to new situations</p>
Integration of Technology	Cassette/CD player, Smartboard –Dance Games, and soundtracks
Resources	<p>For Teachers: Smartboard, soundtracks, class materials, musical instruments,</p> <p>For Students: classroom materials</p>
Differentiation	<p>Modifications for Special Ed. students : demonstration prior to dance, ability to watch before participation, one to one assistance</p> <p>Modifications for EL students: songs of various languages,</p> <p>Modifications for Gifted students: levels of difficulties staggered</p>



**Subject Area: English Language Arts**

Grade Level: Preschool

Brief Summary of Unit: To provide students the basic skills of reading

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
<p>Reading: Foundational Skill</p> <p>Print Concepts</p>	<p>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 letters of the alphabet.</p>	<p>Look at print and notice letters in words</p> <p>Identify print and reading that is left to right and top to bottom progression</p> <p>Detect words in the classroom and in books</p> <p>Investigate various books and literacy props</p>	<p>During calendar have students point out the letters in month, day of the week <b>(Critical Thinking and Problem Solving)</b></p> <p>Encourage students to read labels in centers</p> <p>Match numbers to number words</p> <p>Read poems from board</p> <p>Make letter people puppets emphasizing the lower and capital letter on front and back, search for letters on the puppet</p>	<p>Teacher Observation –</p> <p>Student able to point out letters</p> <p>Identification of letters</p> <p>Student able to relate picture to words</p>	<p>On going</p>
<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
<p>Reading: Foundational Skills</p> <p>Phonological Awareness</p>	<p>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</p>	<p>Use clapping, body motions and snapping to segment syllables</p> <p>Engage in songs, chants, storybook and poems that show rhyme and repetitive patterns</p> <p>Make up their own rhymes and alliterations</p> <p>Distinguish sounds of letters</p>	<p>Clap out poems and syllables of words</p> <p>Sing letter people songs and recite various chants related to the letter person</p> <p>Use rhymes to have students try and find new words that rhyme <b>(Critical Thinking and Problem Solving)</b></p> <p>Sounds in Motions – Use kinesthetic motions and sound to identify letter</p>	<p>Teacher Observation –</p> <p>Witness students repeating the sounds in motion</p> <p>Engagement of students in rhyming</p> <p>Students clapping with the chants or syllables</p>	<p>On going</p>

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
<p>Reading: Foundational Skills</p> <p>Phonics and Word Recognition</p>	<p>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. c) Recognize their name in print as well as other familiar print in the environment.</p>	<p>Identify letters and their sounds</p> <p>Explore alphabet puzzles, blocks, books and charts</p> <p>Identify names and the letters in their names</p> <p>Interact with functional print and make writing samples</p>	<p>Sounds in Motion – kinesthetic use of body to create letter sound <b>(Communication and Collaboration)</b></p> <p>Interest Centers – Writing Center – make books and write letters <b>(Creativity and Innovation)</b> Art Center – use letter stamps to create letter collages <b>(Creativity and Innovation)</b> Block Center – make letters using blocks or Mat Man pieces Playdough Center – Roll playdough to create letters</p>	<p>Teacher Observation –</p> <p>Students responding to model of sounds in motion <b>(Communication and Collaboration)</b></p> <p>Involved in letter stamping, making letters and writing</p>	On going
<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
<p>Reading: Foundational Skills</p> <p>Fluency</p>	<p>RF.PK.4 Begin to engage in a variety of texts with purpose and understanding</p>	<p>Create predictability with familiar text that has repetitive phrases and patterns</p> <p>Engage in conversations about favorite books</p> <p>Investigate books as often as possible</p>	<p>Interest Center - Writing Center – making books and writing <b>(Creativity and Collaboration)</b> Library Center – topic books for reading and rereading</p> <p>Read to class books related to theme or topic <b>(Information Literacy)</b></p>	<p>Teacher Observation –</p> <p>Attentiveness during reading of books</p> <p>Engagement in centers involving books</p>	On going

## Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	SL.PK.3-Ask and answer questions to seek help, get information, or follow directions L.PK.1-Begin to understand the conventions of standard English grammar when speaking during interactions and activities L.PK.2-Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day Standard 0.1-Children develop self-confidence Standard 0.3-Children identify and express feelings Standard 0.4-Children exhibit positive interactions with other children and adults Standard 0.5-Children exhibit pro-social behaviors Standard 1.1-Children express themselves through and develop an appreciation of creative movement and dance Standard 1.2-Children express themselves through and develop an appreciation of music Standard 1.3-Children express themselves through and develop an appreciation of dramatic play and storytelling Standard 1.4-Children express themselves through and develop an appreciation of the visual arts Standard 2.4-Children develop competence and confidence in activities that require gross- and fine-motor skills Standard 4.1-Children begin to demonstrate an understanding of numerical operations Standard 5.1-Children develop inquiry skills Standard 6.2-Children become contributing members of the classroom Standard 9.1-Children demonstrate initiative, engagement, and persistence Standard 9.2-Children show creativity and imagination Standard 9.3-Children identify and solve problems Standard 9.4-Children apply what they have learned to new situations
Integration of Technology	Tape player for Letter people song, Smartboard modeling of letter writing
Resources	For Teachers: Letter people puppets, song tape, handwriting without tears software for letter writing, Mat Man pieces For Students: Blocks, Mat Man pieces, HWT books, stamps, classroom materials
Differentiation	Modifications for Special Ed. students : Use of letter person puppet, one to one instruction, accommodations Modifications for EL students: Letter person puppet, Sounds in Motion reinforced, native peer speaker Modifications for Gifted students: Ability to model to students, create higher level projects-find pictures with first sound to collage

Subject Area: <u>English Language Arts</u>		
Grade Level: Preschool	Brief Summary of Unit: To explore informational text	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Reading Informational Text  Keys Ideas and Details	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	Compare and contrast favorite storybooks and informational text  Engage in discussions about informational text, using questions and conversations <b>(Communication and Collaboration)</b>	Use books from the letter people and from nonfiction books to compare and contrast  Compare and contrast readings from present to past  Refer for past letter people and what is similar and what is different <b>(Global Awareness)</b>  Use Squawker to introduce words and their similarities and differences <b>(Health Literacy)</b>	Teacher Observation –  Students interacting in conversation and questions related to book information <b>(Communication and Collaboration)</b>	
<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Reading Informational Text  Craft and Structure	RI.PK4 With prompting and support, ask and answer questions about unfamiliar words in informational text.  RI.PK.5 Identify the front and back cover of a book.  RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	Ask questions about unfamiliar words  Identify the front and back cover of a book  Know the role of the author and illustrator	Using books point out unfamiliar words and assist students with context clues to define word <b>(Critical Thinking and Problem Solving)</b>  Identify the roles of author and illustrator <b>(Life and Career Skills)</b>	Teacher Observation –  Students involved in discussing unfamiliar words and identifying ways to define word <b>(Communication and Collaboration)</b>  Student ability to identify author and illustrator	On going

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Reading Informational Text  Integration of Knowledge and Ideas	RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.  RI.PK.8 Identify the front and back cover of a book.  RI.PK.9 With prompting and support, identify two or more information books on a favorite topic.	Listen to informational text on topics of interest and compare and contrast books and illustrations  Create class books and discuss information that is alike and different	Read books of similarity like various books about feelings, insects and pets <b>(Information Literacy)</b>  Take books of similar topics and discuss illustrations and pictures  Students write and illustrate topics for a class book	Teacher Observation –  Class discussion of informational text <b>(Communication and Collaboration)</b>  Production of class book <b>(Creativity and Innovation)</b>	On going
<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Reading Informational Text  Range of Reading and Level of Text Complexity	RI.PK.10 Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups.	Explore informational books and engage in read alouds  Participate in discussions of informational books <b>(Information Literacy)</b>  Demonstrate and use props in centers that relate to informational text <b>(Life and Career Skills)</b>	Provide reading of Informational text such as, weather, feelings, pets, animals, insects and space <b>(Global Awareness)</b>  Read informational text to whole class, and small group <b>(Communication and Collaboration)</b>  Interest Centers – Art Center - include text about artists and their work <b>(Creativity and Innovation)</b> Science Center – Provide informational text about a topic <b>(Health Literacy)</b> Block Center – include animals and text about building habitats <b>(Global Awareness)</b>	Teacher Observation –  Engagement and discussions of informational text <b>(Communication and Collaboration)</b>  Students interacting with books and creating projects from what they see	On going

