

New Fairfield Public Schools



Pre- Kindergarten Curriculum

Table of Contents

<u>Table of Contents</u>	1
<u>Acknowledgments</u>	2
<u>Early Learning in the Pre-Kindergarten Classroom</u>	3
<u>Figure 1 Domain Wheel</u>	3
<u>Guiding Principles</u>	4
<u>Fostering Competent Learners: Essential Dispositions</u>	6
<u>Creativity</u>	
<u>Inquisitiveness</u>	
<u>Flexibility</u>	
<u>Socialization</u>	
<u>Curriculum Implementation in New Fairfield</u>	7
<u>Universal Design for Learning Principles</u>	
<u>Unit of Study Implementation</u>	
<u>Table 1 Curriculum is delivered in part through routines that occur on a regular basis.</u>	
<u>Curriculum Units and Timeline</u>	9
<u>Table 3 Pre-Kindergarten Curriculum Map</u>	10
<u>Assessment</u>	11
<u>Curriculum Units</u>	12
<u>Unit 1: Introduction to School</u>	14
<u>Unit 2: Fall</u>	23
<u>Unit 3: Meals</u>	33
<u>Unit 4: Winter</u>	41
<u>Unit 5: Farm</u>	49
<u>Unit 6: Spring</u>	56
<u>Unit 7: Insects</u>	65
<u>Unit 8: Transportation</u>	73
<u>Unit 1 (year 2): Introduction to School</u>	82/14
<u>Unit 2 (year 2): Fall</u>	83/23
<u>Unit 3: Community and Home</u>	84
<u>Unit 4 (year 2): Winter</u>	93/41
<u>Unit 5: Pets</u>	94
<u>Unit 6 (year 2): Spring</u>	101/56
<u>Unit 7: Life Cycles</u>	102
<u>Unit 8: Water</u>	109

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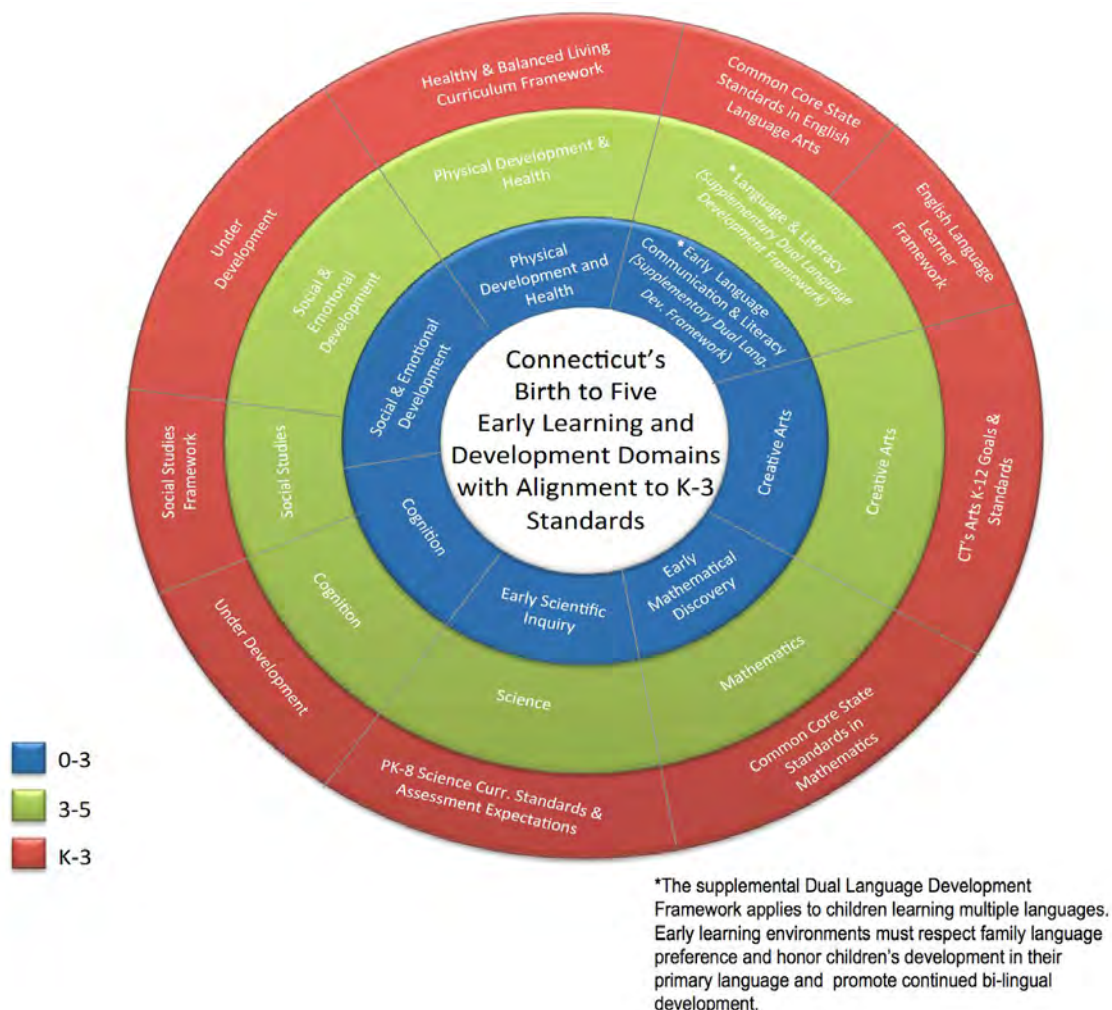
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Early Learning in the Pre-Kindergarten Classroom

When our Early Learning Center committee set out to develop this curriculum we wanted to ensure that it was based on best practices in early childhood education. Therefore, this document needed to reflect more than a series of curriculum standards and topics. To accomplish this objective, we have developed our curriculum units based on research in the field of early childhood education and the Connecticut Early Learning and Development Standards (ELDS).

The ELDS are organized into eight domains, which can be viewed in Figure 1 below. The eight domains include the following: Social and Emotional Development, Physical Health and Development, Language and Literacy, Creative Arts, Mathematics, Science, Cognition and Social Studies. Our 12 curriculum units, which are thematically based, will be described later in the document. Within each unit, we identify the domains, strands, and focus areas to assist teachers with unit implementation. In New Fairfield, we primarily accept students between three and five-years-old. Therefore, the domains are based on the green ring in Figure 1. Each of our curriculum units may address more than one domain. As a result, we provide an introduction to each unit and a rationale which explains why we are concentrating on certain domains within the unit.

Figure 1 Domain Wheel



Early childhood education is a specialty area. Teachers receive training in the developmental milestones that children pass through on their journey to Kindergarten. In addition, they study the various pedagogical techniques that enhance student learning in our younger students. When teaching our pre-kindergarten students, we are concerned with how they are learning just as much as what they are learning. In order to recognize this important relationship, we have articulated essential dispositions we would like to emphasize, along with guiding principles that inform teaching. These dispositions and guiding principles are based on research and the Connecticut Early Learning and Development Standards (ELDS).

Guiding Principles

A child's growth and early development varies across settings and ages. According to widespread research, children from ages 3 to 5 do not develop skills all at the same time. While this variation exists, there are some commonly held beliefs that apply during the early years of education. We believe that the following principles¹ underpin the teaching and learning that occurs in our classrooms:

1. We know that pre-kindergarten students have varied backgrounds, experience, language ability and development status. However, **all children are capable of learning in a positive and supportive environment** when we have high expectations for their growth and development.
2. According to Maslow's Hierarchy of Needs, **young children learn best when their basic needs are being met**. When we offer a safe and nurturing environment where students have a sense of belonging, we can meet all children where they are on the developmental continuum.
3. It is important to set learning benchmarks in education. They inform our instructional decisions and identify knowledge, skills and abilities for our young learners. **Pre-Kindergarten students are unique in their growth and development**. As a result, they develop at different rates and require support for their individual differences.
4. According to Vygotsky, all learning is mediated socially where **young children learn in the context of relationships**. It is a goal to support the development of relationships within each child's life with parents, teachers, and other children. Children with social or behavioral challenges require immediate support to promote ongoing positive relationships because of its importance to learning.
5. According Research,² young children construct their own understanding of concepts through active exploration and engagement with materials, experiences, and interactions with peers and adults. Our classrooms and curriculum needs to support this approach whereby children are provided with opportunities to construct their understanding with necessary supports and active, hands-on learning.
6. We provide meaningful inclusion of children with special needs in a learning environment exemplified by our guiding principles. We believe that inclusion can benefit children with and

¹ Early Learning and Development Standards, Connecticut Office of Early Childhood Education (2016)

² Dewey (1933), Piaget (1972), Vygotsky (1978) and Bruner (1990)

without disabilities, particularly in the area of social development. For many children with disabilities, inclusive settings can positively impact levels of engagement, social acceptance, academic progress, and friendships.³

- a. Participation in this inclusive setting may require individualized support and modification to ensure a child's success. These decisions should be made by a team of experts (PPT).
 - b. Peer models are essential for scaffolding student learning.
 - c. When implementing our pre-kindergarten curriculum, we should consider the following questions⁴:
 - i. Are there factors that might prevent a student from taking part in a lesson (physical arrangement of the room, learning needs, communication, etc.)? Are there any modifications to the environment that will address these barriers?
 - ii. Does the lesson plan allow for every student to participate? Are there adjustments and supports that will result in more meaningful participation?
 - iii. Will planned modifications or adaptations allow students to make progress on the same learning goals as typical peers? Are there any additional learning or therapeutic goals that should be addressed during this experience?
 - iv. How do teachers document success of adaptations/modifications so we can adjust and improve student learning?
7. Intentionally promote the development of skills and knowledge. This requires that this curriculum be implemented with close attention, planning, and teacher collaboration so that decisions are based on research and best practices in the field.
 8. Our program is designed to enhance and expand school readiness skills and development across all eight domains in a structured, multi-sensory, language-based environment.
 9. Family Engagement is an essential component in a pre-kindergarten program. When families are engaged in meaningful ways, children develop a concept of themselves and the role of adults and family members in their lives. The National Association of Young Children (NAEYC) outlines [six principles of family engagement](#). These principles encourage partnerships between the school and home while supporting families to be engaged in our educational programs and the community in meaning ways.
 10. Our final guiding principle is perhaps the most critical: Play. According to Albert Einstein, play is the highest form of research. In the pre-kindergarten environment, play is the most important defining behavior of a young child. Research shows that it cannot be replaced by any other activity.⁵ When teachers design purposeful, play-based centers, children explore materials, engage with their peers and formulate novel ideas. These centers guide children in beginning to exercise their autonomous choice; develop independence, and lay the foundation for self-awareness and confidence in their decisions. Through play, children construct their own understanding of the world and classroom. They learn cooperation, problem solving, language, math, and scientific principles. Importantly, they also learn self-regulation and develop more sophisticated

³ Odom, Buysee & Soukakou (2011)

⁴ Adapted from Office of Early Childhood: [Meeting the Needs of Diverse Learners](#)

⁵ Bodrova & Leong (1996)

communication skills. This essential guiding principle cannot be underestimated; it is vital for children's cognitive and social development.

Fostering Competent Learners: Essential Dispositions⁶

The New Fairfield Pre-Kindergarten curriculum and the domains associated with the ELDS are focused on developing essential dispositions. Play is a powerful teacher. Through our learning centers and routines, we want students to develop certain qualities, such as creativity, inquisitiveness, flexibility, etc., that they will carry into the elementary school years.

Creativity

We can support children's growth and development by encouraging creativity. The process of creativity should emphasize when children have the opportunity to create in a variety of ways. The focus on early learning experiences shouldn't focus on the end product alone. Instead, the creative process should be promoted where children have the opportunity to explore, think, and express themselves creatively.

Inquisitiveness

Just as we encourage and support children to express their creativity, we need to encourage children to be inquisitive. Curriculum units and lessons need to set the conditions necessary for students to test new ideas, try new things, ask a lot of questions, play with materials, and explore their environments in a safe and healthy manner.

Flexibility

By exposing children to new ideas, environments and situations, we can enhance their ability to adapt to new situations. This flexibility not only expands their access to new environments, it opens their thinking and experiences to new learning.

Socialization

Very young children should be actively involved in play experiences. These social interactions form the basis of children's learning and problem solving. Ultimately, supporting young children's growth and development in this area increases socialization and cooperative skills. Our curriculum units provide numerous opportunities to scaffold socialization through collaborative and parallel play activities.

⁶ Adapted from the ELDS, 2016

Curriculum Implementation in New Fairfield

The New Fairfield Pre-Kindergarten curriculum is articulated across 12 units. Curriculum units typically consist of standards, essential questions, vocabulary, materials, and assessments. These units also contain focus areas, which are similar to lesson ideas, and a series of unit rationals to clearly define the importance of unit concepts.

All domains of development (physical, cognitive, and social-emotional) are important for young children and need to be intentionally addressed in the early childhood curriculum. This happens most effectively when children are provided rich, engaging, and meaningful experiences that address multiple domains of development at the same time in an integrated and authentic manner. These experiences can take place during both child initiated play and during teacher initiated experiences (both planned and spontaneous).

Universal Design for Learning Principles

When designing our units, we must be mindful of the why (affective), what (recognition) and how (strategic) of student learning. For instance, how learners are engaged and motivated by a task generates excitement for learning; how learners gather facts and categorize what they see and hear helps them understand content when presented in different ways; and, how organizing and demonstrating learning can be different for every learner. These principles will be present in the Teaching Strategies and Experiences section of each unit where teachers will provide children with multiple means of representation (various avenues to learn), expression and engagement.

Unit of Study Implementation

Young children do not separate their day into “learning time” and “play time”. Since young children are constantly learning in all domains of development, responsive teachers recognize that curriculum happens the moment the child walks in the door. Teachers implement intentional learning experiences (from the unit of study) through two main avenues:

1. Daily routines provide for the integrated development of multiple domains at the same time when facilitated by observant and responsive teachers (See Table 1)
2. Well-designed early childhood environments (centers) bring the curriculum standards to life through active engagement, exploration and play (See Table 2)

Table 1 Curriculum is delivered in part through **routines** that occur on a regular basis.

Routine	Children’s experience may look like this:	CT ELDS (Early Learning and Development Standards) that are addressed
Handwashing	Teacher encourages the child to first turn on the water, second pump some soap, third wash their hands, fourth rinse, and last dry	● Physical: Acquire Adaptive Skills – Dressing and Hygiene ● Math: Understand Counting and Cardinality – Number Names
Walking out to the playground	The teacher asks everyone to create a pattern as they walk: “Clap your hands softly, shake your hands. Clap, shake. Clap, shake.”	● Math: Logic and Reasoning – Attributes, Sorting, and Patterns
Transition to group time	Children have been taught to clean up their materials in centers and then join the group at the carpet	● Social Emotional: Develop Self Regulation – Regulation of Impulses and Behavior ● Cognitive: Effective Approaches to Learning – Cooperation with Peers in Learning Experiences

Table 2 Center examples with corresponding learning and standards

Center	Children’s play/learning may look like:	Early Learning & Development Standards
Blocks	● Using and identifying various shaped blocks and comparing and contrasting their size ● Developing increasing manual dexterity to place blocks with precision ● Using plastic farm animal accessories and creating barns	● Math: Shapes and Spatial Relations – Identification of Shapes ● Cognitive: Logic and Reasoning – Attributes, Sorting and Patterns ● Physical: Fine Motor Skills – Visual Motor Integration ● Social Studies: Learn about People and the Environment – People, Places, and Environments
Dramatic Play	● Pretending to be a mommy or daddy taking care of a baby ● Negotiating with a peer about who will “cook” the dinner and who will “cook” the dessert ● “Reading” the cookbook or recipe card to prepare food	● Creative: Engage in and Enjoy the Arts – Drama ● Social Emotional: Develop Social Relationships – Conflict Resolution ● Language and Literacy: Gain Book Appreciation and Knowledge - Interest and Engagement with Books

Art	• Squeezing, rolling, and manipulating playdough • Creating mock or letter approximations on artwork • Painting a picture of something seen on a field trip	• Physical: Fine Motor Skills – Small Muscle Movement and Coordination • Language and Literacy: Convey Meaning through Drawing, Letters, and Words – Drawing and Writing
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Curriculum Units and Timeline

Students enter our pre-kindergarten program when they are typically three or four-years-old. We have developed 12 units which are sequenced from September through June and described as Year 1 or Year 2. It is common that classrooms have three and four-years-old students in each class. Therefore, the curriculum units are mapped according to a year 1 and year 2 cycle to ensure that a three-year old student in his or her first year of pre-kindergarten receives similar content, but different experiences in year 2. Teachers vary the units each year with different projects, books, activities and centers while the standards, focus areas and essential questions remain consistent in order to consolidate student learning. The curriculum map demonstrates (Table 3) the scope and sequence of each unit and addresses when assessments fall throughout the year.

Table 3 Pre-Kindergarten Curriculum Map

New Fairfield Public Schools
Pre-Kindergarten Curriculum Map

YEAR	September-October	November ¹	December ¹	January ¹	February ¹	March ¹	April ¹	May - June	June
Year 1	Unit 1: Introduction to School Establish with children and families a safe and positive social-emotional atmosphere that meets each child's developmental needs while learning routines and establishing relationships.	Unit 2: Fall Observe changes that are taking place in the environment while developing logic and reasoning skills using attributes, patterns, and sorts related to fall through creative experiences to represent ideas.	Unit 3: Meals* Children will focus on nutritional needs and food preparation while developing adaptive and fine motor skills.	Unit 4: Winter Build upon prior knowledge and compare and contrast the environment from the fall unit. Explore the effect the season using scientific inquiry skills while developing problem solving skills.	Unit 5: Farm* The purpose of this unit is for children to identify, understand, and explore the purpose of a farm and its occupants while developing phonological awareness.	Unit 6: Spring Build upon prior knowledge and compare and contrast the natural environment from previous units while working on retelling skills, book concepts and letter recognition.	Unit 7: Insects* Develop children's expressive and receptive language skills and ability to use descriptive language through common experiences while increasing vocabulary and understanding of insects.	Unit 8: Transportation* Understand that we move from place to place in various ways while working on counting and cardinality. In addition, students' creativity will be developed using music, dramatic play and a variety of tools and materials to represent ideas.	Once Units are completed: Skills Review
Assessment	ESGI / Key skills assessment	Key skills assessment	Key skills assessment	Key skills assessment	ESGI / Key skills assessment	Key skills assessment	ESGI / Key skills assessment	ESGI / Key skills assessment	
Year 2	Unit 1: Introduction to School Establish with children and families a safe and positive social-emotional atmosphere that meets each child's developmental needs while learning routines and establishing relationships.	Unit 2: Fall Observe changes that are taking place in the environment while developing logic and reasoning skills using attributes, patterns, and sorts related to fall through creative experiences to represent ideas.	Unit 3: Community and Home* Community consist of people, places, and home. Each serves a purpose/ role and has responsibilities. Shapes and spatial awareness will be developed within the unit.	Unit 4: Winter Build upon prior knowledge and compare and contrast the environment from the fall unit. Explore the effect the season using scientific inquiry skills while developing problem solving skills.	Unit 5: Pets* Understand what constitutes a pet, and how to meet the needs of a pet. Learning will be supported through experiences that promote the use and development of fine motor skills.	Unit 6: Spring Build upon prior knowledge and compare and contrast the natural environment from previous units while working on retelling skills, book concept and letter recognition.	Unit 7: Life Cycles* Understand the life cycles of people, animals and plants. Through scientific inquiry, we will sort, classify, and analyze the various ways of which attributes can be grouped according to lifecycle traits.	Unit 8: Water* Develop scientific practices and knowledge using water. Students will discover properties of water using inquiry, discovery, and exploration skills while using a variety of materials which may be new to the children.	Once Units are completed: Skills Review
Assessment	ESGI	Key skills assessment	Key skills assessment	ESGI	Key skills assessment	Key skills assessment	ESGI (April - May) Key skills assessment	ESGI	

*Select unit from menu

¹ Unit 2: All About Me: Understand their own selves, their classmates, and the people in their school community within the social studies and social /emotional domains. (This will be intertwined within each of the noted Units).

Assessment

Assessment is a broad term and can be defined as “the evaluation or estimation of the nature, quality or ability of someone or something” (Oxford University Press, 2014). When used in the context of early education programs, assessment is most often associated with an examination of children’s skills, knowledge, and abilities. The preschool assessment process begins with selecting domains, strands, learning progressions, and indicators to be used as learning goals for the students. Intentional teachers know what the goals are for their children; they know what they want the children to learn, and what they should be able to do.

The formative assessment process is ongoing and is designed to provide information that is useful in planning and adjusting curriculum and instruction. The key to any ongoing formative assessment process is that it takes place as a part of the learning experience and provides immediate information that can inform a teacher’s actions. Information should be gathered through observations of children during their daily routines and play. Information should also be gathered during purposefully designed learning experiences that are planned to highlight particular skills. When intentional teachers observe children, they compare each child’s behavior to the goals for that child.

Observation, reflection, and assessment provide information for adjusting the teaching environment to individual as well as group needs. When observations focus on the skills and concepts outlined in the CT ELDS, the teacher can provide a scaffold within each learning experience appropriate to the child’s emerging abilities. In Table 3, units are clearly situated according to a scope and sequence. You can also see how we use a skills checklist to assess student understanding. The checklist assists teachers in evaluating the skills that students should be able to demonstrate according to a continuum.

Formal assessment is also used in conjunction with formative assessment. ESGI is a one-on-one assessment platform that is used to provide baseline, mid-year, and final benchmarks on critical foundational skills in the areas of mathematics and literacy. Teachers use the data from ESGI to differentiate and guide their instruction, inform parents and administration, re-teach, and show student growth over time. ESGI also provides an effective platform for data analysis. It is not necessary to assess children’s skills for each learning progression or indicator in the ELDS. Many assessments group skills into performance standards or observations which allow one to collect information regarding the practical application of skills in real-life situations.

