

Shrewsbury Borough School District Pre School Curriculum Guide 2017

Mission Statement:

The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.

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Administration:

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Implementation: September 2017

Course Philosophy:

Careful planning is needed to ensure the successful inclusion of preschoolers with disabilities in general education programs. The focus should be on identifying individual student needs, linking instruction to the preschool curriculum, providing appropriate supports and program modifications, and regularly evaluating student progress.

Course Description:

The HighScope Preschool Curriculum integrates social-emotional learning content with other academic areas and allows children daily opportunities to practice skills such as emotional self-regulation and problem-solving. Teachers further support social development by helping children learn how to resolve interpersonal conflicts. Children's interests and choices are at the heart of HighScope programs. By making plans and following through on their intentions, children are taking the first step in the learning process and constructing their own knowledge through interactions with the world around them.

The High/Scope Curriculum, utilized in thousands of programs worldwide, is based on the work of constructivists: Jean Piaget, High/Scope's founder David Weikart and others. The basic premise of the High/Scope Curriculum is that children learn best by doing. "Control" is shared between adults and children so that children's creativity and exploration of individual interests are encouraged. The teacher's role is that of a facilitator who observes and interacts with children and, with the High/Scope Content (Key Experiences), provides high-quality experiences and interactions that keep children engaged and learning. The High/Scope Key Experiences align with New Jersey's Standards for young children (Weikart, 1970).

The Foundations program is a component of the preschool literacy curriculum. In the first half of the school year, instruction and activities will focus on alphabet knowledge. Letter formation will be taught with the purpose of linking the letter to its name and its sound. In the second half of the school year, students will practice writing these letters. The purpose of the Foundations preschool curriculum is designed to expose students to literacy so they will be much more prepared for mastery expectations in kindergarten.

The principles of Applied Behavior Analysis are utilized to maximize student progress. There is a focus on shaping and enhancing appropriate skills across developmental domains. In addition, behavioral strategies are used to decrease maladaptive behaviors and promote functional communication and social skills.

Assessments include observation, checklists, portfolio, and Verbal Behavior Milestones Assessment and Placement Program.

PreK overview:

Preschool educational experiences are intended to stimulate, assist, support, and sustain emergent skills. Preschools aim to offer experiences that maximize young children’s learning and development, providing each child with a foundation for current and future school success. All preschool programs must implement a comprehensive, evidence-based preschool curriculum in order to meet the preschool standards. Developmentally appropriate teaching practices scaffold successful achievement of the preschool standards. The preschool curriculum will focus on communication between school and family, supporting diverse learning (IEPs, ESL), and community partnerships. Such practice is based on knowledge about how children learn and develop, how children vary in their development, and how best to support children’s learning and development. It is important to note, therefore, that although the preschool domains are presented as discrete areas in this document, the program must be delivered in an integrated manner through the curriculum’s daily routines, activities, and interactions.

All curriculum and instruction encompasses individual learners, Individualized Education Plans, and the Preschool Learning Standards 2014. Daily routines are structured, repeated, and scaffolded to maximize progress for each individual student and the group. Daily communication with families supports team efforts and learning.

Unit 1: All About Me

Duration: 1 month

Marking Period 1: September

Essential questions:

- Various “Wh” social questions such as: What is my name? What is my friend’s name? What color is my hair? What is the classroom schedule? What is my job?
- What month is it?
- What is today’s date?
- What shape is this?
- What center would you like to play in?

Unit Learning Targets (acclimating to school):

Students will know:

- Social Emotional: Students will be able to sit and attend to teacher during groups (Circle) and complete activities individually and in small groups (games).
- Students will be able to identify:
 - **Fundations:** Letters: I (I am, I like, I don’t like), L (lunch, lion, long)
 - Color: red
 - Shape: square (name tags)

Activities (not limited to):

- Crafts: self-portrait, about me collage, construction paper letter L Lion
- Name scavenger hunt, apple letter matching
- Music/games: Attendance song, Who Took Cookie from Cookie Jar, I Spy- name recognition
- Centers: letter blocks, chalkboard- play teacher, art- tracing peer’s hands
- Cooking: apple pie

Assessments:

- checklists

- portfolio
- Verbal Behavior Milestones Assessment and Placement Program
- observation

Standards: NJSL/NJCCCS

Math:

4.1.1 Count to 20 by ones with minimal prompting.

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

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

ELA:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RF.PK.1d Begin to demonstrate understanding of basic features of print. d) Recognize and name many upper and lower case letters of the alphabet.

RF.PK.2c Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). c) Identify many initial sounds of familiar words.

Science:

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

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

5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing,

binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

Social emotional:

0.1.1 Express individuality by making independent decisions about which materials to use.

0.1.2 Express ideas for activities and initiate discussions.

0.1.3 Actively engage in activities and interactions with teachers and peers.

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

0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).

