# All About Us
## Interdisciplinary Unit of Study
## NYC DOE

The enclosed curriculum units may be used for educational, non-profit purposes only. If you are not a Pre-K for All provider, send an email to prekinstruction@schools.nyc.gov to request permission to use this curriculum or any portion thereof. Please indicate the name and location of your school or program and describe which units you would like to use and how you intend to use them.

# All About Us

Interdisciplinary Unit of Study
NYC DOE

PRE-K FOR ALL

## Table of Contents


I. Unit Snapshot
II. Introduction
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. Lesson Plans- Foundational Learning Experiences
XI. Appendices

# I. Unit Snapshot: Goals and Standards

**Unit Topic: All About Us**

**Essential Question:** Who am I and who are the people in my life?

**Focus Questions:**

What makes me important and unique?
What feelings do I have and why?
What makes my class important and unique?
What makes my family important and unique?

## Connected Academic Vocabulary:

• unique •important • special •first name •last name • different •individual • same • alike • interest • strength •prefer •favorite •tall • short • curly • straight • wavy • portrait • self-portrait •feelings •thoughts •happy •love •creative •brave •playful •hopeful •strong •relaxed •comfortable •mad •sad •angry •silly •scared •afraid •excited • ecstatic •surprised •nervous •gloomy •shy •bored •grumpy •confused •family •culture •mother •father •brother •sister •grandmother •grandfather •uncle •aunt •cousin •younger •older •big •small •together •adopted •peace •share •kind •manners •together •community •friends •polite •respect •teamwork

## Student Outcomes:

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

*Enduring Understandings:*

- I am unique; there is no one who looks, feels, thinks and acts exactly like I do.
- I feel different ways at different times for different reasons.
- I am part of a family and a classroom community.
- My family is important and unique.
- My classroom is a community. All of the people in my class are important and unique.
- I can help make my classroom a fun, safe and exciting place.

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

Click here for the full Pre-K Scope and Sequence, which includes the focus standards for each unit.

Domain 2: Physical Development and Health
PK.PDH.6: Engages in a variety of physical fitness activities.

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.4: Develops positive relationships with their peers.
PK.SED.5: Demonstrates pro-social problem solving skills in social interactions.

Domain 4: Communication, Language and Literacy
*Approaches to Communication*
PK.CLL.1: Demonstrate that they are motivated to communicate.
*English Language Arts and Literacy*
PK.CLL.3 (*Reading Standards for Literature*): With prompting and support, ask and answer questions about characters and major events in a story.
PK.CLL.10 (*Reading Standards for Literature*): Actively engage in group reading activities with purpose and understanding.
PK.CLL.11 (*Reading Standards for Literature*): With prompting and support, make connections between self, text and the world around them (text, media, social interaction).
PK.CLL.5 (*Reading Standards for Informational Text)*: Identify the front cover, back cover; displays correct orientation of book, page turning skills.
PK.CLL.10 (*Reading Standards for Informational Text)*: With prompting and support, actively engage in group reading activities with purpose and understanding.
PK.CLL.1 (*Reading Standards: Foundational Skills)*: Demonstrates understanding of the organization and basic features of print.
PK.CLL.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.
PK.CLL.1 *(Language Standards)*: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PK.CLL.6 (*Language Standards)*: With prompting and support, use words and phrases acquired through conversations, reading and being read to and responding to texts.

Domain 5: Cognition and Knowledge of the World
*Mathematics*
PK.CKW.2 (Counting and Cardinality): Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).
PK.CKW.4 (Counting and Cardinality): Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.

PK.CKW.2 (Measurement and Data): Sort objects and count the numbers of objects in each category (limit category counts to be less than or equal to 10).
PK.CKW.1 (Geometry): Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.
PK.CKW.2 (Geometry): Correctly name shapes regardless of size.

*Social Studies*

PK.CKW.1: Develops a basic awareness of self as an individual, self within the context of a family and self within the context of community.
PK.CKW.2: Demonstrates awareness and appreciation of their own culture and other cultures.
PK.CKW.8: Demonstrates interest and awareness about a wide variety of careers and work environments.