Curriculum Units

Unit 1: Introduction to School

(Year 1)

Unit: Introduction To School	
UNIT OVERVIEW	The purpose of this Unit of Study is to recognize the unique experience for these children and their families as they enter school for the first time. This is their first experience away from home in a group setting with unfamiliar people; thus, establishing a safe and positive social-emotional atmosphere that meets each child's developmental needs will set the stage for all future school success. Teachers will facilitate and develop children's approaches to learning, ability to form relationships, see themselves as members in a new community and begin to understand their role in their new environment. We will develop student learning of becoming part of the school community and their approach to learning primarily through two learning domains from the Connecticut Early Learning and Development Standards: Cognition Domain and Social/Emotional Domain.
DOMAIN RATIONALE	COGNITION DOMAIN Strand A: Early learning experiences will support children to develop effective approaches to learning. • All people approach learning in different ways, including children. Approaches to learning refer to how children respond to learning situations. It includes their curiosity, engagement, eagerness to learn and cooperation with peers during learning experiences. • Research indicates that children's approaches to learning are powerful predictors of later school success (Peth-Pierce, 2000). • Learning approaches are important because they can enhance or detract from a child's ability to learn (Hyson, 2005; Hyson, 2008). • Differences in approaching the world lead to different outcomes for children. Not surprisingly, if a child's curiosity has not been encouraged, he will not engage in as many learning opportunities as a child whose curiosity has been nurtured. This curiosity means that they explore and interact with varied toys, materials and people. • Children use their approaches to learning throughout their day and in all learning situations. Individual characteristics, such as temperament and personality traits can influence a child's approaches to learning. For example, a child who likes to be active will more likely approach a learning situation with a desire to be moving and using his/her body. If this child is involved in a learning experience that only involves listening, that child may have difficulty staying engaged. • It is our job as adults to recognize these differences and adjust learning experiences to accommodate all children. • Preschoolers have typically had enough experience to know that they enjoy exploration and discovery. With experience, preschoolers have often gained the confidence to identify what they are interested in and ask to do those things. • They are better able to work through obstacles they encounter during their work and play, although they may seek support when necessary. Preschoolers are beginning to learn what approaches to use in particular circumstances. • Because approaches to learning are not traits children are born with, adults have the ability to influence the development of those approaches that will help children to continue to gain skills and knowledge. In addition, adults can teach children to adjust their learning approach based on the task. Chen (2011) has identified three ways that adults can support children to use specific approaches include: ○ Arranging and adjusting the work environment for tasks the group undertakes. ○ Providing specific instruction and modeling while children undertake a learning activity . ○ Engaging children in reflective actions when they encounter problems. SOCIAL AND EMOTIONAL DEVELOPMENT Strand A: Early Learning Experiences will support children to develop trusting healthy attachments and relationships with primary caregivers. • The first building block of healthy social and emotional development is attachment with primary caregivers. Attachment is "an affectional tie that one person or animal forms between himself and another specific one – a tie that binds them together in space and endures over time," (Ainsworth, Waters & Wall, 1978).

	- Attachment is not just a connection between two people; it is a bond that involves a desire for regular contact with that person and distress during separation from that person. It will also form with new individuals in a child's life. - As children grow, they use these connections as a safe place from which to explore the rest of the world. When they have strong attachments, they build the ability to use adults to help them. This is because they have learned from earlier interactions that adults are there to meet their hunger, sleep and comfort needs. - Throughout this period, children are also learning that those important people in their lives will be with them and away from them. Learning to manage separation is an important skill for young children to master. - Children who have learned that adults support them and provide a safe and predictable environment are usually able to: - Feel comfortable in new environments, such as attending a birthday party or starting a new school or group. - Follow another adult's guidance.
ESSENTIAL QUESTIONS	COGNITION DOMAIN - Why do we have rules? - How do we play with the toys? - How do we take care of the toys? - What happens in school? - What are some of your favorite activities in school? (This will be a later question; after they have had time to experience school) - How is home different from school? SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN - Who takes care of me at school? - How do we play with each other? - How do we take care of each other?
LEARNING PROGRESSIONS (STANDARDS)	COGNITION DOMAIN <i>Engagement with Environments, People and Objects</i> C.48.2 Maintain interest in exploring specific topics over time. C.60.2 Express interest in learning about a specific topic over time C.60.3 Engage in preferred activities and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer <i>Cooperation with Peers in Learning Experiences</i> C.48.4 Engage in and complete learning activities with peers C.48.5 Help and cooperate in group C.60.5 Plan and complete learning activity with a peer C.60.6 Model or teach peers how to use materials or complete task SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN <i>Trusting Relationships</i> SE.48.1 Engage in interactions with less familiar adults SE.60.1 Seek help and approval from a wider array of adults in trusted roles <i>Managing Separation</i>

	- o SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult - o SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends’ caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult.
FOCUS AREAS	1. School Environment (classroom, hallway, playground, office, nurse’s office, MPR, OT/PT) 2. Routines (clean-up, centers, daily schedule, transitions, PBIS, self-care) 3. Relationships (developing a community, sharing, taking Turns)
KEY VOCABULARY	1. Expectations (manners: respect, wait / patience, rude, comforting (“She is comforting Sally”)) 2. Community (names of centers, classroom Jobs: meteorologist, electrician, technology helper, circle time, morning meeting, cubby, coat hook, helper, caboose, line-leader) 3. Routines (arrival, dismissal, absent, announcements (loudspeaker / intercom) routine / schedule) 4. Environment and People (multi-purpose room, principal, staffs’ names, office, lockdown, fire-drill, alarm, siren, evacuation)

KEY KNOWLEDGE My students will know...	KEY SKILLS My students will be able to (do)...
• That school has routines • That school has expectations/rules • That school is a community of learners • That we develop relationships with adults and peers in school • That school is a safe place • Everyone has a role in the school environment • That school is a place for learning	• To follow classroom routines • Identify classmates • Identify teachers/staff • Ask for help when needed • Explore classroom centers individually and with peers • Take turns with assistance • Transition from one activity to the next • Engage in activities for longer periods of time • Separate from parents
Unit Assessment: Introduction to School Key Skills Assessment / ESGI	

TEACHING STRATEGIES AND EXPERIENCES
(Multiple means of representation, expression and engagement)

- Give children opportunities to play with other children and to work together to reach a goal, allow them to evolve the project
 - Foster this by providing toys and materials that encourage cooperative use
 - Provide materials for pretend play, e.g., dollhouses and people, stuffed animals, cars
- Allow time for children to share their experiences in their own way
- Provide family photos or objects from home, support children's comfort with separation through use of visuals and stories
- Go for walks around the school environment and point out interesting sights / people
 - Talk about new places before going there
- Notice and respond to children's curiosity / preferences, expanding the learning opportunity with rich vocabulary and open-ended questions
- Teach the importance of caring for their school environments
 - e.g. Engage children in completing classroom jobs, (sweeping, putting away toys, etc.)
- Routines/Expectations
 - Centers "Field Trip" that explains the purpose of each center and how to appropriately use the materials there
 - Develop Classroom Rules
 - Consider a corresponding visual schedule
 - Make a point to focus on appropriate behaviors on the playground
 - Use the same visual and environmental cues throughout the day, such as singing the same clean up song or pointing to the bathroom and modeling washing hands when it is time to wash up before snack.
 - Maintain predictable routines, and also provide flexible schedules and opportunities for children to make choices (e.g.: provide materials that can be used in multiple ways)
 - Use consistent greeting/goodbye routines and learn small phrases in child's home language to reassure them family and caregivers will be back to get them
 - Clean-Up (e.g. snack, centers, work, etc.)
- Supporting Social/Emotional
 - Make a point of engaging in **one-on-one time** with each child
 - Encourage returning 4's to take a leadership role by assisting new children
 - Encourage positive attitudes about mistakes, point out the many different ways that things get done
 - Encourage children to attempt tasks outside of their comfort zone, offer support such as auditory / visual cues, increase complexity as needed, comment positively about children's perseverance
 - Share in children's feelings (e.g. excitement about their discoveries, support children to manage feelings of distress)
 - Interact with children by responding to speech, touch, scent, movement, verbalizations and facial expressions that is paired with language
 - Use body language and facial expressions to show warmth and caring
 - Describe children's feelings with feeling words
 - Encourage children to ask for help from a range of people
 - Snack Time Conversations
 - Adults should facilitate conversations (if necessary)
 - Morning Meeting / Circle Time
 - Photo Attendance
 - Hello Song / Welcome Greeting and Game

• Cognition ◦ Provide tasks where the goal is trying different strategies rather than right or wrong answers ◦ Give children adequate time to respond to questions, directions, greetings, etc. ◦ Model the use of “Wondering Aloud” about the environment ◦ Support children to find answers to their questions, support them to brainstorm ways they can do that e.g., ask someone, read a book, try another way. ◦ Acknowledge children when they are exploring, “I see you playing with blocks. That looks like so much fun!” • Centers/Transitions ◦ Develop the ability to “Stay and Play” (engagement in centers) ■ Use Social Stories (e.g. Centers and materials used at specific centers, playground rules, initiating play) ■ Puppets / Second Step Curriculum ◦ Understand the various centers of the room, including what is located there and how to use those materials ◦ Mini field trip into each center - develop class book using children playing in centers and experiencing routine • Videos/Pictures of children playing in centers and experiences with routine • Picture pull-outs (with a large manilla envelope and slowly pull the picture out and have the students say what they see and guess what it is) ◦ Extension: ■ Include children in the photo and work on name recognition ■ (Includes visual discrimination, social emotional)	
DIFFERENTIATION	Children with Disabilities • Ensure that children have ample opportunity to explore through different modalities (e.g., provide children with hearing impairments opportunities to explore through touch and visual means, provide children with visual impairments objects that make different noises) • Provide children with ways to make choices about their environment • Structure cooperative experiences with peers • Give children adequate time to respond to questions, directions, greetings, etc. • Use concrete items to help children learn new vocabulary • Use a multisensory approach to build trusting relationships, using speech, touch, scent, movement • Use frequent verbal descriptors of environments • Allow children to hold and touch objects as they experience new environments • Encourage exploration through auditory and visual cues • Observe children to determine preferences; use those preferences to draw children into participation in new environments • Support children’s comfort with separation through the use of visuals and stories
	Children Who Are Dual Language Learners • Provide materials that reflect a child’s home language and culture to promote exploration (e.g., familiar foods in a dramatic play area, books in home language, signs in home language in block area) • Learn a few question words in the child’s first language to build their connection with you. This will make them feel safer and promote their curiosity and questioning • Create buddy systems by pairing children who speak more English with children who speak less • Demonstrate interest in the child’s attempts at interaction and activity

	• Be consistent in using the same visual and environmental cues throughout the day, such as singing the same clean-up song or pointing to the bathroom and modeling washing hands when it is time to wash up before snack • Observe children carefully. How they approach new situations will be impacted by their willingness to take risks. This level varies for each child. Be aware of these differences and provide additional support for children who are naturally more hesitant • Use body language and facial expressions to show warmth and caring • As much as possible, keep routines and schedules predictable, using visual cues to help children understand • Use gestures paired with language • Learn small phrases in children's home language to reassure them that you can help or that their mom, dad, grandpa, aunt, or uncle will be back to get them • Allow children to stay close to you to help them develop trust
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RESOURCES	
IRA (Alternate years) • <u>Making Friends at School</u> (Rochelle Bennett) • <u>Join In and Play</u> (Learning to Get Along Series) by Cheri J. Meiners Fiction • <u>If You Take a Mouse to School</u> (Laura Numeroff) • <u>Pete the Cat: Rocking in My School Shoes</u> (Eric Litwin) • <u>Pete the Cat and the New Guy</u> (Eric Litwin) • <u>Mouse's First Day of School</u> (Lauren Thompson) • <u>Rainbow Fish</u> (Marcus Pfister) • <u>The Land of Many Colors</u> (Rita Pocock) (This book is about working together, reviews colors, sharing, acceptance, and problem solving) • <u>Friends</u> (Helme Heine) • <u>The Little Mouse, The Red, Ripe Strawberry and The Big Hungry Bear</u> (Audrey Wood) • <u>Bear's New Friend</u> (Karma Wilson) • <u>Little Blue and Little Yellow</u> (Leo Lionni) • <u>Corduroy</u> (Don Freeman) • <u>How Do Dinosaurs Go to School</u> (Jane Yolen & Mark Teague) • <u>Dinosaur Starts School</u> (Deborah Allwright) Nonfiction • <u>Preschool Day Hooray!</u> (Linda Leopold Strauss) • <u>Talk and Work It Out</u> (Learning to Get Along Series) (Cheri J. Meiners) • <u>Making Friends</u> (Fred Rogers)	<u>Literature</u> <u>Websites / Videos</u> • <u>Pete the Cat and the New Guy</u> • <u>The Little Mouse, The Red Ripe Strawberry and The Big Hungry Bear</u> • <u>The Rainbow Fish</u> read by Ernest Borgnine • <u>If You Take A Mouse to School</u> • <u>Hello / Make A Circle Song</u> • <u>Hello Friend</u> • <u>Good Morning / How are you?</u> • <u>Now It's Time to Say Hello</u> <u>Songs</u> • <u>Intro to School Song</u> • Nursery rhymes ○ Hey Diddle, Diddle (Various Authors) ○ Jack and Jill (Various Authors) ○ Mary Had a Little Lamb (Various Authors)

APPENDIX	
QUESTIONS FOR INQUIRY AND ANCHOR STATEMENTS	• Tell me/us what you see? • What will happen if...? • What do you think is going to happen? • Why do you think that? • What makes you say that? • What evidence do you have? • What is the same or different as ...? • What do you notice about...?
RELEVANT DATA TO CONSIDER	• Background Information ◦ KWL (Formal or Informal) ■ Parent Questionnaire - Send home before school starts and review • Student's prior experiences before entering school ■ Have you ever been to school? ■ Do you have a brother or sister in school? ■ Have you ever visited Consolidated before? ■ Does student have difficulty separating? • Observations and checklists for current level of functioning and understanding of: ◦ Centers ◦ Routines ◦ Cognition ◦ Social and Emotional Development ◦ Play Skills Baseline • ESGI Data
ENGAGING FAMILIES	• Send out and review parent questionnaire • Meet-And-Greet ◦ Families and students come in and meet the teacher and paras as well as having an opportunity to explore their new classroom ◦ Encourage students to bring a self-soothing token to the Meet-and-Greet • Developing a class book which depicts classroom staff and children and adults in the larger school community engaged in daily activities (including a photo) ◦ Imagine a book that has a photo with the child at home with a caretaker and then a picture of the child with a caretaker at school ■ This is great for helping to manage separation • Send videos/pictures before school begins of the school environment and/or people • Send home activity for child to bring in first day of school for class bulletin board (i.e. color little mouse or Pete the Cat)

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● Ask families to send in picture of child and family member to hang on bulletin boards and in cubbies ● Send videos, pictures and emails from our first days of school to families (update on how it is going) ○ Ask families how they feel about first days ○ Ask families to share what their child has shared about their first month of school
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Unit 2: Fall

(Year 1)

Unit: Fall	
UNIT OVERVIEW	The purpose of this Unit of Study is for children to observe and notice the changes that are taking place in their environment during the season of fall. This unit will develop children’s logic and reasoning skills using attributes, patterns, and sorts related to fall. Students will identify, experience, and create different ways their bodies and fall-related objects move in space. Children will use items representative of fall, including items found in nature to inspire their creative experiences and represent ideas. They will also express and represent their ideas using music, dance, dramatic play and a variety of tools and materials. We will develop student learning primarily through two learning domains from the Connecticut Early Learning and Development Standards: Cognition Domain and Creative Arts Domain.
DOMAIN RATIONALE	COGNITION DOMAIN Strand B: Early Learning Experiences will support children to use logic and reasoning • Logic and reasoning skills are an essential part of child development and early learning. These skills provide a foundation for competence and success in school and other environments. Children’s ability to think, reason and use information allows them to acquire knowledge, understand the world around them and make appropriate decisions. Logic and reasoning includes: understanding how one action makes something else happen (cause and effect), understanding characteristics of objects and people and how to organize or categorize (attributes, sorting and patterns), thinking through problems and using strategies to solve them (problem solving), and understanding that one thing can represent another thing; including symbols, objects and people (symbolic representation). • Adults support children to use logic and reasoning when they provide learning experiences that allow children to explore and consider the impact of their own actions. Opportunities to engage in dramatic play and explore symbols, such as letters and numbers, supports the development of symbolic representation. • Preschoolers at this stage of development use their perceptions of the environment, along with pieces of information gathered during their past experiences, to understand their world (Piaget, 1967). Based on their observations and the application of new thinking processes, they develop new understanding to make logical sense of the world. For example, children’s ability to group objects will expand from using one characteristic or trait, such as color, to finding multiple ways to group them. Children’s logic and reasoning skills emerge when adults and children seek out answers to questions and problems together. The emphasis should be on the process rather than the result. Listen carefully to children’s questions and think of ways that they can discover their own answers. Developing symbolic representation is necessary for children to be able to do things such as math operations and reading. Encouraging children to engage in dramatic play supports the development of symbolic representation. Providing opportunities to draw and to use letters and numbers in meaningful ways also supports children to understand and use symbols. CREATIVE ARTS DOMAIN Strand A: Early learning experiences will support children to engage in and enjoy the arts • Young children have a natural interest in expressing themselves through the arts. Even without formal instruction, children will tap objects to create a rhythm, use a writing tool to scribble or create a picture, engage in dramatic play and move their bodies to music or fly like a butterfly. The arts naturally engage children because they incorporate many components that support the way young children learn. They require a hands-on or participatory approach, they are open ended, and everyone’s butterfly dance does not have to be the same. This allows children to bring their varied experiences, strengths and interests to the activity. In addition, young children are still developing many skills including their ability to communicate through words. Participation in music, visual arts, drama and dance gives children ways to share what they are thinking and feeling without the use of words. • This increases their confidence in their ability to connect with the important people in their lives. Another hallmark of early childhood is that learning is interconnected and related. Participation in the arts simultaneously builds children’s skills, such as

	problem-solving and critical thinking, language/communication, mathematics, and social and interpersonal skills. This strand includes how children move through a progression of reacting and responding to different aspects of the arts to finally creating their own expressions. As children move through their preschool years, their increasing skills will allow them to be able to generate their own creations in visual and performing arts. ○ Their increasing cognitive skills will allow them to wonder what sounds objects might make, and their motor skills will allow them to test out their ideas. ○ Their scribbles will progress to recognizable objects, and they will be able to decide what media best expresses what they want to do in their art. ○ Their pretend play will become more complex including characters and roles. They may try out being a director and request that their friends follow a plot and suggest their role within the story. ○ They can now express themselves through dance with more complexity in movement and creativity because their coordination and ability to hear differences in the tempo, tone and beat of music has increased. ● Much of children's development in the creative arts proceeds naturally and only needs opportunities to grow. If engaging in and enjoying the arts is a way for children to express themselves, adults must create safe and respectful environments where children feel they can share who they are and what they are thinking. Adults also need to expose them to a wide variety of music and dance and provide materials to create visual arts and dramatic play. Some skills in the creative arts will progress on their own, but others will need more direct instruction.
ESSENTIAL QUESTIONS	COGNITION DOMAIN ● What are the changes we see outside in plants? ● How is the weather changing? ● How are these fall items (leaves, etc) similar and different? ● How did you sort these? Can you sort these another way? ● Explain the pattern. CREATIVE ARTS DOMAIN ● What can you make with the items you found on our fall walk? ● Use the materials on the craft table to create your own art. ● Can you make your body/scarf/fall object move like a ____ (leaf, etc)? COGNITION DOMAIN ● <i>Attributes, Sorting, and Patterns</i> ● C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound) ● C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less) ● C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language ● C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...) ● C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says....")

LEARNING PROGRESSIONS (STANDARDS)	CREATIVE ARTS DOMAIN <i>Music</i> - CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music - CA.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song) - CA.48.2 Imitate or spontaneously sing an entire verse of song - CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.) - CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance) - CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft) - CA.48.4 Spontaneously sing songs and/or participate in songs with gestures - CA.60.4 Create music using their voices and/or a variety of instruments and materials <i>Visual Arts</i> - CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge - CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts <i>Drama</i> - CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play - CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time) - CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play <i>Dance</i> - CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet) - CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground)
FOCUS AREAS	- Change of Seasons (Compare and Contrast; How the Environment is Affected) - Animals in Fall (Adaptation) - People in Fall (Changes in Behavior, Food, Activities) - We Express Ourselves in a Variety of Ways (Props and Materials, Responding to/Creating Music and Art, Dancing, Acting)
KEY VOCABULARY	- Plants (vine, tree, stem, leaves, rake, raking, bare, gourds) - Weather (cool, chilly, breezy) - Creative Arts (create, instrument, loud, soft, sway, shake, bend) - Autumn (gathering, orchard, patch, harvesting, picking, Jack-o-Lantern, carve, scarecrow)

KEY KNOWLEDGE My students will know...	KEY SKILLS My students will be able to (do)...
● that weather is different in the fall (cold, windy, storms) compared to summer and winter ● that the environment is affected by the seasons ● pumpkins/apples grow and are harvested in fall ● how animals behave during the fall (e.g. gathering/storing food for winter) ● how people change their behavior during the fall (e.g. wearing heavier clothes, going apple picking) ● that they can express themselves through a variety of creative arts	● identify relative attributes and use these attributes to compare ● identify patterns and then use these patterns to solve problems and/or reason ● question the accuracy of information based upon their prior knowledge and experiences ● use dramatic play (center) to express thoughts, ideas, and feelings ● use a variety of materials to create visual art to express and/or represent their ideas ● use and/or create music and dance to express their ideas
Unit Assessment: Fall Key Skills Assessment	

TEACHING STRATEGIES AND EXPERIENCES (Multiple means of representation, expression and engagement)	
27	● Provide facilitated tasks where the goal is trying different strategies rather than right or wrong answers ○ Sorting (allow students to pick what attributes they will sort by; have them explain their thinking) ● Use embedded instruction ○ For Example: Problem solving should be embedded into the daily routines (If X cannot zip his coat, what can he do to solve this problem?) ● Share in children’s excitement about their discoveries ○ Ask them open-ended questions to further their interest and curiosity ○ Expand children’s ideas by wondering out loud ● Give children opportunities to work together to reach a goal, allow them to evolve the project. ○ Point out the many different ways that things get done; comment on the ways that students are doing things differently to achieve the same goal. ○ Encourage positive attitudes about mistakes ● Allow time for children to share their experiences in their own way (e.g. Morning Meeting). ○ Comment on children’s perseverance ○ Offer choices ● Support children to find answers to their questions; suggest ways that can help them find answers (ask a friend, try an experiment, ask a teacher, try another way, etc..) ● Apples ○ Graphing ■ Using red, green, and yellow apples have a “Taste-test” ■ Then graph everyone’s favorite apple ○ Apple-prints ■ Cut each apple in half (horizontally to reveal the star or vertically to reveal the apples true shape). ● You need to cut them as straight and flat as possible. If they are not flat, paint won’t show up on the paper in certain spots.