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

0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.

0.2.4 Attend to tasks for a period of time.

0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.

0.4.1 Engage appropriately with peers and teachers in classroom activities.

0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).

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

0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).

0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).

0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).

0.5.1 Play independently and cooperatively in pairs and small groups.

0.5.2 Engage in pretend play.

0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.

0.5.4 Take turns.

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

Social studies, Family, and Life skills:

- 6.1.1 Describe characteristics of oneself, one's family, and others.
- 6.2.1 Demonstrate understanding of rules by following most classroom routines.
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs. 6
- 6.2.3 Demonstrate appropriate behavior when collaborating with others.
- 6.4.1 Learn about and respect other cultures within the classroom and community.
- 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

Technology:

- 8.2.3 Turn smart toys on and/or off.
- 8.2.6 Use a digital camera to take a picture

Approaches to Learning:

- 9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)
- 9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).
- 9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).

World language:

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

Health:

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

appropriately for the weather).

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

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

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

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

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

2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter)

Visual performance:

1.1.3 Participate in simple sequences of movements.

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

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

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

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

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

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

1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).

1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out. 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.

Materials: Foundations, Highscope curriculum, photo/photo albums, playdoh, paint, paper, yarn, googly eyes, glue, scissors, crayons, markers, couch, books, classroom carpet- groups, calendar, name tags, velcro, magnetic strips, file folder, photo album, centers- books, kitchen, blocks

Unit 2: Community Helpers

Duration: 1 month

Marking period 1: October

Essential questions:

- Safety awareness- How do I get help? How can I call for help? Who saves people? Where do I go when I'm sick?
- What month is it?
- What is today's date?
- What shape is this?
- What center would you like to play in?
- What do I want to be when I grow up?
- What is my classroom job?

Unit Learning Targets (continue to work on acclimating to school):

Students will know:

- Social Emotional: Students will be able to sit and attend to teacher during groups (Circle) and complete activities individually and in small groups (games).
- Students will be able to identify:
 - Fundations:** Letters: F (fall, fire truck), H (Halloween, Helper), C (Columbus, colors), O (orange)
 - Color: orange
 - Shape: circle, triangle

Activities (not limited to):

- Crafts: construction paper cut out fall leaf wreath, letter F firetruck construction paper craft, triangle yield popsicle sign
- Letter scavenger hunt, fall leaf letter matching worksheet, fine motor sticker letter worksheets
- Music/games: The Wheels on the bus, community helpers matching puzzles
- Centers: community helpers puppets, community helpers dramatic play, telephone, traffic signs

Assessments:

- checklists
- portfolio
- Verbal Behavior Milestones Assessment and Placement Program
- observation

Standards: NJSL/NJCCCS**Math:**

4.1.1 Count to 20 by ones with minimal prompting.

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

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

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

ELA:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.

RF.PK.1d Begin to demonstrate understanding of basic features of print. d) Recognize and name many upper and lower case letters of the alphabet.

RF.PK.2c Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). c) Identify many initial sounds of familiar words.

Science:

- 5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
- 5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
- 5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
- 5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

Social emotional:

- 0.1.1 Express individuality by making independent decisions about which materials to use.
- 0.1.2 Express ideas for activities and initiate discussions.
- 0.1.3 Actively engage in activities and interactions with teachers and peers.
- 0.2.1 Make independent choices and plans from a broad range of diverse interest centers.
- 0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
- 6.4.1 Learn about and respect other cultures within the classroom and community.
- 0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
- 0.2.4 Attend to tasks for a period of time.
- 0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
- 0.4.1 Engage appropriately with peers and teachers in classroom activities.
- 0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).
- 0.4.3 Say “thank you,” “please,” and “excuse me.”
- 0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).
- 0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me

dummy. Stop!”).

0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).

0.5.1 Play independently and cooperatively in pairs and small groups.

0.5.2 Engage in pretend play.

0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.

0.5.4 Take turns.

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

Social studies, Family, and Life skills:

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

6.2.1 Demonstrate understanding of rules by following most classroom routines.

6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs. 6

6.2.3 Demonstrate appropriate behavior when collaborating with others.

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

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

6.3.1 Develop an awareness of the physical features of the neighborhood/community.

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

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

Technology:

8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture). 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

Approaches to Learning:

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

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

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

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

World language:

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

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

Health:

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

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

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

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

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

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

2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter)

- 2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- 2.3.3 Identify community helpers who assist in maintaining a safe environment.
- 2.3.4 Know how to dial 911 for help.

Visual performance:

- 1.1.3 Participate in simple sequences of movements.
- 1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.
- 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
- 1.2.1 Sing a variety of songs with expression, independently and with others.
- 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.
- 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.
- 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.
- 1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).
- 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.
- 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.

