Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Welcome to Pre-K: EXPLORE

Interdisciplinary Unit of Study
NYC DOE

I. Unit Snapshot
II. Introduction for Teachers
III. Unit Framework
IV. Ideas for Learning Centers
V. Supporting Texts
VI. Sample Weekly Plan
VII. Sample Student Work
VIII. Supporting Resources
IX. Inquiry and Critical Thinking Questions for Foundational Texts
X. Foundational Learning Experiences Lesson Plans
XI. Blank Lesson Plan
XII. Appendices: A and B

I. Unit Snapshot: Goals and Standards

Unit Topic: Welcome to Pre-K

Essential Question:

What is Pre-K?

Focus Questions:

What will I learn and do in pre-K?

What do I bring to my classroom community?

Who are the people in my classroom community?

Who else is in my center/school?

Connected Academic Vocabulary:

*This list should be adapted to best fit the needs of individual programs and classrooms

•Welcome •Classroom •Schedule •Peers •Classmates •Friends •Expressions • Specific support staff words based on program administration (examples include: Director/Principal, Assistant Principal/Director, Education Director, Custodian) •Helpful •Centers •Teachers •Science •Library •Construction •Manipulatives •Materials •Movement •Community •Sharing •Taking turns •Rules • Emotions •Feelings •Disappointed • Embarrassed •Proud •Scared •Angry •Excited • Frustrated •Lonely •Silly

Student Outcomes:

What the student should understand by the end of the unit.

Enduring Understandings:

- My classroom and program are safe places where I learn, play and have fun.
- I am an important member of my classroom community; my thoughts, needs, ideas and abilities matter.
- My family, my teachers*, and other children make up my classroom community; their backgrounds, thoughts, needs, ideas and abilities matter.
- The teachers and other adults at my program keep me safe, care about me and support my learning.
- In my classroom I use materials carefully and make choices about where I work and play.
- Classroom rules and routines help me learn and stay safe.

*Includes all classroom staff such as lead and assistant teachers, paraprofessionals and/or SEITs

Focus standards from the Prekindergarten Foundation for the Common Core (PKFCC):

Domain 1: Approaches to Learning

PK.AL.1: Actively and confidently engages in play as a means of exploration and learning.

PK.AL.4: Exhibits curiosity, interest, and willingness in learning new things and having new experiences.

Domain 2: Physical Development and Health

PK.PDH.9 Demonstrates awareness and understanding of safety rules.

Domain 3: Social and Emotional Development

PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.

PK.SED.3 Demonstrates and continues to develop positive relationships with significant adults.

PK.SED.6: Understands and follows routines and rules.

Domain 4: Communication, Language and Literacy

Speaking and Listening

PK.CLL.4: Describe familiar people, places, things and events, and with prompting and support, provide additional detail.

Reading Standards for Literature

PK.CLL.5 Students interact with a variety of common types of texts.

Domain 5: Cognition and Knowledge of the World

Mathematics

PK.CKW.3: Understand the relationship between numbers and quantities to 10; connect counting to cardinality.

Social Studies

PK.CKW.1: Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.

PK.CKW.5: Demonstrates an understanding of roles, rights and responsibilities.

II. Introduction for Teachers

The first few weeks of the pre-K year are an exciting time. Just like you, children and families wonder about the upcoming year and what it will bring. For some families, this will be their first experience with their child's school or center. Other families have had a number of experiences with their child's program and have begun to forge connections. You will be embarking on a parallel journey. Many of you have deep roots in early childhood education, while others of you will be new to pre-K but bringing a wealth of professional experience from other fields. For some of you, this will be one of your first experiences as a classroom team member.

As you begin in September, it is imperative that you recognize that children arrive with their own experiences and expectations. The first few weeks of the school year are an important time to acknowledge students' feelings, especially as you consider separation. As children separate from their families, both the children and their families look to you, the teacher(s), to provide the care they need. During the first weeks of school, a child's emotions can range from excitement and confidence to anxiety and confusion. A child may fluctuate in and out of these emotions or hold onto one for an extended period of time. It is important to accept and acknowledge where each child is as they enter pre-K in order to help them acclimate and transition into their new classroom environment. **Guiding Principle Two of the Prekindergarten Foundation for the Common Core (PKFCC)** states that each child is unique in their development, growth, and acquisition of skills; you are charged with the important responsibility of enabling all children to succeed.

Children's emotions provide deep insight into how we can support them and their families. Developing partnerships and fostering communication with families is especially important. As early childhood teachers, families look to you to provide structure and support during this time of transition. They expect you to hold their feelings and provide coping models for them. Children and families are attuned to you in many special ways, and it is important for you to be attuned to them as well; families are children's primary teachers and can share valuable information with you about children's feelings. This attunement helps to support the emotional connections and build bridges you need in order to create meaningful relationships with your children and families. **PKFCC Guiding Principle Five** highlights the central role of relationships in each child's learning and **PKFCC Guiding Principle Six** reminds us that "**actively engaging parents in the early education of their children is essential to children's success**" (PKFCC, page 8). Begin to build trusting relationships with children and their families by getting to know them in a multitude of ways.

The activities in this unit provide opportunities for families, children and teachers to share likes and dislikes, make connections between school and home, and set the stage for a year of collaborative and joyful learning. As you get to know your children and families, you will also be introducing the children to the materials and routines of the classroom and working to build a positive classroom culture. Introducing Tools of Autonomy, such as an attendance chart and daily schedule, ground the children in the daily routine and help create a **flexible structure where expectations are developmentally appropriate and predictable** (see "Tools of Autonomy" in Appendix A for details). Good morning songs and name games are predictable and enjoyable ways to build connections between all members of the classroom community.

Additionally, throughout this unit and the units ahead, you have the exciting opportunity to set the tone for children's pre-K-12 educational experiences and lay the foundation for **critical thinking and inquiry skills** they will use from your classroom forward. Opportunities to develop these skills are woven throughout this unit.

Practical tips:

- Reach out to all families prior to the beginning of the school year through personalized letters, phone calls, and/or home visits to welcome them individually to your program.
- Get to know your families before the school year begins through thoughtful conversations and needs assessments.
    - Collect information from families regarding their child's strengths, interests and needs.
    - Ask families about their unique skills, backgrounds, values and hopes for their child.
    - Gather information from families regarding their language needs and preferences so that you can accommodate them accordingly (for example, through the Pre-K Language Needs Survey, http://openhousekids.org/wp-content/uploads/2011/12/Language-Needs-Survey.pdf).
- Conduct informal welcome events at your site (open-houses) before the school year begins and at the beginning of the school year to help families and their children develop connections with each other and program staff.
- Learn the name of each family member or caregiver that brings children to school and picks them up each day. Address them by their name as a way to create a connection.
- Take pictures of each child and their family member(s) or caregiver(s) on the first day of school. Post the pictures on the classroom door.
- Ask family members to write a note to or draw a picture for their child. Post the note in the child's cubby or another place where the child can see it. Laminate these to make them more durable.

Welcome to Pre-K is written as a four-week unit. Please note that as you get to know your children, you may choose to extend or adjust the following plans according to their needs. Also note that particularly in the first few weeks of the year, children's participation in small group, whole group, and all activities will vary. Encourage children to participate, and observe them throughout each day. We hope that you enjoy using these standards-based texts, lessons and activities to build a strong foundation for a year-long journey of exploration, inquiry and learning with your children. Have a wonderful September!

III. Unit Framework

Unit Topic	Welcome to Pre-K
Essential Question This is a child-friendly question that connects the knowledge and skills that children should develop throughout the unit.	What is Pre-K?
Enduring Understandings These are the big ideas that children should remember throughout their educational careers and extend beyond the unit topic.	• My classroom and program are safe places where I learn, play and have fun. • I am an important member of my classroom community; my thoughts, needs, ideas and abilities matter. • My family, my teachers, and other children make up my classroom community; their thoughts, needs, ideas and abilities matter. • The teachers and other adults at my program keep me safe and care about me. • In my classroom I use materials carefully and make choices about where I work and play. • Classroom rules and routines help me learn and stay safe.