*The Arts*

PK.CKW.1: Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.
PK.CKW.3: Expresses oneself by engaging in musical activities.

*Technology*

PK.CKW.1: Describes types of materials and how they're used.

# II. Introduction

Welcome to the New York City Pre-K for All third Interdisciplinary Unit of Study: All About Us. Now that your children have done an in-depth exploration of their senses and learned to explore the world around them, they are ready to learn more about themselves and the people around them. Pre-K for All enables children from all backgrounds and communities across the five boroughs to gain a solid foundation for future success. The All About Us unit supports that objective by providing opportunities for children to explore, learn about and embrace what makes them important and unique.

During the pre-K year, children develop a concept and awareness of themselves as unique individuals. A strong sense of self supports children's success in pre-K and lays the groundwork for realizing their potential throughout their school and life experiences. In the Prekindergarten Foundation for the Common Core (PKFCC), these ideas are represented in Domain 3: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests. Unit activities such as self-portraits and like/dislike activities invite children to think about and express their ideas about who they are. We include several opportunities for children to explore the attributes of their names. Names are an important part of what makes them unique and are a helpful starting point for developing a wide range of early literacy skills because children are naturally curious about and interested in their own names.

Activities around children's names, in addition to helping them develop a strong self-concept, encourage children's development of writing skills. While every child is different and no two develop in exactly the same way, there are some skills that tend to develop in sequence. The development of writing skills is one skill set that does typically follow a progression. Early in the pre-K year, children's familiarity and skills with letters and writing their names will vary based on their previous experiences. The teaching staff's role is to understand where each child falls in this progression and to support their continued growth. The development of writing, including name writing, typically happens in the following stages:

1. Scribbles or marks
2. Controlled linear scribbles
3. Mock letters or letter-like forms
4. Letter strings
5. Partially accurate name (early invented spelling for other words)
6. Accurate name (late invented spelling for other words)

*Teaching Strategies GOLD®, 2010*

Please keep these stages in mind as you observe children's writing. Many factors may be impacting child's writing development, including fine motor skills or their interest level. Use your Authentic Assessment System to identify areas in need of further support, and encourage children to

use various materials throughout the day to support those areas of need. Continue to encourage any mark that children make. Note where each child is in the prewriting progression and then consider how to move him/her to the next level. This careful observation helps in setting realistic expectations and differentiating instruction. The child whose scribbling looks random will likely be producing horizontal lines next and will still need to move through the third stage (producing "letterlike" forms) before s/he is capable of writing her or his own name. Children are not expected to have mastered writing their name by the end of this unit. The progression is included here to guide supports you provide throughout the year. In addition to the daily sign in, you can build on children's natural curiosity about their own name by encouraging them to sign their artwork and explore their names (and those of their friends) in the writing center and throughout the classroom.

Emotion plays a significant role in developing self-concept and self-awareness and participating in group settings. In this unit, children build on activities and skills that were addressed when learning about emotions in Unit One, "Welcome to Pre-K," and are provided with opportunities to further understand, regulate and communicate emotions. In this unit, you will create a feelings chart for the classroom and encourage children to identify with a wide variety of emotions, such as playful, hopeful, scared, silly, surprised and confused. Throughout the year, children will continue to develop their ability to identify, manage and express their emotions. Notice what each child has internalized from Unit One, and use the activities in this unit to deepen their understanding and practice skills in their day-to-day interactions.

After taking a close look at what makes each of them unique and exploring their feelings, children will start to learn about the people around them. These activities build social and emotional skills grounded in PKFCC Domain 3, and Social Studies standards from Domain 5. Children will explore and learn about the features, unique attributes and their roles in both their family and classroom communities. Previous units provided a foundational understanding of belonging to these two communities. In this unit children have the opportunity to build on their knowledge of the people and experiences that are closest to them. In the second two weeks of the unit, children will explore and share their family composition and customs. Families are invited to share customs or activities that are special to them with the class, such as a family tradition or activity they do together. Families who speak languages other than English are invited to share those languages with the class in various ways. Children recognize differences and similarities between themselves and the people around them in a way that celebrates all children and families. There are two ideas for a culminating activity for this unit: either inviting each child to create a piece of fabric to be connected into a quilt, or inviting each family to share a recipe that they love for a classroom recipe book.