Materials: Foundations, Highscope curriculum, photo/photo albums, playdoh, paint, paper, yarn, googly eyes, glue, scissors, paint, community helpers puppets, community costumes (doctor kit, etc), telephone, traffic signs, vehicles

Community outing: Local fire station

Unit 3: Giving Thanks

Duration: 1 month

Marking period: November

Essential questions:

- Various “Wh” social questions such as: What is my name? What is my friend’s name? What is the classroom schedule? What is my job?
- What month is it?
- What is today’s date?
- What sound does the letter T make?
- What are some words that begin with the letter O?
- What shape is this?
- What center would you like to play in?

Unit Learning Targets:

Students will know:

- Social Emotional: Students will be able to sit and attend to teacher during groups (Circle) and complete activities individually and in small groups (games).
- Students will be able to identify:

Fundations: Letters: T (Thanksgiving, turkey), Q (quilt, quick, queen), O (odd), review letters (I, F, H)

Color: yellow
Shape: rectangle

Activities (not limited to):

- Crafts: construction paper handprint turkey, decorate rectangle placemats for class Thanksgiving feast
- Turkey feather counting/number matching activity, classroom construction paper quilt, identify the pictures that begin with the letter of the week hooplakidz tv on youtube.com
- Music/games: The Turkey is a Silly Bird by The Kiboomers, pin the feather on the turkey
- Centers: turkey clothespin number matching, put the feathers on the turkey counting

Assessments:

- checklists
- portfolio
- Verbal Behavior Milestones Assessment and Placement Program
- observation

Standards: NJSL/NJCCCS

Math:

4.1.1 Count to 20 by ones with minimal prompting.

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

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):

(a) Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.

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

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

ELA:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.

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.

RF.PK.1d Begin to demonstrate understanding of basic features of print. d) Recognize and name many upper and lower case letters of the alphabet.

RF.PK.2c Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). c) Identify many initial sounds of familiar words.

Science:

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

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

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

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

Social emotional:

- 0.1.1 Express individuality by making independent decisions about which materials to use.
- 0.1.3 Actively engage in activities and interactions with teachers and peers.
- 0.2.1 Make independent choices and plans from a broad range of diverse interest centers.
- 0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
- 6.4.1 Learn about and respect other cultures within the classroom and community.
- 0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
- 0.2.4 Attend to tasks for a period of time.
- 0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
- 0.4.1 Engage appropriately with peers and teachers in classroom activities.
- 0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).
- 0.4.3 Say “thank you,” “please,” and “excuse me.”
- 0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).
- 0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
- 0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
- 0.5.1 Play independently and cooperatively in pairs and small groups.
- 0.5.2 Engage in pretend play.
- 0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.
- 0.5.4 Take turns.
- 0.5.5 Demonstrate understanding the concept of sharing by attempting to share.

Social studies, Family, and Life skills:

- 6.1.1 Describe characteristics of oneself, one’s family, and others.
- 6.2.1 Demonstrate understanding of rules by following most classroom routines.
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs. 6

6.2.3 Demonstrate appropriate behavior when collaborating with others.

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

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

6.3.1 Develop an awareness of the physical features of the neighborhood/community.

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

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

Technology:

8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture). 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

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

Approaches to Learning:

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

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

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

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

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

World language:

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

Health:

- 2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- 2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
- 2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.3.3 Identify community helpers who assist in maintaining a safe environment.
- 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter)
- 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
- 2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

Visual performance:

- 1.1.3 Participate in simple sequences of movements.
- 1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.

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

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

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

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

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

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

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

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

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

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

Materials: Foundations, Highscope curriculum, photo/photo albums, playdoh, paint, paper, yarn, glue, scissors, crayons, markers, paint, feathers, felt

Unit 4: Holidays

Duration: 1 month

Marking period 2: December

Essential questions:

- Various “Wh” social questions such as: What is my name? What is my friend’s name? What is the classroom schedule? What is my job?
- What month is it?
- What is today’s date?
- What sound does the letter E make?
- What are some words that begin with the letter C?
- Santa begins with what letter?
- What are some things that are blue?
- What shape is this?
- What center would you like to play in?

Unit Learning Targets:

Students will know:

- Social Emotional: Students will be able to sit and attend to teacher during groups (Circle) and complete activities individually and in small groups (games).
- Students will be able to identify:

Fundations: Letters: E (elf, eggs), G (gifts, giving, Hannukahh- gelt, games), S (santa), C (cold, cooking), D (December), B (blue)

Color: blue

Shape: star

Activities (not limited to):

- Crafts: mason jar snow globes, make blue PlayDoh
- Christmas patterning worksheets, Christmas ornament counting and addition activities, color blue scavenger hunt, writing letters in shaving cream
- Music/games: play dredial and sing the dredial song, sing various Christmas songs
- Centers: decorate house center for Christmas and Hanukkah, students create Santa's workshop and build pretend toys/presents for friends
- Cooking: holiday cooking

Assessments:

- checklists
- portfolio
- Verbal Behavior Milestones Assessment and Placement Program
- observation

Standards: NJSL/NJCCCS

Math:

- 4.1.1 Count to 20 by ones with minimal prompting.
- 4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.
- 4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
- 4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):
 - (a) Accurately count quantities of objects up to 10, using one-to-one-correspondence, and accurately count as many as 5 objects in a scattered configuration.
- 4.1.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
- 4.2.1 Represent addition and subtraction by manipulating up to 5 objects:
- 4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes
- 4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.
- 4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).