	Week One	Week Two	Week Three	Week Four
Focus Questions These represent the major inquiries of the unit. They build over time and require children to make connections across all content areas. Each focus question is designed to take about 1 week to explore.	What will I learn and do in pre-K?	What do I bring to my classroom community?	Who are the people in my classroom community?	Who else is in my center/school?
Foundational Learning Experiences These are experiences (e.g. field trips, observations, center activities) for each subtopic that provide ample opportunities to deepen children's understanding of the Focus Question.	During the first week, children will need guidance gathering on the rug for whole group. Practice this through short and active songs, name games, etc. See Appendix B for tips on creating whole group experiences.	WHOLE GROUP: DAILY SCHEDULE Introduce the daily schedule. *PK.SED.6 Understands Rules and Routines* See page 29 for lesson plan. SMALL GROUP: EXPRESSIONS Discuss emotions and when we might experience them and recognize them in others. *PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.* See page 33 for lesson plan.	SMALL GROUP: CLASS BOOK Create a class book about what children like to play. There should be one page for each child with his or her picture, the opportunity for dictation about what he/she likes to play and space to decorate. *PK.CC.1 (Social Studies): Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.* See page 37 for lesson plan.	SMALL GROUP: BUILDING TOUR Go on a field trip around your center/school. Introduce children to program support staff and have them share how they are helpful. *PK.SED.3 Demonstrates and continues to develop positive relationships with significant adults.* See page 41 for lesson plan.

	Week One	Week Two	Week Three	Week Four
Foundational Texts This is a combination of literary and informational texts that can be read throughout the unit. See page 26 for text-based critical thinking questions to support the read aloud experience. PK.CLL.5 (*Reading Standards for Literature):* Students interact with a variety of common types of texts.	The Kissing Hand, by Audrey Penn: Chester's mom helps him feel safe and secure and remember how much she loves him.	On Monday When it Rained, by Cherryl Kachenmeister: An exploration of thoughts and feelings.	Chu's First Day At School, by Neil Gaiman: Join Chu, the little panda with the big sneeze, on his first day of school.	I Like Myself, by Karen Beaumont: Discover all the things a little girl likes about herself.
	Rich informative and literary texts provide opportunities for learning, expression, imagination and critical thinking that are enhanced through multiple readings of the same book. Reading books multiple times helps all children solidify their thinking about content areas and builds their confidence as learners and as future readers. When you have a rich text that truly draws the interest of the children in your class, consider one or more of the following techniques for reading the book multiple times to extend children's thinking: - Take a "picture walk" through the book the first time you read it by just showing the pictures and asking the children what they see and what they think is happening in the story (recommended for small group rather than whole group). - Pause throughout the book and gather ideas about what happens on the next page. - Ask children what the character could do differently, or ask them what they might do if they were in the place of the main character. - As the book becomes familiar to the children, ask for volunteers to "read" it to you or small groups of children, letting them describe the pictures and the story in their own words. - Preview or review texts, or parts of texts, for children who need additional language or learning support. - As children become more familiar with the story or information, use this as the beginning of extension activities like acting out a story, painting or drawing inspired by the text, or creating puppet shows.			
Key Vocabulary These are academic vocabulary words that help children understand the unit focus questions and access complex texts. These words can be supplemented by vocabulary in read alouds.	Welcome Classroom Schedule Centers Teacher Science Library Construction Manipulatives Materials Movement	Emotions Expressions Feelings Disappointed Embarrassed Proud Scared Angry Excited Frustrated Lonely Silly	Peers Classmates Friends	Director/Principal Custodian Helpful *Add other key program support staff as appropriate

	Week One	Week Two	Week Three	Week Four
Family and Community Engagement These are ideas for inviting families to share their experience and knowledge with the class, or for extending learning outside of the classroom. The Family Engagement Practice each experience addresses is listed here as well. See the Additional Resources section for more information about Family Engagement Practices.	First day of school recall; encourage families to share memories of their own first days of school with their children. At home, ask families to trace their hands (or they can do at drop off) and bring them in for a display, or to put in the child's cubby into a class book. *FEP: Strong Relationships*	Send home a page of pictures of facial expressions, labeled with specific emotion words. Encourage families to look at it together, imitate the faces and use the vocabulary provided. Discuss times they might feel each emotion and the emotions their child felt at school that day. *FEP: Primary Teacher*	Encourage families to draw a family picture or choose a family photograph to send in to school. Ask your child to tell you about the people and teacher(s) in his/her class. What are their names? What did he/she notice about them? Ask families to share how they chose their child's name. Display their words with a picture of each child. Later, turn this into a class book. *FEP: Two-Way Communication*	Who are the people who help us at home? Encourage families to discuss who is important and why (i.e. friends, relatives, mail carrier, building super, neighbors). Draw pictures of these people. *FEP: Primary Teacher*
Culminating Celebration This is an opportunity to reflect on the unit with the children, as well as to note and celebrate the growth and learning that has occurred.	Create a class mural. Roll out a section of butcher paper or place several large pieces of paper on the floor. Invite a few children at a time (during center time) to draw themselves on the paper. Encourage them to look in the mirror before or during this task. What do they notice about themselves? How might they include those details? What do they like about themselves? Why? How do they look different from their classmates? How do they look similar? Display the mural when all children have had the opportunity to participate. Invite families to stay for a short time at drop off or pick up to enjoy the mural together and share a healthy snack.			

IV. Ideas for Learning Centers

These are examples of how learning centers can be used to advance the unit's essential and focus questions as well as the enduring understandings. Additionally, the PKFCC standards that the materials address are included. As you plan your learning centers, consider how you will provide multiple entry points into the materials for all children in your classroom. The suggestions below help to develop rich learning centers which provide opportunities for children to dig deeper into their understanding of the study. The suggested materials are intended to be relatable and fun! This is not an exhaustive list of materials and can be supplemented by other materials that pique the interest of each class.

Prior to the start of the year, think carefully about centers and your expectations for children's use. For example, will there be a limit to the number of children who can be in one center at a time? How will children know the limit? What do they do if a center is full? Be mindful of the materials as well; how will children know what to do with the materials? What strategies or tools will you use to help children clean up? Label containers and shelves with pictures of the materials to assist all children in being independent in finding and putting away materials.

Remember that while adding materials to an area inspires children's play, the learning is richer when adults are available to scaffold and engage with children in the centers. For each center, you will find examples of open-ended questions and statements that can provide entry points to conversation with children about their play. These interactions deepen engagement and **inquiry** while developing problem solving and **critical thinking skills.**

Play-based learning in centers addresses standard **PK.AL.1 (actively and confidently engages in play as a means of exploration and learning)**. Centers also provide opportunities for rich and meaningful learning in other PKFCC domains. Children should be engaged in play for one-third of the pre-K day. Additional standards are included and are listed below each example, and opportunities for assessment are also highlighted.

The following materials and strategies are intended to be added gradually. The materials listed first should be added first; add the additional materials as they apply to your classroom and children. Materials should be rotated out as children lose interest: **PK.AL.4: Exhibits curiosity, interest and willingness in learning new things and having new experiences.**

Blocks/Construction	Dramatic Play
• Critical thinking questions/statements: Tell me about your building. What are some other things you could add? • Supply: wooden blocks of various shapes, a variety of small toy people, vehicles and traffic signals. *PK.PDH.9: Demonstrates awareness and understanding of safety rules.* • Encourage children to build their own homes. ***√ Opportunity for Assessment***: *PK.CLL.4: Describe familiar people, places, things and events, and with prompting and support, provide additional detail*. As children work, ask them about their homes. Why did you put this (indicate) block here? Tell me about this (indicate)? Where do you sleep, eat (etc.)? Note what children are able to describe about their homes. • Encourage children to use blocks to build themselves (what blocks would work best for arms, how could you make your head? etc.) *PK.AL.3 Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.* • Look through Dreaming Up, by Christy Hale, asking children what they notice about the buildings in the book and using it as inspiration for their own construction. *PK.Rep.4 (Domain 4A): Demonstrates his/ her ability to express ideas using a variety of methods.*	• Critical thinking questions/statements: Who are you going to be today? I wonder what would happen if… What will you do next? • During the first week(s) of school, offer basic dramatic play supplies and allow children to acquaint themselves with the materials. Demonstrate how to use them properly and how to clean up when finished. For this unit set the area up as a home. *PK.SED.6: Understands and follows routines and rules.* • Supply: toy dishes, pots and pans, plastic food, dolls, scarves, and fabric. Dramatic play clothing should be representative of a range of cultures, genders, and sizes. **√ Opportunity for Assessment***: PK.CKW.5 (The Arts) Participates in a variety of dramatic play activities to represent fantasy and real life experiences.* Look for the ways children use the props provided to establish setting and characters. Are the children engaging in role play? What roles are they assuming? How are they using the props? • Invite the children to create art in the art area to decorate the dramatic play area, or home. Allow children to hang their art in the dramatic play area. *PK.CKW.1 (The Arts) Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.* • Add picture frames to the dramatic play area. Children could create pictures of their families and put them in the frames. If frames are not an option or you run out, post people's family pictures on the dramatic play refrigerator. *PK.CLL.4: Describe familiar people, places, things and events, and with prompting and support, provide additional detail.* • Read Not A Box, by Antoinette Portis, encouraging children to think creatively about using different materials in their pretend play. • Add a child-friendly cookbook (with lots of pictures). Encourage children to read the recipes and pretend to cook those dishes. They might like to look for recipes they know their families like or things they think their families might like to try. Add the recipes that children write in the writing center. *PK.CLL.7 (Reading Standards for Informational Text): With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing or idea in the text an illustration depicts).*