All About Us is designed to support and embrace the diverse populations of New York City's Pre-K for All program and help children develop the positive self-concept and confidence to take on new tasks, think critically, remain persistent in the face of challenges, pursue interests and realize their potential as individuals as well as members of various communities. It is an opportunity to celebrate each and every member of the class both inside and out and set a tone of acceptance. Have fun leading your class through this exciting study!

Please email prekinstruction@schools.nyc.gov with any questions or feedback.

# III. Unit Framework

| Unit Topic | All About Us |
|---|---|
| **Essential Question**<br>This is a child-friendly question that connects the knowledge and skills that children should develop throughout the unit. | Who am I and who are the people in my life? |
| **Enduring Understandings**<br><br>These are the big ideas that children should remember throughout their educational careers and extend beyond the unit topic. | • I am unique; there is no one who looks, feels, thinks and acts exactly like I do.<br>• I feel different ways at different times for different reasons.<br>• I am part of a family and a classroom community.<br>• My family is important and unique.<br>• My classroom is a community. All of the people in my class are important and unique.<br>• I can help make my classroom a fun, safe and exciting place. |

| | Week One | Week Two | Week Three | Week Four |
|---|---|---|---|---|
| **Focus Questions**<br>These questions 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 one week to explore. | What makes me important and unique? | What feelings do I have and why? | What makes my class important and unique? | What makes my family important and unique? |
| **Foundational Learning Experiences**<br>These are experiences (e.g., whole group, small group lessons, field trips, observations, center activities) for each subtopic that provide ample opportunities to deepen children's understanding of the Focus Question. | Self-Portraits<br>Invite children to observe their faces in a mirror. Provide paper and writing utensils such as pencils, crayons or markers for them to draw what they see. Encourage them to look carefully at their faces and consider how to illustrate the features and details they see.<br><br>*PK.CKW.1 (The Arts): Expresses oneself and represents what s/he knows, thinks, believes and feels through visual arts.*<br><br>See page 38 for lesson plan. | Feelings Chart<br>In small groups children will be introduced to an interactive feelings chart. Children will be able to match how they are feeling from an array of labeled pictures. The chart will become part of the morning routine but will also be available for children to access throughout the day as desired.<br><br>*PK.SED.2: Regulates his/her responses to needs, feelings and events.*<br><br>See page 41 for lesson plan. | Job Chart<br>Discuss what jobs are, why they are important and different types of jobs. Invite children to share the jobs of some of their family members.<br><br>After discussing jobs, create or revisit the existing job chart. The job chart should include jobs that reflect the operational needs of the classroom and the ideas of the children.<br><br>*PK.CKW.8 (Social Studies): Demonstrates interest and awareness about a wide variety of careers and work environments.*<br><br>See page 44 for lesson plan. | My Family and Me Books<br>Send home paper for children to use in creating books that feature the family of each child. Families can choose what type of information to include in the book. Ideas include the people in their family, where relatives live, things the family likes to do together, favorite foods, languages spoken, family heritage, traditions, celebrations, pets, information about their home, etc. Families can choose how to illustrate the book (i.e. drawings, photographs, pictures from magazines, etc.). Children should return the books to school where they can be kept in the library for children to read. Children who do not create a book |

| | Week One | Week Two | Week Three | Week Four |
|---|---|---|---|---|
| | | | | with their families can create one in the writing center.<br><br>*PK.CKW.1 (Social Studies): Develops a basic awareness of self as an individual, self within the context of a family and self within the context of community.*<br><br>See page 47 for lesson plan. |
| **Foundational Texts**<br>These are a combination of literary and informational texts that can be read throughout the unit. See Section IX for text-based critical thinking questions to support the read aloud experience.<br><br>PK.CLL.5 (*Reading Standards for Literature): Students interact with a variety of common types of texts.*<br><br>**Books with an asterisk are also available in languages other than English.* | Little Elliot, Big City, by Mike Curato<br><br>I Love My Hair, by Natasha Tarpley | * The Feelings Book, by Todd Parr | Friendshape, by Amy Krouse Rosenthal and Tom Lichtenheld | I Love Saturdays y Domingos, by Alma Flor Ada |
| | 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:<br>• 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 those interested during center time and during small group time, rather than whole group).<br>• Pause throughout the book and gather ideas about what happens on the next page.<br>• 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.<br>• 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.<br>• Preview or review texts, or parts of texts, for children who need additional language or learning support.<br>• 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. | | | |