## Integrated Components

21 <sup>st</sup> Century Themes	<u>  x  </u> Global Awareness <u>      </u> Financial, Economic, Business, and Entrepreneurial Literacy <u>      </u> Civic Literacy <u>  x  </u> Health literacy
21 <sup>st</sup> Century Skills	<u>  x  </u> Creativity and Innovation <u>  x  </u> Critical Thinking and Problem Solving <u>  x  </u> Communication and Collaboration <u>  x  </u> Information Literacy <u>      </u> Media Literacy <u>  x  </u> Life and Career Skills
Interdisciplinary Connections	RL.PK.5-Recognize common types of literature RF.PK.1-Begin to demonstrate understanding of basic features of print RF.PK.4-Begin to engage in a variety of texts with purpose and understanding W.PK.7-With guidance and support, participate in shared research and shared writing projects SL.PK.1-Participate in conversation and interactions with peers and adults individually and in small and large groups SL.PK.2-Ask and answer questions about a text or other information read aloud or presented orally SL.PK.4-Begin to describe familiar people, places, things, and events and sometimes with details SL.PK.5-Use drawings or visual displays to add to descriptions to provide additional detail L.PK.4-Begin to determine the meaning of new words and phrases introduced through preschool reading and content Standard 0.1-Children develop self-confidence Standard 0.3-Children identify and express feelings Standard 0.4-Children exhibit positive interactions with other children and adults Standard 0.5-Children exhibit pro-social behaviors Standard 1.3-Children express themselves through and develop an appreciation of dramatic play and storytelling Standard 1.4-Children express themselves through and develop and appreciation of the visual arts Standard 5.1-Children develop inquiry skills Standard 6.2-Children become contributing members of the classroom Standard 9.1-Children demonstrate initiative, engagement, and persistence Standard 9.2-Children show creativity and imagination Standard 9.3-Children identify and solve problems Standard 9.4-Children apply what they have learned to new situations
Integration of Technology	Computer research to see real pictures, smartboard for real habitats
Resources	For Teachers: National Geographic website, non-fiction text, Squawker and cards, Letter people texts and puppets For Students: center props and classroom materials
Differentiation	Modifications for Special Ed. students : one to one instruction, modifications for projects Modifications for EL students: Books with native language, pair with native speaking peer Modifications for Gifted students: Books in Library center for independent exploration

Subject Area: <u>English Language Arts</u>		
Grade Level: Preschool	Brief Summary of Unit: To promote the language of the young child in the classroom using standard English and use of vocabulary	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Language  Conventions of Standard English	<p>L.PK.1 Begin to understand the conventions of standard English grammar when speaking during interactions and activities</p> <p>a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences</p> <p>L.PK.2. Begin to understand the simple conventions of standard English</p>	<p>Practice language during discussions</p> <p>Use writing skills independently or with the teacher</p> <p>Build on oral language and writing skills through read aloud books</p> <p>See written words associated with pictures</p> <p>Participate in class-generated books</p> <p>Write their name on their work</p>	<p>Practice and write name on all classwork</p> <p>Draw and write pages class book <b>(Communication and Collaboration)</b></p> <p>Use letter people poems to see written words</p> <p>Use center labels that have both picture and words <b>(Information Literacy)</b></p> <p>Use small groups to discuss books read <b>(Communication and Collaboration)</b></p>	<p>Teacher Observation – Students creating pages for class book <b>(Creativity and Collaboration)</b></p> <p>Students placing their name in center based on labels</p> <p>Class Participation – Students discussing what they are drawing, about books read <b>(Critical Thinking and Problem Solving)</b></p> <p>Completion of class book <b>(Creativity and Innovation)</b></p>	On-going

	<p>grammar during reading and writing experiences throughout the day.</p> <p>c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day</p> <p>.</p>				
<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
<p>Language</p> <p>Vocabulary Acquisition and Use</p>	<p>L.PK.4. Begin to determine the meaning of new words and phrases introduced through preschool reading and content.</p> <p>a) With guidance and support, generate words that are similar in meaning</p> <p>L.PK.5 With guidance and support, explore word relationships.</p> <p>a) Begin to sort familiar objects</p>	<p>Participate in conversations using vocabulary related to activities ,book reading and projects</p> <p>Sort words , familiar objects into categories</p> <p>Use words and phrases of robust vocabulary when having conversations</p>	<p>Whole group story time <b>(Communication and Collaboration)</b></p> <p>Search books when reading for robust language <b>(Information Literacy)</b></p> <p>Categorize words into groups</p>	<p>Teacher Observation – Watch and assist students with words in expressive sentences and in written word</p> <p>Class Participation Students engagement in searching for robust vocabulary <b>(Communication and Collaboration)</b></p>	On - going



