Course Title:	Content Area:	Grade Level:	Credit (if applicable)
PreK Library	Library Media	**PreK**	N/A

Course Description:

Students learn by doing hands-on activities that relate to stories they are read. These activities allow them to experience math, science, language arts, social studies, art and more. The Bristol library Pre-K curricula embeds this *learn-by-doing* philosophy by focusing on high expectations for all students and providing students with opportunities to learn, grow, and understand through the use of a variety of strategies, tools, and technologies. The library curriculum is responsive to the individual needs of students, while providing a structure tied to the Connecticut Early Learning and Development Standards (CT ELDS).

The *learn-by-doing* philosophy develops Pre-K students who can effectively and efficiently apply lessons learned in the library to their lives to understand the complex world around them. The library curricula allows students to experience listening to a variety of books in different formats. These books relate to their monthly mathematics themes to help to provide interdisciplinary connections. Making connections between library and other disciplines is key to the continued learning process.

Aligned Core Resources: / Connection to the *BPS Vision of the Graduate*

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*
N/A	**COMMUNICATION** ● Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts **CONTENT MASTERY** ● Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum **INFORMATION LITERACY** ● Evaluate information critically and competently **CRITICAL THINKING AND PROBLEM SOLVING** ● Transfer knowledge to other situations

Additional Course Information: *Knowledge/Skill Dependent courses/prerequisites*	Link to *Completed Equity Audit*
N/A	**PreK Library Equity Curriculum Review**

Standard Matrix

District Learning Expectations and Standards	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Cognition: Strand B: Early learning experiences will support children to use logic and reasoning.									
Attributes, Sorting and Patterns									
C.48.8 Recognize patterns in routines, objects and/or sounds	2	N/A	1	N/A	N/A	N/A	N/A	N/A	N/A

Course Name (BOE Approved Date)

and replicate sequence using objects or language									
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.)	N/A	N/A	N/A	N/A	N/A	1	1	N/A	N/A
Symbolic Representation									
C.48.10 Use or make a prop to represent an object (e.g., build a telephone)	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A
C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1
Language and Literacy: Strand D: Early learning experiences will support children to gain book appreciation and knowledge									
Understanding of Stories or Information									
L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text	N/A	1	N/A	N/A	1	N/A	N/A	N/A	N/A
L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	N/A	N/A	N/A	N/A	1	N/A	N/A	1	1
Language and Literacy: Strand F: Early learning experiences will support children to develop phonological awareness									
Phonological Awareness									
L.48.20 Recognize rhyming words in songs, chants or poems	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A
L.48.21 Identify when initial sounds in words are the same	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1

Mathematics: Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects								
Data								
M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Sorting and Classifying								
M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	1	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Mathematics Stand D: Early Learning Experiences will support children to understand shapes and spatial relationships (geometry and spatial sense)								
Identification of Shapes								
M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	N/A	N/A	2	N/A	N/A.	N/A	N/A	N/A	N/A
Science: Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things								
Unity and Diversity of Life								
S.48.5 Compare and contrast basic features of living things	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	N/A
S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	N/A
Living Things and Their Interactions with the Environment and Each Other								
S.48.7 Explore how animals depend upon the environment for food, water and shelter	N/A	N/A	N/A	N/A	N/A.	N/A	N/A	2	N/A
Science: Strand D: Early learning experiences will support children to understand physical sciences.								