| | Week One | Week Two | Week Three | Week Four |
|---|---|---|---|---|
| **Key Vocabulary**<br>These are academic vocabulary words that help children understand the unit focus questions and access complex texts. These words can be supplemented by additional vocabulary in read alouds. | Unique<br>Special<br>First name<br>Last name<br>Different<br>Same<br>Alike<br>Skill<br>Interest<br>Prefer<br>Favorite<br>Strength<br>Tall<br>Short<br>Curly<br>Straight<br>Wavy<br>Portrait<br>Self-portrait | Feelings*<br>Happy<br>Thoughts<br>Behaviors<br>Love<br>Creative<br>Brave<br>Playful<br>Hopeful<br>Strong<br>Relaxed<br>Comfortable<br>Mad<br>Sad<br>Angry*<br>Silly*<br>Scared*<br>Afraid<br>Excited*<br>Ecstatic<br>Surprised<br>Nervous<br>Gloomy<br>Shy<br>Bored<br>Grumpy<br>Confused<br>Frustrated*<br><br>*These words are also used in “Welcome to Pre-K.” | Peace<br>Share<br>Kind<br>Manners<br>Together<br>Community<br>Friends<br>Polite<br>Respect<br>Teamwork | Family<br>Culture<br>Mother<br>Father<br>Brother<br>Sister<br>Grandmother<br>Grandfather<br>Uncle<br>Aunt<br>Cousin<br>Younger<br>Older<br>Big<br>Small<br>Together<br>Adopted<br>Siblings |

| | Week One | Week Two | Week Three | Week Four |
|---|---|---|---|---|
| **Family and Community Engagement**<br>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-Community Tie each experience addresses is italicized. | Ask families to share a favorite story from their child's past with their child. Among other things, this could be a story about the first time their child did something new, a funny story about an experience or a time when their child made the family proud.<br>*Primary Teacher* | Send home a page with the pictures used for the class feelings chart. Families can display it at home and discuss the way they feel and what they can do when they experience these emotions.<br>*Two Way Communication* | Ask families to write something special about their child on a small piece of paper and return it to school. Post in the child's cubby or somewhere the child can easily view the words from the family.<br>*Two Way Communication* | Invite family members to come in and read to the class or lead an activity during center time that represents something important to the family. Ideas include a cooking experience, an art experience, reading a favorite book in English or another language the family member speaks or sharing a favorite song or type of music. Families that are not able to come in may send in music, a favorite book, snack or something else that represents the family.<br>*Strong Relationships* |
| **Culminating Experience**<br>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. | Community quilt: Give each child a square piece of fabric or felt and invite them to draw a picture or use materials to depict something that is special to the family. Families can also have the option of bringing in a piece of fabric that represents their family or culture if they would prefer. Be sure the family includes written documentation about the quilt square ("On our felt square we drew a picture of our family walking to school together." OR "This is a piece of fabric from a shirt I used to wear. I'm too big for this shirt now but I wore it when I was smaller and my grandma took me to the zoo."). Use the squares to create a large classroom quilt and display.<br>OR<br>Ask the family to send in a favorite recipe. Collect the recipes and bind them together to create a classroom cookbook. Ask families to create the favorite dish at home and bring it in for a class potluck.<br>Note: Be mindful of children's food intolerances and allergies by connecting with families before you do cooking activities and explicitly teaching children how being aware of allergies keeps us safe.<br>See page 63 of Pre-K for All Policy Handbook for DECE policy on meals and Appendix B for DECE policy on serving food for special occasions. | | | |