Art	Science/Discovery
• Critical thinking questions/statements: Tell me about what you made. How did you do that? I notice that you…. What will you try next? • During the first week(s) of school, offer basic art supplies and allow children to acquaint themselves with the materials. Demonstrate how to use them properly and how to clean up when finished. *PK. SED.6: Understands and follows routines and rules.* • Supply: crayons, markers, paper of various sizes, paint (start with one color, then slowly add to the area), paint brushes, recycled and collage materials. • **√ Opportunity for Assessment:** *PK.PDH.5: Demonstrates eye-hand coordination and dexterity needed to manipulate objects.* As the children work, note the tools with which they are familiar and those with which they will need more experience. Provide paper appropriately sized for children to display their work in the dramatic play area. Add a few samples of various artists' work and invite children to create their own and then hang it in the dramatic play area. • Invite children to draw self-portraits. Provide mirrors for them to reference as they draw their faces. *PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.* • Invite children to create pictures of their families. Put in picture frames in dramatic play or on the fridge. Additionally children could create pictures frames for these pictures out of popsicle sticks and hang in the center. *PK.CKW.1 (Social Studies): Develops basic awareness of self as an individual, self with the context of family and self within the context of community.* **√ Opportunity for Assessment:** *PK.CLL.4: Describe familiar people, places, things and events, and with prompting and support, provide additional detail*. Notice who the child includes in his/her family pictures. What type of details do they include when drawing family members? • Read It Looked Like Spilt Milk, by Charles Shaw, and talk about the shapes that the children see. Put out blue paper and white paint for children to create their own paintings.	• Critical thinking questions/statements: Tell me about what you are doing. I notice that… I wonder what would happen if…. How do you know? How could we find out? What if we tried…? • During the first week(s) of school, offer basic science supplies and allow children to acquaint themselves with the materials. Demonstrate how to use them properly and how to clean up when finished. *PK. SED.6: Understands and follows routines and rules.* • Supply: natural objects (rocks, shells, pine cones), magnifying glasses, paper, pencils, magnets, trays, bowls. *PK.SED.6: Understands and follows routines and rules.* • Add mirrors to the area for children to explore and discuss what they see. Ask children how they think a mirror works. *PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.* • Begin collecting small items for classroom collections. Invite children to add to the collections. Ask why they want to add the items; how do they fit in with the other items to create a collection? *PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.* • Read Creature Features, by Steve Jenkins. This book shows features of various animals and explains them. Encourage children to notice the features as they look through the book and compare to their own features.

Toys and Games/Math Manipulatives	Sand and Water/Sensory
• Critical thinking questions/statements: I notice that you…. Tell me about…. How do you know? • During the first week(s) of school, offer basic manipulative supplies that appeal to multiple interests and learning styles and allow children to acquaint themselves with the materials. Demonstrate how to use them properly and how to clean up when finished. • Supply: puzzles of varying difficulties, a variety of math manipulatives (i.e. connectors, large Legos, MagnaTiles, peg boards, stringing materials). *PK.CKW.3 (Mathematics): Understand the relationship between numbers and quantities to 10; connect counting to cardinality.* • Cut apart a picture of each child, thus creating a puzzle. You could also do this with pictures of school/center staff. *PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests*. • Encourage children to use table toys/manipulatives to build the classroom. Ask them to include the things they think are most important in the classroom. *PK.CKW.3 (Social Studies) Demonstrates knowledge of the relationship between people, places and regions.* • Read One Was Johnny, by Maurice Sendak, encouraging the children to help count as you read or to take a manipulative for each thing that enters Johnny's house.	• Critical thinking questions/statements: Tell me about…. What does that remind you of? What would happen if…? • During the first week(s) of school, offer basic sensory supplies for use in the sand/water table and allow children to acquaint themselves with the materials. Demonstrate how to use them properly and how to clean up when finished. • Supply: measuring cups, scoops, shovels and/or spoons, empty containers, strainers. *PK.SED.6: Understands and follows routines and rules.* • Include a designated play dough table as a daily option. Begin the year with only play dough at the table—no tools—in order to give children a sensory experience and help develop their fine motor skills in pinching and pounding the dough. As the year progresses, gradually introduce cups, rollers, lids, etc. *PK.PDH.5 Demonstrates eye-hand coordination and dexterity needed to manipulate objects.* • If your sand table has a clear bottom, tape pictures of the children and/or classroom teachers to the bottom (outside) of the table. If this is not possible, laminate children's pictures and add them to the sand. Children can dig through the sand to find themselves and their peers. Encourage them to say the names of the people they find. *PK.SED.4: Develops positive relationships with their peers.* • Include a variety of sensory items in various areas that can be used as soothing items or fidget toys- soft balls for squeezing, for example.
Library	**Cooking and Mixing (as needed)**
• Critical thinking questions/statements: Tell me about that book. What do you like about it? What do you notice? What do you think is happening? What will happen next? Does that remind you of anything? • Add puppets or stuffed animals and invite children to read to them. *PK.CCL.5 Identify the front cover, back cover; displays correct orientation of book page turning skills.* • Create a "book hospital" as a place for children to put books that are damaged or get damaged throughout the year. Be sure to share with the group how this works and why this is important. *PK.CKW.5 (Social Studies): Demonstrates and understanding of roles, rights and responsibilities.*	• Critical thinking questions/statements: Why do you think we are adding…? What would happen if…? What do you notice as we do this? • Throughout the year, every time the class cooks together (either food or non-food items like playdough and goop) write the recipe in child friendly format with step-by-step directions and pictures. Add recipes to the writing center. Also, save the recipes in a separate place and create a class cookbook. Send home a copy with each child at the end of the year. *PK.CLL.10 (Reading Standards for Informational Text): With prompting and support, actively engage in group reading activities with purpose and understanding.*

• Consider making the classroom cozy area in the library.	• Create a graph to record if the children liked the first food they made together. *PK.CLL.1 (Writing Standards).With prompting and support, use a combination of drawing, dictating or writing to express an opinion about a book or topic (e.g. I like. . .because. .).*
Computer/Technology *Content should be free of product placement/advertising. Children are not to use computers or other devices with screens more than 15 minutes per day, with a maximum of 30 minutes per week. Exceptions to this limit may be made for children with disabilities who require assistive computer technology as outlines in their Individualized Education Program.* • Critical thinking questions/statements: I notice that you…. How did you figure that out? What will you do next? What if you try…? • Create a picture sequence that shows children how to use the computer. Walk children through this. *PK.CLL.10 (Reading Standards for Literature): Actively engage in group reading activities with purpose and understanding.* • Create a waiting list and/or use a sand timer to help children take turns on the computer. Demonstrate how to use the list. Monitor and assist as needed until children get the hang of this tool. *PK. SED.6: Understands and follows routines and rules.*	**Outdoors/Playground** • Critical thinking questions/statements: I saw you…. What will you do next? Who would you like to play with? What if you try…? • During the first week(s) of school share with children your procedures for going outside and the things they need to do to stay safe outside. *PK.PDH.9: Demonstrates awareness and understanding of safety rules.* • Provide chalk for children to draw pictures or trace themselves. *PK.CKW.1 (The Arts): Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.* *PK.CKW.2 (The Arts): Responds and reacts to visual arts created by themselves and others.* • Add spray bottles of water and explore what happens when you spray water on the chalk. *PK.CKW.2 (Science): Tests predictions through exploration and experimentation.*
Writing • Critical thinking questions/statements: I notice that you…. That reminds me of…. What if you try…? • During the first week(s) of school, offer basic writing supplies and allow children to acquaint themselves with the materials. Demonstrate how to use them properly and how to clean up when finished. • Supply: various writing utensils including pencils, pens, crayons, markers, colored pencils and an assortment of paper, blank cards, index cards, small chalk boards and chalk, etc. **√ Opportunity for Assessment:** *PK.PDH.5 Demonstrates eye-hand coordination and dexterity needed to manipulate objects.* Observe the child's grasp. Is he/she able to use the writing utensils effectively? • Place children's name cards from sign-in here. On the card, include a picture of the child and capitalize the first letter in red. • *PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrates understanding of the organization and basic features of print.*	**Music and Movement** • Critical thinking questions/statements: I see you moving like this. Let's try playing the music loud (or soft, fast, slow). Can you try this? • During the first week(s) of school, offer basic music and movement supplies and allow children to acquaint themselves with the materials. Demonstrate how to use them properly and how to clean up when finished. • Supply: different types of basic instruments such as drums, bells and shakers, space to move and dance, scarves, music. *PK.CKW.7 (The Arts): Expresses what he/she knows, thinks, feels and believes through dance and creative movement.* • Provide an assortment of instruments, demonstrate how they work and then invite children to try them on their own. Provide a page with a picture of each instrument and ask children to put a tally or write their name by the instrument they liked best. *PK.CKW.3 (The Arts): Expresses oneself by engaging in musical activities.*