Course Name (BOE Approved Date)

Energy, Force and Motion									
S.48.8 Investigate how objects' speed and direction can be varied	N/A	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A
Matter and its Properties									
S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength)	N/A	N/A	N/A	N/A	N/A.	N/A	2	N/A	N/A

Unit Links

If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit

September
October
November
December
January
February
March
April
May

Unit Title:
September (focus: apples)

Relevant Standards: Bold indicates priority
C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more) M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)

Essential Question(s):	Enduring Understanding(s):
● What skills and knowledge are needed to develop effective approaches to learning? ● What skills and knowledge are needed to understand the attributes and relative properties of objects?	● Sort and classify objects by one attribute (color) ● Create and recognize a pattern

Demonstration of Learning:	Pacing for Unit
Card sorting Pattern creation	2 lessons over one month

Family Overview (link below)	Integration of Technology:
September Family Overview	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<table><tr><td>apple</td><td>seed</td><td>pick</td><td>pattern</td></tr><tr><td>red</td><td>yellow</td><td>green</td><td>sort</td></tr><tr><td>tree</td><td>tree</td><td>branch</td><td>stem</td></tr></table>	Max and Mo go Apple Picking by Patricia Lakin Daniel's Apple Picking Adventure by Maggie Testa *Pinkalicious: Apples, Apples, Apples* by Victoria Kann *Curious George and the Apple Harvest* by H.A. Rey The Magical Yet by Angela DiTerlizzi

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Math connections with comparing and recognizing patterns Art connection with color	When different colored objects are provided, instinct may want students to put them together by color, rather than create a pattern.

Connections to Prior Units:	Connections to Future Units:
N/A	The next unit will feature some of the same sorting techniques and classification, so this is a good start for

	future units.

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Recruiting Interest 7.2	• Provide tasks that allow for active participation, exploration and experimentation

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
K-1 construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing	I can sort objects by color. I can recognize a color pattern.

Lesson Sequence	Learning Target Success Criteria/ Assessment	Resources
1	I can name, describe, and sort objects into categories. ☐ I can sort by color	*Max and Mo go Apple Picking* by Patricia Lakin *Daniel's Apple Picking Adventure* by Maggie Testa
2	I can name, describe, and sort objects into categories. ☐ I can recognize a pattern ☐ I can create my own pattern	*Pinkalicious: Apples, Apples, Apples* by Victoria Kann *Curious George and the Apple Harvest* by H.A. Rey

Unit Title:
October   (Focus: Pumpkins/Leaves)
Relevant Standards: Bold indicates priority
C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)   L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text   M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)

Essential Question(s):	Enduring Understanding(s):
- What skills and knowledge are needed to support children to use logic and reasoning? - What skills and knowledge are needed to support children to gain book appreciation and knowledge? - What skills and knowledge are needed to understand the attributes and relative properties of objects?	- Compare relative attributes of objects, people, events, sounds - Demonstrate comprehension through retelling - Sort and classify objects by one attribute
Demonstration of Learning:	**Pacing for Unit**
- Card Sort - Attribute Matching	2 lessons over 1 month
Family Overview (link below)	**Integration of Technology:**
October Family Overview	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**

pumpkin	seed	roots	leaf
bud	flower	small	medium
large	green	orange	round

The Pumpkin Patch by Margaret McNamara
Little Pumpkin By Suzanne Fossey
Pete the Cat Falling for Autumn by James Dean
Fry Bread by Kevin Noble Maillard

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
- Science connections with seed to plant growth - Math connections with size comparisons	- Some students may have a mismatch between the oral words and the size of objects. - Some students may have a mismatch between the oral words and the order of events
Connections to Prior Units:	**Connections to Future Units:**
Relate the science connection to apples (from September lesson)	Matching and sorting will continue to apply in future lessons

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
Recruiting Interest 7.2	- Vary activities and sources of information so that they can be: - Socially relevant - Age and ability appropriate - Provide tasks that allow for active participation,

	exploration and experimentation

Related *CELP standards:*	Learning Targets:
K.1- Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	- I can identify key attributes within a story. - I can retell events from a story.