ELA:

- RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.
- RL.PK.2 With prompting and support, retell familiar stories or poems.
- RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
- RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
- RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.
- RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
- RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
- RI.PK.2 With prompting and support, recall important facts from a familiar text.

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.

RF.PK.1d Begin to demonstrate understanding of basic features of print. d) Recognize and name many upper and lower case letters of the alphabet.

RF.PK.2c Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). c) Identify many initial sounds of familiar words.

Science:

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

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

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

5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).

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

Social emotional:

0.1.1 Express individuality by making independent decisions about which materials to use.

0.1.3 Actively engage in activities and interactions with teachers and peers.

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

0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).

- 6.4.1 Learn about and respect other cultures within the classroom and community.
- 0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
- 0.2.4 Attend to tasks for a period of time.
- 0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
- 0.4.1 Engage appropriately with peers and teachers in classroom activities.
- 0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).
- 0.4.3 Say “thank you,” “please,” and “excuse me.”
- 0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).
- 0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
- 0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
- 0.5.1 Play independently and cooperatively in pairs and small groups.
- 0.5.2 Engage in pretend play.
- 0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.
- 0.5.4 Take turns.
- 0.5.5 Demonstrate understanding the concept of sharing by attempting to share.

Social studies, Family, and Life skills:

- 6.1.1 Describe characteristics of oneself, one’s family, and others.
- 6.2.1 Demonstrate understanding of rules by following most classroom routines.
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs. 6
- 6.2.3 Demonstrate appropriate behavior when collaborating with others.
- 6.4.1 Learn about and respect other cultures within the classroom and community.
- 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

- 6.3.1 Develop an awareness of the physical features of the neighborhood/community.
- 6.3.2 Identify, discuss, and role-play the duties of a range of community workers.
- 6.4.1 Learn about and respect other cultures within the classroom and community.

Technology:

- 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture). 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).
- 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.
- 8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.

Approaches to Learning:

- 9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).
- 9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).
- 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, ‘This is hard. Can you help me figure it out?’).
- 9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).
- 9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
- 9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)

World language:

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

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

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

Health:

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

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

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

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

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

2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter)

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

2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).

2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

Visual performance:

1.1.3 Participate in simple sequences of movements.

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

- 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
- 1.2.1 Sing a variety of songs with expression, independently and with others.
- 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.
- 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.
- 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.
- 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances
- 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.
- 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
- 1.3.4 Differentiate between fantasy/pretend play and real events.
- 1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
- 1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.
- 1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.

Materials: Foundations, Highscope curriculum, photo/photo albums, playdoh, paint, cotton balls, glitter, paper, yarn, googly eyes, glue, scissors, crayons, markers, dress-up clothing, couch, books, classroom carpet-groups

Community outing: Local fire station

Unit 5: Weather

Duration: 1 month

Marking period 2: January

Essential questions:

- What is the weather today?
- What clothes are appropriate for each weather condition?
- What tools measure weather?

Unit Learning Targets:

Students will know:

NJSLS/NJCCCS:

- Students will be able to identify the weather.
- Students will be able to use weather vocabulary throughout the day- temperature, windy, etc.

- Students will be able to appropriately dress weather bear/ dolls appropriately.
- Students will be able to identify:
 - Fundations:** Letters: S (snow, snowman, snowcones, sled, scarf, slipper), J (January, jacket), U (underwear, under-prepositions, umbrella)
 - Color: white
 - Shape: diamond

Activities (not limited to):

- Crafts: paper fan, wind catcher, rainstick, cottonball snowman
- Weather bear, weather graph, sort and classify, Watching weather person online
- Music/games: Don't Break the Ice, Freeze Dance
- Centers: tornado bottle, straw- blowing different objects, clothing for different weather conditions, shaving cream clouds, watercolors, hot verses cold items
- Cooking: rainbow fruit salad

Assessments:

- checklists
- portfolio
- Verbal Behavior Milestones Assessment and Placement Program
- observation

Standards: NJSL/NJCCCS

Math:

- 4.1.1 Count to 20 by ones with minimal prompting.
- 4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.
- 4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):

(a) Accurately count quantities of objects up to 10, using one-to-one-correspondence, and accurately count as many as 5 objects in a scattered configuration.

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

4.2.1 Represent addition and subtraction by manipulating up to 5 objects

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

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

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

4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).