- Stick a popsicle stick in the apple to make a handle
 - Use red, green, and yellow paint (respectively), to paint the apples
 - Then make apple prints
 - Apple patterns
 - Use the apple-prints to make apple-patterns
 - Apple Life Cycle Painting
 - Have students use their arm as a tree (paint their arm/hand brown)
 - Apple seed → Seedling → Tree → Bud → Flower → Fruit (apple)
- Cooking experiences
 - Applesauce (See appendix for recipes)
 - Pumpkin Bread (See appendix for recipes)
 - Pumpkin Seeds (See appendix for recipes)
- Leaves
 - Sort
 - Painting - Use leaves (instead of a paintbrush)
 - Colors, shapes, big/small, etc...
 - Patterns
 - Use real leaves students have found, fake leaves, leaf stampers, etc...
 - Leaf Rub
 - Have students gather a variety of leaves from around the school, from home, or provided by teacher
 - Use a variety of crayons to make a “rub” of the leaf
 - Leaf Collage
 - Real, fake, or cut out leaves
 - Allows students to choose the paper they want to glue their leaves on
- Sorting
 - How do animals act in the fall?
 - Sorting by Adaptation / Migration / Hibernation
 - How do people act in the fall
 - Sort by clothes, food, activities, etc...
 - Summer vs. Fall
- Pumpkins
 - Pumpkin seeds counting activity (in a ten-frame)
 - Use real pumpkin seeds
 - Pumpkin Life Cycle
 - Seed → Sprout → Plant → Vine → Flower → Green Pumpkin → Pumpkin
 - Making Jack-o-Lanterns
 - Hammer golf tees into pumpkin
 - Use sticker shapes to glue onto pumpkin
 - Trace and carve the Jack-o-Lantern
- Autumn-found objects
 - Teacher can provide objects, students can use objects they find on a walk, students can use items cut from magazines, etc...

- Students could identify which items an animal might eat
- Which ones float, which ones sink?
- Movement
 - Play music that varies in tempo, rhythm and form
 - Ask children to move to the music
 - Ask students to describe **how** they moved and **why**.
 - Add movement to activities and transitions; for example, hop like a frog to line up to get your coat.
 - Encourage students to “move” their feelings
 - Pull feeling words or brief descriptions of action out of a box, read them to children and ask them to move in a way that represents that word or action, e.g., happy, excited, distressed, mad, float like a bubble, pop like popcorn, etc.
 - Try dancing “like the wind” to different music
 - Use props like streamers, scarves, leaves, etc
 - Provide space for moving to music in a variety of ways..
 - Movement songs with the Leaves
 - Provide students with different colored leaves (either real or fake) and move to a variety of songs
 - *All The Leaves are Falling Down*
 - *Autumn Leaves are Falling Down* (see link in “Websites/Videos”)
 - *Going on a Leaf Hunt*
- Art / Visual Art
 - Use natural objects to create art
 - Find “Autumn” Objects on a class walk
 - Students could identify which items an animal might eat
 - This could be done as a sort
 - Hypothesize: Which ones float, which ones sink?
 - Students could compare and contrast these to objects found in the summer
 - Finger paint
 - Use red and yellow to create orange and finger paint into a pumpkin (then cut the pumpkin out)
 - Finger paint with fall colors
 - View art with children and use descriptive words, such as flowing, delicate, bold, subtle, dramatic, rough, smooth, curvaceous, geometric, swirling, large, small, bold, pale, earthy.
 - Indian corn painting
 - Have students roll the Indian Corn in paint and then use it to create designs on paper
 - Or roll it around in a big box
 - View art with children and use descriptive words, such as flowing, delicate, bold, subtle, dramatic, rough, smooth, curvaceous, geometric, swirling, large, small, bold, pale, earthy.
 - Display children’s artwork.
- Fall walk
 - “I notice...”
 - “I wonder...”
 - “These are similar/different”
 - Small, medium, large

● Music

- Provide recording devices so that children can sing or play music and talk about it as they listen to the recording.
- Model creating music by singing or tapping on a toy or table.
- Respond to different rhythms by marching, clapping, finger tapping.
- Observe people or animals in motion; describe how they are moving.
- Watch short clips of a variety of styles of dance musical and theatrical productions with children
- Provide purchased and home-made musical instruments.
- Provide daily access to musical instruments
- Dramatic Play
 - Provide realistic and imaginative props that represent all cultures in the program.
 - Set up a stage and encourage children to perform.
 - Suggest that children develop a plan for their performance by drawing pictures or writing.

Children with Disabilities

- Carefully observe children during routines to determine indications of interest in objects or experiences
- Offer choices that intentionally include a preference
- Provide toys that are multisensory
- Provide preferred toys
- For children who are blind or visually impaired, keep furniture arrangements the same
- For children who are blind or visually impaired, store preferred toys and snacks in the same locations
- Be sure children who are deaf or who have hearing loss can see you when interacting with them
- Station adults in high-interest areas to facilitate engagement of all children
- Use embedded instruction
- Provide adapted or individualized materials that can be used to learn about cause and effect, such as large cars that children with fine motor challenges can hold and push
- Using adapted materials, such as large handled paint brushes
- Providing visual cues for dramatic scenarios, such as using cue cards to indicate when a particular action should be performed
- Providing adequate space for children to move to music from a variety of positions, such as sitting down, standing or using a wheelchair

DIFFERENTIATION

Children who are Dual Language Learners

- Use gestures paired with language
- Learn small phrases in the child's home language
- Encourage parents to continue to speak to the child in the family's home language
- Describe your actions as you complete them
- Use exaggerated facial expressions and gestures
- Describe children's actions as they play
- Build relationships with families
- Create small groups that include peers with more English vocabulary
- Directly teach vocabulary that is linked to accomplishing the strand goal
- Provide dramatic play materials, such as dolls, clothes or food containers from the cultures that are represented in the program

	• Play music that represents the music children hear in their homes • Display artwork from artists that are representative of children’s home cultures • Provide musical instruments that represent varied cultures • Use self-talk and parallel talk to describe the materials and your actions and the materials and actions of the child, e.g., “I am using the paintbrush and the red paint to paint my flower” or “Giza is using the blue marker to draw her house.” • Learn basic vocabulary in a child’s home language to describe the arts (e.g., music, dance, painting)
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RESOURCES	
IRA • <u>Hello Fall</u> (A Discovering My World Book) (Melvin and Gilda Berger) Fiction • <u>The Biggest Leaf Pile</u> (Steve Metzger) • <u>We’re Going on a Leaf Hunt</u> (Steve Metzger) • <u>I See Fall</u> (Charles Ghigna) • <u>Apple Trouble</u> (Ragnhild Scamell / Michael Terry) • <u>Harvest Party</u> (Jennifer O’Connell) • <u>Up, Up, Up! It’s Apple Picking Time</u> (Jody Fickes Shapiro) • <u>Shivery Shades of Halloween: A Spooky Book of Colors</u> (Mary McKenna Siddals) • <u>A Picnic with Monet</u> (Julie Merberg) • <u>Giraffes Can’t Dance</u> (Giles Andreae) • <u>Caps for Sale</u> (Esphyr Slobodkina) Nonfiction • <u>Visit to An Apple Orchard</u> (Melvin and Gilda Berger) • <u>Perfect Pumpkins</u> (Jeff Bauer) • <u>A Tree Can Be....</u> (Judy Meyer) • <u>Animals in Fall</u> (Melvin and Gilda Berger) • <u>It’s Fall!</u> (Linda Glaser) • <u>Fall Changes</u> (Ellen B. Senisi)	Websites / Videos • <u>Chipmunk Emptying His Cheeks</u> • <u>We’re Going on a Leaf Hunt</u> • <u>Scarecrow Scarecrow</u> • <u>5 Little Pumpkins Sitting On A Gate</u> • <u>5 Little Pumpkins</u> • <u>Learn About Fall, Autumn - Learning Seasons for Children</u> • <u>Autumn Leaves are Falling Down</u> Songs • Fall songs: <u>Leaves, apples, pumpkins and halloween</u>

QUESTIONS FOR INQUIRY AND ANCHOR STATEMENTS	• Tell me/us what you see? • What will happen if...? • What do you think is going to happen? • Why do you think that? • What makes you say that? • What evidence do you have? • What is the same or different as ...? • What do you notice about...?
RELEVANT DATA TO CONSIDER	• Background Information ○ A version of K-W-L (Formal or Informal) ■ What changes have we noticed outside in the natural world (trees, weather temperature, etc)? ■ What does the word “Fall” mean? ■ Have you picked apples or pumpkins? ■ Where do apples come from? ○ Use the Parent Questionnaire from the first unit to guide our understanding of each child’s experiences related to this unit of study. ○ What have I seen children say and do in relation to this unit? ■ What students say/do that indicate their level of understanding and/or interest ■ What are students bringing in for show-and-tell / Morning Meeting share that indicate their interests
ENGAGING FAMILIES	• Send in a picture/video or information about: What does your family like to do in the fall? • Classroom Newsletter • Book lists • Share videos/pictures of fall activities done with class with families ○ Check-list for their fall walk (like a scavenger hunt) • Encourage families to go on a fall walk and share it (share checklist) • Fall Parade - Families watch parade, students sing fall songs for family

Unit 3: Meals

(Year 1)

Unit: Meals	
UNIT OVERVIEW	The purpose of this Unit of Study is for students to understand that everyone has nutritional needs, but that may vary widely in different households. Food preparation can involve many stages, tasks, and a variety of equipment. Food is required to keep our bodies healthy. With its focus on nutrition/meals, this unit will develop student’s adaptive and fine motor skills. We will develop student learning of meals primarily through one learning domain from the Connecticut Early Learning and Development Standards: Physical Health and Development Domain.
DOMAIN RATIONALE	PHYSICAL HEALTH AND DEVELOPMENT DOMAIN Strand B: Early learning experiences will support children to develop fine motor skills. • Visual Motor Integration refers to a child’s ability to use their eyes and their hands together to accomplish a task. Small Muscle Movement and Coordination refers to the ability to maneuver pencils, crayons, markers, scissors and other small objects accurately with the fingers, thumb and hand. Strong fine motor skills are essential to complete tasks, such as writing, cutting, using a fork or spoon, threading beads, moving puzzle pieces, zipping, buttoning and tying shoe laces. Success with these activities depends on strong fine motor skills, which are honed through practice. • As a toddler practices and exercises the small muscles in his hand, his movements become more controlled and precise. He begins refining his initial “fist grip” into what is perhaps the most important fine muscle movement in the hand called the pincer grip. This grip occurs when the pointer finger works with the thumb to pinch and grip an object. Children develop their fine motor skills through practice. So providing them with multiple opportunities to work on their skills is critical. Allowing children to attempt to complete tasks on their own, such as holding a toy, feeding and dressing, gives them a chance to practice these skills with a purpose. PHYSICAL HEALTH AND DEVELOPMENT DOMAIN Strand C: Early learning experiences will support children to acquire adaptive skills. • Our adaptive skills are those that we use to help our body meet its requirement for nutrition, clothing, and safety. To accomplish these tasks we use a combination of skills. For example, when our stomach grumbled in hunger, we have learned to identify that feeling. We then must use our problem-solving skills to plan what we do next. Perhaps we decide to get something to eat from the refrigerator. We then must use our gross and fine motor skills to walk to the kitchen, open the refrigerator and then open a container. • For young children, the beginning of adaptive skills includes learning to feed themselves, using utensils to eat and serve themselves, washing their bodies and brushing their teeth, putting on and taking off their clothes and zipping or buttoning. It also includes their ability to learn rules that help keep them safe. Later they will be able to explain those rules and the reasons why they are important.
ESSENTIAL QUESTIONS	PHYSICAL HEALTH AND DEVELOPMENT DOMAIN • What do you eat? • How is the food you eat prepared? • Who prepared it? • Do you help cook? • Do you help set the table? • Do you help clean up? • What are the jobs you can have related to meals? • Where do you eat?

LEARNING PROGRESSIONS (STANDARDS)	PHYSICAL HEALTH AND DEVELOPMENT DOMAIN ● <i>Visual Motor Integration</i> ○ PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.) ○ PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors) ● <i>Small Muscle Movement and Coordination</i> ○ PH.48.7 Use writing/drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft ○ PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar) ○ PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement ● <i>Feeding Routines/Nutrition</i> ○ PH.48.8 Pour liquid from a small pitcher ○ PH.60.6 Use butter knife to spread and cut. Open most containers to remove food ● <i>Safety and Responsibility</i> ○ PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library, and playground). Generally follow rules and bring other children's rule breaking to the attention of adults ○ PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community ● <i>Dressing and Hygiene</i> ○ PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support ○ PH.60.8 Typically manage own dressing, toileting and basic hygiene
FOCUS AREAS	1. Food (preparation, cooking, types, healthy vs. unhealthy, raw vs. cooked, food groups) 2. Likes and Dislikes (food preferences, allergies) 3. Safety (heat, sharp objects, clean up) 4. Meal Routines (home, school, community, family, friends)
KEY VOCABULARY	1. Meal (breakfast, lunch, dinner, snack, treat, whole, half, piece) 2. Location (kitchen, dining room, restaurant, picnic, company, host, guest, manners) 3. Utensils (knife, spoon, fork, chopsticks, napkin, plate, bowl, dish, pot holder, wok) 4. Cook (pour, chop, slice, spread, prepare, strain, bake, fry, stir) 5. Appliances (oven, stove, refrigerator, microwave) 6. Taste (raw, cooked, hot, cold, healthy, nutritious, spicy, sour, sweet) 7. Clean (scrub, wash, dry, dirty, clean)

KEY KNOWLEDGE My students will know...	KEY SKILLS My students will be able to (do)...
● how to use certain eating utensils ● how to perform simple cooking/cleaning tasks related to mealtime ● the differences between how individuals/families enjoy meals ● differences between the food groups and individual preferences ● different locations and expectations for mealtime behavior	● use coordinated fine-motor movements to eat and clean up after a meal ● identify food from different food groups ● compare mealtime expectations for different locations ● identify their own family's eating routines and meals ● talk to share their experiences and thinking
Unit Assessment: Meals Key Skills Assessment	

TEACHING STRATEGIES AND EXPERIENCES
(Multiple means of representation, expression and engagement)

- Be sure children are seated in a stable chair and their feet can be flat on the floor
- Provide animal grabbers, bug catchers and wooden tongs for children to pick up objects
- Provide stiff materials to practice cutting (index cards, sandpaper, magazine inserts)
- Provide non-paper items to cut (play dough / straws)
- Provide small collage materials
- Provide lacing cards, peg boards, toothpicks, plastic knives to use with play dough, screwdrivers, stringing beads, eye droppers, stickers and buttons
- Provide pencils and fine line markers
- Offer children many opportunities throughout the day to write and draw
- Play games that allow children to crawl and creep on the floor. Bearing weight on their hands and arms will help them develop the arches and muscles needed to write and manipulate objects
- Encourage children to fold paper as a part of a meaningful activity such as making menus for the dramatic play area
- Play games that involve eye-hand coordination, such as rolling a ball back and forth, magnetic fishing games, pounding bench or stringing beads
- Play catch with increasingly smaller balls
- Ask questions, such as, "Can you put the blocks together?"
- Provide opportunities for children to be responsible for their personal belongings (e.g., hang up coat)
- Use a family style serving process
- Provide supports, such as visual cues, stools and child height hooks to increase independence so that children can reach sinks and hang up their coats
- Provide opportunities for children to complete dressing and personal hygiene activities (one step at a time if necessary)
- Post pictures of healthy food and hygiene practices
- Provide opportunities for children to choose their own personal hygiene items and complete a hygiene routine
- Model putting on and zipping / snapping your coat and tying your shoes
- Support children to clean up after spills and acknowledge their efforts
- Use visual supports, such as gestures and pictures
- Provide guidance and allow enough time for the child to complete routines

- Consistently explain boundaries about harmful objects and situations
- Read stories about crossing the street, staying close to adults and touching animals
- Respect children’s emerging need for privacy
- Have clear and consistent boundaries about harmful objects and situations
- Invite guests in for snack (Secretaries, Administrators, Related Service Providers, etc)
- Switch up table locations (e.g. put them all together and have the class eat snack as a whole group)
- Discuss how this compares to when they have company over
- Taste-test (and then graphing results)
- Setting the table matching game (match a fork with the fork outline…)
- Playing restaurant in dramatic play
- Sorting Game (Healthy vs. Unhealthy, Breakfast vs. Lunch vs. Dinner, Everyday foods vs. Sometimes foods)
- Have a snack outside as a class (bring out dramatic play toys to pretend like they were having a BBQ outside, have students identify what items/materials they would need to have an outdoor cooking experiences)
- Set up a drive through (Use tricycles to create a drive through and have students serve as others drive through)

Children with Disabilities

- Use adapted materials, such as large crayons, spring-loaded scissors
- Tape paper to the table during drawing and painting
- Provide opportunities to participate in fine motor activities in a variety of ways, so that children with varied skill levels can still take part in the learning experience
- Break tasks down into smaller steps
- Give the child only one piece of clothing at a time
- Provide visual cues, such as a picture representation of the steps to washing hands and helping them to use the schedule to complete each step
- Create opportunities for children to learn about safety routines in many different ways, such as reading a book, setting up a role play and sequencing pictures of the routine
- Modify materials as necessary to encourage independence in routines
- Use verbal, visual and physical cues to help children know what to do and encourage active involvement in routines

Children Who Are Dual Language Learners

- Provide models / verbal directions of fine motor tasks
- Narrate while you watch a child completing a fine motor task; use gestures to indicate what you are talking about
- Use activities that have a fine motor component and are connected to the child’s culture, such as making tortillas or folding paper for origami (Make sure to discuss with families the activities which are meaningful and relevant to their family and culture)
- Increase visual supports, such as using gestures or pictures and stories
- Repetition will allow the child to build confidence in the task
- Use gestures to indicate successful completion
- Take the time to learn a few words in the child’s home language that would typically be used in feeding and dressing routines, especially words that will support a child’s safety

DIFFERENTIATION

RESOURCES	
Literature IRA Pumpkin Soup (Helen Cooper) Fiction Dragons Love Tacos (Adam Rubin) Today is Monday (Eric Carle) Stone Soup (Ann McGovern) Pancakes Pancakes (Eric Carle) Gregory The Terrible Eater (Mitchell Sharmat) Nonfiction Bread, Bread, Bread (Ann Morris) Eating the Alphabet (Lois Ehlert) Eating the Rainbow: A Colorful Food Book (Rena D. Grossman) How Did That Get In My Lunchbox?: The Story of Food (Chris Butterworth) The Peanut Pickle (Jessica Jacobs) Websites / Videos Today is Monday Cookie Monster and Utensils What Does the World Eat for Breakfast? School Lunches Around the World The Latke Recipe Songs Meals Songs	

APPENDIX	
QUESTIONS FOR INQUIRY AND ANCHOR STATEMENTS - Tell me/us what you see? - What will happen if...? - What do you think is going to happen? - Why do you think that? - What makes you say that? - What evidence do you have? - What is the same or different as? - What do you notice about...?	RELEVANT DATA TO CONSIDER Background Information - K-W-L (Formal or Informal / observation and questioning) - What do you do before you eat? - What do we know about meals? - What foods do we eat? - Where do we eat? - Name some things your parent does to make dinner (or breakfast or lunch)? - What utensils do you use to eat with?

	○ Use the Parent Questionnaire from the first unit to guide our understanding of each child’s experiences related to this unit of study. ○ What have I seen children say and do in relation to this unit? ■ What students say/do that indicate their level of understanding and/or interest during informal conversation, large and small group discussions ■ What are students bringing in for show-and-tell / Morning Meeting share that indicate their interests
ENGAGING FAMILIES	● Ask families to take a picture of their table at a family mealtime and send it in: ○ See if each child can independently recognize their kitchen/family meal ○ Each child to talk about their family table they use for meals ○ Ask families and students to share about their favorite family meal ● Ask families/students to bring in and/or come in a cook with the class a favorite family food ● Cook a food in school to share with your family at home (i.e. pumpkin bread, cranberry sauce, latkes) ● Newsletters, videos and pictures of students using and following meal time routines (i.e. snack helper, cooking as a class and using utensils) ● Newsletters with suggestions to try at home (i.e. set the table like you do in school as snack helper)

Unit 4: Winter

(Year 1)

Unit: Winter	
UNIT OVERVIEW	The purpose of this Unit of Study is to build upon students' prior knowledge of seasons and compare and contrast environmental characteristics. Children will recognize, observe, and understand the reason for different foods, activities, and clothing in different seasons. In addition, students will develop scientific inquiry skills/practices through the explorations of seasonal and environmental changes. A focus on winter will support the development of students' problem solving skills and strategies. We will expand student learning as it relates to winter primarily through two learning domains from the Connecticut Early Learning and Development Standards: Cognition Domain and Science Domain.
DOMAIN RATIONALE	SCIENCE DOMAIN Strand A: Early learning experiences will support children to apply scientific practices. - This strand includes three learning progressions: Questioning and Defining Problems, Investigating and Using Evidence. These learning progressions all involve the processes that help young children understand the world around them. They provide the mechanism for science learning and should be used in conjunction with the other strands in this domain. Science learning is a natural fit for young children as they strive to understand and interact with the world around them. - As children grow and develop, their ability to make observations about the world around them increases. As they begin to understand that results vary depending upon the action, they can begin to investigate in more intentional ways. As children reach preschool age, they can, with adult support, apply scientific processes more systematically to build their own knowledge. As children approach kindergarten, they are able to become more independent in their application of scientific practices and are able to describe their observations in greater detail. Adults simply need to be willing to explore with children and when a question develops from that exploration, adults can work to find the answer as a team with the child. COGNITION DOMAIN Strand B: Early learning experiences will support children to use logic and reasoning. - Logic and reasoning skills are an essential part of child development and early learning. These skills provide a foundation for competence and success in school and other environments. Children's ability to think, reason and use information allows them to acquire knowledge, understand the world around them and make appropriate decisions. Logic and reasoning includes: Understanding how one action makes something else happen (cause and effect), Understanding characteristics of objects and people and how to organize or categorize (attributes, sorting and patterns), and Thinking through problems and using strategies to solve them (problem solving). Adults support children to use logic and reasoning when they provide learning experiences that allow children to explore and consider the impact of their own actions. Assisting children to understand the world around them and work through problems themselves supports confidence in problem solving. Opportunities to engage in dramatic play and explore symbols, such as letters and numbers, support the development of symbolic representation. - Preschoolers, at this stage of development, use their perceptions of the environment, along with pieces of information gathered during their past experiences, to understand their world (Piaget, 1967). Based on their observations and the application of new thinking processes, they develop new understanding to make logical sense of the world. When trying to solve a problem, children will initially use trial and error. As they gain experience, children will begin to think before taking action, using logic and experience to determine the steps they follow to solve the problem. Children's logic and reasoning skills emerge when adults and children seek out answers to questions and problems together. The emphasis should be on the process rather than the result. Listen carefully to children's questions and think of ways that they can discover their own answers.