• Provide gender neutral people shaped cutouts. Ask the children how to be a friend and record their answers on the people. Display. *PK.SED.4: Develops positive relationships with peers.* • Read Harold and the Purple Crayon by Crockett Johnson. Talk about how Harold used his imagination to draw all of those amazing things. Encourage children to draw their own pictures and notice what they do.	• Read Pete the Cat: Rocking in My School Shoes by James Dean and Eric Litwin. Encourage children to sing/chant/play instruments along with Pete's song.

V. Supporting Texts

Books are essential to a well-planned unit and ground the learning experiences for children. Teachers are encouraged to engage children with books throughout the day. Read alouds can occur in large group and small group as well as in centers. Additional books can be incorporated throughout the room and enhance children's learning through play. Some books are read repeatedly throughout the unit; these are foundational texts. Some books will be read only once or twice throughout the unit; these are supporting texts. Supporting texts compliment focus questions and areas of interest or may be related to the essential question or enduring understandings of the unit. Select the books that seem most relevant to your classroom community. Additionally, the following list is not exhaustive and can be supplemented by similar books.

ABC School's For Me! by Susan Katz: A rhyming alphabet story that will get kids ready for school.
Beatrice's Goat, by Page McBrier: Beatrice's life is changed through the gift of a goat.
Creature Features, by Steve Jenkins: Twenty-five animals explain why they look the way they do.
Chrysanthemum, by Kevin Henkes: What is Chrysanthemum to do when her classmates poke fun of her beloved name?
Chu's First Day of School, by Neil Gaiman: Chu is nervous about his first day of school but ends up sharing his special ability and loving school.
Dreaming Up, by Christy Hale: a collection of works depicting children's constructions reflected in famous architecture from around the world.
Harold and the Purple Crayon, by Crockett Johnson: Armed with only a purple crayon, young Harold draws himself a landscape full of wonder and excitement.
How Do Dinosaurs Go to School? By Jane Yolen: Dinosaurs at school? Imagine the antics ahead!
If You Take A Mouse to School, by Laura Numeroff: If you bring a mouse to school he will need one thing after another, after another!
It Looked Like Spilt Milk, by Charles Shaw: Each page depicts a simple white shape on blue background that could be many things…
Knuffle Bunny Too: A Case of Mistaken Identity, by Mo Willems: Trixie is thrilled to bring her one-of-a-kind Knuffle Bunny to school.
Llama Llama Misses Mama, by Anna Dewdney: It is Llama's first day of preschool; he's nervous but mama helps prepare him.
Me I Am! By Jack Prelutsky: Celebrating the joy of being "me" with Jack Prelutsky's poetry and a series of illustrations.
Monsters Love School, by Mike Austin: Summer is over and now it is time for a new adventure- school! One little monster feels a bit nervous about this though.
My Name is Yoon, by Helen Recorvits: Join Yoon as she learns to write her name in English.
One Was Johnny: A Counting Book, by Maurice Sendak: One was Johnny, but that's not all…
Pete the Cat: Rocking in my New School Shoes, by Eric Litwin: Pete the Cat explores his school.
Rosie Goes to Preschool, by Karen Katz: Rosie, a preschooler herself, shares what to expect at school.
Seven Little Mice Go to School, by Kazou Iwamura: Mother Mouse decides a mouse train is the best way to get her seven little mice to school.
Sometimes I'm Bombaloo, by Rachel Vail and Yumi Heo: Most of the time Katie feels pretty good, but sometimes she gets mad, really mad!
Splat the Cat, by Rob Scotton: Join Splat (and his mouse!) on their first day of school.
This Is the Way We Go To School: A Book About Children Around the World, by Edith Baer: Discover how children across the globe get to school.
Wemberly Worried, by Kevin Henkes: Wemberly worries about everything, including going to school!
When I Feel Good about Myself, by Cornelia Maude Spleman: Explore the value of being yourself.
It's Back to School We Go: First Day Stories From Around the World, by Ellen Jackson: 11 children from around the world share tales of the first day of school.
Will I Have a Friend? By Miriam Cohen: A new friend helps to ease a little boy's anxiety about school.
Yo! Yes? By Chris Raschka: Explore friendship with two boys who meet on the street.

VI. Sample Weekly Plan

Below you will find a sample weekly lesson plan. Use the additional information included in the unit to create detailed weekly plans for each focus question in the unit. The daily lesson plans will reflect individual schedules, students' and families' needs, school context, etc. Please note, for this unit we are introducing the daily schedule and rules development in Week Two. You may want to address one or both of these activities in Week One, depending on your children's needs.

UNIT TITLE: Welcome to Pre-K
WEEK TWO

Essential Question: What is Pre-K?
Focus Question: What do I bring to my classroom community?
Focus Vocabulary: Schedule, Centers, Science, Library, Manipulatives, Centers, Rules

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Routine	Supply a table with child-sized pencils, crayons or other writing tools, half sheets of paper or large chart paper, and the basket of name/picture cards for each child (laminated cards with each child's picture and first name, with the first letter in red). Model how children can "sign in," (if family members or caregivers are present, they can help) by finding their name and attempting to write it. **Encourage any mark** children make at this early stage, as they get into the routine of finding their name and attempting to write. This activity can be done at various times throughout the day.				
Large Group Meeting	Introduce the daily schedule. Show the children pictures for each activity and put them in order. Create a song or chant to help children learn the schedule and sing it with them. Repeat the song/chant daily paying special attention to changes in the schedule. With a second set of pictures create a classroom book of the schedule and put it in	Introduce the daily schedule. Show the children pictures for each activity and put them in order. Create a song or chant to help children learn the schedule and sing it with them. Repeat the song/chant daily paying special attention to changes in the schedule. *PK.SED.6* *As the year progresses, vary the song or delivery	Name Game song *See Supporting Resources for song suggestions. Use a variety of name games and songs as the year progresses. Ask the children, "Why do you think we come to school?" Chart their ideas on a big piece of paper, either in list form or as a web. *PK SED.6*	Show children the list from the day before of all of the reasons why children might come to school. Then ask, "What rules do we need in order to be able to do all of these things and keep each other safe?" Chart their ideas on a big piece of paper, either in list form or as a web. Afterwards, group rules that are similar in preparation for the next	Show children the list of possible rules from the day before, and notice that many of them are similar. Guide children in creating 3-5 positively stated rules that encompass their ideas- for example: 1. I keep my body safe. 2. I use gentle hands with other people. 3. I put toys away carefully.