Lesson Sequence	Learning Target Success Criteria/ Assessment	Resources
1	I can name, describe, and sort objects into categories. ☐ I can sort by size	The Pumpkin Patch by Margaret McNamara
2	I can put events in order. ☐ I can tell what comes first, next, last	Little Pumpkin By Suzanne Fossey Pete the Cat Falling for Autumn by James Dean

Unit Title:
November Focus: (Shapes)

Relevant Standards: Bold indicates priority
M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language

Essential Question(s):	Enduring Understanding(s):
- What skills and knowledge are needed to support children to understand shapes and spatial relationships? - What skills and knowledge are needed to support children to recognize patterns in objects?	- Identify 2-dimensional shapes - Recognize and make patterns

Demonstration of Learning:	Pacing for Unit
- Shape "Bingo" - Make patterns with shapes - Everyday shape matching game	2 lessons over one month

Family Overview (link below)	Integration of Technology:

November Family Overview	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**

circle	rectangle	triangle	square
diamond	octagon	pentagon	oval
shape	sides	line	corners

Skippyjon Jones: Shape Up by Judy Schachner
National Geographic book on Shapes
Thank You, Omu by Oge Mora
Gracias, Thanks by Pat Mora
Round as a Tortilla by Roseanne Greenfield Thong

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
- Connections to mathematics through identifying shapes - Connections to creative art through making shapes and patterns - Connections to social studies through recognizing shapes in the community	Students may look at a shape and only be able to identify it when it looks a certain way (for example, if a triangle has the point on the top vs. on the bottom) Students may also see a color and a shape and then associate that color with that shape moving forward.
Connections to Prior Units:	**Connections to Future Units:**
Pumpkin matching from October will help with shape matching in this unit	Recognizing shapes will assist in future lessons (snowflakes in December, for example)

Differentiation through *Universal Design for Learning*

UDL Indicator	**Teacher Actions:**
Comprehension 3.1	Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)

Supporting Multilingual/English Learners

Related *CELP standards:*	**Learning Targets:**
K.1- Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	- I can identify basic shapes. - I can recognize shapes in the world. - I can make a pattern.

Lesson Sequence	Learning Target Success Criteria/ Assessment		Resources

1	I can name and identify shapes and colors. ☐ I can identify and name a square, circle, triangle and rectangle	Skippyjon Jones: Shape Up by Judy Schachner
2	I can sort everyday items by their shape.. ☐ I can identify and sort a square, circle, triangle, rectangle, oval, diamond, pentagon, octagon ☐ I can make a pattern with shapes	National Geographic book on Shapes Round as a Tortilla by Roseanne Greenfield Thong

Unit Title:
December (focus: Snowflakes/Winter)

Relevant Standards: Bold indicates priority
L.48.20 Recognize rhyming words in songs, chants or poems S.48.5 Compare and contrast basic features of living things C.48.10 Use or make a prop to represent an object (e.g., build a telephone)

Essential Question(s):	Enduring Understanding(s):
● What skills and knowledge are needed to support children to recognize rhyming words in a book? ● What skills and knowledge are needed to support children to compare and contrast basic features of living things? ● What skills and knowledge are needed to support children to make a prop to represent an object?	● Recognize rhyming words in a book ● Compare and contrast features of living things ● Make a prop that represents an object

Demonstration of Learning:	Pacing for Unit
● Rhyming word activity ● Compare and contrasting ● Building shapes	2 lessons over 1 month

Family Overview (link below)	Integration of Technology:
December Family Overview	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

bears	hibernate	winter	snow
beaver	den	snowflake	snowman
shape	fur	nest	burrow

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
- Connections to science through learning about animals in the winter - Connections to creative art through using shapes - Connections to literacy through rhyming	Students may not understand what it means to hibernate or burrow as they don't know what animals do in the winter.

Connections to Prior Units:	Connections to Future Units:
Using the shapes learned about in the last unit, students will create a new object.	Comparing and contrasting and learning about animals will provide the foundation for future lessons.