ESSENTIAL QUESTIONS	SCIENCE DOMAIN • What happens to animals in winter? • What happens to people in winter? • What happens to the environment in winter? • How is the environment different in winter compared to the fall? • What do we notice and wonder about our natural environment?
	COGNITION DOMAIN • How do you know that there is a problem? • How can you solve X problem?
LEARNING PROGRESSIONS 43 (STANDARDS)	SCIENCE DOMAIN • <i>Investigating</i> ◦ S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials ◦ S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and effect relationships ◦ S.60.3 Gather data by drawing, counting or otherwise documenting observations • <i>Using Evidence</i> ◦ S.48.3 Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”) ◦ S.60.4 Give evidence from observations or investigations ◦ S.60.5 Begin to distinguish evidence from opinion
	COGNITION DOMAIN • <i>Problem Solving</i> ◦ C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful ◦ C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas)
FOCUS AREAS	1. Environment (trees / plants, weather) 2. Animals (hibernation, migration, life-cycles) 3. People (adapt, activities, clothing)
KEY VOCABULARY	1. Science (melting, freezing) 2. Weather (winter, blizzard, icicle, frost, temperature, sleet, slush) 3. Animals (den, predator, survive, hibernation, migration, shivering, adaptation) 4. Activities (snowboarding, skiing, ice hockey, sledding)

KEY KNOWLEDGE My students will know...	KEY SKILLS My students will be able to (do)...
• How winter affects people, animals and plants (environment) • What strategies animals and people use in the winter • What migration, hibernation and adapt mean • How the winter differs from the fall • What animals hibernate, migrate and adapt	• Identify strategies animals and people use to in the winter • Identify some animals that migrate, hibernate and adapt • Give examples of how people and animals adapt in the winter • Give examples of how some animals hibernate in the winter • Give examples of how some animals migrate in the winter • Identify a problem
Unit Assessment: Winter Key Skills Assessment / ESGI	

TEACHING STRATEGIES AND EXPERIENCES (Multiple means of representation, expression and engagement)	
44	• Model and describe the process of making observations of objects using clear and specific vocabulary • Model asking open-ended questions to stimulate thinking and inquiry • Engage children around design challenges that are relevant to their lives (e.g., “Let’s see if we can make something that will let us reach the toy that fell behind the shelf.”) • Encourage children to ask questions about objects, events and other phenomena in the indoor and outdoor environment (scaffold how to act upon these questions) • Invite children to document and discuss their observations through drawing, sketching, sculpting with clay or play dough, writing, etc. • Model and encourage a sense of wonder about nature, the world and science • Ask open-ended questions, such as, “What would happen if...?” or “What happened when you...?” • Provide children with personal materials to record their investigations • Listen openly to children’s questions • Encourage children to ask “how” and “why” questions • Observe children in play; express interest with an expectant look or smile • Model communication about sensory observations • Interact in a way that expands a child’s curiosity • Ask questions about something you and the child have seen, heard or touched • Give children opportunities to work together to reach a goal, allow them to evolve the project • Be sure to provide toys and materials that interest children • Allow time for children to share their experiences in their own way • Provide toys and materials that encourage cooperative use • Encourage positive attitudes about mistakes • Point out the many different ways that things get done • Provide tasks where the goal is trying different strategies rather than right or wrong answers

- Comment on children's perseverance
- Use embedded instruction
- Support children to find answers to their questions, support them to brainstorm ways they can do that e.g., ask someone, read a book, try another way
- Offer choices
- Share in children's excitement about their discoveries
- Expand children's ideas by wondering out loud about events
- Role-playing (i.e. Going on a Bear Hunt) or (The Mitten by Jan Brett)
- Act out and discuss songs events/actions/stories that involve problem solving (What if we went on a Bear-Hunt in the winter? How would you get across the frozen lake in the winter? Using materials in the room to create things to help them get around these problems: i.e. using blocks to build snow-shoes to get through the snow)

Children with Disabilities

- Ensure physical access to materials that promote the use of scientific practices including sensory tables, the outdoors, plant and animal life, etc
- Provide visual supports during multistep activities
- Ensure children have multiple ways to communicate about their observations, questions and growing knowledge
- Use sensory experiences that promote touching, tasting, smelling and holding
- Model scientific practices visually and verbally
- Ensure children have opportunities to impact their environment in a variety of ways and observe the results
- Carefully observe children during routines to determine indications of interest in objects or experiences
- Offer choices that intentionally include a preference
- Provide toys that are multisensory
- Provide preferred toys
- For children who are blind or visually impaired, keep furniture arrangements the same
- For children who are blind or visually impaired, store preferred toys and snacks in the same locations
- Be sure children who are deaf or who have hearing loss can see you when interacting with them
- Station adults in high-interest areas to facilitate engagement of all children
- Use embedded instruction
- Provide adapted or individualized materials that can be used to learn about cause and effect, such as large cars that children with fine motor challenges can hold and push

Children who are Dual Language Learners

- Use body language and facial expressions to encourage observation and investigation
- Use gestures paired with language, ask questions and model investigations
- Use simple language to build new vocabulary related to observations and investigations
- Use repetition of vocabulary and process
- Allow children to express their ideas and questions through drawings, gestures, phrases and whatever means available to them to communicate
- Use gestures paired with language
- Learn small phrases in the child's home language
- Encourage parents to continue to speak to the child in the family's home language

DIFFERENTIATION

	- Describe your actions as you complete them - Use exaggerated facial expressions and gestures. - Describe children's actions as they play. - Build relationships with families. - Create small groups that include peers with more English vocabulary. - Directly teach vocabulary that is linked to accomplishing the strand goal.
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RESOURCES	
IRA <u>Bear Snores On</u> (Karma Wilson) Fiction <u>The Mitten</u> (Jan Brett) <u>The Hat</u> (Jan Brett) <u>The Snowy Day</u> (Ezra Jack Keats) <u>Snowmen at Night</u> (Caralyn Buehner) <u>The Missing Mitten Mystery</u> (Steven Kellogg) <u>The Jacket I Wear In the Snow</u> (Shirley Neitzel) <u>Time to Sleep</u> (Denise Fleming) <u>Moon Cake</u> (Frank Asch) 46 Nonfiction <u>Animals in Winter</u> (Martha E.H. Rustad) <u>Snowflakes</u> (Martha E.H. Rustad) <u>People in Winter</u> (Martha E.H. Rustad) <u>Stranger in the Woods</u> (Carl R. Sams II & Jean Stoick)(KO has DVD) <u>A Bed for Winter</u> (Karen Wallace)	Websites / Videos Why Do Animals Hibernate? Hibernation Sing-Along Video Real Black Bears and Cubs In Hibernation I Can't Wait To Hibernate by Brett Holmes Bear Snores On Going on a Bear Hunt Great website to locate further kid-friendly resources (use the codes) 1429622016 1429622024 1429622008 Songs Winter Songs Bear / Hibernation Songs

APPENDIX	
QUESTIONS FOR INQUIRY AND ANCHOR STATEMENTS	• Tell me/us what you see? • What will happen if...? • What do you think is going to happen? • Why do you think that? • What makes you say that? • What evidence do you have? • What is the same or different as ...? • What do you notice about...?
RELEVANT DATA TO CONSIDER	• K-W-L (Formal or Informal) ○ What changes have we noticed outside in the natural world (trees, weather temperature, etc)? ○ What kinds of clothes do you wear in the winter? ○ What have you noticed about animals and people during the winter? ○ What does the word “hibernation” mean? ○ What activities do you do in winter? ■ Sledding, skiing, build a snowman? • What have I seen/heard children say and do in relation to this unit? ○ What students say/do that indicate their level of understanding and/or interest? ○ What are children wearing to school? ○ What have children said about the weather/temperature as they enter the classroom? ○ What are learner’s understandings about environment/temperature (seasons)? ○ What is children’s vocabulary around temperature • Ask open-ended questions about temperature • Pre-Unit Picture Sort • Observe how children solve problems during everyday activities (i.e. hang up coat, blocked path) ○ Do they identify a problem? ○ Do they try different strategies? ○ Do they ask for help from peers or teachers? ○ Do they verbalize strategies? ○ Do they follow a model to solve a problem?
ENGAGING FAMILIES	• What does your family like to do in the winter (child brings in photograph or video)? • Ask families to share a picture or video of snowman they built. • Teachers invite families in or share video/pictures of children’s Winter Mini - Me or winter activities done in school • Newsletter • Book lists • Bound Class Books

New Fairfield Public Schools	Pre-Kindergarten Curriculum	Unit of Study: Winter
	• Ask families to share: Has family lived in other areas? What was winter like there?	

Unit 5: Farm

(Year 1)

Unit: Farm	
UNIT OVERVIEW	The purpose of this unit is for children to identify, understand, and explore the purpose of a farm and its occupants. Through rich literature and songs focused on the farm this unit will develop phonological awareness through manipulating words, making animal sounds, songs, rhymes, and fingerplays. We will develop student learning primarily through one of the learning domains from the Connecticut Early Learning and Development Standards: Language and Literacy Domain.
DOMAIN RATIONALE:	LANGUAGE AND LITERACY DOMAIN Strand F: Early learning experiences will support children to develop phonological awareness. - Phonological Awareness is an auditory skill that involves an understanding of the sounds in spoken words. Encouraging phonological awareness does not require print and can therefore begin before children have accomplished letter identification and letter sound correspondence. According to the National Early Literacy Panel (2008), phonological awareness is “the ability to detect, manipulate or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables or phonemes) independent of meaning” (p. vii). - Phonological awareness is often seen as developing on a continuum, starting with sensitivity to large and concrete units of sounds (i.e., words, syllables) and progressing to sensitivity to small and abstract units of sounds or phonemes (Lonigan, Dickinson & Neuman, 2006). This developmental progress is usually described as occurring along the dimension of linguistic complexity (National Early Literacy Panel, 2008) - Like all literacy skills, children’s development of phonological awareness needs to be purposefully supported. Children learn best when phonological awareness practice is embedded into daily activities and done in small group work.
ESSENTIAL QUESTIONS	LANGUAGE AND LITERACY DOMAIN - What animals live on farms? - How are these animals similar? - What sounds do animals make? Which sounds are similar? Which are different? - What happens on farms? - Why do we have farms? - How can we make new words using the letter at the beginning of other words? (e.g. using the letter “c” in front of duck (cuck), horse (corse),
LEARNING PROGRESSIONS (STANDARDS)	LANGUAGE AND LITERACY DOMAIN <i>Phonological Awareness</i> L.48.20 Recognize rhyming words in songs, chants or poems L.48.21 Identify when initial sounds in words are the same L. 48.212 Distinguish individual words in a sentence L.60.22 Produce rhyming words or words that have same initial sound L.60.23 Recognize which words in a set of words begin with the same sound L.60.24 Distinguish syllables in words

FOCUS AREAS	1. Components of a Farm (a variety of animals all with unique sounds, fields, barn, pond, cornfield, silo) 2. Farms Jobs and Machines (jobs that people perform, jobs that animals perform, unique machines and farm equipment) 3. Farms Provide Food (things grow on farms, some of our food comes from farms, food animals eat comes from farms)
KEY VOCABULARY	1. Farm Actions (harvesting, bale of hay, haystack, milking, sewing seeds, udder, shear, groom, farmer) 2. Equipment (tractor, hoe, plow, trough, rake, weather vane) 3. Places (barn, coup, pasture, silo, meadow, crop) 4. Animals (chicken/hen/rooster; bantam rooster/bantam hen; horse/pony/foal; duck/duckling; goose/gosling; cow/calf/bull; pig/piglet/hog; sheep/lamb; goat/kid; Tiger/Tom cat) 5. Sounds (lowed/moo, bray, neigh/whinny)

KEY KNOWLEDGE My students will know...	KEY SKILLS My students will be able to (do)...
• What is a farm? • Who lives on a farm? • The purpose of a farm • That farms grow food • That farm animals provide food and materials for clothing (wool) • The jobs on a farm • The names of farm animals and the sounds they make	• Identify some letter sounds • Recognize which words begin with the same initial phoneme • Identify rhyming words • Demonstrate syllable segmentation • Produce farm animal sounds
Unit Assessment: Farm Key Skills Assessment / ESGI	

TEACHING STRATEGIES AND EXPERIENCES (Multiple means of representation, expression and engagement)
• During everyday activities, talk about words and sounds • Read books to children that focus on sound identification • Make up silly songs with made up words • Emphasize rhyming words in informal conversation • Pause and ask children to identify the words that have the same sound during informal conversation • Draw children’s attention to words that begin with the same sound as their name • Use developmentally appropriate computer-based reading programs that support the development of phonological awareness • Provide containers of toys and materials at one center that all begin with the same sound; post the letter on all the containers • Provide word cards with corresponding pictures for children to arrange into sentences. ◦ Model creating sentences using the word cards

- Provide letters in a variety of forms
 - Magnetic, foam, block, etc.
 - Have children create letters out of playdough, floam, etc.
- Listening center
 - Provide books on CD, music and children's own recorded story-telling for them to listen to
- Post word walls
- Word Games
 - Play games that encourage children to match rhyming words (Word jump where a child hops from one rhyming word to another)
 - Play a guessing game in which children have to match the number of syllables you clap with the correct picture
 - Play picture/word matching games based on initial sound or rhyme
 - Pair rhyming words with pictures or action (cat, hat, bat/hop, stop, drop)
 - Use instruments to help children identify the syllables in words by playing the instrument once for each syllable
 - Play games that help children focus on letter sounds, such as, "Everyone whose name starts with an Mmmm stand up"
- Read Alouds
 - Exaggerate your production of syllables
 - Stretch out sounds when you read
 - Clap once for each word while saying a sentence
 - Draw children's attention to words that begin with the same sound as their name
 - Read and reread books that have rhymes and repeating parts, leave out a familiar word and encourage the children to fill it in
- Here a Chick, There a Chick Inter-class Activity (See Appendix for detailed information)
- Name that animal!
 - Have students listen to an animal sound, and then guess what animal it is
 - Show pictures of animals and have students make that sound
 - Turn into a matching game; one child makes the sound, the child with the animal picture has to match their picture card to the kid making the sound
- Grade level group activities
 - Farm Stampers (Have classes stamp in the hallway)
 - Old McDonald
 - Sing-along in the hallway
 - Taste-of-farm food - Bring in a variety of foods that grow on a farm for students to try
- Have a farm centers - provide various materials for students to create their own farm using toys, stickers, stampers.
- Board Games and farm puzzles - chicken game and farm sounds game
- Play Duck-Duck-Goose (except make it Pig-Pig-Cow)
- Act Stories:
 - Little Red Hen
 - When the Leaf Blew In
 - Chicken Little
- Fill a plastic glove with pudding to simulate an udder!
 - Have students touch it while watching a video about milking cows
- Make a "barn" out of paper towel rolls
 - Let students paint it red

- 53

RESOURCES	
IRA <u>Literature</u> • <u>Big Red Barn</u> (Margaret Wise Brown) Fiction • <u>Down by the Farm</u> (Merrily Kutner) • <u>Mrs. Wishy-Washy's Farm</u> (Joy Cowley) • <u>Inside a Barn in the Country</u> (Alyssa Satin Capucilli) • <u>When the Leaf Blew In</u> (Steve Metzger) • <u>Chicken Little</u> (Whatever version you prefer!) • <u>The Little Red Hen</u> (Whatever version you prefer!) • <u>Hogwash</u> (Karna Wilson) • <u>The Flea's Sneeze</u> (Lynn Downey) Nonfiction • <u>Farm Animals</u> (National Geographic Kids: Look & Learn) • <u>I'm Going To Be A Farmer</u> (Edith Kunhardt) • <u>Here a Chick, There a Chick</u> (Bruce McMillian) Activity Book • Farm Sticker Activities - use in a center (KO has this)	<u>Websites / Videos</u> • <u>Animal Farm Sounds</u> • <u>Baby Goats Video</u> • <u>Farm Animals / Babies & Their Sounds</u> • <u>Daily Farm Jobs</u> • <u>On the Farm</u> • <u>Alphabet Road - "F" is for Farm</u> (Children introduced to farm) • <u>Alphabet Road - "F" is for Farm</u> (About cows / milk) • <u>Alphabet Road - "F is for Farm" (Tractors and Machines)</u> • <u>Kidsongs (A Day at Old McDonald's Farm: With Lyrics)</u> <u>Songs</u> • <u>Farm Songs</u>

APPENDIX	
QUESTIONS FOR INQUIRY AND ANCHOR STATEMENTS	• Tell me/us what you see? • What will happen if...? • What do you think is going to happen? • Why do you think that? • What makes you say that? • What evidence do you have? • What is the same or different as ...? • What do you notice about...?
RELEVANT DATA TO CONSIDER	• K-W-L (Formal or Informal) ○ What is a farm? ○ What is grown? ○ What do you see / hear on a farm? ○ Who lives on a farm?
HERE A CHICK, THERE A CHICK	• Here a Chick: centers, activity and schedule
ENGAGING FAMILIES	• Classroom Newsletter • Share Booklists/Songs • Here a Chick, There a Chick (Parent Volunteers) • Ask families if they have any farm animals (chickens) and if they can send a video or picture or product from it (i.e. eggs)

Unit 6: Spring

(Year 1)

Unit: Spring	
UNIT OVERVIEW	The purpose of this Unit of Study is to build upon prior knowledge by comparing and contrasting the environment using knowledge developed in previous units. With a focus on spring, teachers will create positives experiences that facilitate the understanding of stories and information through the use of rich literature and the exploration of texts. Children will develop retelling skills, including the ability to sequence and retell information gained from texts and activities related to spring. Students will deepen their understanding of concepts of print, book concepts, and letter recognition. We will develop student learning of spring and language and literacy concepts primarily through the learning domain from the Connecticut Early Learning and Development Standards: Language and Literacy Domain.
DOMAIN RATIONALE	LANGUAGE AND LITERACY Strand D: Early Learning Experiences will support children to gain book appreciation and knowledge. • This strand includes two learning progressions: Interest and Engagement with Books and Understanding of Stories or Information. When young children develop an interest in books and engage regularly with a variety of texts, they have an opportunity to explore the world, learn new words, gain knowledge and learn other important literacy skills. Early exposure to informational (nonfiction) texts about topics they are interested in also helps children begin to understand that books can serve as a source of learning new information. This understanding is important for later school success. Understanding or comprehending the stories or information they experience through books is equally important to young children’s growth and development and is a foundational skill. If a child does not understand the story being shared with them, they will struggle to appreciate books and all of the uses that they have in our lives. • To gain the most benefit from books, children need hands-on experience and adult guidance (Neuman & Roskos, 1993). By reading and re-reading stories, teachers help children follow the elements of narrative texts (U.S. Department of Health and Human Services, 2003). • Teachers can encourage children’s understanding of stories by supporting them to retell a story using props or acting it out through dramatic play. Children’s understanding of informational texts can be promoted by incorporating texts to answer important and interesting questions, to provide additional information about real-life experiences, and to support experiences involving investigations. The environment also plays a crucial role in children’s literacy development. Access to a literacy-rich environment is critical to development. Some examples of a literacy-rich environment are having a variety of reading and writing materials available for children, having signs and other text visible, hearing stories and seeing adults in their lives reading and writing. LANGUAGE AND LITERACY Strand E: Early learning experiences will support children to gain knowledge of print and its uses. • This strand has three learning progressions: Book Concepts, Print Concepts and Letter Recognition. Book Concepts refer to a child’s ability to use a book in the way it is intended to be used. This includes holding books so that the words can be read, knowing that pages are for turning and eventually knowing that printed words are a symbolic way to represent language. It also involves understanding that words are made up of groups of letters. Print Concepts refer primarily to a child’s emerging understanding of print, including symbols, letters and, eventually, words. • Letter Recognition includes recognizing and knowing the names of some letters as well as the sounds they make. Often, a great deal of focus is placed on this aspect of early literacy development; however, this is only one small part of early literacy. Children who are engaged and interested in books and understand the purpose of letters and words are more likely to be enthusiastic about learning letters. • Preschoolers who have regularly been exposed to books have developed an understanding of the purpose of books and are beginning

	to use books appropriately, turning pages and holding them upright. They are also beginning to understand that symbols have meaning (see Cognition, Strand B). As they have more opportunities to experience books and print in context, their ability to identify symbols and perhaps identify some familiar words will emerge.
ESSENTIAL QUESTIONS	LANGUAGE AND LITERACY DOMAIN • What happened in this story? • Can you tell me one event that happened in this story? • Who are some of the characters in this book? • Does this book remind you of any other book? • What do you think might happen next...? • What are the changes we see outside in plants? • What are the changes we in the Spring weather? • What are the changes we see in animals during the Spring? • How is Spring similar and different from other seasons we have talked about? • What activities do you get involved in during the Spring? ○ Are these the same or different from ____?
58	LANGUAGE AND LITERACY DOMAIN • <i>Understanding of Stories or Information</i> (Stories or Information may be shared through oral storytelling, sharing of pictures and/or books) ○ L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text ○ L.60.12 With Prompting and support, children will retell familiar stories, including story elements (eg. setting, characters, events) and/or share key details from informational text
LEARNING PROGRESSIONS (STANDARDS)	LANGUAGE AND LITERACY DOMAIN • <i>Book Concepts</i> ○ L.48.16 Look at pages of a book from left to right (or according to conventions of home language ○ L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language) ○ L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels) ○ L.60.16 Know that books have titles, authors, illustrators or photographers ○ L.60.17 Recognize words as a unit of print and that letters are grouped to form words. • <i>Print Concepts</i> ○ L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment ○ L.60.18 Identify some familiar printed words out of context • <i>Letter Recognition</i> ○ L.48.19 Recognize some letters especially those in one's own name ○ L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words ○ L.60.21 Make some letter-sound connections