	the library for children to read. See page 30 for lesson plan. *PK.SED.6*	of the chant as well as the movements used.	Extension: ask children why they think teachers come to school.	day- no hitting and no kicking, for example. *PK SED.6*	Sing "Here We Go Round the Mulberry Bush" with the children, replacing the self-care lines with ways to stay safe in the classroom (walk our feet, clean up our toys, hang up our bags, smile at each other, rest at nap). *PK.SED.7*
BB Math Meeting	*See Teacher's Edition for Math Meeting Activities*				
Foundational Text	On Monday When it Rained, Cherryl Kachenmeister	I Like Myself, Karen Beaumont	On Monday When it Rained, Cherryl Kachenmeister	I Like Myself, Karen Beaumont	On Monday When it Rained, Cherryl Kachenmeister
Supporting Text	Me I Am! Jack Prelutsky	Creature Features, Steven Jenkins	When I Feel Good About Myself, Cornelia Maude Spelman	Knuffle Bunny Too, Mo Willems	Sometimes I'm Bombaloo, Rachel Vail and Yumi Heo
Small Groups EXPLORE TRACK: Implement at least one of the two weekly Building Blocks small group activities and one of the other activities listed here as well. *Small groups can be implemented during center time or at another time during the day. Invite 2-4	SMALL GROUP: EXPRESSIONS Provide pictures of people making various expressions, or copy the pictures from the book, On Monday When it Rained. Invite children to look in the mirror and copy the expressions. Take pictures of the children mimicking the emotions. Discuss the emotions and when we might experience them and recognize them in others.	EXPLORE TRACK: See your Building Blocks Teacher's Edition for the weekly Small Group Activity. Group 1: Group 2: Group 3: Group 4:	SMALL GROUP: Make pretend letter cookies with children. Provide magnetic letters and cookie sheets and invite children to make cookies with you. Allow the children to explore the letters and the cookie sheets independently; as they explore note their familiarity with letters. CCL.1 Demonstrate understanding of the organization and basic features of print.	EXPLORE TRACK: See your Building Blocks Teacher's Edition for the weekly Small Group Activity. Group 1: Group 2: Group 3: Group 4:	Catch up day- use this as an opportunity to complete small groups with children you may have missed throughout the week. Children to work with today (initials):

children to participate at a time. Although children are typically excited about the opportunity to work closely with a teacher, children may decline the opportunity to participate. Each small group should not exceed 10 minutes in length. Work with a couple of groups per day and spend the remainder of the time engaging with children in the interest areas. *4 Quick Tips for Small Group:* *- Use exciting language and affect to describe the small group activity.* *- Use hands-on materials that children are encouraged to explore.* *- Preview small group activities in whole group.* *- Link the activity to children's previous experiences.*	*PK.SED.1* See page 32 for lesson plan Group 1: Group 2: Group 3: Group 4: Group 5:	Group 5:	Group 1: Group 2: Group 3: Group 4: Group 5:	Group 5:	

Outdoors	Introduce outdoor play materials to children. *PK.PDH.4 Combines a sequence of large motor skills with and without the use of equipment.*
Lunch	As you eat with the children, talk about the procedures the class did to get ready to eat (i.e. wash hands, set tables, get lunch box, etc.) *PK.PDH.7 Demonstrates personal care and hygiene skills.*
Centers	See Section IV, Ideas for Learning Centers.
Opportunities for differentiation and integration of goals for children with IEPs	

VII. Sample Student Work

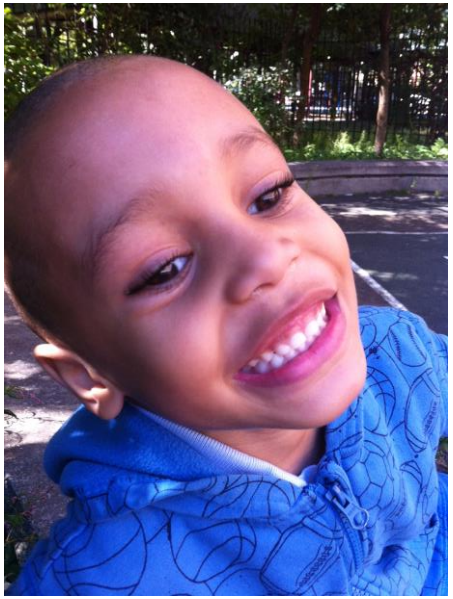
Below are examples of student work that were produced throughout this unit. Note the alignment to standards and relationship to the overarching question, enduring understandings, and unit sub-topics. Some examples may fit under more than one standard, essential understanding, and/or focus question.

Example 1: EXPRESSIONS.

Focus Standard: *PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.*

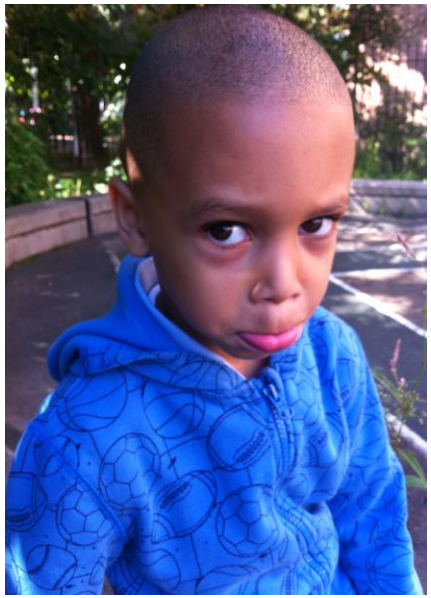
Enduring Understanding: I am an important member of my classroom community: my thoughts, needs, ideas and abilities matter.

Focus Question: What do I bring to my classroom community?



Anthony says: “When I’m outside I feel happy!”

“This is me, mad!”



“I feel sad when it’s raining.”

Example 2: BUILDING TOUR.

Focus Standard: *PK.SED.3: Demonstrates and continues to develop positive relationships with significant adults.*

Enduring Understanding: The teachers and other adults at my school keep me safe, care about me and support my learning.

Focus Question: Who else is in my center/school?

Eliza asks the security guard, “What is your job?”

VIII. Supporting Resources

Teacher Texts

Powerful Interactions by Dumbro, Jablon and Stetson
Developmentally Appropriate Practice by Carol Copple and Sue Bredekamp
Challenging Behavior in Young Children by Barbara Kaiser and Judy Sklar Rasminsky
Culturally Responsive Teaching by Geneva Gay

Music

These are common preschool songs sung by teachers throughout New York City and the world. Where possible, tunes and lyrics are included. If you don't know the tune, you can make one up that works for you or chant the words to a beat. Disclaimer: the lyrics provided are only for use by classroom teachers and are provided for the specific, non-profit educational purpose of supporting interdisciplinary learning in your classroom.

Song Titles
Five Little Ducks

Songs with Lyrics	
Good Morning, Merry Sunshine Good morning, merry sunshine, sunshine, sunshine, Good morning merry sunshine, And who are you? *Pat your legs as you sing. Each child says their name, then you sing to the next person.*	*Hicklety Picklety Bumblee* Hicklety Picklety Bumblebee, Won't you say your name for me! *Child says their name- or you can say for them- then sing again to next person.*

Here We Are Together Here we are together, together, together, Oh here we are together, all sitting on the rug. There's Michael, and Diana, and Devon, and Lucy, Oh here we are together, all sitting on the rug. *Repeat until all children and adults are named. To the tune of The More We Get Together.*	*Around and Around* Around and around, is the name of the game Around and around and what's your name? *Repeat until all children and adults are named.* *When you sing "around and around," move your hands in a wheel motion.*
You Do as I Do You do as I do, Follow, follow, follow. You do as I do, Follow, follow me. You do as Sally does.....etc. *Everyone watches the one whose turn it is and copies the movement*.	*I Looked at the Clock* I looked at the clock And what did it say? 5 more minutes to play today. *Sing (or chant) this before transition times to prepare children for the transition. You can adapt for different parts of the day.*
I Had a Little Wiggle I had a little wiggle, deep inside of me. I tried to make it stop, But it wouldn't let me be. I pulled out that wiggle and threw it like a ball. Now my wiggle's gone And it's bouncing down the hall! *Sing (or chant) this to help children settle down after a transition*	*I Have a Friend Named _____* I have a friend named Zoila, Zoila is her name. Get up and dance Zoila, get up and dance, Zoila, get up and dance Zoila Zoila go wash your hands. *Each child gets a chance to get up and dance before going to wash their hands, get their jacket, etc. You can sing to more than one child at a time to make this transition happen more quickly.*