	<p>b) Begin to understand opposites of simple and familiar words.</p> <p>c) Identify real-life connections between words and their use</p> <p>L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.</p>				
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### Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>RL.PK.5-Recognize common types of literature</p> <p>RL.PK.10-Actively participate in read aloud experiences using age appropriate literature in individual, small and whole groups</p> <p>RI.PK.2-With prompting and support, recall important facts from a familiar text</p> <p>RI.PK.10-Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups</p> <p>RF.PK.2-Demonstrate understanding of spoken words and begin to understand syllables and sounds</p> <p>RF.PK.3-Demonstrate an understanding of beginning phonics and word skills</p> <p>W.PK.1-Use a combination of drawings, dictations, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities</p> <p>W.PK.2- Use a combination of drawings, dictations, scribble writing, letter-strings, or invented spelling to share a or information during play or other activities</p> <p>W.PK.5-With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined</p> <p>W.PK.8-With guidance and support, recall information from experience or familiar topic to answer a question</p> <p>SL.PK.1- Participate in conversations and interactions with peers and adults individually and in small and large groups</p>

	SL.PK.4-Begin to describe familiar people, places, things, and events and sometimes with detail SL.PK.6-With guidance and support, speak audibly and express thoughts, feelings, and ideas Standard 0.1-Children demonstrate self-confidence Standard 0.3-Children identify and express feelings Standard 0.4-Children exhibit positive interactions with other children and adults Standard 0.5-Children exhibit pro-social behaviors Standard 6.2-Children become contributing members of the classroom community Standard 9.1-Children demonstrate initiative, engagement, and persistence Standard 9.2-Children show creativity and imagination
Integration of Technology	Use computer and smartboard to listen to storybooks
Resources	For Teachers: Classroom books, list of robust vocabulary, class resources, websites such as, scholastic and story time For Students: Classroom Books, papers, writing implements
Differentiation	Modifications for Special Ed. students : additional time and one to one instruction when necessary Modifications for EL students: bilingual classroom books, pairing with native speaker , pictures Modifications for Gifted students: modeling, more challenging assignments

Subject Area: <u>English Language Arts</u>		
Grade Level: Preschool	Brief Summary of Unit: The students will be exposed to reading literature and define elements of storybooks	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Reading Literature  Keys Ideas and Details	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.	Participate in whole class and small group discussions, asking and answering questions <b>(Communication and Collaboration)</b>	Read to students individually, in small groups and in large groups <b>(Communication and Collaboration)</b>  Show students illustrations and assist in predictions of story <b>(Creativity and Innovation)</b>  Read and reread favorite books and guide discussions about the books <b>(Communication and Collaboration)</b>  Interest Centers – Dramatic Play Center - - provide props to assist with role playing <b>(Life and Career Skills)</b> Library Center - - provide flannel board to retell the story <b>(Creativity and Innovation)</b>  Create a class book <b>(Creativity and Innovation)</b>	Teacher Observation  Students attentiveness during reading time  Excitement prior to reading from introduction of book  Students ability to retell a story read previously <b>(Communication and Collaboration)</b>  Witness students looking and engaging in books  Check students comprehension with Who, what, where , why and how question <b>(Communication and Collaboration)</b>	On going
Reading Literature  Craft and Structure	RL.PK.4 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)	To clarify new word meanings during read alouds  Ask questions about unfamiliar words  Use words in conversation and activities	In small groups introduce new words and their meaning using props , gestures and illustration <b>(Communication and Collaboration)</b>  Squawker words cards and his introduction of new words  Use letter people songs, poems and stories to discuss genre and familiarities and differences	Teacher Observation -  Teacher use small groups to evaluate the students ability to understand books  Teacher elicits response from students to compare books  Students questioning about words and books <b>(Critical Thinking and Problem Solving)</b>	On going

	RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.	To become familiar with books read in class		Through repetition teacher will observe students recognition of sight words	
<b><u>Content/Objective</u></b>	<b><u>Standards</u></b>	<b><u>Skills – SWBAT</u></b>	<b><u>Suggested Activities</u></b>	<b><u>Suggested Assessments</u></b>	<b><u>Time frame</u></b>
Reading Literature  Integration of Knowledge and Ideas	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, compare and contrast the adventures of two main characters from familiar stories	Create representations of books read in class  Identify the role of author and illustrator  Compare and contrast the elements of two familiar storybooks	Interest Centers – Art Center - - provide various materials to recreate illustrations in books to display Writing Center -- provide materials to create a book acting as an author and illustrator <b>(Creativity and Innovation)</b>  In group reading discuss the similarities and difference of two favorite storybooks	Teacher Observation –  Students exploring other related books about topics or themes  Students ability to tell what an author does and what an illustrator does  Students completion of finished projects <b>(Creativity and Innovation)</b>	On going
<b><u>Content/Objective</u></b>	<b><u>Standards</u></b>	<b><u>Skills – SWBAT</u></b>	<b><u>Suggested Activities</u></b>	<b><u>Suggested Assessments</u></b>	<b><u>Time frame</u></b>
Reading Literature  Range of Reading and Level of Text Complexity	RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups	Engage in read alouds, individual, small group and large groups that provide high quality literature  Look at illustrations and make predictions	Shared reading with students  Discussions about books – similarities, differences, illustrations and vocabulary <b>(Communication and Collaboration)</b>	Teacher Observation -  Engaging in conversations about books during large group or small group in Library Center <b>(Communication and Collaboration)</b>  Students ability to summarize and retell from questioning	On going

## Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	<p>W.PK.2-Use combination of drawings, dictations, scribble writing, letter strings, or invented spelling to share information during play or other activities</p> <p>W.Pk.5-With guidance and support, share a drawing with dictation, scribble writing, letter strings, or invented spelling to describe an event real or imagined</p> <p>W.PK.7-With guidance and support, participate in shared research and shared writing projects</p> <p>SL.PK.1-Participate in conversations and interactions with peers and adults individually and in small and large groups.</p> <p>SL.PK.2-Ask and answer questions about a text or other information read aloud or presented orally</p> <p>L.PK.2-Begin to understand the simple conventions of standard English grammar during reading and writing experiences</p> <p>Standard 0.1-Children develop self-confidence</p> <p>Standard 0.3-Children identify and express feelings</p> <p>Standard 0.4-Children exhibit positive interactions with other children and adults</p> <p>Standard 0.5-Children exhibit pro-social behaviors</p> <p>Standard 1.3-Children express themselves through and develop an appreciation of dramatic play and storytelling</p> <p>Standard 1.4-Children express themselves through and develop an appreciation of the visual arts</p> <p>Standard 5.1-Children develop inquiry skills</p> <p>Standard 6.2-Children become contributing members of the classroom</p> <p>Standard 9.1-Children demonstrate initiative, engagement, and persistence</p> <p>Standard 9.2-Children show creativity and imagination</p> <p>Standard 9.3-Children identify and solve problems</p> <p>Standard 9.4-Children apply what they have learned to new situations</p>
Integration of Technology	Smartboard for viewing stories, listen to story on cassette
Resources	<p>For Teachers: Smartboard, computer, class books, Squawker, word cards</p> <p>For Students: props in centers, classroom materials, class books</p>
Differentiation	<p>Modifications for Special Ed. students : Adaptions for learning, one to one instruction and discussion</p> <p>Modifications for EL students: one to one discussion and pairing with similar native language student</p> <p>Modifications for Gifted students: challenging projects and pairing for assistance with other students</p>

**Subject Area: English Language Arts**

Grade Level: Preschool	Brief Summary of Unit: To create an classroom where students conversations, dialogue, questions and reflections are valued

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Speaking and Listening  Comprehension and Collaboration	<p>SL.PK.1.Participate in conversations and interactions with peers and adults individually and in small groups a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges</p> <p>SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally</p> <p>SL.PK.3 Ask and answer questions to seek help, get information, or follow directions</p>	<p>Read and reread favorite books</p> <p>Revisit classroom rules for classroom support and discussion</p> <p>Interact in interest centers to engage in conversation whether realistic or play talk</p>	<p>Use buddy talks for students to discuss books, rules, and events <b>(Communication and Collaboration)</b></p> <p>Interest Centers – Art Center – conversation about art pieces <b>(Creativity and Innovation)</b> Dramatic Play Center - discussions about items and conversations related to families, puppets, foods, and clothing <b>(Creativity and Innovation)</b> Block Center – block building and sharing Science Center – reflections on experiments or items</p>	<p>Teacher Observation –</p> <p>Participation in discussions <b>(Communication and Collaboration)</b></p> <p>Interactions with other peers and teacher about centers</p> <p>Length of conversation in a back and forth exchanges <b>(Communication and Collaboration)</b></p>	On -going
<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>