FOCUS AREAS	1. How Spring Affects the Environment (trees and plants, weather) 2. Animals (hibernation, migration, life cycles) 3. How People Adapt in Spring (activities, clothing)
KEY VOCABULARY	1. Retelling (first, next, then, last, event, setting, characters, conflict/problem) 2. Plant (stem, root, petal, flower bud, sprout, bloom) 3. Animals (hatch, birth) 4. Weather (shower, sprinkle, drizzle, mist, downpour, sunshower, fog, sunbeams, rainbow) 5. Sounds (chirping, buzzing, honking, mowing, rain sounds: drizzle, light, heavy)

KEY KNOWLEDGE My students will know...	KEY SKILLS My students will be able to (do)...
• spring is when plants, flowers, and trees, begin to bloom • how spring is the same/different from other seasons • that animals are returning from migration, waking up from hibernation, and adapting • people have different activities and clothing in spring • written words and symbols represent spoken language • understand and identify the stages of life cycles	• retell events from stories read about spring • retell facts and information from informational (nonfiction) texts read about spring • identify elements of a story (e.g. setting, characters, problem) • identify some familiar letters in their name • identify specific parts of a book (front, back, title, etc) • identify some environmental print
Unit Assessment: Spring Key Skills Assessment	

TEACHING STRATEGIES AND EXPERIENCES (Multiple means of representation, expression and engagement)	
• Letter Recognition ◦ Identifying their names ■ Visually recognizing their own names (e.g. finding their name during arrival and/or during attendance on the SMARTBoard) ◦ Beginning to recognize and name letters in their names and peers' names ◦ Encourage children to make letters out of playdough or pipe cleaners ◦ Play alphabet games, such as matching or letter bingo • Book Concepts / Print Concepts ◦ Play word find and word matching games ◦ Point to words as you read them aloud ◦ Model reading for a variety of purposes, information, communication, direction, etc. ◦ Use print in the child's environment to encourage letter identification, e.g., the job chart or a food storage box	

- Retelling
 - Model using print to gain information, e.g., follow a recipe, read driving directions
 - Create books with children using photographs from activities they participate in
 - Use retelling vocabulary during discussion and play activities related to spring. (i.e First we go the soccer ball, next we kicked it, etc)
 - Soccer, T-Ball, Flying Kites, Hiking, Camping, Gardening, bubbles, Hopscotch (Have students create the board)
 - Have students retell:
 - Playground Experiences
 - Spring Walk
 - Retelling
 - Accept retelling in many forms
 - Provide materials (including props) that children can use to act out and retell stories
 - Use Higher-Order-Thinking questioning strategies (e.g. “How do you think that character feels?”)
 - Allow children to choose books they want to read and have read to them
- Reading
 - Interactive Read Alouds
 - Read books with descriptive vocabulary and interesting pictures
 - Encourage children to point to pictures
 - Read favorite books repeatedly
 - Gain information from families about use of books at home
 - Allow children to choose books they want to read and have read to them
 - Listen to children “read”
- Sounds of Spring (see website!)
 - In Like a Lion, Out Like a Lamb (retell the week’s weather) and use the website to make the different sounds
- Use the “Sounds of Spring” vocabulary and have the students make all the sounds and make a video
 - This is a fabulous way to re-incorporate / refer back to the 5 Senses
 - Extension: Cover the Smartboard and have the students guess what sound it is
- Class Books (Glue pictures on a paper with student dictated description, laminate, and send home)
 - Students can send in pictures from home where they went on a Spring walk; then give a Show-and-Tell-esque presentation
 - Students draw a picture of a spring experience and retell it (teachers takes dictation or student writes)
- Spring Walk
 - “Scavenger Hunt”
 - Provide a checklist with pictures and words where students can check items off when they see them)
 - Spring Plate - use retelling vocabulary when students present results of the following:
 - Go for a walk and take pictures and collect items and then glue to plates
 - Allow students to present to the class (i.e. show-and-tell or presentation)
 - Play Spring “I-Spy”
- Graphing
 - Favorite Flower
 - Spring Activities (e.g. who plays baseball, goes on picnics, plants a garden, etc.)
- Sorting (with spring materials)
 - Clothing Sort (Shorts vs. Pants, T-shirt vs. Long Sleeve) (sort by color of clothing)

- Season Sort - Winter vs. Spring
- Flower Sort
- Invitation To Create: Flowers with a variety of shapes/colors/sizes
- Footprints in the mud (compare/contrast vs. footprints in the snow)
 - Make mud indoors and use toy animals
 - Shoe-prints outdoors (and take pictures)
 - Compare to snow-footprints
- Board Games
 - Spring Bingo
 - Build-A-Blank (Flower) Game
 - Numbers (Numeral ID matched to Dots)
 - Rhyming
 - Initial Phonemes
 - First Set → Matching initial phoneme
 - Second set → Matching the letter to the corresponding picture (i.e. one card will be “T” the matching card will be a picture of a Tiger)
- Create a compost bin!
 - Correlate this with Earth Day
- Observation Spring-Walk
 - Use HOT (open-ended) questioning throughout walk
 - Can be broken up into a small group depending on the needs of the students
 - Bring iPad and take pictures to assist in the retelling
- Practice letter writing - use retelling vocabulary (First I make a big line, next I make a little curve)
 - Use the big-stencils
 - Sidewalk-Chalk
- Human-size “Board Game”
 - Use sidewalk chalk (or grass and use circles/stars) to make the “board” and the students are the pieces
 - Use for positional/direction
 - Use the colored cones from See-Say-Do
- Literacy Center
 - Provide multiple cozy areas for children to read (Setting environment to support learning)
 - Provide stories in multiple formats, e.g., CD, computer (touch screen if applicable), flannel board
 - Schedule a time for children to look at and read books (tab pages if applicable); discuss the book with them while they are reading
 - Provide books and other literacy materials that reflect multiple cultures and languages

DIFFERENTIATION	● Provide a variety of types of books, including tactile books, books with sounds, large print books, adapted books and board books ● Use books with a limited number of images on the page ● Use computers with touch screens and interactive software for children to engage with carefully selected texts. ● Adapt books with tabs to make page turning easier ● Provide opportunities for children to hear you elongating words with continuous sounds, such as, “seen,” by modeling the elongated word, e.g., “ssssssssssss,” and then asking the child to say the word (O’Connor, Jenkins, Leicester & Slocum, 1993) ● Provide opportunities for auditory awareness activities that highlight similarities and differences in sounds ● Frequently play rhyming, alliteration and sound identification games ● Change the placement of a sound in a word and ask children to imitate you, allow them to create words and you repeat them ● Use interactive storybook reading to build phonological awareness (Lefebvre, Trudeau & Sutton, 2011). ● Provide increased opportunities to count with adults and other children ● Combine counting with actions, such as marching or clapping ● Begin by counting a small number of objects with adult support ● Provide assistance to manipulate objects to count for children with motor impairments or use manipulatives that accommodate the child’s specific access issues, such as thick counting chips with knobs Children who are Dual Language Learners ● Highlight words that include sounds common to both languages and separate similar sounds ● Engage in play with children and embed opportunities for oral language development ● Pair rhyming words with pictures or action (cat, hat, bat/hop, stop, drop) ● Build a reciprocal relationship with the child’s family ● Ask volunteers who speak the child’s language to come in and read in their home language ● Provide books written in the child’s home language ● Provide wordless books ● Listen to children read ● Create books about classroom experiences that are familiar to everyone ● Allow children to respond to story comprehension questions as a group ● Accept retelling in many forms: actions, words, use of props ● Have parents record a story in their home language; play those recordings in the listening center
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Resources	
IRA • Bear Wants More (Karma Wilson) Fiction • The Surprise Garden (Zoe Hall) • Click, Clack, Peep! (Doreen Cronin and Betsy Lewin) • We’re Going On an Egg Hunt (Laine Mitchell) • The Happy Day (Ruth Krauss) • The Wind Blew (Pat Hutchins) • The Little Cloud (Eric Carle) • And Then it’s Spring (Julie Fogliano) • Sky Fire (Frank Asche) • When Will it be Spring? (Catherine Walters) • Finding Spring (Carin Berger) • Puddles (Jonathan London) • It Looked Like Spilt Milk (Charles Shaw) • Wake Up, It’s Spring (Lisa Campbell Ernest) Nonfiction • Animals in Spring (Martha Rustad) • Weather in Spring (Martha Rustad) • Plants in Spring (Martha Rustad) • Spring Changes (Ellen B. Senisi) • Worm Weather (Jean Taft) • It’s Spring (Linda Glaser) → This also has cute activities in the back	<u>Literature</u> <u>Websites / Videos</u> • www.faithound.com • Signs of Spring • Spring is Here (The Learning Station) • Spring is Here (Little Story Bug) • Spring is Here (From Lost in the Woods) • Season Song • Spring Games (specifically Curious George) • Spring Sounds Book • Peep and the Big Wide World: The Spring Thing • Peep and the Big Wide World: The Flower Shower • Sounds of Spring <u>Songs</u> • Spring Songs • Planting and Spring songs

APPENDIX	
QUESTIONS FOR INQUIRY AND ANCHOR STATEMENTS	• Tell me/us what you see? • What will happen if...? • What do you think is going to happen? • Why do you think that? • What makes you say that? • What evidence do you have? • What is the same or different as? • What do you notice about...?
RELEVANT DATA TO CONSIDER	• Background Information ◦ What are learner’s understandings about environment/temperature (seasons)? ◦ Asking open-ended questions about Spring? ◦ Picture Sort ◦ What vocabulary are students correctly using (generalizing) during daily conversations/discussions ◦ K-W-L ◦ Comparative Language (i.e.: clothing is light vs. heavy; colors will be bright vs. dreary/dark) ◦ What common experiences can students retell? (i.e. playground or Say, See, Do group)
ENGAGING FAMILIES	• What does your family like to do in the Spring? ◦ Students can bring in photographs, videos or family members to share their experience. • Newsletter • Booklists • Bound Class Books • Suggest families go on a nature walk and make observations and/or take pictures ◦ Kids can bring in observations/pictures/artifacts for show-and-tell style presentation • Gain information from families about use of books at home • Create a hopscotch board at home - tell us how you played on it!

Unit 7: Insects

(Year 1)

Unit: Insects	
UNIT OVERVIEW	The purpose of this unit is to develop children’s expressive and receptive language through common experiences. This unit will assist in increasing vocabulary and understanding of insects as well as developing children’s ability to use descriptive language. Students will demonstrate an understanding of word meaning through conversation about insects and answering of questions about a variety of topics regarding insects. We will develop student learning of insects primarily through one learning domain from the Connecticut Early Learning and Development Standards: Language and Literacy.
DOMAIN RATIONALE	LANGUAGE AND LITERACY Strand A: Early Learning Experiences will support children to understand language (receptive language) • Receptive language involves listening and understanding what is communicated. This may also be referred to as language comprehension. In order to develop receptive language, a person needs to pay attention to the message, understand the message and process the information. Following directions and responding to questions are two examples of how children demonstrate their receptive language. Receptive language also includes understanding nonverbal language, such as signs, gestures and picture symbols. While most children use nonverbal cues to help them understand language, some children with special needs may rely solely on nonverbal language to communicate • Three- and four-year-olds understand much of what they hear if it is spoken in the language they have been primarily exposed to. They are working on understanding more complex directions and sentences and are continuing to build their vocabulary. Even though preschoolers often understand a lot of the words used in everyday routines, it is important for them to continue to build their vocabulary. Children should have opportunities to learn about interesting topics that include a broad variety of new words. Preschoolers can also develop ways to find out the meaning of an unknown word, such as asking for information, using other words in a sentence as clues, looking at pictures, etc. When children understand a lot of words, they are better able to comprehend what they are reading in later years. LANGUAGE AND LITERACY Strand B: Early Learning Experiences will support children to use language (expressive language) • Expressive language is a term that refers to communicating using your body, language and signs. It also includes children’s emerging use of the rules of language, such as adding an “s” to make a word plural. Expressive language includes how a child interacts with the special people in their life to communicate their wants and needs, ideas and thoughts and hopes and fears. • Communication is related to children’s development in all other areas of development. When children can express their needs and emotions, their physical health and social development benefit. When children can ask questions and express their ideas, their learning in all areas is improved. The early years in a child’s life are extremely important in laying this important foundation for later development in all areas. Adults play a critical role in helping young children develop language skills by being responsive to attempts to communicate and by creating a language-rich environment. • Language skills usually blossom during the preschool years, particularly from age four to five years. At this stage, children can communicate easily with other children and adults. They can use six to eight word sentences, tell stories that stay on topic and can answer questions about themselves or about stories they have heard. Between three-and five-years old, children also begin to understand how the words they hear (oral language) are connected to the words they see in books and on signs. As they begin to understand that words and pictures are written symbols, they also learn to create their own symbols to communicate their ideas. At this stage of development they will often pretend to write.

ESSENTIAL QUESTIONS	LANGUAGE AND LITERACY DOMAIN • How is X insect different from / similar to Y insect? • How do some insects move? • Where do insects live? • What insects do you see around your home? • How do some insects help / harm people? • What sounds do insects make?
LEARNING PROGRESSIONS (STANDARDS)	LANGUAGE AND LITERACY DOMAIN ■ <i>Word Comprehension</i> • L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts • L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts • L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects ■ <i>Language Comprehension</i> • L.48.2 Understand increasingly complex sentences that include 2 - 3 concepts (e.g., “Put the blue paper under the box.”) • L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”) LANGUAGE AND LITERACY DOMAIN • <i>Vocabulary</i> ○ L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts ○ L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she) ○ L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog) ○ L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts ○ L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs) • <i>Expression of Ideas, Feelings and Needs</i> ○ L.48.6 Communicate about current or removed events and/or objects ○ L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas ○ L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”) • <i>Language Structure</i> ○ L.48.8 Use basic grammar rules including irregular past tense and questions ■ Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community ○ L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults

	○ L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals Note: Variations in applying grammar rules may be due to dual language learning and/ or alternative grammar usage in home or Community ○ L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
FOCUS AREAS	1. Living vs. Nonliving (insects are living creatures) 2. Movement (flying, walking, hopping, crawling) 3. Location (forest, desert, lakes / ponds / rivers) 4. Homes (hives, ground, plants, water, underground tunnels, trees, anthills) 5. Roles (bees help pollinate and make honey, some insects get eaten, spiders eat insects)
KEY VOCABULARY	1. Movement (creeping, glide, flutter, tunnel, burrow) 2. Homes (colony, hive, tunnel, anthill) 3. Life Cycle (cocoon, chrysalis, shed, metamorphosis) 4. Insect (species, head, thorax, abdomen, symmetrical) 5. Roles (pollinate, nectar, honey, honeycombs, silk, wax, eating plants, food source)

KEY KNOWLEDGE My students will know...	KEY SKILLS My students will be able to (do)...
● that insects are living creatures ● that insects moves in a variety of ways ● different insects live in different places ● insects have different homes ● that insects serve different purposes/play different roles	● use appropriate and increasingly complex vocabulary ● use increasingly complex sentences and ideas to communicate ideas ● use age appropriate grammar (e.g. correct tense) ● understand increasingly complex sentences ● use context to determine unknown words/concepts
Unit Assessment: Insects Key Skills Checklist	

TEACHING STRATEGIES AND EXPERIENCES (Multiple means of representation, expression and engagement)

- Read daily and pause to explain new vocabulary; model more complex language
- Expand on initiations from children, offer more information
- Provide a rich and varied curriculum that expands children's vocabulary
- Provide specific feedback to increase children to think about making connections
- Model good listening, such as maintaining eye contact and expressing interest in the speaker
- Play listening games, such as "Simon Says" or "Treasure Hunt"
- Choose stories or books with rich vocabulary and unfamiliar words
- Regularly read in small groups of three to six to ensure children's active participation
- Provide materials that generate interest and conversation
- Provide pretend play areas with props and costumes
- Allow enough time during novel activities for questions and discussion
- Provide wordless books, encourage children to narrate the story
- Create category lists of words
- Use children's interests to identify new words
- Ask open-ended questions
- Take time to talk frequently throughout the day and ask children about their life outside of school; demonstrate genuine interest
- Use gestures or expectant looks to encourage children to elaborate on their conversation
- Allow children to respond verbally in a group setting
 - Provide Bug Stompers to create patterns and for sorting - ask: "What is your pattern?", "How did you make it?", "How did you sort?"
 - Groups of 3 students from other classes use stampers to create a grade level collage
- Allow children to dictate information, explanations and descriptions to their work / experiences
- Model a wide variety of rich, rare vocabulary words including nouns, adjectives and verbs
 - Bug Scientist Laboratory -use expressive/descriptive language to describe bugs and where they were found in 1-3 related sentences
 - Use magnifying glasses and plastic tweezers to "observe" bugs
 - Bug chart! Have students use descriptive words while sorting and comparing and contrasting
- Define new words for children by connecting them to what they already know
- SMARTBoard
 - Cover the Smartboard and have the students guess what sound it is while playing a bug sounds video
 - [Reference the SMARTBoard pre-made insect files](#)
- Participate in whole-group reading through cloze technique (e.g. saying/repeating repetitive texts).
- Bug, Bug, Insect (instead of Duck, Duck, Goose)
- Bug/Insect Bingo
- Provide opportunities for counting and cardinality using bugs / food from [The Very Hungry Caterpillar](#)
- Use a variety of materials to have students complete Invitation To Create: Bugs (shape blocks, colored pasta, pipe cleaners, etc.)
- Grow Painted Lady Butterflies butterflies and/or ladybugs, Inter-class Ant Farm
 - Have 2-3 students from each class check on the ants every day to report back to classmates
- Act Out / Create Video
 - Act out a story like [The Very Hungry Caterpillar](#) (bring in food or use pictures)

- Use a bug/insect sounds vocabulary and have the students make all the sounds and make a video (use your 5 senses)
- Act Out/Sing The Ants Go Marching One-by-One, Itsy Bitsy Spider
- After singing/reading - ask students to draw and say where the spider went after he left the water spout
- Students act out various insects behaviors and life cycles

Children with Disabilities

- Help children to learn key words or phrases prior to reading a story or before a group experience, e.g., pre-teach key vocabulary that will allow them to participate, use visuals to support the vocabulary
- Provide models of a variety of types of communication, e.g., sign language, oral language
- Name items as you use them.
- Use a favorite toy or activity to encourage communication
- Give children adequate time to respond to questions, directions, greetings, etc.
- Use concrete items to help children learn new vocabulary
- For children with visual impairments, provide non-visual support for learning vocabulary (opportunities for touch) and alternatives to facial expressions for conveying emotion
- Provide opportunities throughout the day for language use and interaction with peers and adults
- Maintain a familiar routine and use consistent language during the routines
- Provide opportunities for children’s input
- Demonstrate interest in children’s attempts to communicate using facial expressions, gestures and words
- Provide engaging and interesting materials and activities to stimulate children’s interest in discussion
- Observe children’s gestures and eye gaze; model language to accompany their actions

DIFFERENTIATION

Children who are Dual Language Learners

- Help children to learn key words or phrases prior to reading a story or before a group experience, e.g., pre-teach key vocabulary that will allow them to participate, use visuals to support the vocabulary
- Teach children key vocabulary words before they are used in books or group settings, e.g., make sure they understand what the word “frog” means before reading a book about frogs
- Describe your actions as you complete them
- Use consistent phrases during routines, e.g., always say, “It’s time to go to the bathroom.” Don’t vary it with, “It’s time to use the potty.”
- Read the same book multiple times
- Observe children’s interests and talk about what they are showing an interest in
- Pair children with a peer who speaks the same languages, but is more advanced in English
- Use gestures as you speak and pair words with the action
- Pause often and allow longer periods of time for a child who is a dual language learner to respond
- Provide multiple opportunities for children who are dual language learners to use new vocabulary
- Pair the child’s home language with English as often as possible
- Accept oral approximations
- Allow children to respond in a group

RESOURCES	
IRA <u>Literature</u> • <u>The Great Bug Hunt</u> (Bonnie Dobkin) • <u>The Ants Go Marching</u> (Scholastic) • <u>The Very Hungry Caterpillar</u> (Eric Carle) • <u>The Quiet Cricket</u> (Eric Carle) • <u>The Grouchy Ladybug</u> (Eric Carle) • <u>The Lonely Firefly</u> (Eric Carle) • <u>The Very Busy Spider</u> (Eric Carle) • <u>Barthello's Wing: A tale of a Very Brave Bug</u> (Janie DeVos) • <u>There Was An Old Lady Who Swallowed A Fly</u> (Child's Play) • <u>The Very Clumsy Click Beetle</u> (Eric Carle) Nonfiction • <u>Where Do Insects Live?</u> (Susan Canizares and Mary Reid) • <u>What is an Insect?</u> (Susan Canizares and Mary Reid) • <u>What Do Insects Do?</u> (Susan Canizares and Mary Reid) • <u>Bugs, Bugs, Bugs!</u> (Susan Canizares and Mary Reid) • <u>Butterflies: Explore My World</u> (Marte Ferguson Delano)	<u>Websites / Videos</u> • <u>Head, Thorax, Abdomen (Dr. Jean)</u> • <u>All About Insects</u> • <u>There Was An Old Lady Who Swallowed a Fly</u> • <u>The Ants Go Marching</u> • <u>The Very Clumsy Click Beetle</u> • <u>Check Out This App</u> • <u>Insect Sound Bites</u> • <u>Caterpillar Shoes</u> • <u>All About Bugs</u> • <u>How A Caterpillar Becomes a Butterfly</u> • <u>butterfly life cycle</u> • <u>Life cycle of a butterfly</u> • <u>Hungry Caterpillar video</u> <u>Songs</u> • <u>Insect Songs</u> • The Itsy Bitsy Spider • Bringing Home Baby Bumblebee