ELA:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.

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

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

RI.PK.2 With prompting and support, recall important facts from a familiar text.

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.

RF.PK.1d Begin to demonstrate understanding of basic features of print. d) Recognize and name many upper and lower case letters of the alphabet.

RF.PK.2c Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). c) Identify many initial sounds of familiar words.

W.PK.7 With guidance and support, participate in shared research and shared writing projects.

Science:

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

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

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

5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).

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

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

Social emotional:

0.1.1 Express individuality by making independent decisions about which materials to use.

0.1.3 Actively engage in activities and interactions with teachers and peers.

- 0.2.1 Make independent choices and plans from a broad range of diverse interest centers.
- 0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
- 6.4.1 Learn about and respect other cultures within the classroom and community.
- 0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
- 0.2.4 Attend to tasks for a period of time.
- 0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
- 0.4.1 Engage appropriately with peers and teachers in classroom activities.
- 0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).
- 0.4.3 Say “thank you,” “please,” and “excuse me.”
- 0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).
- 0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
- 0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
- 0.5.1 Play independently and cooperatively in pairs and small groups.
- 0.5.2 Engage in pretend play.
- 0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.
- 0.5.4 Take turns.
- 0.5.5 Demonstrate understanding the concept of sharing by attempting to share.

Social studies, Family, and Life skills:

- 6.1.1 Describe characteristics of oneself, one’s family, and others.
- 6.2.1 Demonstrate understanding of rules by following most classroom routines.
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs. 6
- 6.2.3 Demonstrate appropriate behavior when collaborating with others.
- 6.4.1 Learn about and respect other cultures within the classroom and community.

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

6.3.1 Develop an awareness of the physical features of the neighborhood/community.

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

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

Technology:

8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture). 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

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

Approaches to Learning:

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

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

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

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

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

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

World language:

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

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

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

Health:

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

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

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

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

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

2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter)

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

2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).

2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

Visual performance:

1.1.3 Participate in simple sequences of movements.

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

- 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
- 1.2.1 Sing a variety of songs with expression, independently and with others.
- 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.
- 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.
- 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.
- 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances
- 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.
- 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
- 1.3.4 Differentiate between fantasy/pretend play and real events.
- 1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
- 1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.
- 1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.

Materials: Foundations, Highscope curriculum, shaving cream, watercolors, food coloring, child safe utensils, playdoh, paint, paper, glue, scissors, crayons, markers, weather bear, thermometer, yes/no cards

Unit 6: Feelings

Duration: 1 month

Marking period 3: February

Essential questions:

- How do I feel? What does my body feel like?
- What can I do when I feel ____?
- How does my friend feel? How can I help them feel better?

Unit Learning Targets:

Students will know:

NJSLS/NJCCCS:

- Students will be able to identify their own feelings as well as those of others.
- Students will be able to use feeling vocabulary throughout the day.
- Student will start to use coping skills (i.e. when frustrated during coloring, student takes a deep breath and keeps trying or asks teacher for help)
- Students will be able to identify:

Foundations: Letters: R (red, rose), G review (Groundhog's day), P (polar bear, penguin), K (kindness), B (brush teeth, Be good)

Color: purple

Shape: heart, crescent moon

Activities (not limited to):

- Crafts: Emotion sticks, Emotion regulation listen coloring, Emotion mix up
- Feelings/activity match, Feeling bingo, Today I feel graph, emotion patterning
- Music/games: Morning yoga, If You're Happy and You Know It, Emotional beat music, Feelings parachute game, emotion sand balloon toss
 - Songs: I have Feelings- Sung to Twinkle, Twinkle, Little Star
- Centers: mirror/feelings poster, sensory table (scent, texture, etc), roleplays
- Cooking: cracker faces, english muffin faces

Assessments:

- checklists
- portfolio
- Verbal Behavior Milestones Assessment and Placement Program
- observation

Standards: NJSL/NJCCCS**Math:**

4.1.1 Count to 20 by ones with minimal prompting.

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

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):

(a) Accurately count quantities of objects up to 10, using one-to-one-correspondence, and accurately count as many as 5 objects in a scattered configuration.

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

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

4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).

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

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

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

4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use

pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).

ELA:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.

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

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

RI.PK.2 With prompting and support, recall important facts from a familiar text.

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.

RF.PK.1d Begin to demonstrate understanding of basic features of print. d) Recognize and name many upper and lower case letters of the alphabet.

RF.PK.2c Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). c) Identify many initial sounds of familiar words.

W.PK.7 With guidance and support, participate in shared research and shared writing projects.

SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions.

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.

Science:

- 5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
- 5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
- 5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
- 5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).
- 5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).
- 5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

Social emotional:

- 0.1.1 Express individuality by making independent decisions about which materials to use.
- 0.1.3 Actively engage in activities and interactions with teachers and peers.
- 0.2.1 Make independent choices and plans from a broad range of diverse interest centers.
- 0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
- 0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
- 0.2.4 Attend to tasks for a period of time.
- 0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
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0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).