Speaking and Listening  Presentation of Knowledge and Ideas	<p>SL. PK. 4 Begin to describe familiar people, places, things, and events and sometimes with detail</p> <p>SL. PK. 5 Use drawings or visual displays to add to description to provide additional detail</p> <p>SL.PK. 6 With guidance and support, speak audibly and express thoughts, feelings and ideas</p>	Share activities of familiar places, events, people and things	<p>Use books to discuss familiar events students have with the characters</p> <p>Open up discussions with students on what was done – over summer, over the weekend, what they liked about an assembly, and class activities <b>(Communication and Collaboration)</b></p>	<p>Teacher Observation</p> <p>Engagement of students in conversation <b>(Critical Thinking and Problem Solving)</b></p> <p>Participation on adding detail to stories and experiences</p> <p>Students listening to student talking</p>	On going
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### Integrated Components

21 <sup>st</sup> Century Themes	<p>_____ Global Awareness    _____ Financial, Economic, Business, and Entrepreneurial Literacy    _____ Civic Literacy</p> <p>_____ Health literacy</p>
21 <sup>st</sup> Century Skills	<p>__x__ Creativity and Innovation    __x__ Critical Thinking and Problem Solving    __x__ Communication and Collaboration</p> <p>_____ Information Literacy    _____ Media Literacy    _____ Life and Career Skills</p>
Interdisciplinary Connections	<p>RL.PK.1-With prompting and support, ask and answer key elements in a familiar story or poem</p> <p>RL.PK.2-With prompting and support, retell familiar stories or poems</p> <p>RI.PK.4-With prompting and support, ask and answer questions about unfamiliar words in a story or a poem</p> <p>RL.PK.10-Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups</p> <p>RI.PK.1-With prompting and support, ask and answer questions about key elements in a familiar text</p> <p>RI.PK.2-With prompting and support, recall important facts from a familiar text</p> <p>RI.PK.4-With prompting and support, ask and answer questions about unfamiliar words in a informational text</p> <p>RI.PK.7-With prompting and support, tell how the illustrations support the text (information or topic) in informational text</p> <p>RI.PK.10-Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups</p> <p>RF.PK.2-Demonstrate understanding of spoken words and begin to understand syllables and sounds</p> <p>W.PK.7-With guidance and support, participate in shared research and shared writing projects</p> <p>W.PK.8-With guidance and support, recall information from experience or familiar topic to answer question</p>

	<p>L.PK.1-Begin to understand the simple conventions of standard English grammar when speaking during interactions and activities</p> <p>Standard 0.1-Children develop self-confidence</p> <p>Standard 0.3-Children identify and express feelings</p> <p>Standard 0.4-Children exhibit positive interactions with other children and adults</p> <p>Standard 0.5-Children exhibit pro-social behaviors</p> <p>Standard 1.3-Children express themselves through and develop an appreciation of dramatic play and storytelling</p> <p>Standard 1.4-Children express themselves through and develop and appreciation of the visual arts</p> <p>Standard 5.1-Children develop inquiry skills</p> <p>Standard 6.2-Children become contributing members of the classroom</p> <p>Standard 9.1-Children demonstrate initiative, engagement, and persistence</p> <p>Standard 9.2-Children show creativity and imagination</p> <p>Standard 9.3-Children identify and solve problems</p> <p>Standard 9.4-Children apply what they have learned to new situations</p>
Integration of Technology	Tape player and cassette for stories to assist with discussion prompts,
Resources	<p>For Teachers: prompts for discussion</p> <p>For Students: Classroom materials and props for discussion</p>
Differentiation	<p>Modifications for Special Ed. students : one to one assistance with discussions, letter person puppet to talk to if necessary for discussions</p> <p>Modifications for EL students: native speaker pairing</p> <p>Modifications for Gifted students: increased inquiring for higher level thinking and discussion</p>