APPENDIX	
QUESTIONS FOR INQUIRY AND ANCHOR STATEMENTS	• Tell me/us what you see? • What will happen if...? • What do you think is going to happen? • Why do you think that? • What makes you say that? • What evidence do you have? • What is the same or different as? • What do you notice about...?
RELEVANT DATA TO CONSIDER	• Background Information ○ K-W-L (Formal or Informal) ■ What are learner's understandings about insects ■ What have I seen children say and do in relation to this unit? ○ What students say/do that indicate their level of understanding and/or interest ○ What are students bringing in for show-and-tell / Morning Meeting share that indicate their interests ○ What kind of experiences does a student have spending outside and explore the environment and observe insects? ○ Does a student have any fears related to insects?
ENGAGING FAMILIES	• Create book or video about a class bug hunt to share with students' families • Ask families to talk with their child about their favorite insect, provide a document to record it and share with class. • Bug-Hunt-At-Home ○ Have kids/families go on a bug hunt at home ○ Parents can take pictures and email them in

Unit 8: Transportation

(Year 1)

Unit: Transportation	
UNIT OVERVIEW	The purpose of this unit is for children to understand that we move from place to place in various ways. Children will understand that people in different places use different types of transportation. They will identify, experience, and create different ways their bodies and vehicles move in space. With its focus on transportation, this unit will develop students' creativity using music, dramatic play and a variety of tools and materials to represent ideas. In addition, exploring and experiencing transportation will develop counting and cardinality knowledge. We will develop student learning of transportation primarily through two learning domains from the Connecticut Early Learning and Development Standards: Creative Arts Domain and Mathematical Domain.
DOMAIN RATIONALE	CREATIVE ARTS Strand A: Early Learning Experiences will support children to engage in and enjoy the arts • Creativity is the ability to invent or make something new, using one's own skills without the specific use of patterns or models. Children will accomplish this goal when adults focus on a process of discovery, rather than on an end product. This engages children in the learning process and allows them to be active in learning skills and concepts, to practice and then plan and produce something rather than be passive participants in the learning process. The adult's role should be to offer guidance and teach skills and concepts, to provide inspiration and meaningful choices with the goal of finding a balance between freedom and structure, process and product. • As children move through their preschool years, their increasing skills will allow them to be able to generate their own creations in visual and performing arts. Their increasing cognitive skills will allow them to wonder what sounds objects might make, and their motor skills will allow them to test out their ideas. scribbles will progress to recognizable objects, and they will be able to decide what media best expresses what they want to do in their art. Pretend play will become more complex including characters and roles. • Much of children's development in the creative arts proceeds naturally and only needs opportunities to grow. If engaging in and enjoying the arts is a way for children to express themselves, adults must create safe and respectful environments where children feel they can share who they are and what they are thinking. Adults also need to expose them to a wide variety of music and dance and provide materials to create visual arts and dramatic play. Some skills in the creative arts will progress on their own, but others will need more direct instruction. • Young children have a natural interest in expressing themselves through the arts. Even without formal instruction, children will tap objects to create a rhythm, use a writing tool to scribble or create a picture, engage in dramatic play and move their bodies to music or fly like a butterfly. The arts naturally engage children because they incorporate many components that support the way young children learn. They require an open ended hands-on or participatory approach. This allows children to bring their varied experiences, strengths and interests to the activity. • Another hallmark of early childhood is that learning is interconnected and related. Participation in the arts simultaneously builds children's skills, such as problem-solving and critical thinking, language/communication, mathematics, and social and interpersonal skills. This strand includes how children move through a progression of reacting and responding to different aspects of the arts to finally creating their own expressions. MATHEMATICS Strand A: Early learning experiences will support children to understand counting and cardinality. • The basic foundation for math is the knowledge of number names and their order. Counting in sequence, applying one number word to one item (one-to-one correspondence) and gradually understanding the idea that a set of items has a specific quantity (cardinality) are key skills that people use throughout their lives. These skills provide the groundwork upon which addition, subtraction and other mathematical operations are built. Learning to count, maintaining one-to-one correspondence and understanding cardinality involves a number of different skills that eventually work together. Often children begin to learn the ordered list of number words as a sort of

	chant but do not use these words to actually count objects. - Children's knowledge of cardinality increases as they learn specific number words for sets of objects they see (I want two crackers). When children do begin counting objects, they must use one-to-one counting correspondence so that each object is paired with exactly one number word. Over time they begin to understand that the last word that they state in counting tells "how many." Children learn to recognize written numeral symbols by having such symbols around them paired with the number word (e.g., seeing the numeral "3" on a birthday card, following a recipe). - Preschool children learn counting an increasing range of numbers in sequence. They also begin to understand quantity without counting the objects in a group. They can visually identify which group has more or less. This skill supports their ability to compare small groups of objects and to know if they are the same, which one is smaller and which one is larger. They are also beginning to perform simple arithmetic-like operations on groups of objects, such as adding to or putting together and taking apart and deciding how many are left. - Preschool is the time when children begin to count in order, recognize written numerals and begin to incorporate the idea of one-to-one correspondence counting to determine quantity. Preschool children are also beginning to understand the concept that the last number they say when they are counting is the quantity of the objects they just counted, the answer to the question, "How many?"
ESSENTIAL QUESTIONS	CREATIVE ARTS DOMAIN - How many different ways can we move our bodies and vehicles across the room? - Can you represent a type of transportation using movement / music? - Can you create / represent different vehicles using materials? (i.e. toys, art materials) - What materials, props and/or music can you use during play to pretend/act out transportation? - What purposes do different vehicles serve? MATHEMATICS DOMAIN - Which has more / less? (Graphing cars, trucks, planes, wheels, etc) - How many students have ever used _____ mode of transportation? - How many _____? (wheels on the bus, wings on a helicopter, etc.) - Where do we find numerals on vehicles and can you identify them? (speed limit signs, numbers on a bus, license plates, room numbers: we walk to get there!) - Can you count the _____? (cars on the train, wheels on a car, planes on the runway, buses at the bus stop, etc.)
LEARNING PROGRESSIONS (STANDARDS)	CREATIVE ARTS DOMAIN <i>Music</i> - CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music - CA.48.2 Imitate or spontaneously sing an entire verse of song - CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance) - CA.48.4 Spontaneously sing songs and/or participate in songs with gestures - CA.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song) - CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)

	○ CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft) ○ CA.60.4 Create music using their voices and/or a variety of instruments and materials ● <i>Visual Arts</i> ○ CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge ○ CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts ● <i>Drama</i> ○ CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play ○ CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time) ○ CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play ● <i>Dance</i> ○ CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet) ○ CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground)
	MATHEMATICS DOMAIN ● <i>Number Names</i> ○ M.48.1 Say or sign the number sequence up to at least 10 ○ M.60.1 Say or sign the number sequence up to at least 20 ● <i>Cardinality</i> ○ M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set ○ M.48.3 Count out a set of objects up to four ○ M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set ○ M.60.3 Count out a set of objects up to five ● <i>Written Numerals</i> ○ M.48.4 Recognize written numerals up to at least five ○ M.60.4 Recognize written numerals up to at least 10 ● <i>Recognition of Quality and Comparison</i> ○ M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects ○ M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five item

FOCUS AREAS	1. Modes of transportation (types of transportation/vehicles) 2. Commuting (how vehicles and people move from place to place) 3. Vehicle purposes (i.e. trucks transport materials, cars people, etc) 4. Where vehicles move (Water, Air, Space, Ground)
KEY VOCABULARY	1. Modes (vehicle, caboose, engine, train car, ship, automobile, bicycle, canoe, kayak, yacht) 2. Places (gas station/fuel, truck stop, airport, train station, dock, bus depot, launch pad) 3. People (driver, conductor, captain, engineer, passenger, pilot, astronaut) 4. Surfaces (roads, highway, curvy, back road, street, blacktop, track) 5. Movements (speed limit, steer, brake, accelerate)

KEY KNOWLEDGE My students will know...	KEY SKILLS My students will be able to (do)...
• that different people in different places will use different types of transportation • that there are different modes of transportation / commuting • that people have different purposes related to transportation • that vehicles serve different purposes related to transportation • that transportation can be represented through various creative arts (music, dramatic play, art materials)	• identify / experience / create different (dramatic play, music, art) ways their bodies and vehicles move in space • Rote count • Count with 1:1 correspondence using transportation items • identify / recognize some familiar numerals on vehicles • demonstrate quantity using vehicles • identify how many in a set (specific quantity)
Unit Assessment: Transportation Key Skills Assessment / ESGI	

TEACHING STRATEGIES AND EXPERIENCES (Multiple means of representation, expression and engagement)	
• Read books about creative arts • Model creating music by singing or tapping on a toy or table • Sing songs with repetition to encourage children to learn some of the words • Observe people or vehicles, animals in motion; describe how they are moving • Observe children's artwork commenting only if they ask you for your input • Write words on children's artwork only when they have created something that will be used as an illustration for a story • Watch short clips of a variety of styles of dance musical and theatrical productions with children • Read books that can be acted out • Add movement to activities and transitions; for example, fly like a plane to line up to get your coat or drive like a car to line up. • Invite children to share dances that represent their home culture • View art with children and use descriptive words, such as flowing, delicate, bold, subtle, dramatic, rough, smooth, geometric, swirling, large, small, bold • Suggest that children develop a plan for their performance by drawing pictures or writing	

- Play music that varies in tempo, rhythm and form; ask children to move to the music and describe how they moved and why
- Pull feeling words or brief descriptions of action out of a box, read them to children and ask them to move in a way that represents that word or action, e.g., happy, excited, distressed, mad, float like a bubble, pop like popcorn, etc.
- Read stories with more complex plots and larger numbers of characters
- Encourage children to make up and tell stories
- Display art that represents diversity of cultures in the program
- Crayon rubbing of a license plate
- Provide materials and toys for children to create modes of transportation
- Provide toys for children to create and role play modes of transportation, transportation workers and/or transportation scenarios (i.e truck stop, train station or bus stop, airport, roads, gas station, drive thru, car wash)
- Provide opportunities for students to walk or ride tricycles to ride/transport themselves around school.
- Provide access to open-ended art materials on a daily basis and extended time to work
- Provide daily access to musical instruments and home-made musical instruments
- Set up a stage and encourage children to perform
- Provide recording devices so that children can sing or play music and talk about it as they listen to the recording
- Provide realistic and imaginative props that represent all cultures in the program
- Provide a picture sequence for simple scenarios
- Vary classroom arrangement to include opportunities to compare quantities, e.g., have more chairs at one table than another
- Provide groups of materials or collections with varying numbers of items
- Offer children counting activities, number puzzles and books
- Embed math materials throughout the environment
- Include objects that have numbers and number words, e.g., clocks, timers, calendars, thermometers, calculators, measuring cups, number lines
- Give children opportunities to practice grouping objects and comparing quantities
- Count how many big and small steps it takes to get from one place to another
- Have children draw objects to represent a number
- Have a child collect materials for a project, request that they collect 5 pieces of paper and 3 markers
- Request children count objects that are randomly arranged, such as puzzle pieces they have dumped out of the puzzle frame
- Encourage children to count varied items including some that are not observable, such as the days of the week
- Encourage children to use their fingers for counting (the use of fingers and what finger represents one will vary by culture)
- Help children understand numbers in many contexts, e.g., temperature, speed limits
- Play "Guess How Many," lay out sets of objects on a tray, cover the tray, reveal the tray to children and have them identify the sets and tell which set has more, less or the same
- Play games that require numeral recognition, such as BINGO
- Encourage children to "build" numbers out of a variety of items, such as blocks, pipe cleaners, play dough, etc.
- Continue to encourage children to practice counting throughout the day, e.g., ask children to predict how many pages are in a book before you read it, count how many cars of a specific color you see in a parking lot, ask children to predict how many blocks they will need to build their structure
- Help children to discover that when you count objects the amount is always the same regardless of the order you count them in

	Children with Disabilities ● Using adapted materials, such as large handled paint brushes. ● Providing visual cues for dramatic scenarios, such as using cue cards to indicate when a particular action should be performed ● Providing adequate space for children to move to music from a variety of positions, such as sitting down, standing or using a wheelchair ● Provide increased opportunities to count with adults and other children ● Combine counting with actions, such as marching or clapping ● Begin by counting a small number of objects with adult support ● Provide assistance to manipulate objects to count for children with motor impairments or use manipulatives that accommodate the child's specific access issues, such as thick counting chips with knobs ● Encourage children to identify how many are in a set by means other than pointing ● Provide increased opportunities to count with adults and other children ● Combine counting with actions, such as marching or clapping ● Begin by counting a small number of objects with adult support ● Provide assistance to manipulate objects to count for children with motor impairments or use manipulatives that accommodate the child's specific access issues, such as thick counting chips with knobs Children who are Dual Language Learners ● Provide dramatic play materials, such as dolls, clothes or food containers from the cultures that are represented in the program. ● Play music that represents the music children hear in their homes. ● Display artwork from artists that are representative of children's home cultures. ● Provide musical instruments that represent varied cultures. ● Use self-talk and parallel talk to describe the materials and your actions and the materials and actions of the child, e.g., "I am using the paintbrush and the red paint to paint my flower" or "Giza is using the blue marker to draw her house." ● Learn basic vocabulary in a child's home language to describe the arts (e.g., music, dance, painting). ● Focus on counting exercises in both languages. ● Use hands-on experiences to facilitate children's focus on numbers and counting, such as board games in dual languages, creating grocery lists. ● Build vocabulary, such as number words, related to counting and cardinality. ● Add increased opportunities to learn number words to the child's day, such as during clean-up, snack, transitions, walking. ● Use manipulatives, objects and gestures when counting. ● Expand children's statements by adding information, e.g., "You counted 6 cars," after the child says "6."
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DIFFERENTIATION

RESOURCES	
IRA • <u>The Little Engine That Could</u> (Watty Piper) Fiction • <u>Pete the Cat Wheels on the Bus</u> (Eric Litwin) • <u>I Am Your Bus</u> (Marilyn Singer) • <u>Down by the Station</u> (Jennifer Riggs Vetter) • <u>The Flying School Bus</u> (Seymour Reit) • <u>Truck Stop</u> (Anne F. Rockwell) • <u>Scuffy the Tugboat</u> (Gertrude Crampton) • <u>Busy Boats</u> (Tony Mitton and Ant Parker) • <u>Dazzling Diggers</u> (Tony Mitton and Ant Parker) • <u>Terrific Trains</u> (Tony Mitton and Ant Parker) • <u>Amazing Airplanes</u> (Tony Mitton and Ant Parker) • <u>Roaring Rockets</u> (Tony Mitton and Ant Parker) • <u>Tough Trucks</u> (Tony Mitton and Ant Parker) Nonfiction • <u>On the Go</u> (Ann Morris) • <u>The Airplane Book</u> (Edith Kunhardt) (Golden super shape book) • <u>Trains</u> (Gail Gibbons) • <u>Transportation</u> (Gail Gibbons) • <u>Transportation in My Neighborhood</u> (Shelly Lyons) • <u>Truck Driver Tom</u> (Monica Wellington) • <u>Whose Vehicle Is This?: A Look at Vehicles Workers Drive - Fast, Loud, and Bright</u> (Sharon Katz Cooper)	<u>Websites / Videos</u> • <u>Transportation Sounds</u> ◦ Ask students what type of transportation they are hearing; Students with limited language will point to items and be prompted to verbalize. • <u>Alphabet Train</u> • <u>The Train On The Track</u> • <u>Google Earth (Locate Homes / Consolidated)</u> • <u>NASA / Space</u> • <u>Down By The Station</u> • <u>Scuffy The Tugboat</u> • <u>Space / Earth (photos & websites)</u> <u>Songs</u> • <u>Space Songs</u> • <u>Transportation Songs</u>

APPENDIX	
QUESTIONS FOR INQUIRY AND ANCHOR STATEMENTS	• Tell me/us what you see? • What will happen if...? • What do you think is going to happen? • Why do you think that? • What makes you say that? • What evidence do you have? • What is the same or different as? • What do you notice about...?
RELEVANT DATA TO CONSIDER	• Background Information ○ What are learner’s understandings about...(transportation, vehicles, transportation jobs) ○ Asking open-ended questions about.... (Modes of transportation commuting, vehicle purposes) ○ What vocabulary are students correctly using (generalizing) during daily conversations/discussions ○ K-W-L ○ Observations during play (how do students use and play with transportation toys) ○ Observations during play, movement and art activities (how do students display creativity while using toys, art materials, music and movement)
ENGAGING FAMILIES	• Invite parents that use or work with types of transportation to share pictures or come in to talk to the class.(i.e. Rides train or drives a fire truck) • Ask families/students to share stories and/or pictures of them using different types of transportation. • Newsletters with strategies and ideas to try at home • Share websites related to transportation (songs, sounds, stories)

Unit 1: Introduction to School

(Year 2)

Unit 2: Fall

(Year 2)

Unit 3: Community and Home

(Year 2)

Unit: Community / Home	
UNIT OVERVIEW	The purpose of this Unit of Study is for students to understand that a community consists of a grouping of people, places, and buildings and that each serves a specific purpose and has a role in the function of the community. Community at the preschool level consists of the children’s homes, neighborhoods, Consolidated School, and the community of New Fairfield. Through rich literature, focused on home and community, students will develop an understanding of rules, laws, and the responsibilities of the individual within their community. With its focus on buildings and geographical features, this unit will develop an understanding of shapes and spatial awareness. We will develop student learning of the community primarily through two learning domains from the Connecticut Early Learning and Development Standards: Social Studies Domain and Mathematical Domain.
DOMAIN RATIONALE	SOCIAL STUDIES Strand B: Early Learning experiences will support children to learn about people and the environment. • This strand focuses on developing children’s understanding of the need for governance and authority, the connection to the environment and how helping to support the community (home, school and the wider world) is important for everyone’s well-being. Young children are largely egocentric. This means that they think mostly about their own needs and spend time trying to meet those needs. This is a natural part of development and as children get older they can begin to think more about others. • Preschool is a great time to foster a child’s ability to think beyond themselves. During these years, they will begin to understand the need for rules and order and can use their newly developing ability to reason to see the value in following those rules. • They are better able to understand the impact of their own actions and can learn that the environment is directly impacted by the choices that they make. This allows them to develop a caring for the natural world around them. At the time their connection to the social world is growing, children are becoming more interested in being responsible members of their community and can participate in the work of supporting their home and school communities.
	SOCIAL STUDIES Strand C: Early learning experiences will support children develop an understanding of economic systems and resources. • While young children do not yet understand complex economics, they are becoming very aware of the connection between work, money and purchasing. They know that goods and services usually come with a cost and are beginning to understand that work allows people to pay those costs. As they become more aware of this connection they also become more interested in the variety of jobs that they could participate in as adults. • This strand describes young children’s growth in understanding the variety of work that people can do and how technology supports that work. It also describes children’s understanding that work results in a product or service and that products or services are consumed or used by others. • Dramatic play offers rich opportunities for children to explore the roles and responsibilities associated with various jobs. Applying the process of raising questions and gathering information prior to engaging in the dramatic play can ensure an increase in knowledge, the development of new rich vocabulary and can encourage the use of critical thinking.
	MATHEMATICS Strand D: Early Learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense) • Preschool children begin to recognize and name 2-dimensional shapes, such as triangle, circle, rectangle, square and star. Initially, they use the shape’s overall appearance as a cue to identify the shape name. As they have more experiences with shapes and more opportunities to identify the attributes that make a circle a circle and a square a square, they will be able to compare, sort and analyze

	shapes. According to Douglas Clements (2004), younger preschool children use shapes in isolation, but older preschool children use shapes to create images of things they know and many combine shapes into new shapes. - It is never too early to introduce a child to math. In the same way that we use language to support very young children's development of pre-literacy skills, we can use language to build a child's math vocabulary and concepts. In a recent study, preschool children who hear adults use words describing the size and shape of objects such as "big," "small," "round" or "tiny," and who then use those words in day-to-day interactions, do much better on tests of their spatial skills (Levine, Suriyakham, Rowe, Huttenlocher & Gunderson, 2011). The study is the first to show that teaching children to use a wide range of words relating to size and shape may improve their later spatial skills. As children's cognitive and language skills develop, they are able to visualize shapes in different positions and can describe the location, distance and direction of objects in space. This skill is called spatial awareness. - Daily experiences offer young children numerous opportunities to notice and manipulate shapes and can engage and challenge young thinkers. Adults support young children's developing understanding of shapes and spatial relationships by building children's vocabulary. By asking questions, modeling and introducing mathematical ideas throughout the day, adults can support analytical thought, growing precision and abstraction.
ESSENTIAL QUESTIONS 86	SOCIAL STUDIES DOMAIN - What makes a community? - Can you name some of the places that you go in your community? - Can you name the different parts your house? How do you use these spaces differently? - Who are some of the people that work in your community? - Where do you see signs in your community? What do they mean? MATHEMATICS DOMAIN - What shapes do you see in your house? - Where do you see shapes in the community? - Can you describe the location of ____ to me? (using positional vocabulary) - Can you use these two shapes to make a new shape? SOCIAL STUDIES DOMAIN <i>Power, Authority and Governance</i> SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom SOCIAL STUDIES DOMAIN <i>People, Places and Environments</i> SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.) <i>Civic Ideals and Practices</i> SS.48.7 Participate in jobs and responsibilities at home, classroom or community SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)
LEARNING PROGRESSIONS (STANDARDS)	