I'm So Glad to See You I'm so glad to see you, I really couldn't wait. Can you clap your hands And count to eight? One, two, three, four, five, six, seven, eight! *Ask for volunteers from the group for the next idea....i.e. stomp your feet, blink your eyes, count in Spanish.*	*Sally Has Her Red Shoes On* Sally has her red shoes on, Red shoes on, Red shoes on. Sally has her red shoes on, All day long. *Each child describes their shoes (or any item of clothing) as you continue around the circle. It is fun to "clap" your feet together as you sing.*
Clean Up Clean up, clean up, Everybody, everywhere, Clean up, clean up, Everybody do your share.	*We're Cleaning Up* We're cleaning up, We're cleaning up; We're putting stuff away. We're cleaning up; We're cleaning up. We do it every day. *Consider using other items such as a rain stick, bell or playing music to alert children to clean up time.
Jambo Jambo Jambo bwana Habari gani? Nzuri sana Wageni Mwakaribishwa Kenya yetu Hakuna matata *This song is a Swahili welcome song.*	

Family Communication

Family Engagement Principles

Strong Relationships	Two-Way Communication	Capacity Building
Programs foster mutual respect, trust, and connection with and among families in order to build strong relationships.	Programs promote two-way sharing of information between program staff and families, in a culturally responsible manner, to support children's well-being, academic success, and developmental progress.	Programs recognize families' essential contribution to their child's development and support families in enacting their role as their child's: ***Primary Teacher*** Program partners with families to develop their capacity to enrich their child's academic, social, emotional, physical and behavioral development that is foundational to learning. ***Primary Advocate*** Programs partner with families to develop their capacity to advocate for their child's holistic needs and drive program improvement.

Sample Family Letter

September 1, 2015

Dear Families,

Welcome to Classroom 2! We are very excited about all the great families that will be a part of our class this year and can't wait to get to know you all better.

We have lots of exciting things planned this year. To start off the year, we'll be focusing on getting to know one another and building friendships. We will extensively go over classroom routines and do many activities centered on working together. This will allow every child to feel a part of a classroom community, and feel more comfortable with his or her new classmates and teachers.

Here are some key vocabulary words that we will be using throughout the first unit of study:

•Welcome •Schedule •Friends •Expressions •Centers •Teachers •Science •Library •Construction •Manipulatives •Materials •Movement •Community •Sharing •Taking turns •Rules • Emotions •Feelings •Disappointed • Embarrassed •Proud •Scared •Angry •Excited • Frustrated •Lonely •Silly

The first month of school can be a difficult transition time for many children. In the next few weeks, we will be creating projects with parents at school to remind children of their families and help ease their separation from their parents. This will include creating pictures of our families and the things and people that we love; we will share these with our friends.

Attached you will find a copy of our daily schedule and a few key program policies. Thank you for being in our class. We're looking forward to the school year!

Sincerely,

Elizabeth, Dan, and Nancy

IX: Inquiry and Critical Thinking Questions for Foundational Texts

Critical thinking skills are foundational to learning and educational success. These questions are based around Webb's Depth of Knowledge Wheel (http://schools.nyc.gov/NR/rdonlyres/522E69CC-02E3-4871-BC48-BB575AA49E27/0/WebbsDOK.pdf) which provides a vocabulary and critical thinking frame of reference when thinking about our children and how they engage with unit content. Reread foundational texts throughout the unit, starting with Level 1 questions, and adding more complex questions each time you read them.

The Kissing Hand, by Audrey Penn

Level 1: Recall

- Why didn't Chester want to go to school on the first day?
- What did Chester's mother tell him to make him feel better about going to school?
- What did Chester do to show his mother that he loved her?
- What can Chester do when he's away from his mom and feels lonely or sad?
- How did Chester feel before his mother gave him the Kissing Hand? How did he feel after?

Level 2: Skill/Concept

- Why do you think Chester wants to stay home with his mom instead of going to school?
- Why did Chester's mom kiss his hand? How do you think Chester would have felt if his mom had not given him the Kissing Hand?

Level 3: Strategic Thinking

- Was there ever a time when you felt nervous about a new situation?
- What are some other ways Chester's mom might have helped him feel better? How do your loved ones make you feel less worried?
- Who comforts you when you're feeling lonely and afraid? How?
- How might you comfort your friends and loved ones when they are feeling afraid or lonely?

Level 4: Extended Thinking

- What do you think Chester's mom means when she says, "I am always with you?" Could you think of other ways Chester's mom could have said that?
- How could you make a loved one (e.g., mom, dad, sister, grandma, grandfather) remember that you love them, even when you're not with them?

On Monday When It Rained, by Cherryl Kachenmeister

Level 1: Recall

- How did the boy's face look when he was [insert any emotion described in the book]?
- What caused the boy to feel [insert any of the emotions described in the book]?
- When have you ever felt [insert name of emotion from above question]?

Level 2: Skill/Concept

- Show me your [insert any emotion described in the book] face.

Level 3: Strategic Thinking

- What are some things you can do, here in the classroom, when you're feeling angry about something?
- On Friday, the boy was angry because his cousin wouldn't let him play with her toys. What do you think he should have done or said while they were still playing in the sandbox?

Level 4: Extended Thinking

- What are some other feel good emotions that are not on the list? What are some other emotions that do not feel so good that are not on the list?
- Make a list of the emotions and categorize them. Which of the emotions made the boy feel good? Which of them probably did not make him feel so good?
- After the emotions have been categorized, ask: "Would you say that he mostly felt good during the week, or mostly did not feel so good?"

I Like Myself, by Karen Beaumont

Level 1: Recall

- What things does the girl in this story like about herself?

Level 2: Skill/Concept

- Why do you think she likes herself?
- What do you like about yourself?
- How are you the same or different from the girl in the story?

Level 3: Strategic Thinking

- How do we know the girl in this story likes herself?
- Why should we try to get to know other people?
- Why is it important to like yourself?

Level 4: Extended Thinking

- What might happen if we learn about the other people in our classroom?
- What do you want your classmates to know about you?

Chu's First Day of School, by Neil Gaiman

Level 1: Recall

- Why was Chu worried about starting school?

Level 2: Skill/Concept

- What happened when Chu sneezed?
- What do you think the teacher might do the next time Chu is about to sneeze?

Level 3: Strategic Thinking

- How do you think Chu will feel the next day when it is time to get up and go to school?
- How is your sneeze different from Chu's?

Level 4: Extended thinking

- What is one thing that you do well and how can you show your classmates?

X: Foundational Learning Experiences: Lesson Plans

Lesson Title: Daily Schedule
Lesson Type (Whole group, small group, etc.): Whole Group Activity, Week Two

<table>
<tr><td colspan="2">Unit of Study: Welcome to Pre-K Focus Question: What will I learn and do in Pre-k? Total Time: 10 min or less</td></tr>
<tr><td colspan="2"><u>Objective:</u> Children will be introduced to the daily schedule and begin to understand the flow of the day.</td></tr>
<tr><td><u>PKFCC Focus Standard:</u>
PK.SED.6 Understands Rules and Routines

<u>Additional PKFCC Standards:</u>
PK.SED.7 Adapts to Change
PK.CCL.4 (Reading) Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading)</td><td><u>Link to Authentic Assessment Systems</u>
WWS: II.B.1: Follows simple classroom rules and routines
TSG:3: Participates cooperatively and constructively in group situations
COR: G: Community</td></tr>
<tr><td><u>Materials:</u>
• Laminated pictures or drawings of each part of the day with a one or two-word label, including special events such as celebrations or walking trips.
• Velcro strips or pocket chart, so schedule can be moved around to reflect the variances in each day. This will be displayed in the group area at children’s eye level.
• See Appendix B: Tools of Autonomy for examples.</td><td><u>Vocabulary:</u>
• Schedule
• Centers</td></tr>
<tr><td colspan="2"><u>Procedure:</u>

Hook: Ask the children what they think they are going to do in pre-K. Gather ideas from at least two children.

<u>Beginning:</u>
- Start with all of the pictures of the daily schedule in a pile, off of the chart.</td></tr>
</table>

- Tell children they will know what we do each day in pre-K by looking at the schedule.
- If children have suggested activities that are part of the day, show those pictures and put them on the schedule.

Middle:

- Build the rest of the schedule, starting from the beginning of the day and getting ideas from the children about what each picture may represent, then clarifying by reading the words.
- Sing or chant the schedule for the children. Consider adding a movement such as clapping or patting your legs while you sing/chant.
- Invite the children to sing/chant/read with you.