**Subject Area:** English Language Arts

Grade Level: Preschool	Brief Summary of Unit: To provide basic skills for emergent writing activities	

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Writing  Test Types and Purposes	<p>W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.</p> <p>W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.</p>	<p>Apply writing to their individual work</p> <p>Display writings and pictures</p> <p>Dictate what they want written</p> <p>Explore a writing center</p> <p>Make a class book that is displayed in the Library center</p>	<p>Students will listen to song about “Starting at the Top”</p> <p>Demonstrate writing and take dictation for child of what is drawn <b>(Creativity and Innovation)</b></p> <p>Encourage writing of student’s names on all work, use in charts and labels</p> <p>Writing Center – Use book materials to make a book either for the individual student, or small group book <b>(Creativity and Innovation)</b></p> <p>Share classroom books with the class <b>(Information Literacy)</b></p>	<p>Teacher Observation –</p> <p>Students engagement in the songs and movements <b>(Communication and Collaboration)</b></p> <p>Students accurateness of pencil grip</p> <p>Assess the completeness of class or student book</p> <p>Completed book displayed in Library Center viewed by students</p>	On -going
<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>

<p>Writing</p> <p>Production and Distribution of Writing</p>	<p>W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.</p> <p>W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.)</p>	<p>Share their writing</p> <p>Display their samples</p> <p>Use various materials to write</p>	<p>Create a class, small group or individual book <b>(Creativity and Innovation)</b></p> <p>Writing Center – Students will have pencils, crayons, chalk, paper of various sizes to create a book for display in the Library Center</p>	<p>Teacher Observation</p> <p>Creativeness of book making <b>(Creativity and Innovation)</b></p> <p>Need for dictation or ability to write in the book</p> <p>Completion of book and display in Library Center</p> <p>Students share book produced <b>(Creativity and Innovation)</b></p>	<p>On going</p>
<b><u>Content/Objective</u></b>	<b><u>Standards</u></b>	<b><u>Skills – SWBAT</u></b>	<b><u>Suggested Activities</u></b>	<b><u>Suggested Assessments</u></b>	<b><u>Time frame</u></b>
<p>Writing</p> <p>Research to Build and Present Knowledge</p>	<p>W.PK.8 Begin to participate in shared research and shared writing projects</p>	<p>Create projects or studies where they plan and learn new vocabulary, investigate a topic and produce documentation</p>	<p>Explore the animals at a zoo and have students investigate an animal they like <b>(Global Awareness)</b></p> <p>Investigate different ways that one can help around the house and draw and write what they do <b>(Life and Career Skills)</b></p> <p>Document the life cycle of various animals with pictures, or writing <b>(Information Literacy)</b></p> <p>Students will investigate weather and what is their favorite type and draw, write and make a page for a class of them in their favorite weather <b>(Creativity and Innovation)</b></p>	<p>Teacher Observation</p> <p>Students create a project of what they investigate either with pictures, writing or having the student dictate <b>(Creativity and Innovation)</b></p>	<p>On going</p>

## Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	RL.PK.2-With prompting and support, retell familiar stories or poems RI.PK.3-With prompting and support, make a connection between pieces of essential information in a familiar text RF.PK.1-Begin to demonstrate understanding of basic features of print SL.PK.4-Begin to describe familiar people, places, things, and events and sometimes with detail L.PK.2-Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day Standard 0.1-Children develop self-confidence Standard 0.2-Children demonstrate self-direction Standard 0.3-Children identify an express feelings Standard 0.4-Children exhibit positive interactions with other children and adults Standard 0.5-Children exhibit pro-social behaviors Standard 1.3-Children express themselves through and develop an appreciation of dramatic play and storytelling Standard 1.4-Children express themselves through and develop and appreciation of the visual arts Standard 5.1-Children develop inquiry skills Standard 5.3-Children observe and investigate living things Standard 5.4-Children observe and investigate the Earth Standard 6.1-Children identify unique characteristics of themselves, their families, and others Standard 6.2-Children become contributing members of the classroom Standard 6.3-Children demonstrate knowledge of neighborhood and community Standard 9.1-Children demonstrate initiative, engagement, and persistence Standard 9.2-Children show creativity and imagination Standard 9.3-Children identify and solve problems Standard 9.4-Children apply what they have learned to new situations
Integration of Technology	Show community neighbors on Smartboard, cassette Handwriting with Tears and tape player, software for demonstration of writing letters and shapes
Resources	For Teachers: Youtube-Sesame Street episodes, clothing props for Center, non-fiction books For Students: classroom materials, writing supplies
Differentiation	Modifications for Special Ed. students : utilize visual and kinesthetic components to strengthen instruction , one to one instruction, role model pairing Modifications for EL students: Pair sharing, books with native language Modifications for Gifted students: extra encouragement complete more and model projects, writing and coloring