	• <i>Individuals, Groups and Institutions</i> ◦ SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play ◦ SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers
	MATHEMATICS DOMAIN • <i>Spatial Relationships</i> ◦ M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object ◦ M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object) • <i>Identification of Shapes</i> ◦ M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes ◦ M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/ cylinder) regardless of orientation and size • <i>Composition of Shapes</i> ◦ M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment ◦ M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose
87 FOCUS AREAS	1. Homes (house and surrounding features) 2. Places in the Community (buildings, roads, geographical features) 3. People in the Community (school personnel, local community)
KEY VOCABULARY	1. Home (neighborhood, chimney, roof, basement, porch, driveway, vestibule, garage, lawn/yard) 2. Places (community, intersection, park, field, woods, roads, sidewalks) 3. People (principal, secretary, librarian, custodian) 4. Shapes (rectangular prism, sphere, cube, cone, cylinder, square, rectangle, circle, oval, heart, star, triangle, rhombus) 5. Positional words (toward, behind, above, below, inside, outside, near, far, next to, between, corner, diagonal)

KEY KNOWLEDGE My students will know...	KEY SKILLS My students will be able to (do)...
● that a community is comprised people, places, and things ● that people and places have different purposes ● that their homes have various features ● different shapes have different characteristics ● places in the community can be represented by different shapes ● written words and symbols represent spoken language	● use positional vocabulary to describe familiar places ● use shapes to create a picture of their home ● identify shapes within buildings in their environment ● identify places in the community ● identify people and their jobs in the community ● identify responsibilities they have and/or rules/laws they follow
Unit Assessment: Community and Home Key Skills Assessment	

TEACHING AND EXPERIENCES
(Multiple means of representation, expression and engagement)

- Visit different places in the school community
 - Ask people within the community what they do (e.g. nurse, principal, secretary, etc) ; Make a book about the experiences
- Build/design various places in the community and home during art time / play time (Create a community map)
- Act out and design setting for stories (Goldilocks, Three Little pigs, Truck Stop)
- Provide materials for students to design a version of their home and community map
- Play “Which Room in the House?”
 - Put familiar home items in a basket, students pick an item, identify it and where it belongs in the house
- Play “What Sound” in the house
 - Play familiar sounds from around the house and have students guess what the sound is
 - Extension: have them guess what room they would hear the sound in
- Provide toys and materials to create, design and role play community and home
 - Build roads, airports, truck stops, bus depot, train station, homes
 - Use various shapes to create structures
 - Identify the features of shapes while children are using them
 - Provide items that encourage movement, such as a tunnel, low balance beam, boxes; encourage children to describe where they are when using the item
- Shape Play
 - Provide children with experiences breaking apart and putting together shapes
 - Break apart a square graham cracker into two smaller rectangles or putting together two triangles of cheese to make a square
 - Put together a square and a rectangle to make a house
 - Allow children to build shapes using toothpicks and mini-marshmallows
 - Make blocks out of paper towel tubes, oatmeal containers, empty milk cartons and other items to expose children to three dimensional shapes
 - Introduce the mathematical attributes of shapes, e.g., number of sides, type of angle, parallel/ non-parallel sides, length of sides (all the same or different lengths)
 - Have children feel shapes in a box and describe them to peers

- Have children draw a series of rectangles increasing in size; discuss what they changed to make them larger
- Provide children with opportunities to use shapes in their artwork; complete simple weaving activities
- Provide children with opportunities to create designs with pattern blocks
- Play games that include shapes
- Twister
- Have children move through an obstacle course
 - Can be based on community structures/buildings, or shapes
- Play Simon Says with a carpet square
 - Allow a child to lead and give positional directions to peers, e.g., “Simon Says, stand behind your square”
- Sorting by Attributes
 - The first sort: sort students by having a pet or not (or any other simple question) then move on from there
 - Consider taking a photo of each sort and comparing and contrasting the photos to see who has similarities/differences
- Allow significant for discussion with children as they raise questions about authority and responsibility to themselves, others and the environment. It doesn't have to be lengthy, just meaningful
- Spend extended periods of time outside; encourage children to notice aspects of the sky, earth, plant, bug and animal life
- Use visual supports to help children understand rules, expected behaviors and responsibilities
- Revisit and revise rules as contexts and children's skills change
- Investigate different ways to make decisions, such as voting, offering choices, sharing the decision making authority, talking about how the outcomes change with different types of decision making and discussing how the process felt
- Read books to children and pause to discuss the outcomes of characters following the rules or not following the rules
- Write a classroom book about the rules with examples and ideas from children
- Find ways for children to contribute to routines in meaningful ways
- Investigate classroom, home and community jobs and write books about how doing those jobs helps the community; talk about what would happen if no one did those jobs
- Use peer and visual supports to increase children's ability to complete jobs
- Create classroom rules together, discussing the purpose for the rules and consistent words
- Involve families creating community maps
- Involve families in creating expectations and responsibilities at home
- Post pictures of people doing a variety of work and the sequence of those jobs
- Provide pretend play materials to allow children to act out purchasing and exchange, such as pretend money, cash register, receipt pads, wallets, etc.
- Provide opportunities for children to explore tools in their environment, such as scales, woodworking tools, wagons
- Use visual supports and cues when teaching new content
- Create a matching game with jobs and tools/technology that are used in each job, e.g., mail collector and mail truck or mail bag
- Invite family members to visit and talk about their work
- Help children understand the difference between wants and needs by engaging them in conversations about what people require to survive
 - To help children see the difference between a want and a need; use a “What would happen if...” question, e.g., “What would happen if we didn't have food/housing/ clothes/clean water, etc.?” “What would happen if we didn't have toys, video games, cars, candy, etc.?”
- Help students identify the uses of the technology; what it helps us to accomplish
 - Talk about how technology has changed over time
- Model playing the roles of a variety of jobs

	Children with Disabilities ● Use scripted stories to explain rules and expected behavior ● Use peer supports during completion of jobs ● Present information about the environment using a variety of representations, books, video clips, demonstrations ● Create or use clear, step-by-step stories to explain rules and expected behavior ● Provide props for acting out roles ● Ask families to provide pictures of community locations that they visit frequently; create a map with the pictures ● Use scripted stories to explain purchasing ● Use peer supports during completion of jobs ○ Make concrete connections between jobs and the outcomes they achieve, e.g., cleaning up garbage keeps us healthy ● Adapt props so all children can use them ● Model playing the roles of a variety of jobs ● Provide visual supports to sequence different jobs ● Provide opportunities to stimulate spending money ● Be sure that communication devices include words for children to communicate about the shapes and the position of objects in their environment ● Provide shapes for children to manipulate based on their needs ● Provide large shapes or secure items to a table surface for stability ● Provide children with the opportunity to experience movement, be in different positions and see things from multiple perspectives DIFFERENTIATION Children who are Dual Language Learners ● Provide visual cues to support completing a job ● Use visual supports when describing jobs and responsibilities, e.g., a fire truck and firefighter ● Have visual representations next to a rule; point to the picture when reminding a child to follow a rule ● Ask parents to describe expectations and responsibilities the child has at home ● Make taking care of the environment concrete, e.g., bring in plants, have a class pet, notice littering and help children clean it up if it is safe to do so ● Provide visual cues when new language is being used to teach content ● Use visual supports when describing jobs and responsibilities, e.g., a fire truck and firefighter ● Learn number words in child’s home language to support purchasing ● Observe children during dramatic play and provide support for their participation by modeling, prompting and encouraging ● Include artifacts of jobs in classroom materials, such as aprons and cooking utensils for a chef, tools for a carpenter ● Use of simple questions and access to materials to manipulate to gain an understanding of geometry concepts ● Use of materials to link the new vocabulary to a real life event ● Use simple sentences and repeat critical words, such as the name of the shape supports children’s language acquisition ● Structure learning centers to provide children opportunities to learn about shapes and spatial relationships through observing and listening to peers whose English is more advanced ● Learn a few words related to shapes and/or spatial relationships in the child’s home language
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RESOURCES	
IRA <u>Literature</u> • <u>My Own Little House</u> (Merriman B. Kaune) Fiction • <u>The Three Pigs</u> (Any version) • <u>Goldilocks and The Three Bears</u> (Any version) • <u>Chair for Baby Bear</u> (Kaye Umansky and Chris Fisher) • <u>A House is a House for Me</u> (Mary Ann Hoberman) • <u>The Little House</u> (Virginia Lee Burton) • <u>Jack's House</u> (Karen Magnuson Beil) • <u>The Napping House</u> (Audrey and Don Wood) • <u>My Town</u> (Rebecca Treays) • <u>In A People House</u> (Theo LeSieg) Nonfiction • <u>I'm Going to be a Police Officer</u> (Edith Kunhardt) • <u>I'm Going to be a Firefighter</u> (Edith Kunhardt) • <u>Building a House</u> (Bryon Barton) • <u>What Will I Be?</u> (James Levin) • <u>Firefighters (People in My Community)</u> (Jacqueline Laks Gorman) • <u>Police Officers (People in My Community)</u> (Jacqueline Laks Gorman) • <u>Teachers (People in My Community)</u> (Jacqueline Laks Gorman) • <u>Let's Meet a Veterinarian</u> (Gina Bellisario) • <u>Whose Hat Is This?: A Look at Hats Workers Wear - Hard, Tall, and Shiny</u> (Sharon Katz Cooper) • <u>What Do You Do?</u> (William Wegman)	<u>Websites / Videos</u> • Goldilocks ◦ http://www.education.com/game/goldilock-three-bears/ • The Napping House ◦ https://www.youtube.com/watch?v=JtW6msocDIE <u>Songs</u> • Community/Home Songs

APPENDIX

QUESTIONS FOR INQUIRY AND ANCHOR STATEMENTS	• Tell me/us what you see? • What will happen if...? • Why do you think that? • What makes you say that? • What evidence do you have? • What is the same or different as ...? • What do you notice about...?
RELEVANT DATA TO CONSIDER	• K-W-L (Formal or Informal) ◦ What is a community? ◦ Can you name any community helpers? What do they do? ◦ Is anyone in your family a community helper? • Review and use the Parent Questionnaire and/or cum file to find out if family members are community helpers and favorite things to do in the community and home. • What have I seen children say and do in relation to this unit? ◦ Have students mentioned places they have visited in the community? (i.e. firehouse, supermarket. Farm, etc.) ◦ Have students mentioned things they like to do in the community? (i.e. go to the park, ice cream store, etc) ◦ What are students bringing in for show-and-tell / Morning Meeting share that indicate their interests related to community • What toy preferences have students shown/used that are related to home and community?
ENGAGING FAMILIES	• Visit and take pictures of favorite place in the community • Visit and take pictures of favorite place in the house • Bring in a picture of your house • Newsletters • Invite parents that are community helpers in to visit class • Share class book about Consolidated Community helpers (students create book about Cons. community helpers)

Unit 4: Winter

(Year 2)

Unit 5: Pets

(Year 2)

Unit: Pets	
UNIT OVERVIEW	The purpose of this Unit of Study is for students to understand what constitutes a pet, what animals could be pets, and how to meet the needs of a pet. Student learning will be supported and extended through a variety of activities and experiences that promote the use and development of fine motor skills. We will extend student knowledge and understanding of pets through one learning domain from the Connecticut Early Learning and Development Standards: Physical Development and Health Domain.
DOMAIN RATIONALE	PHYSICAL DEVELOPMENT AND HEALTH Strand B: Early Learning experiences will support children to develop Fine Motor skills • In Physical Health and Development Strand B, there are two learning progressions. Visual Motor Integration refers to a child’s ability to use their eyes and their hands together to accomplish a task. Small Muscle Movement and Coordination refers to the ability to maneuver pencils, crayons, markers, scissors and other small objects accurately with the fingers, thumb and hand. Strong fine motor skills are essential to complete tasks, such as writing, cutting, using a fork or spoon, threading beads, moving puzzle pieces, zipping, buttoning and tying shoe laces. Success with these activities depends on strong fine motor skills, which are honed through practice. • Children develop their fine motor skills through practice. So providing them with multiple opportunities to work on their skills is critical. Allowing children to attempt to complete tasks on their own, such as holding a toy, feeding and dressing, gives them a chance to practice these skills with a purpose. • As children move into the preschool years, they will begin to demonstrate a dominant hand and will be able to use their arms for different purposes at the same time, such as holding the paper while drawing and drawing with their dominant hand. They will be able to hold a crayon or pencil in between their thumb and index finger instead of in their whole fist. Children at this stage should be able to use scissors, copy simple shapes and use refined movement when drawing or writing. Adults encourage a child’s development by providing a variety of drawing and writing materials, encouraging children to complete dressing and bathing tasks on their own and including them in tasks that require fine motor skills, such as cooking and cleaning up their toys.
ESSENTIAL QUESTIONS	PHYSICAL DEVELOPMENT AND HEALTH DOMAIN • What does it mean to be living? • How do we know if something is a pet? • What are some examples of animals you could have as a pet? • Where can you get pets from? • What things does a pet need? • How do you treat a pet?
LEARNING PROGRESSIONS (STANDARDS)	PHYSICAL DEVELOPMENT AND HEALTH DOMAIN • <i>Visual Motor Integration</i> ◦ PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.) ◦ PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors) • <i>Small Muscle Movement and Coordination</i>

	○ PH.48.7 Use writing/ drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft ○ PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar) ○ PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement
FOCUS AREAS	1. What is a Pet (living creatures, pets rely on their owners) 2. What Animals can be Pets (domesticated) 3. Pet Care (food, shelter, exercise, affection)
KEY VOCABULARY	1. What is a pet (living creature, tame, domestic, companionship, pleasure) 2. What animals are pets (domestic, wild) 3. Pet Care (veterinarian, vaccinations/shots, adoption, shelter, pet shop, breeder, affection, exercise, kennel, groom, fur, feather, scales, aquarium, tank, hutch, birdcage, leash, collar),

KEY KNOWLEDGE My students will know...	KEY SKILLS My students will be able to (do)...
● that pets are living creatures ● the difference between pets and non-pets ● what animals we could have as pets ● how/where we get pets ● what responsibilities go into owning a pet ● how to properly care for a pet	● color with control and precision a picture of their ideal pet ● cut out items that they would need in order to care for a pet ● trace a template of tools that help with animal care ● use a mature pencil grasp in fine motor activities related to pets ● copy a written example of the name they would choose for their pet ● use a variety of tools that require fine motor skills
Unit Assessment: Pets Key Skills Assessment	

TEACHING STRATEGIES AND EXPERIENCES (Multiple means of representation, expression and engagement)
● Be sure children are seated in a stable chair and their feet can be flat on the floor ● Provide animal grabbers, bug catchers and wooden tongs for children to pick up objects ● Provide stiff materials to practice cutting like index cards, sandpaper or magazine inserts ● Provide non-paper items to cut, such as play dough or straws ● Provide small collage materials ● Provide lacing cards, peg boards, toothpicks, plastic knives to use with play dough, screwdrivers, stringing beads, eye droppers, stickers and buttons ● Provide pencils and fine line markers ● Offer children many opportunities throughout the day to write and draw

- Encourage children to rip paper as part of an activity
- Make suggestions about how children could use materials
- Play games that allow children to crawl and creep on the floor. Bearing weight on their hands and arms will help them develop the arches and muscles needed to write and manipulate objects
- Encourage children to fold paper as a part of a meaningful activity such as making menus for the dramatic play area
- Play games that involve eye-hand coordination, such as rolling a ball back and forth, magnetic fishing games, pounding bench or stringing beads
- Play catch with increasingly smaller balls
- Ask questions, such as, “Can you put the blocks together?”
- **Dramatic Play**
 - Children help to create a Veterinarian’s Office/Animal hospital
 - Veterinarian’s office/ Animal Hospital (Need: Appointment pages, Checklist of concerns, Summary of examination results, Animal records, Dr. recommendations, Stethoscope, Bandages/band-aids, Developmentally appropriate tweezers, Magnifying glasses, Examination “table”, “Cages” for animals, Balance scale)
 - Explain to your children that veterinarians usually decide to treat pets in one or two categories: such as, farm vet, pet vet, or zoo vet
 - Set out three pieces of paper. Write, Farm on one, Zoo on another, and Pets on the third. Set out a number of small plastic animals. Then have children take turns sorting the animals into the three categories. Ask the children which group of animals they would like to treat if they were a vet.
 - Children help to create a Pet Shop
 - Pet Shop requires: Things to purchase (Pet food, pet leashes, pet beds, pet treats, actual pets (e.g. stuffed animal hamster), crates/cages for pets (e.g. fish-tank) Signs with products for sale, Shopping baskets, “Cages” filled with “bedding”, Cash register and money. Children can make: Signs , Food (possibly out of playdough), Crates/cages, Bedding (cutting and snipping paper)
 - Children help to create a Grooming Shop
 - Groomer requires: Shampoo, Scissors, Toothpaste, Bubble bath, “Tubs” for cleaning. Children can make: Signs, Food (possibly out of playdough), Crates/cages, Bedding (cutting and snipping paper)
 - Make a doghouse
 - Use a large cardboard box, cut out an opening and children can paint outside; cut grass (e.g. paper snippings) and create flowers to glue on outside of the doghouse
- Writing
 - Create a writing station with pet stickers; word cards; envelopes; pet stamps;
- Sensory
 - Food for the birds
 - Fill a sensory box/table with shredded paper and hide different colored worms (pipe cleaners, counters)
 - Children use scoopers, and tweezers to find the “worms”, then remove them with the tools and and sort them into bowls of the same color.
- Birdseed Math
 - Fill a try with birdseed
 - Using number cards and bird counters, have student pick a number card.
 - The student will then count out the number of birds that is shown on the card and write the corresponding numeral with his finger in the tray
- Fishing
 - Fill a tub with water and students use nets to “catch” fish (with numbers/ letters/colors)
 - Create a sensory fish tank

- In a ziplock bag, pour clear hair gel, then add seaweed (made from foam) and plastic or foam fish
- Encourage children to move the fish, etc by touching gently
- Wash the pets
 - 2 tubs: one with “mud” (real mud, pudding, or “snow” made from shaving cream) and the second tub filled with water
 - Place the dirty pets (plastic animals) in the “mud” and then in the water
 - You can use toothbrushes to help scrub the animals clean (great for fine motor!)
- Crafts
 - Straws (cut different colored straws and then glue to animal template (ie:orange for goldfish)
 - Shapes (use different shapes to make a pets)
 - Pet footprints
 - In the snow, mud
 - Using toy pet animals, paws are dipped in brown or white paint and stamped across the paper (or make sponge paw prints)
 - Stamping (use real dog bones (the edible kind))
 - Goldfish (using different colored goldfish crackers, graph the colors)
 - Feathers
 - Cut feathers to use in a collage or for a bird craft
 - Paint with cut feathers
 - Create Your Own Pet
 - Encourage children to utilize a variety of art materials and to create their own pets. Students name their pet and tell classmates what they made and how they made it
 - Playdough
 - Use pet shaped cookie cutters on playdough, then use playdough scissors to cut around the pet shape
 - Use playdough to make pet food; food bowls
 - Dog Kennel
 - Use blocks, straws, popsicle sticks to create a dog kennel

Children with Disabilities

- Use adapted materials, such as large crayons, spring-loaded scissors.
- Tape paper to the table during drawing and painting.
- Provide opportunities to participate in fine motor activities in a variety of ways, so that children with varied skill levels can still take part in the learning experience.

DIFFERENTIATION

Children who are Dual Language Learners

- Provide models paired with verbal directions of fine motor tasks.
- Narrate while you watch a child completing a fine motor task; use gestures to indicate what you are talking about.
- Use activities that have a fine motor component and are connected to the child’s culture, such as making tortillas or folding paper for origami. (Make sure to discuss with families the activities which are meaningful and relevant to their family and culture).