End:

- Let the children know you will review the schedule every day.
- Remind the children the schedule is available for them to look at on their own throughout the day. Encourage them to refer to it when they want a reminder about what is happening next, or when their family will pick them up. Model finding your place in the day and what will happen next. This is important for children because it helps them participate in, and transition between, each activity with increasing independence throughout the year.

Extension:

- With a second set of schedule picture cards create a classroom book. Place the book in the library for children to refer to independently.

Assessment: Watch how children respond and engage with the schedule and note if they refer back to it throughout the day (informal assessment).

Differentiation:

For children who need additional support: Some children may need a picture schedule of their own. Consider creating a smaller version of the schedule in a book or on a ring that they can carry around, keep in their cubby, or take home with them.

For children who are ready for a challenge: Some children may have been in a classroom before, or understand the routine very quickly. You can encourage these children to help by pointing to the pictures while you sing/chant, or ask those children to lead the song/chant.

Children with IEPs: How will I incorporate individual children's IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers? Children with IEPs may need an additional schedule to know when their related service or SEIT providers will come to work with them. Ask providers to assist in assessing the child's needs in this area and create a system for this, such as a laminated picture of the provider that will be placed in the child's cubby on the days that they visit, or an addition to a portable schedule of the day that is specifically for the child. Introduce the providers to the other children as teachers, but refrain from sharing with other parents who the provider is there to see to protect confidentiality.
Teacher Tip: See Tools of Autonomy (Appendix A) for tips on creating a schedule. Be sure to go over the schedule every day. When children know what to expect during the day they feel comfortable and safe and can transition more independently throughout each day. If you have children who are having a hard time separating from their parents in the first week of school (or anytime!), use the schedule to show them when their family will come pick them up and to help get them involved in the activities that are currently happening in the classroom.
Teacher Reflection: What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Lesson Title: Expressions
Lesson Type (Whole group, small group, etc.): Small Group Activity, Week 2

Unit of Study: Welcome to Pre-K **Focus Question:** How am I an important member of my classroom community? **Total Time:** 10 min or less	
Objective: Children will gain familiarity with various emotions and how they are expressed.	
PKFCC Focus Standard: *PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests* **Additional PKFCC Standards:** *CCL.4 (Approaches to Communication): Demonstrates his/her ability to express ideas using a variety of methods* *PK.CC.1 (Social Studies): Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community*	**Link to Authentic Assessment Systems** WSS: V.D.3: Shows some awareness of ways people affect their environment TSG: 29: Demonstrates knowledge about self 30: Shows basic understanding of people and how they live COR: FF: Knowledge of self and others
Materials: • Pictures of people making various expressions or copies of the expressions illustrated in On Monday When it Rained, by Cherryl Kachenmeister. • Mirrors (one large or a small mirror for each person in the small group) • Camera (if your classroom has access to one, and you choose to use it)	**Vocabulary:** • Expression• Emotion • Feelings • If using the book, the following emotions will be demonstrated: disappointed, embarrassed, proud, scared, angry, excited, frustrated, lonely • If using other pictures, select vocabulary based on the emotions illustrated

Procedure:

Hook: Make an expression and ask children to share how they think you might be feeling.
OR
Show children a picture of a person making an expression and ask how they think the person may be feeling.

Beginning:

- Make another expression (or show another picture), ask children to share how they think you (or the person shown) are feeling now.
- Tell children that sometimes we use our faces to show how we are feeling. When we show feelings or emotions on our faces we are making expressions.

Middle:

- Show the children a picture of a person making an expression and ask how they think the person is feeling.
- Invite children to look in the mirror and make the same expression.
- If using a camera, take pictures of children making the expressions.
- Ask children why they think someone might feel that way. Ask the children if they ever feel that way and why?
- Repeat with other expressions.
  ✓ *Opportunity for Assessment: Which emotions are children able to recognize through facial expression? Are children able to share when they might feel specific emotions?*

End:

- Point out to children that people may feel different ways at different times, but all of our feelings and emotions are important.
- Encourage children to look at the faces of their classmates throughout the day as well as their families and friends at home. Ask them to consider how each person might be feeling and think about why.

Later:

- Print pictures of the children making the various expressions and display them in the classroom next to the pictures you used as examples.
- Provide additional pictures of people making various expressions and ask children to sort them by emotion.

Differentiation:

For children who need additional support: Explore fewer emotions (2 or 3). *For children who are ready for a challenge:* Ask children to take turns making an expression and have the other children identify the expression or have children draw pictures of people making the expressions you are exploring.
Children with IEPs: How will I incorporate individual children's IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?
Teacher Tip: If you are unable to access the recommended book, use pictures from other books or the internet for this activity.
Teacher Reflection: What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

Foundational Learning Experience Assessment Opportunity

Small Group Experience: Expressions

PKFCC Focus Standard: *PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests*

Authentic Assessment Alignment:

WSS: V.D.3: Shows some awareness of ways people affect their environment

TSG: 29: Demonstrates knowledge about self

30: Shows basic understanding of people and how they live

COR: FF: Knowledge of self and others

Child's name	Identifies the following emotions:	Shares when/why he/she may experience emotions:	Notes

Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Lesson Title: Class Book
Lesson Type (Whole group, small group, etc.): Small Group Activity, Week 3

Unit of Study: Welcome to Pre-K **Focus Question:** Who are the people in my classroom community? **Total Time:** 10 min or less	
Objective: Children will familiarize themselves with the other people in the class.	
PKFCC Focus Standard: *PK.CC.1 (Social Studies): Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community* **Additional PKFCC Standards:** *CLL.4 (Speaking and Listening): Describe familiar people, places, things and events, and with prompting and support, provide additional detail* *CCL.6 (Speaking and Listening): Demonstrate an emergent ability to express thoughts, feelings and ideas*	**Link to Authentic Assessment Systems** WSS: V.A.1: Identifies similarities and differences in personal and family characteristics TSG: 2: Establishes and sustains positive relationships COR: G: Community
Materials: • Piece of paper (one per child) with child's photo and name. The first letter in the child's name should be capitalized and printed in red. • Crayons	**Vocabulary:** Peers • Classmates •Friends

Procedure:

Hook: Show pages 1, 6 or 11 in Me I Am! By Jack Prelutsky. Point out or ask children to notice some of the toys and materials around the child/children.

Beginning:

- Invite children to think about some of their favorite things to play; give them some time to think.

Middle:

- Invite children to share their favorite thing to play and ask a follow up question, "What do you like best about _____?" or "Why do you like to play _____?" (Children may struggle to answer this question; any response given is acceptable)
- As children share their thoughts, write their words on the page with their pictures.
- Summarize or share each child's thoughts to the group as you are dictating and/or when you have finished with each child's dictation so children become familiar with their classmates and their interests.

End:

- Allow each child to decorate his/her page.
- As children decorate, ask them about their work with phrases such as, "Tell me about your picture." Use this as a conversation starter, asking follow up questions to learn more about each child's interests.

Later:

- Bind the pages into a book and place the book in the library for children to read.

Differentiation:

For children who need additional support: Suggest common children's activities for children who may have a hard time expressing their favorite activity and reasons why they might like such activities if struggling to answer, "Why?"

For children who are ready for a challenge: Invite children to create an illustration to accompany their words rather than decorating the page.

Children with IEPs: How will I incorporate individual children's IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?
Teacher Tip: Consider laminating the book pages for durability. Consider using a folder to bind the book. Insert the pages into the folder to create a durable front and back book cover.
Teacher Reflection: What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Foundational Learning Experience Assessment Opportunity

Small Group Experience: Class Book

PKFCC Focus Standard: *PK.CC.1 (Social Studies): Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community*

Authentic Assessment Alignment:

WSS: V.A.1: Identifies similarities and differences in personal and family characteristics

TSG: 2: Establishes and sustains positive relationships

COR: G: Community

Child's name	Shares information about self	Responds/relates to information about peers	Notes

Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Lesson Title: Building Tour
Lesson Type (Whole group, small group, etc.): Small Group Activity, Week 4

Unit of Study: Welcome to Pre-K	**Focus Question:** Who else is in my center/school?	**Total Time**: 15 minutes maximum
Objective: Children will gain familiarity with the adults in the center/school and their roles and responsibilities.		
PKFCC Focus Standard: *PK.SED.3 Demonstrates and continues to develop positive relationships with significant adults* **Additional PKFCC Standards:** *CCL.3 (Speaking and Listening) With guidance and support, ask and answer questions in order to seek help, get information or clarify something that is not understood* *CCL.1(Approaches to Communication) Demonstrates that they are motivated to communicate*	**Link to Authentic Assessment Systems** WWS: I.D.2: Interacts easily with familiar adults TSG: 2: Establishes and sustains positive relationships 2a. Forms relationships with adults COR: E: Building relationships with adults	
Materials: • Pictures of helpful and important people in the building (director/principal, janitor and other support staff) • Clipboard for each child • Paper for each child • Writing utensil for each child	**Vocabulary:** Helpful Director/principal Custodian *Additional words can be added according to program staffing	
Procedure: **Hook:** Show children pictures of important adults in the building.		