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
Language & Symbols 2.1	Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge

Supporting Multilingual/English Learners

Related *CELP standards:*	Learning Targets:
K-2. participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	- I can identify one pair of rhyming words - I can identify one way animals stay warm that is different from people - I can use shapes to make another object

Lesson Sequence	Learning Target Success Criteria/ Assessment	Resources
1	I can identify rhyming words.. ☐ I can identify rhyming words within a story. I can compare and contrast what animals do in the winter and what people do in the winter. ☐ I can identify which activities animals do to stay warm and which activities humans do to stay warm.	[Winter Winter Cold and Snow by Sharon Gibson Palermo](#)
2	I can use shapes to make a new object. ☐ I can make a winter shape with squares, circles, triangles and rectangles	The Snowy Day by Ezra Jack Keats

Unit Title:
January (Focus: Mittens/Scarves/Snow/People)

Relevant Standards: Bold indicates priority
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.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures

Essential Question(s):	Enduring Understanding(s):
- What skills and knowledge are needed to support children to demonstrate comprehension through retelling with pictures? - What skills and knowledge are needed to support children to make predictions about a book?	- Demonstrate comprehension through retelling - Making a prediction

Demonstration of Learning:	Pacing for Unit
- Adding elements to a picture - Making a prediction	2 lessons over one month

Family Overview (link below)	Integration of Technology:
January Family Overview	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
	The Jacket I Wear in the Snow by Shirley Neitzel Snow Day by Lester L. Laminack A Sled for Gabo by Emma Otheguy Sweetest Kulu by Celina Kalluk

jacket	zipper	scarf	snow
mittens	sweater	jeans	boots
socks	cap	sled	hill

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Connections to literacy through being able to make a prediction and retell a story	Students may not be familiar with the different articles of clothing in the book. Teacher may have to explain what some of the items are or help use the text to show what they are.

Connections to Prior Units:	Connections to Future Units:
The use of shapes will help when it comes to retelling a story as students should be able to identify the shapes	Making predictions will be a skill that is practiced in future units

Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**
Recruiting Interest 7.2	● Provide tasks that allow for active participation, exploration and experimentation

Supporting Multilingual/English Learners	
Related *CELP standards:*	**Learning Targets:**
K-2. participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can retell a story with pictures. I can make a prediction about a book.

Lesson Sequence	Learning Target Success Criteria/ Assessment	Resources
1	I can retell a story with pictures. ☐ I can put the winter clothing on a person to retell a story	The Jacket I Wear in the Snow by Shirley Neitzel
2	I can make a prediction about what a book will be about.. ☐ I can look at the cover and pictures of a book and make a guess on what the story is about.	Snow Day by Lester L. Laminack

Unit Title:
February (Focus: Teddy Bears)
Relevant Standards: Bold indicates priority
M.48.10 Sort and classify objects by one attribute into two or more groups (e.g. color, size, shape). 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.) L. 60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects

Essential Question(s):	Enduring Understanding(s):

- What skills and knowledge are needed to support children to understand the attributes and relative properties of objects? - What skills and knowledge are needed to support children to identify similarities and differences? - What skills and knowledge are needed to support children to determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects?	Understand the attributes of objects such as color Use logic to sort objects by color Determine what words are opposites

Demonstration of Learning:	Pacing for Unit
- Sorting and identifying by color - Identifying opposite words	2 lessons over one month

Family Overview (link below)	Integration of Technology:
[February Family Connection](#)	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<table><tr><td>opposites</td><td>over</td><td>under</td><td>color</td></tr><tr><td>fancy</td><td>fast</td><td>slow</td><td>forgot</td></tr><tr><td>plain</td><td>short</td><td>tall</td><td>remember</td></tr></table>	What's Up Bear by Frieda Wishinsky Brown Bear Brown Bear What do you See? by Eric Carle Corduroy by Don Freeman The Worst Teddy Ever by Marcelo Verdad

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
- Connections to literacy through being able to identify opposite words - Connections to art to identify colors	- Students may get confused when the animals in the book are different colors that they are used to - Students may not know the word "opposite"

Connections to Prior Units:	Connections to Future Units:
Colors have been used in prior units (shapes), so this will build off identifying the colors and now sorting by color as well.	Practicing sorting and classifying will connect with future lessons.