# IV. Ideas for Learning Centers

Learning centers enhance children's understanding of the unit's essential and focus questions as well as the enduring understandings. The opportunity to make choices in play is especially important in this unit as a vehicle for developing awareness of themselves and those around them as well as confidence in their ability to take on new tasks. Learning centers empower children with a structure and materials to explore their own interests and those of their peers. When children play together in learning centers they develop rich friendships that build a sense of community in the classroom. This sense of community is enhanced as children problem solve and resolve the conflicts that arise during play and clean up classroom materials together. Children develop a positive sense of self when they have the space and encouragement provided in centers to experiment, work through problems, use trial and error, access space for privacy and express themselves creatively, independently, with peers, and with other adults. Additionally, choice in play provides teachers the opportunity to embrace and celebrate the unique attributes of children through feedback on their processes as well as discussions about their play.

The following suggestions supplement the standard materials you have in each center such as blocks in the Blocks/Construction Area, paper and a variety of writing utensils in the Writing Center, etc. As you plan your learning centers, consider how you will provide multiple entry points into the materials for all children in your classroom. The suggested materials and activities are intended to be relatable and fun! This is not an exhaustive list of suggestions. Select the activities that best pique the interest of your children, give them opportunities to explore new interests, and reflect the diversity of your class. You may also supplement this list as necessary.

As you plan for this unit, reflect on how children select where they will play. How do you help children make intentional choices about where to play? How do they know what to do in each area? Consider briefly highlighting new or exciting options in each area but always allow children to use other center materials if they find them more interesting. If you notice a child or group of children choosing the same area daily, consider bringing in materials from other centers in order to provide them with a varied learning experience. What system do you have in place to help them know where they can play and when? What message does this system send to the children about their individual rights and responsibilities as well as their rights and responsibilities as members of the classroom community? Is there a limit to the number of children in each center at a time? How do children know this limit? How do you talk with the children about their responsibilities around properly handling materials and taking turns? Consider the use of a choice chart (See Tools of Autonomy in Unit One, "Welcome to Pre-K"). A choice chart which includes children's names and pictures will also help each child feel like an important member of the class and provide an additional opportunity for children to see their own names, as well as their peers' names, in print.

While the materials you select for centers are extremely important, learning is made richer through the interactions adults and children have during center time. **Program Quality Standard (PQS) Eight, "Engaging Children in Meaningful Activity,"** highlights the necessary balance between adult and child-initiated learning experiences as well as some ways teaching staff can enhance children's learning in center play. Center time provides an opportunity for staff to engage children in conversation and rich discussion around their interests, strengthening the children's positive self-concept and self-confidence. During center time, teaching staff should intentionally model language, use questioning techniques to

promote higher-order thinking skills, actively encourage children's perspectives, increase children's focus on the task at hand, read informally to children, and assess children's learning. When teaching staff interact with children in centers they can model language through initiating, joining and extending conversations, using self and parallel talk and asking open ended questions that deepen engagement and **inquiry** while developing problem solving and **critical thinking skills.** In addition to modeling language, interacting with children in centers provides an opportunity for teaching staff to engage children in conversation and rich discussion around children's interests and strengthen the children's positive self-concept and self-confidence.

Play is an important vehicle for developing a variety of skills outlined in the PKFCC and is woven into many of the Program Quality Standards. Purposeful play supports the development of academic and social skills because of the way young children learn. When children have a sufficient amount of time to play and can access learning centers and the materials in them they have supports necessary for their play to continue developing in complexity. The play-based learning that happens in learning centers addresses Standard **PK.AL.1 (Actively and confidently engages in play as a means of exploration and learning)**. For these reasons, teachers should ensure that children have access to and can choose from a variety of learning center materials for one-third of the pre-K day, and support children's engagement in play during center time, making adjustments to the daily schedule to weave in small and whole group activities without infringing on that time. PKFCC standards are included for all of the activity suggestions here and opportunities for assessment are embedded. Text suggestions that compliment these materials and activities are also included.