Beginning:

- Show one of the pictures to the children.
- Ask the children if they have seen this person before. If they have, ask them to share where they have seen this person. If not, tell the children who the person is and where they might find him/her.
- Ask the children what they think this person does and how this person helps take care of them, the classroom and building. If children do not know, share this information with them.
- Show the children the rest of the pictures.

Middle:

- Invite the children to go on a tour of the building with you to try to find the people in the pictures.
- Give each child in the group a picture.
- When you see the adults, ask the children to look at their picture. If they are holding the picture of the adult you see tell them to hold it up.

End:

- Introduce each adult to the children as you see them. Ask the adults to tell a little bit about what they do and then follow up by connecting their responses back to the children. After modeling this type of questioning for the children, allow children to ask the adults questions about themselves and/or their roles and responsibilities.
- ***✓*** *Opportunity for Assessment: Notice how the children interact with the adults. Do they engage with the adults? Are they able to ask questions of the adults?*
- Back in the classroom, recap who you met and what they do.

Differentiation:

For children who need additional support:

- Invite various building staff members to come to the class and talk to the group about who they are and what they do. Show the pictures of the adults to the children when the adult comes in.

For children who are ready for a challenge:

- Instead of having children carry the pictures of the adults, give them clipboards and paper and have them draw or write the names of the people you see. Some children may want to know how to spell the names of the people you meet on the tour. Other children could be encouraged to note and/or write some of the sounds they hear in each person's name.

Children with IEPs: How will I incorporate individual children's IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

Teacher Tip: Use cardboard squares as substitutes for clipboards.

Use string to secure a writing utensil to a clipboard.

Teacher Reflection:

What went well? Why?

What will I do differently given what I have learned from observing children during this activity?

Which children needed differentiation during this activity and how will I meet their needs moving forward?

Foundational Learning Experience Assessment Opportunity

Small Group Experience: Building Tour

PKFCC Focus Standard: *PK.SED.3 Demonstrates and continues to develop positive relationships with significant adults*
Authentic Assessment Alignment:
WWS: I.D.2: Interacts easily with familiar adults
TSG: 2: Establishes and sustains positive relationships
2a. Forms relationships with adults
COR: E: Building relationships with adults

Child's name	Engages with adults	Asks questions of adults	Notes

XI: Blank Lesson Plan

Lesson Title:

Lesson Type (Whole group, small group, etc.):

Unit of Study: _____ **Unit Focus Question:** _____

Objective: Children will know or be able to…

PKFCC Focus Standard: **Additional PKFCC Standards:**	**Link to Authentic Assessment Systems**
Materials:	**Connected Academic Vocabulary:** Select words from the Connected Academic Vocabulary list on page x that relate to this particular lesson.

Procedure:

Hook: How will you motivate the students? Ask a question, introduce an exciting new material, display a particularly inviting part of a book

Beginning:

Middle:

End:
Assessment: This will be embedded in the lesson/activity. This piece can be inserted in the appropriate area (beginning, middle, end) depending on what is being assessed.
Differentiation: Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support. *For children who need additional support:* *For children who are ready for a challenge:*
Children with IEPs: How will I incorporate IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?
Teacher Tip:
Teacher Reflection: What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

Documentation: Based on the Focus Question, Objective, and Focus Standard as well as the Authentic Assessment Standards, teachers will determine what they hope to see children do in an activity. They should take notes as children are working to record the skills and growth children demonstrate. For the lesson plans included in this unit, a note taking form is included.

XII: Appendices

Appendix A: Tools of Autonomy

Tools of Autonomy – The supports in the classroom that develop independence and self-sufficiency among prekindergarten students. The following items need to be visible and in use daily in every prekindergarten classroom.

- **Center System / Choice Chart**
- **Interactive Attendance Chart**
- **Job Chart**
- **Schedule/Flow of the Day**

Center System / Choice Chart: Children choose the interest area in which they will work, the peers with whom they want to work, and the materials they wish to use.

Interactive Attendance Chart: Children monitor their attendance with a chart showing when they are present at school.

Job Chart:

- A routine must be established so children know what to do when it is their turn.
- Just as centers need to be modeled for the whole class, classroom jobs need to be modeled to foster responsibility.
- Encourage autonomy. Post the list in a place that is highly visible to all students and construct it in a way so that children can rotate the job responsibilities themselves (a wheel or pockets with removable name cards work well).
- Make it one child's job to change the job chart on a consistent basis.

Schedule/Flow of the day:

- Establishes a predictable and familiar consistency that helps young children predict the sequence of events. It helps them feel more secure and more in control of their day.
- In pictures AND words.
- Posted at children's eye level without clock times.
- Allows for a BALANCE of:
  - Active and quiet play
  - Individual and small group activities, as well as whole group
  - Sitting and listening activities (teacher-directed) with more active experiences (child-initiated)
  - Indoor and outdoor gross motor activities
- Includes arrivals, meeting time, meals, rest time, gross motor time, center time, etc.
- Allows for flexibility such as an interactive schedule that is predictable yet flexible enough to allow for change. Example: Putting velcro on the back of pictures or using clothes pins to move events around easily when the schedule changes to include special events such as a field trip or a speaker.

Choice Charts:

Attendance Charts:

A Princess house (castle): Zhamar, Allison T.
Sofia the 1st: Yanizmarie, Allison M.
A building: Vidal, Zahara, Brandon
A robot: Ms Vidra
Who's Here Today?
At Home

Attendance
AM Pre-K
Jackson
Chloe
Kimberly
Andrew
Abyan
Ilvana
Taylor
Eleni
Valentina
Michael
Aya
Sayem
Alissa

Who's Here?
Kiara
Whitney
Jasyn
Bruno
Chiara
Melany
Kaleb
Ty

Job Charts:

Pre-K Jobs
Line Leaders 2
Outdoor Balls Hula Hoops 2
Chairs 2
Sporks 2
Clean Tables 2
Trays 2
Soap 1
Goldilocks and the Three Bears

Job Chart
Jack
Jake
Luke
Alice
Samson
Cameron
Elliott
Grant
Alexi
Sydney
Dakarai
Justice
Joakim
Thaliyah
Lydia
Ernest
Flora
Aaliyah
Jared
Lola
Tygerlily
Lo

Joshua
Katina
Kiran
Liam
Mia
Sophia
Theo
Zana
Zoe
Zora
Sponge
Pitchers
Sweep
Cups
Inspector
Plates
Chairs
Sporks
Sponge
Bowls

Schedule/Flow of the Day:

Appendix B: Tips for Whole Group

- Schedule whole group after children have opportunities to move (outdoors, center time), and/or start circle time with a dance or movement activity.
- Look at your whole group area and think about what the space is inviting the children to do. If possible, cover shelves that have toys that children may be tempted to play with. Ideally the space has at least two boundaries (i.e. walls or shelves) to create a feeling of community during whole group time.
- Think about how the children will know where to sit; does your rug have visual spots for each child, or will you create mats for sitting on? Will children get to choose where they sit? Why or why not? This will vary depending on your group's needs.
- Keep it short; even five successful whole group minutes are better than a longer whole group that loses the children's interest.
- Teach children how they can participate in whole group. Think about providing a chart, a song, or other ways to represent these expectations.
- Provide multiple ways to sit. Some children may need to sit in a chair, but still be part of the group, or be able to lean against a wall or sit on their knees instead of with their legs crossed.
- Allow children the opportunity to "pass" their turn during share times or songs, particularly at the beginning of the year as children begin to understand that they are important members of the classroom community.
- To transition out of whole group, call a few children at a time to move to the next activity.