0.4.1 Engage appropriately with peers and teachers in classroom activities.

0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).

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

0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).

0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).

0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).

0.5.1 Play independently and cooperatively in pairs and small groups.

0.5.2 Engage in pretend play.

0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.

0.5.4 Take turns.

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

Social studies, Family, and Life skills:

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

6.2.1 Demonstrate understanding of rules by following most classroom routines.

6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs. 6

6.2.3 Demonstrate appropriate behavior when collaborating with others.

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

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

6.3.1 Develop an awareness of the physical features of the neighborhood/community.

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

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

Technology:

8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture). 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

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

Approaches to Learning:

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

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

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

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

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

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

World language:

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

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

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

Health:

- 2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- 2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
- 2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter)
- 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
- 2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

Visual performance:

- 1.1.3 Participate in simple sequences of movements.
- 1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.
- 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
- 1.2.1 Sing a variety of songs with expression, independently and with others.
- 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.
- 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.
- 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.

- 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances
- 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.
- 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
- 1.3.4 Differentiate between fantasy/pretend play and real events.
- 1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
- 1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.
- 1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.

Materials: Foundations, Highscope curriculum, photo/photo albums, playdoh, paint, paper, yarn, googly eyes, glue, scissors, crayons, markers, Feeling books, emotion chart

Unit 7: Reading is Fun

Duration: 1 month

Marking period 3: March

Essential questions:

- Who is the author and illustrator?
- Which author do I like best?
- How many books can I read at home with a caregiver or sibling?

Unit Learning Targets:

Students will know:

NJSLS/NJCCCS:

- Students will be able to identify author and illustrator of each book.
- Students will be able to answer various Wh questions regarding books.
- Students will be able to predict outcomes.
- Students will work with their parents to choose 1 book to share with the class (caregiver invited to read to group).
- Students will be able to identify:

Fundations: Letters: N (Author- Novak, Numeroff, no), M (If you Give a Mouse books), V (very, Author- Viorst)

Color: green

Shape: shamrock

Activities (not limited to):

- Crafts: alphabet placemat, illustration from book
- Chalk/board, word- picture books

- Music/games: Students will vote on preferred book, Rhyming fun, story sequencing
- Centers: letter/word blocks, props from books for re-enactment, Dr. Seuss books
- Cooking: green eggs and ham

Assessments:

- checklists
- portfolio
- Verbal Behavior Milestones Assessment and Placement Program
- observation

Standards: NJSL/NJCCCS

Math:

4.1.1 Count to 20 by ones with minimal prompting.

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

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):

(a) Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.

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

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

4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).

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

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

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

4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as

straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).

ELA:

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RL.PK.2 With prompting and support, retell familiar stories or poems.

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RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.

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

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

RI.PK.2 With prompting and support, recall important facts from a familiar text.

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RF.PK.1d Begin to demonstrate understanding of basic features of print. d) Recognize and name many upper and lower case letters of the alphabet.

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W.PK.7 With guidance and support, participate in shared research and shared writing projects.

SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions.

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0.1.1 Express individuality by making independent decisions about which materials to use.

0.1.3 Actively engage in activities and interactions with teachers and peers.

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

0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).

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

0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.

0.2.4 Attend to tasks for a period of time.

0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.

0.4.1 Engage appropriately with peers and teachers in classroom activities.

0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).

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

0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).

- 0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
- 0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
- 0.5.1 Play independently and cooperatively in pairs and small groups.
- 0.5.2 Engage in pretend play.
- 0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.
- 0.5.4 Take turns.
- 0.5.5 Demonstrate understanding the concept of sharing by attempting to share.

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- 6.1.1 Describe characteristics of oneself, one’s family, and others.
- 6.2.1 Demonstrate understanding of rules by following most classroom routines.
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs. 6
- 6.2.3 Demonstrate appropriate behavior when collaborating with others.
- 6.4.1 Learn about and respect other cultures within the classroom and community.
- 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.
- 6.3.1 Develop an awareness of the physical features of the neighborhood/community.
- 6.3.2 Identify, discuss, and role-play the duties of a range of community workers.
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Technology:

- 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture). 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).
- 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.
- 8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.

Approaches to Learning:

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

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

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

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

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

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

World language:

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

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

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

Health:

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

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

2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with

knowledgeable adults about daily nutritious meal and snack offerings).

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

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

2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter)

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2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).

2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

Visual performance:

1.1.3 Participate in simple sequences of movements.

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

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

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

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

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

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

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

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

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

1.3.4 Differentiate between fantasy/pretend play and real events.

1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).