Differentiation through *Universal Design for Learning*	
UDL Indicator	Teacher Actions:
Comprehension 3.1	Anchor instruction by linking to and activating relevant prior knowledge

Supporting Multilingual/English Learners	
Related *CELP standards:*	Learning Targets:

K-2 participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can state the opposite to a word I can identify and sort colors	

Lesson Sequence	Learning Target Success Criteria/ Assessment	Resources
1	I can identify opposite words. ☐ I can state a word that is the opposite of another word	<u>What's Up Bear</u> by Frieda Wishinsky
2	I can identify colors. ☐ I can correctly identify 10 different colors. ☐ I can sort objects based on their color	<u>Brown Bear Brown Bear What do you See?</u> by Eric Carle <u>Corduroy</u> by Don Freeman

Unit Title:
March (Focus: Robots)

Relevant Standards: Bold indicates priority
S.48.8 Investigate how objects' speed and direction can be varied S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength) 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.)

Essential Question(s):	Enduring Understanding(s):
● What skills and knowledge are needed to support children to understand physical sciences? ● What skills and knowledge are needed to support children to identify similarities and differences?	Making a prediction Conducting an experiment Comparing and contrasting different materials

Demonstration of Learning:	Pacing for Unit
Experimentation with rolling different objects Experimentation with different materials	2 lessons over one month

Family Overview (link below)	Integration of Technology:
[March Family Overview](#)	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:				Aligned Unit Materials, Resources, and Technology (beyond core resources):
robot	prediction	material	object	The Adventures of Otto: Go, Otto Go by David Milgirm Meep and Clank Blast Off by David Vordtriede Junk Yard by Mike Austin Imagination Like Mine by Latashia M. Perry
experiment	compare	junkyard	science	
guess	contrast	space	scientist	

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Connection to science: experimenting, comparing and contrasting and learning about different materials	Students may not know all of the materials and think they are the same (for example a sheet of aluminum foil looks the same as paper)

Connections to Prior Units:	Connections to Future Units:
Trying to predict the outcome of something is the same as making a prediction (as seen in previous lessons)	Predictions will continue to be made, but we have now added on an experiment piece. This will connect with future lessons.

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
Language & Symbols 2.1	● Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge

Supporting Multilingual/English Learners

Related *CELP standards:*	Learning Targets:
K-4 construct grade appropriate oral and written claims and support them with reasoning and evidence.	I can make a prediction and talk about it I can indicate what is the same or different about two materials

Lesson Sequence	Learning Target Success Criteria/ Assessment	Resources
1	I can make a prediction and determine if my prediction was correct. ☐ I can conduct an experiment based on my prediction.	The Adventures of Otto: Go, Otto Go by David Milgirm Meep and Clank Blast Off by David Vordtriede
2	I can compare and contrast.	Junk Yard by Mike Austin

	☐ I can discuss what is the same and what is different about two different materials.	

Unit Title:

April

(Focus: Ladybugs/Butterflies)

Relevant Standards: Bold indicates priority

S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults
L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures
S.48.7 Explore how animals depend upon the environment for food, water and shelter

Essential Question(s):	**Enduring Understanding(s):**
- What skills and knowledge are needed to support children to recognize changes in living things? - What skills and knowledge are needed to support children to make a prediction? - What skills and knowledge are needed to support children to explore how animals depend on their environment?	- Making a prediction - Understanding sequence of events - Understanding how insects and animals live and survive

Demonstration of Learning:	**Pacing for Unit**
Putting the life cycle in order Matching symmetry Making predictions	2 lessons over one month

Family Overview (link below)	**Integration of Technology:**
[April Family Overview](#)	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
	<u>The Very Hungry Caterpillar</u> by Eric Carle <u>The Furry Caterpillar</u> by Felicia Law [Guess the Insect by Kari Noel](#) Senorita Mariposa - Ben Gundersheimer

caterpillar	dragonfly	egg	symmetry
ladybug	honeybee	Praying mantis	mosquito
stick bug	earwig	larvae	butterfly

Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

• Connections to science by learning about the butterfly life cycle • Connections to art by understanding symmetry	Students may not realize that a caterpillar and a butterfly are the same creature, just in two different forms. It may require some explaining. Students likely will not know all of the bugs in the book, but

Connections to Prior Units:	Connections to Future Units:
Making predictions is something that we have done before, in a different context.	We will continue to make predictions and put events in order as we go through different units.