Resources	
IRA <u>Literature</u> • <u>The Best Pet of All</u> (David LaRochelle) • <u>Come Back, Cat</u> (Joan L. Nodset) • <u>Perfect Pets</u> (Armie Lightning) • <u>What Pet Should I Get?</u> (Dr. Seuss) • <u>The Perfect Pet</u> (Margie Palatini) • <u>The Night Before the New Pet</u> (Natasha Wing) • <u>Some Pets</u> (Angela DiTerlizzi) • <u>Harry the Dirty Dog</u> (Gene Zion) • <u>The Pigeon Wants a Puppy</u> (Mo Willems) • <u>My Cat Just Sleeps</u> (Joanne Partis) • <u>Have You Seen My Cat</u> (Eric Carle) • <u>Please Don't Torment Tootsie</u> (Margaret Chamberlain) • <u>Oh, the Pets You Can Get!</u>: <u>All About Our Animal Friends</u> (Tish Rabe and Aristides Ruiz) • <u>Moonbear's Pet</u> (Frank Asch) • <u>I Want a Pet</u> (Lauren Child) • <u>Pet Animals</u> (Lucy Cousins) • <u>Pet Show</u> (Ezra Jack Keats) • <u>Emma's Strange Pet</u> (Jean Little) • <u>Snappy Little Pets</u> (Derek Matthews) • <u>Me and My Pet Fish</u> (Christine Morley) • <u>Henry the Fourth</u> (Stuart J. Murphy) • <u>My Pet Hamster</u> (Anne Rockwell) • <u>Cookie's Week</u> (Cindy Ward) • <u>An Octopus Followed Me Home</u> (Dan Yaccarino) • <u>Can I Keep Him?</u> (Steven Kellogg) • <u>Chewy Louie</u> (Howie Schneider) • <u>Emma's Elephant & Other Favorite Animal Friends</u> (David Ellwand) • <u>I Can't Get My Turtle to Move</u> (Elizabeth Lee O'Donnell) • <u>The Grannyman</u> (Judith Byron Schachner) • <u>The Pet Dragon</u> (Christoph Niemann) • <u>When a Pet Dies</u> (Fred Rogers) • <u>Emma's Pet</u> (David McPhail) • <u>What Pet to Get?</u> (Emma Dodd) 98	<u>Fiction (Continued)</u> • <u>I Wanna Iguana</u> (Karen Kaufman Orloff) • <u>Dog Breath: Horrible Trouble with Hally Tosis</u> (Dav Pilkey) • <u>The Great Gracie Chase: Stop that Dog!</u> (Cynthia Rylant) • <u>Oh Where, Oh Where Has My Little Dog Gone?</u> (Iza Trapani) • <u>Dogs Don't Wear Sneakers</u> (Laura Numeroff) • <u>Helen the Fish</u> (Virginia L. Kroll) <u>Nonfiction</u> • <u>Caring For Your Pets</u> (Ann Owen) • <u>My Pet: Talk-About-Books</u> (Debbie Bailey) • <u>Why Do Dogs Bark</u> (Joan Holub) • <u>Pets in a Jar: Collecting and Caring for Small Wild Animals</u> (Seymour Simon) <u>Websites / Videos</u> • <u>The Best Pet of All</u> • <u>The Needs of An Animal</u> • <u>I Have a Pet</u> • <u>Pets for Children</u> • <u>What do Pets Need?</u> • <u>Sesame Street Pets</u> • <u>Sesame Street Pets at the Vet</u> • <u>Sesame Street: Maria Looks After Pets</u> • <u>Berenstain Bears- Trouble with Pets (1 of 2)</u> • <u>Berenstain Bears- Trouble with Pets (2 of 2)</u> <u>Songs</u>

APPENDIX	
QUESTIONS FOR INQUIRY AND ANCHOR STATEMENTS	• Tell me/us what you see? • What will happen if...? • What do you think is going to happen? • Why do you think that? • What makes you say that? • What evidence do you have? • What is the same or different as? • What do you notice about...?
RELEVANT DATA TO CONSIDER	• Background Information ○ K-W-L (Formal or Informal) ■ What do you think a pet is? ■ Who has a pet? ○ What have I seen children say and do in relation to this unit? ■ What students say/do that indicate their level of understanding and/or interest ■ What are students bringing in for show-and-tell / Morning Meeting share that indicate their interests
ENGAGING FAMILIES	• Ask parents to send in a photo of their child with their pets • Create a class book with students’ “dream” pet • Newsletters

Unit 6: Spring

(Year 2)

Unit 7: Life Cycles

(Year 2)

Unit: Life Cycles	
UNIT OVERVIEW	The purpose of this Unit of Study is for students to understand the life cycles of people, animals and plants. Through scientific and mathematical inquiry, we will sort, classify, and analyze the various ways of which attributes can be grouped according to lifecycle traits. Students will develop an understanding of life cycle stages. We will develop student learning of lifecycles primarily through two learning domains from the Connecticut Early Learning and Development Standards: Science Domain and Mathematics Domain. SCIENCE DOMAIN Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things. • Researchers have found that young children can identify the characteristics of living things and have an innate ability to distinguish living things from nonliving things (Gelman, 2003). They are able to use themselves as a source of reference and comparison about what living things need. Children realize that just as they need food, so do dogs; however, rocks do not need food. Growth and taking in food and water are the two characteristics that young children most often attribute to living things (Ingaki & Hatano, 2006). Providing experiences where young children can notice and document patterns common to living things supports them in developing a beginning understanding of life sciences. Interacting with a variety of living and nonliving things offers the opportunity to observe and discuss the structures and processes involved in both the physical and life sciences. Simple comparisons of how plants receive nutrients (through their roots and photosynthesis) with how humans receive nutrients (through eating and the digestive system) helps children understand similarities and differences and explore patterns and cause and effect relationships. MATHEMATICS DOMAIN Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). • Toddlers are learning the words they need to describe objects. They are also refining their ability to sort objects that have similar characteristics. Adults can support their development by providing toys and materials that have similar and varying characteristics. Model language and use descriptive words, such as round, flat, big, tall, short, more, and full throughout their day and in many situations. Promote their wondering about using measurement by commenting on aspects of size especially if it is connected to themselves or their actions. For example, say, “You are taller than your little sister,” or “Your truck is heavier than my truck.” • Preschool-age children develop an intuitive idea of attributes and properties of objects through everyday experiences. As multiple children build block towers at the same time, they can observe whose tower is taller and use their bodies to measure how tall they are. At this time, children will begin to group objects with like objects. They may not see all of the ways objects can go together, but they will be able to identify some distinct characteristics and use that as criteria for grouping and sorting. As they approach kindergarten age, children will understand more options for grouping, such as an object’s function. Some research (Seo & Ginsburg, 2004) has shown that children do not spontaneously choose to sort objects on their own. It is important for adults to encourage and facilitate sorting in a variety of situations throughout the child’s day. Measurement for young children begins with simple statements, such as “That’s heavy,” or “My string is longer than yours.” They will progress to being able to assign a number of units to their observation as they learn about how to measure using standard types of measurements (scales, rulers) and non-standard types of measurements (pieces of paper, their arms). By the time children leave preschool, they understand that measurement involves assigning a numerical value to an attribute, such as counting the number of units (inches, arms) that were used to “measure” the object.

ESSENTIAL QUESTIONS	SCIENCE DOMAIN • What is a life cycle? • Can you tell me the life cycle of animals / person / plant? • Can you name the different parts/stages of a life cycle for people, plants, animals? • Can you tell me how you have grown and changed? MATHEMATICS DOMAIN • What are some of the differences between animals and people? How about people and plants? • How can we group these animals / plants / people? • How could you show a friend how you have sorted these animals / plants / people? • Can you show me another way we can sort these? • Can you tell me how you sorted them?
LEARNING PROGRESSIONS (STANDARDS)	SCIENCE DOMAIN • <i>Unity and Diversity of Life</i> ◦ S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults ◦ S.60.7 Group and classify living things based upon features, providing evidence to support groupings MATHEMATICS DOMAIN • <i>Data</i> ◦ M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more) ◦ M.60.11 Represent data using a concrete object or picture graph according to one attribute • <i>Sorting and Classifying</i> ◦ M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape) ◦ M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute
FOCUS AREAS	1. Animals (amphibians, mammals) 2. People (baby, children, adults) 3. Plants (flowers, vegetables)
KEY VOCABULARY	1. Animals (amphibian, metamorphosis, froglet, tadpole, hatch, chick, egg, gils) 2. Lifecycle (develop, mammal, stages, transform, lungs) 3. Plant (seed, stem, bud, vine, petal, seedling, root, sprout, blossom, pollinate)

KEY KNOWLEDGE My students will know...	
● people / plants / animals have different lifecycles and attributes ● lifecycles have stages ● how to order the lifecycle stages for different species ● people / plants / animals can be classified by attributes ● how to sort and resort by similarities / differences	KEY SKILLS My students will be able to (do)...
	● identify and describe similarities and differences between animals / people / plants ● identify the lifecycle stages of various species ● sort and classify using attributes of animals / people / plants ● count and compare using sorted groupings ● represent sorted items in visual / physical form (graphing / manipulatives)
Unit Assessment: Life Cycles Key Skills Assessment / ESGI	

TEACHING STRATEGIES AND EXPERIENCES (Multiple means of representation, expression and engagement)	
● Provide resources for finding information such as books, access to websites, pictures ● Provide a variety of manmade and natural objects ● Provide many different types of documentation materials: cameras, notebooks, audio recorders ● Provide safe opportunities to interact with and observe living things ● Encourage children to make and document observations ● Use children's questions and comments as an opportunity to discuss living things, structures and their functions, and patterns ● Read books that accurately reflect the patterns, processes and relationships of living things ● Plan activities that will help children directly observe life cycles and/or the structures and processes of living things ● Take a walk and discuss the living things you see. Group your items and encourage children to describe their reasoning ● Encourage children to document what they observe ● Provide materials of various sizes, colors, textures, and shapes that can be sorted and compared ● Provide opportunities for children to measure, such as counting the number of steps it takes to walk from one place to another ● Provide materials of various sizes, colors, textures and shapes that can be sorted and compared ● Provide a variety of materials that can be used to measure objects including standard measurement tools ● Create opportunities for children to measure items ● Encourage children to record and document what they learn ● Provide materials for documenting measurement and classifying, e.g., whiteboards, journals, graph paper ● Demonstrate methods of measurement throughout the day; chart the number of children who are wearing red or green and compare ● Facilitate children's ability to sort objects throughout the day during routines, such as laundry or cleaning up toys ● Continue to use words that describe physical properties and can be used to compare objects, e.g., big, small, long, short, full, empty, more, less ● Make verbal comparisons about objects or people, such as, "This bucket of sand is heavier than this cup of sand" ● Engage in conversations with children throughout the day about quantity and comparisons as they interact with materials	

- Play matching games with items that can be grouped by more than one attribute. Ask children why they put the items together. Ask if they can regroup them in another way
- Continue to use words that describe physical properties and can be used to compare objects, such as big, small, long, short, full empty, more, less
- Model how to use rulers and encourage children to use them when asking questions about linear measurement
- Model using measurement words, longer/shorter and taller/shorter
- Play matching games with items that can be grouped by more than one attribute. Ask children why they put the items go together. Ask if they can regroup them in another way
- Provide activities using standard and non-standard units of measurement
- Support children’s use of measurement to solve problems by posing questions, such as, “How far can you jump?” and “How can we find out how high our ceilings are?”
- Continue to use words that describe physical properties and can be used to compare objects, such as big, small, long, short, full, empty, more, less
- Use visual models to help children understand and quantify differences
- Model charting data and chart data with children
- Encourage children to use rulers to measure objects of different lengths and compare them to each other and compare the number they determined through measurement

Children with Disabilities

- Provide access to information about living things in multiple formats including real life experiences.
- Teach concepts in multiple formats over time.
- Scaffold support throughout learning opportunities.
- Provide consistent feedback to children.
- Adapt experiences so children have exposure to a variety of living things.
- Ensure children have opportunities to observe aspects of the life cycle.
- Expand examples of functions performed by living things are to include adaptive equipment, e.g., wheelchair, hearing aid
- Allow peers to assist children to manipulate objects in order to count, sort, compare, order, measure, create patterns, or solve problems.
- Use adaptive materials, e.g., large manipulatives that easy to grasp.
- Allow alternate ways for children to demonstrate knowledge in these areas without directly manipulating objects.
- Use materials for counting, sorting or problem solving that are easily distinguishable by touch.
- Place materials in containers and clearly define the work space.
- Program communication devices to contain words that will allow them to participate and express their knowledge.

DIFFERENTIATION

Children who are Dual Language Learners

- Use simple language to build new vocabulary related to living things.
- Use repetition of vocabulary and processes.
- Allow children to express their questions through drawings, gestures, phrases and whatever means available to them to communicate their inquiries and ideas.
- Provide the same information in multiple ways.
- Provide first-hand experiences and physical activities paired with language.
- Provide a connection to children’s pre-existing knowledge by learning some key vocabulary words in their home language.

	• Allow children to use multiple ways to demonstrate their knowledge. • Link English vocabulary to experiences with pictures, concrete objects and real-life events. • Refer to events in the present until children become more proficient in English. • Simplify the language demands when you can, but do not lower the expectations for concept mastery. • Provide multiple opportunities for practice in varied settings. • Use bilingual texts to support concept development. • Allow children time to observe you or peers before requiring action.
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RESOURCES	
IRA • <u>The Teeny Weeny Tadpole</u> (Sheridan Cain) Fiction • <u>Fish is Fish</u> (Leo Leonni) • <u>The Very Hungry Caterpillar</u> (Eric Carle) • <u>The Carrot Seed</u> (Ruth Krauss) Nonfiction • <u>The Tiny Seed</u> (Eric Carle) • <u>Waiting for Wings</u> (Lois Ehlert) • <u>Jump Frog Jump</u> (Robert Kalan) • <u>The Teeny Weeny Tadpole</u> (Sheridan Cain) • <u>The Wide Mouthed Frog</u> (Keith Faulkner) • <u>Guess What I Will Be?</u> (Anni Axworthy)	<u>Websites / Videos</u> • <u>Metamorphosis (Tadpole)</u> • <u>Frog Life Cycle</u> • <u>Frog Life Cycle</u> • <u>Froggy, Froggy - Song About Life Cycle</u> • <u>Butterfly Song About Life Cycle</u> • <u>Caterpillar to Butterfly Life Cycle</u> • <u>How Does a Caterpillar Change Into a Butterfly?</u> • <u>Amazing Butterfly Life Cycle</u> • <u>Life Cycle Lessons (website for teachers)</u> • <u>Life Cycle of a Chicken - Penny</u> • <u>Life Cycle of a Bird</u> <u>Songs</u> • <u>Life Cycle Songs</u>

APPENDIX	
QUESTIONS FOR INQUIRY AND ANCHOR STATEMENTS	• Tell me/us what you see? • What will happen if...? • What do you think is going to happen? • Why do you think that? • What makes you say that? • What evidence do you have? • What is the same or different as ...? • What do you notice about ...?
RELEVANT DATA TO CONSIDER	• KWL (Formal or Informal) ■ Have you ever seen a plant grow? ■ Do you have a pet that you had since it was a baby? What changes did you notice as it grew? ■ Do you have a baby in your house? ■ What are learner’s understandings about life cycles ■ What have I seen children say and do in relation to this unit?
¹ ₈₈ ENGAGING FAMILIES	• Send in a picture of your child as a baby, toddler • Ask families to share stories about pets they have had since they were babies (i.e. send in pictures of puppy/kitten/chick and recent animal photos • Ask families to share stories or send in pictures of plants that have grown or birds nest they have found

Unit 8: Water

(Year 2)

Unit: Water	
UNIT OVERVIEW	The purpose of this Unit of Study is to understand properties of water, a material with which the children have already had many foundational experiences such as drinking, bathing, washing dishes, or running through a sprinkler. This unit will develop scientific practices and knowledge using a medium that children are already familiar with: water. Students will engage directly with materials and will explore and discover properties of water using inquiry, discovery, and exploration skills while using a variety of materials. We will develop student learning about water primarily through one learning domain from the Connecticut Early Learning and Development Standards: Science.
DOMAIN RATIONALE	SCIENCE DOMAIN Strand A: Early learning experiences will support children to apply scientific practices. • Children observe and interact with their environment beginning at birth. As children grow and develop, their ability to make observations about the world around them increases. • Toddlers are beginning to see themselves as separate from the people who care for them. This awareness, along with their developing language skills, motivates them to share their experiences with the people around them. Toddlers are also increasingly aware of the impact of their own actions. As they begin to understand that results vary depending upon the action, they can begin to investigate in more intentional ways. • As children reach preschool age, they can, with adult support, apply scientific processes more systematically to build their own knowledge. As children approach kindergarten, they are able to become more independent in their application of scientific practices and are able to describe their observations in greater detail. Adults are sometimes hesitant to explore “science” with young children because they may feel they need to have all the answers. This couldn’t be further from the truth. Adults simply need to be willing to explore with children and when a question develops from that exploration, adults can work to find the answer as a team with the child. • Science learning is a natural fit for young children as they strive to understand the world around them. SCIENCE DOMAIN Strand D: Early learning experiences will support children to understand physical sciences. • Young children learn best through hands-on experiences and when adults use children’s interests and questions as sources of learning. They need lots of opportunities to see, hear, smell, touch and talk about new objects and experiences in order to learn. • As toddlers, children can engage in explorations that let them see that different materials have different properties, such as banging on different types of pots and pans and getting different sounds. They can also engage in explorations related to motion using objects such as balls and ramps. • As children’s cognitive skills develop, they are able to identify characteristics of materials and objects, such as, size, shape, weight, texture and flexibility. During their experiences, adults can guide children to engage in the process of inquiry around a variety of object properties and movements and can provide new vocabulary related to these properties. These early explorations and vocabulary form the foundation for their emerging understanding of physical science. • Children are continually interacting with objects and materials, creating many options for increasing young children’s understanding of concepts related to physical science

ESSENTIAL QUESTIONS	SCIENCE DOMAIN - Where does water come from? - What do we use water for? - How is liquid water similar to and different from ice? - How can we use water to move objects? - What different ways can we make water move? - What would you like to learn about water? - Why does water move in that way?
LEARNING PROGRESSIONS (STANDARDS)	SCIENCE DOMAIN <i>Questioning and Defining Problems</i> S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationship. S.60.1 Define a problem to be solved, including details and limitations to be considered <i>Investigating</i> S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and effect relationships <i>Using Evidence</i> S.48.3 Cite examples to support their ideas S.60.4 Give evidence from observations or investigations <i>Energy, Force, and Motion</i> S.48.8 Investigate how objects' speed and direction can be varied S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move <i>Matter and its Properties</i> S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength) S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties
FOCUS AREAS	Locations (faucet, clouds, puddles, lake) Uses (drinking, cleaning, growing plants) States (liquid, gas, solid) Movement (wind, pumps, pipes)
KEY VOCABULARY	Water (droplet, liquid, gas, steam, boiling, mist, spray, ice, solid, frozen, melt) Materials (pipette, baster, pump, pipes, tubing, funnel, faucet, hose, nozzle) Descriptions (damp, soaked, wet, dry, absorb) Places (puddle, lake, stream, waterfall, cloud)

KEY KNOWLEDGE My students will know...	KEY SKILLS My students will be able to (do)...
● that water serves many purposes for people, animals, and plants ● that water comes from clouds ● that water can be found in many places ● that water takes the shape of its container ● that water can change it's form from liquid to gas to solid	● identify whether water is in it's liquid, solid or gaseous state ● name various tools to move water (pipettes, basters, pumps) ● use a variety of tools to move water ● create questions about the concepts they want to know more about ● make verbal observations of what they see
Unit Assessment: Water Key Skills Assessment / ESGI	

TEACHING STRATEGIES AND EXPERIENCES
(Multiple means of representation, expression and engagement)

- Materials and Water
 - Use pipettes to put drops of water on different materials to observe absorption
 - Move small amounts of water across a flat surface by blowing
 - Explore how to move water using a hand held pump, a baster, a pipette, and a sponge
 - Explore moving water through clear tubing using funnels / colanders / cups / scoops
 - Observe how water moves through sealed containers such as capped plastic bottles or clear plastic tubing with plugs on both ends
 - Count how many drops of water can be placed on a small object such as a penny
- Graphing/Charts (Create a chart of all the places where we find water)
- Forms of Water
 - Have child compare the differences and similarities between liquid water and ice
 - Compare water placed in a container in the refrigerator to water placed in a freezer
 - Create large chunks of ice with objects in them and observe how they change over time being left out in the classroom
- Rain
 - Discuss where rain comes from / previous experience with rain
 - Put out empty containers prior to a rainstorm and observe them afterwards
- Make predictions about what will happen when water is put in the freezer. What will happen? How long will it take?
- Scientific Practices
 - As children explore objects and movement, encourage questioning by making statements, such as, "I wonder why it..."
 - Model and describe the process of making observations of objects using clear and specific vocabulary
 - Model asking open-ended questions to stimulate thinking and inquiry
 - Invite children to document and discuss their observations through drawing, sketching, sculpting with clay or play dough, writing, etc.
 - Model and encourage a sense of wonder about nature, the world and science
 - Engage children around design challenges that are relevant to their lives (e.g., "Let's see if we can make something that will let us reach the toy that fell behind the shelf.")
 - Encourage children to ask questions about objects, events and other phenomena in the indoor and outdoor environment. Scaffold how to act upon these

questions ○ Experiment with moving objects in different ways (e.g., blowing, pushing, throwing the same item) or using the same motion with different objects (e.g., pushing different objects down a ramp) ○ Discuss how the properties of objects make them useful or not useful for different purposes (would you use a napkin to clean up a large spill or a mop?) ○ Encourage children to use descriptive words when discussing rain / water such as drizzle, shower, downpour, sprinkle ○ Provide children with personal materials to record their investigations ○ Ask children questions that help them compare, e.g., “How are they similar?”, “How are they different?”, “Are there things that they all have?” ○ Talk about observable changes in matter, such as a balloon being blown up or ice cream at room temperature	
DIFFERENTIATION	Children with Disabilities ● Ensure physical access to materials that promote the use of scientific practices including sensory tables, the outdoors, plant and animal life, etc. ● Provide visual supports during multistep activities. ● Ensure children have multiple ways to communicate about their observations, questions and growing knowledge. ● Use sensory experiences that promote touching, tasting, smelling and holding. ● Model scientific practices visually and verbally. ● Ensure children have opportunities to impact their environment in a variety of ways and observe the results. ● design the environment so a wide variety of materials for exploration are accessible to all children. ● Use naturally occurring activities as sources of learning about physical science. ● Provide individualized support to assure engagement. ● Present information in multiple ways. ● Provide models. ● Encourage children with sensory issues to explore new objects in different ways while respecting their limits and boundaries Children who are Dual Language Learners ● Use body language and facial expressions to encourage observation and investigation. ● Use gestures paired with language, ask questions and model investigations. ● Use simple language to build new vocabulary related to observations and investigations. ● Use repetition of vocabulary and process. ● Allow children to express their ideas and questions through drawings, gestures, phrases and whatever means available to them to communicate ● Use body language and facial expressions to highlight observed differences and reactions of objects. ● Use gestures paired with language to encourage children to engage in explorations related to force, motion and the properties of objects. ● Use simple language in real time when building new vocabulary. ● Repeat vocabulary and processes multiple times. ● Allow children to express their questions through drawings, gestures, phrases and whatever means available to them to communicate their inquiries and ideas. ● Provide the same information in multiple ways. ● Use concrete materials that represent science concepts

RESOURCES	
Literature IRA • Water is Water: A Book About the Water Cycle (Miranda Paul) Fiction • Bringing the Rain to Kapiti Plain (Verna Aardema) • Water in the Park: A Book About Water and the Times of the Day (Emily Jenkins) • No More Water in the Tub! (Tedd Arnold) Nonfiction • I Am Water (Jean Marzollo) • All the Water in the World (George Ella Lyon) • National Geographic Readers: Water (Melissa Stewart) • Water (Little Scientist) (Martha E. H. Rustad) • Water (Frank Asch)	Websites / Videos • Water (Frank Asch) • Water Cycle Song / Video • Water is Water Song with Motions (Miranda Paul) • Magic School Bus - How Water Changes • Dr. Binocs Show - The Water Cycle • Water Cycle for Kids • How Does Rain Form? • Kids Water Cycle Video • Water Cycle Songs • Water Project • Water Uses Song • Water Activities (Teachers) Songs • Water Songs • Water Songs and Poems

APPENDIX	
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RELEVANT DATA TO CONSIDER	• Background Information ○ K-W-L (Formal or Informal) ■ What are some of the ways we use water? ■ Where do we see water in our world? ■ How does water change depending on temperature? ○ What have I seen children say and do in relation to this unit? ■ What students say / do that indicate their level of understanding?
15 ENGAGING FAMILIES	• Ask families to send in pictures of their child playing in water (water park, sprinkler, pool, etc.) • Parent questionnaire about where each child has been (traveled over water, fishing/boating, water park, etc.) • Send out a classroom newsletter about our unit, including pictures of children playing with water (to extend discussion)