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

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

Materials: Foundations, Highscope curriculum, photo/photo albums, playdoh, paint, paper, yarn, googly eyes, glue, scissors, crayons, markers, books

Library visit: kids take out their own books

Mystery Ready- parent reads to the group

Friendly Family reading competition

Unit 8: Seasons

Duration: 1 month

Marking period 4: April

Essential questions:

- How do the different seasons compare?
- What is appropriate clothing for each season?
- What activities are available in different seasons?

Unit Learning Targets:

Students will know:

NJSLS/NJCCCS:

- Students will be able to compare and contrast the four seasons.
- Students will be able to distinguish appropriate clothing for each season/temperature
- Students will be able to state various activities available in different seasons.
- Students will be able to identify:

Foundations: Letters: A (April), K (kite, kick), Y (yellow), W (water, wind)

Color: yellow, silver, gold

Shape: oval

Activities (not limited to):

- Crafts: seasons book, textured tree by season, tissue paper flowers

- Word- picture match, activity by season sort, season (snowman vs girl in bathing suit vs boy dressed for fall) sorting, counting, adding/subtracting
- Centers- dress up (by season), flower arrangements, twig table
- Music/games: Weather bear, I spy, skiing on paper obstacle course
 - Song: Spring is showery, flowery, bowery,
Summer is hoppy, croppy, poppy.
Autumn is slippy, drippy, nippy,
Winter is breezy, sneezy, freezy.

Assessments:

- checklists
- portfolio
- Verbal Behavior Milestones Assessment and Placement Program
- observation

Standards: NJSL/NJCCCS

Math:

4.1.1 Count to 20 by ones with minimal prompting.

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

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):

(a) Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.

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

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

- 4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).
- 4.2.2 Begin to represent simple word problem data in pictures and drawings
- 4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes
- 4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.
- 4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

ELA:

- RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.
- RL.PK.2 With prompting and support, retell familiar stories or poems.
- RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
- RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
- RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.
- RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
- RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
- RI.PK.2 With prompting and support, recall important facts from a familiar text.
- RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.
- RF.PK.1d Begin to demonstrate understanding of basic features of print. d) Recognize and name many upper and lower case letters of the alphabet.
- RF.PK.2c Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). c) Identify many initial sounds of familiar words.
- W.PK.7 With guidance and support, participate in shared research and shared writing projects.

SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions.

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.

Science:

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

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

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

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

5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).

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

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

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

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

Social emotional:

0.1.1 Express individuality by making independent decisions about which materials to use.

0.1.3 Actively engage in activities and interactions with teachers and peers.

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

0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).

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

0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.

0.2.4 Attend to tasks for a period of time.

0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.

0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).

0.4.1 Engage appropriately with peers and teachers in classroom activities.

0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).

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

0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).

0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).

0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).

0.5.1 Play independently and cooperatively in pairs and small groups.

0.5.2 Engage in pretend play.

0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.

0.5.4 Take turns.

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

Social studies, Family, and Life skills:

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

6.2.1 Demonstrate understanding of rules by following most classroom routines.

6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs. 6

6.2.3 Demonstrate appropriate behavior when collaborating with others.

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

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

6.3.1 Develop an awareness of the physical features of the neighborhood/community.

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

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

Technology:

8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture). 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

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

Approaches to Learning:

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

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

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

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

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

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

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

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

World language:

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

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

Health:

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

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

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

- 2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter)
- 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
- 2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

Visual performance:

- 1.1.3 Participate in simple sequences of movements.
- 1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.
- 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
- 1.2.1 Sing a variety of songs with expression, independently and with others.
- 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.
- 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.
- 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.
- 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances
- 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.
- 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
- 1.3.4 Differentiate between fantasy/pretend play and real events.
- 1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
- 1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.

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

Materials: Foundations, Highscope curriculum, photo/photo albums, playdoh, paint, paper, yarn, googly eyes, glue, scissors, crayons, markers, books

Library visit: kids take out their own books

Mystery Ready- parent reads to the group

Friendly Family reading competition

Unit 9: Animals

Duration: 1 month

Marking period 4: May

Essential questions:

- Which zoo animals live on land versus in the water?
- Which mother animals match their babies?

Unit Learning Targets:

Students will know:

NJSLS/NJCCCS:

- Students will be able to compare and contrast animals in different habitats.
- Students will be able to distinguish mothers and their babies.
- Students will be able to identify:

Foundations: Letters: Z (zoo), L (land), X (fox, ox).

Color: gray, black

Shape: octagon

Activities (not limited to):

- Crafts: Zebra, textured Duck, watercolor ocean
- Letter scavenger hunt, ocean scene sequencing, animal sorting and counting, PlayDoh letters
- Music/games: Fishing, Going on bear hunt, Duck Duck Goose
 - Butterfly lifecycle- grow in classroom and set free
- Centers: farm/animals, water table

Assessments:

- checklists
- portfolio
- Verbal Behavior Milestones Assessment and Placement Program
- observation

Standards: NJSL/NJCCCS

Math:

4.1.1 Count to 20 by ones with minimal prompting.

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

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):

(a) Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.