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
Expression & Communication 5.1	Use physical manipulatives

Supporting Multilingual/English Learners

Related *CELP standards:*	Learning Targets:
K-4 Construct grade appropriate oral and written claims and support them with reasoning and evidence.	I can put events in order I can match pieces of a butterfly I can make a prediction

Lesson Sequence	Learning Target Success Criteria/ Assessment	Resources

1	I can put events in order.
	  ☐ I can tell what comes first, next, last
	I can understand symmetry.
	  ☐ I can match pieces based on symmetry
		The Very Hungry Caterpillar by Eric Carle
		
		The Furry Caterpillar by Felicia Law

2	I can make a prediction about a book. ☐ Based on the picture and my prior knowledge, I can identify insects in a book.	Guess the Insect by Kari Noel

Unit Title:
May (Focus: Water Fun/Ducks)
Relevant Standards: Bold indicates priority
C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter) L.48.21 Identify when initial sounds in words are the same L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures

Essential Question(s):	Enduring Understanding(s):

• What skills and knowledge are needed to support children to act out actions or scenarios involving familiar roles? • What skills and knowledge are needed to support children to identify when initial sounds in words are the same? • What skills and knowledge are needed to support children to make predictions about the end of the book?	• Acting in roles based on a text • Knowing the first letter of their name • Making a prediction

Demonstration of Learning:	Pacing for Unit
• Role playing • Identifying the first letter sounds • Making a prediction	3 lessons over 1.5 months

Family Overview (link below)	Integration of Technology:
[May Family Overview](#)	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

duck	nibble	egg	quack	<u>Duck to the Rescue</u> by John Himmelman <u>Click, Clack, Quackity-Quack</u> by Doreen Cronin and Betsy Lewin <u>Duck at the Door</u> by Jackie Urbanovic Lala's Words by Gracey Zhang
rescue	knock	ordinary	flock	
sheep	hope	quiet	flair	

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
• Connections to literacy through being able to make a prediction and identify the first letter of their name	Students may hear a letter sound but not make the connection to their own name, especially if that letter has different sounds (S, C, CH, K, etc.)

Connections to Prior Units:	Connections to Future Units:
We have made predictions in the past based on the cover and pictures. This takes it a step further and asks to make a future prediction based on the story.	Identifying letters and making connections to their name is an important skill for a student. There will be more focus on letters and letter writing in the future.

Differentiation through *Universal Design for Learning*	

UDL Indicator	Teacher Actions:
Expression & Communication 5.1	• Solve problems using a variety of strategies

Supporting Multilingual/English Learners	

Related *CELP standards:*	Learning Targets:

K-3 Speak and write about grade-appropriate complex literary and informational texts and topics	I can act out the role of the main character in a story. I can identify the first letter of my name. I can make a prediction about a book.

Lesson Sequence	Learning Target Success Criteria/ Assessment	Resources
1	I can act out a story ☐ I can be "duck" in different situations and show how to come to the rescue.	<u>Duck to the Rescue</u> by John Himmelman
2	I can identify a letter and make a connection to that letter ☐ I can recognize the first letter of my name.	<u>Click, Clack, Quackity-Quack</u> by Doreen Cronin and Betsy Lewin
3	I can make a prediction about a book. ☐ I can make a prediction about what will happen after the end of the book.	<u>Duck at the Door</u> by Jackie Urbanovic