**Subject Area: Mathematics**

Grade Level: Preschool	Brief Summary of Unit: Providing possibilities for spontaneous interaction with mathematical opportunities

<u>Content/Objective</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Time frame</u>
Mathematics	<p>Standard 4.1: Children begin to demonstrate an understanding of number and counting</p> <p>Standard 4.2: Children demonstrate an initial understanding of numerical operations</p> <p>Standard 4.3: Children begin to conceptualize measurable attributes of objects and how to measure them</p> <p>Standard 4.4: Children develop spatial and geometric sense</p>	<p>Count to 20 by ones with minimal prompting.</p> <p>Recognize and name one-digit written numbers up to 10 with minimal prompting.</p> <p>Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.</p> <p>Understand the relationship between numbers and quantities</p> <p>Use one to one correspondence to solve problems by matching sets</p> <p>Compare groups of up to 5 objects</p> <p>Represent addition and subtraction by manipulating up to 5 objects:</p> <p>Begin to represent simple word problem data in pictures and drawings</p> <p>Sort, order, pattern, and classify objects by non-measurable</p>	<p>Daily calendar - adding the number day</p> <p>Count number of days in school <b>Communication and Collaboration)</b></p> <p>Interest Centers – Block Center - - Count blocks used Clean up using four high rule Dramatic Play Center - - Matching Shapes Sorting shapes Math and Science Center - - Dominoes Match number with objects Using Whiteboard write numbers 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.”).</p> <p>Read books related to shapes and numbers</p> <p>Use of pattern games <b>(Creativity and Innovation)</b></p> <p>Accurately count quantities of</p>	<p>Teacher will observe students using items to build and create with shapes</p> <p>Teacher will ask student to count orally</p> <p>Teacher will have student manipulate shapes in different sizes <b>(Critical Thinking and problem Solving)</b></p> <p>Teacher will have student demonstrate patterning <b>(Creativity and Innovation)</b></p> <p>Teacher will notice students working in interest centers and engaging in mathematical activities <b>(Creativity and Innovation)</b></p>	On going

		<p>Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects</p> <p>Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes</p> <p>Respond to and use positional words</p> <p>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</p> <p>Manipulate, compare and discuss the attributes of:  (a) two-dimensional shapes  (b) three-dimensional shapes</p>	<p>objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.</p> <p>Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities</p> <p>Instantly recognize, without counting, small quantities of up to 3 or 4 objects</p> <p>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>(Critical Thinking and Problem Solving)</b></p> <p>Use 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)<b>(Creativity and Innovation)</b></p>		
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### Integrated Components

21 <sup>st</sup> Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 <sup>st</sup> Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	RF.PK.4-Begin to engage in a variety of texts with purposes and understanding SL.PK.1-Participate in conversations and interactions with peers and adults individually and in small and large groups SL.PK.6-With guidance and support, speak audibly and express thoughts, feelings, and ideas Standard 0.1-Children develop self-confidence Standard 0.2-Children demonstrate self-direction Standard 0.3-Children identify and express feelings Standard 0.4-Children exhibit positive interactions with other children and adults Standard 0.5-Children exhibit pro-social behaviors Standard 1.4-Children express themselves through and develop and appreciation of the visual arts Standard 5.1-Children develop inquiry skills Standard 6.2-Children become contributing members of the classroom Standard 9.1-Children demonstrate initiative, engagement, and persistence Standard 9.2-Children show creativity and imagination Standard 9.3-Children identify and solve problems Standard 9.4-Children apply what they have learned to new situations
Integration of Technology	Smartboard, computer, cassette/cd player
Resources	For Teachers: EDM cd, manipulatives, class materials, For Students: classroom materials and manipulatives
Differentiation	Modifications for Special Ed. students : one to one instruction, small group projects , modifications Modifications for EL students: accommodations Modifications for Gifted students: higher level learning