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

cube each).

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

4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).

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

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

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

4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

ELA:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

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

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

2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with

knowledgeable adults about daily nutritious meal and snack offerings).

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

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

2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter)

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2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

Visual performance:

1.1.3 Participate in simple sequences of movements.

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

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

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

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

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

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

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

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

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

1.3.4 Differentiate between fantasy/pretend play and real events.

1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).

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

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

Materials: Foundations, Highscope curriculum, photo/photo albums, playdoh, paint, paper, yarn, butterfly grow kit, glue, scissors, crayons, markers, food coloring, bus, parent chaperones

Community outing: Green Meadows Petting Zoo in Hazlet, NJ

Unit 10: Summer Fun

Duration: 1 month

Marking period 4: June

Essential questions:

- How does summer weather and activities differ from other months?

Unit Learning Targets:

Students will know:

NJSLS/NJCCCS:

- Students will be able to compare and contrast summer weather and activities.
- Students will be able to review of all letters (**Fundations**), colors, and shapes

Activities (not limited to):

- Crafts: ocean bottle, shell frames, sand doh
- Alphabet/phonics hole punch, magnetic letters words, pom pom tweezer sort, beaded bracelets (patterns)
- Music/games: ice cube races, dandelion hunt (addition/subtraction, sort by size), summer olympics obstacle course
- Centers: water table (items float/sink), dress up, ice cream parlor
- Cooking: ice cream

Assessments:

- checklists
- portfolio
- Verbal Behavior Milestones Assessment and Placement Program
- observation

Standards: NJSLS/NJCCCS**Math:**

4.1.1 Count to 20 by ones with minimal prompting.

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

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

- 4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):
(a) Accurately count quantities of objects up to 10, using one-to-one-correspondence, and accurately count as many as 5 objects in a scattered configuration.
- 4.1.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
- 4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).
- 4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).
- 4.2.2 Begin to represent simple word problem data in pictures and drawings
- 4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes
- 4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.
- 4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

ELA:

- RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.
- RL.PK.2 With prompting and support, retell familiar stories or poems.
- RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
- RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
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- RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

RI.PK.2 With prompting and support, recall important facts from a familiar text.

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.

RF.PK.1d Begin to demonstrate understanding of basic features of print. d) Recognize and name many upper and lower case letters of the alphabet.

RF.PK.2c Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). c) Identify many initial sounds of familiar words.

W.PK.7 With guidance and support, participate in shared research and shared writing projects.

SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions.

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.

Science:

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

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

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

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

5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).

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

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

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

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

Social emotional:

0.1.1 Express individuality by making independent decisions about which materials to use.

0.1.3 Actively engage in activities and interactions with teachers and peers.

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

0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).

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

0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.

0.2.4 Attend to tasks for a period of time.

0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.

0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).

0.4.1 Engage appropriately with peers and teachers in classroom activities.

0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).

- 0.4.3 Say “thank you,” “please,” and “excuse me.”
- 0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).
- 0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
- 0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
- 0.5.1 Play independently and cooperatively in pairs and small groups.
- 0.5.2 Engage in pretend play.
- 0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.
- 0.5.4 Take turns.
- 0.5.5 Demonstrate understanding the concept of sharing by attempting to share.

Social studies, Family, and Life skills:

- 6.1.1 Describe characteristics of oneself, one’s family, and others.
- 6.2.1 Demonstrate understanding of rules by following most classroom routines.
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs. 6
- 6.2.3 Demonstrate appropriate behavior when collaborating with others.
- 6.4.1 Learn about and respect other cultures within the classroom and community.
- 7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.
- 6.3.1 Develop an awareness of the physical features of the neighborhood/community.
- 6.3.2 Identify, discuss, and role-play the duties of a range of community workers.
- 6.4.1 Learn about and respect other cultures within the classroom and community.

Technology:

- 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture). 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

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

Approaches to Learning:

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

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

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

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

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

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

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

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

World language:

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

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

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

Health:

- 2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- 2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
- 2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter)
- 2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
- 2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

Visual performance:

- 1.1.3 Participate in simple sequences of movements.
- 1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.
- 1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
- 1.2.1 Sing a variety of songs with expression, independently and with others.
- 1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.
- 1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.
- 1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.

- 1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances
- 1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.
- 1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
- 1.3.4 Differentiate between fantasy/pretend play and real events.
- 1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
- 1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.
- 1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.

Materials: Foundations, Highscope curriculum, photo/photo albums, playdoh, paint, paper, yarn, googly eyes, glue, scissors, crayons, watercolors, markers, water table, shells, graduation certificates/decorations, end of year photo albums/montage