| Blocks/Construction | Dramatic Play |
|---|---|
| • Critical thinking questions/statements: Tell me about your work. I notice you did… Tell me about that… What are some other things you could add? I wonder what would happen if… Why did you put that there? What could you use for…?<br>• Provide nametags or "save" signs (or invite children to create their own) for children to use to save the structures they create and would like to return to later.<br>*PK.SED.5: Demonstrates pro-social problem solving skills in social interactions.*<br>• Create the classroom: Invite children to use blocks to create the classroom. Encourage them to add as many details as possible. Add small people and furniture to the Blocks/Construction area so children can set up the classroom and play with it, too. Introduce this activity to the children by drawing a classroom map with them first.<br>*PK.CKW.1 (Geometry): Describe objects in the environment using names of shapes, and describe the relative positions of these objects using* | In Dramatic Play, sometimes children act out complicated or sensitive events that could make teachers or other children feel uncomfortable. Children typically do this a as a way to process difficult situations, thoughts or experiences they have had. If this occurs, consider the emotion behind the behavior and acknowledge the feeling. If the play seems too upsetting for the classroom call the children's attention to the feelings of those around them and remind them it is important that everyone feels safe in the classroom. Reach out for additional supports that may be available at your site, such as a social worker or instructional coordinator, if necessary.<br>• Critical thinking questions/statements: Who are you going to be today? I wonder what would happen if… What will you do next? Why did you…? What do you like to do with _____? Why?<br>• Keep the diner set up from Unit Two, "My Five Senses." Shift from focusing on what the children see, hear, touch, taste and smell to what foods they like and enjoy eating with family and friends. |

| | |
|---|---|
| *terms such as top, bottom, up, down, in front of, behind, over, under, and next to.*<br>• Doll house: If available add a doll house, furniture and small people (this activity could occur outside of the Construction Area depending on classroom space and children's interests).<br>*PK.CKW.1 (Social Studies): Develops a basic awareness of self as an individual, self within the context of a family and self within the context of community.*<br>• Build together: Encourage children to collaborate to build a structure together. Provide students with materials to create a plan of what to build and how to build it. Add images of construction workers collaborating to encourage partnerships.<br>*PK.CKW.8 (Social Studies): Demonstrates interest and awareness about a wide variety of careers and work environments.*<br>• Block Names: Provide the children's name cards and invite them to use blocks to make each letter in their name. Talk with them about the lines in each letter of their name (straight, curved, etc.) and the sounds the letters make, specifically the first letter.<br>*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrates understanding of the organization and basic features of print.*<br>• Suggested Text: Families, Families, Families! By Suzanne Lang. Invite children to look at the families in the book and pick one family to represent and play with in the doll house. | *PK.CKW.1 (Social Studies): Develops a basic awareness of self as an individual, self within the context of a family and self within the context of community.*<br>• Turn Dramatic Play into a home. Invite children to dramatize their lives at home or to pretend to be a family. Encourage them to cook for each other, eat a meal together or take care of daily household living. Talk with the children about the things they do at home, things they do with their families and things they do with their friends outside of school.<br>*PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.*<br>• Add a cookbook for children to reference when cooking as well as recipe cards and writing utensils. Children can look in the cookbook for recipes their families enjoy or might like to try. Invite children to write their own recipes. They could write recipes for things their family likes or create recipes for some of their personal favorite foods.<br>*PK.CLL.11 (Reading Standards for Literature): With prompting and support, make connections between self, text and the world around them (text, media, social interaction).*<br>• Turn Dramatic Play into a mini classroom. Invite children to play pre-K together. Ask them to help set up the Dramatic Play classroom. Ask which materials to include and invite the children to make the materials such as a picture schedule, feelings chart, center labels, name cards, etc. Encourage children to take on the roles of teacher(s), students and/or other program staff.<br>*PK.SED.4: Develops positive relationships with their peers.*<br>**√ Opportunity for Assessment**<br>How does the child interact with his/her peers? Does s/he share materials? Is the child able to engage in sustained interactions?<br>• Suggested Text: Will I Have a Friend? By Miriam Cohen. Read and invite children to act out this story together. |
| **Art**<br>• Critical thinking questions/statements: What did you notice about….? I notice that you… How did you do that? What will you try next? How does this picture, painting, drawing, etc. make you feel?<br>• 3-D me: Provide clay for children to use to create themselves, family members or a friend. This activity can be repeated several times with | **Science/Discovery**<br>• Critical thinking questions/statements: What did you observe here/when…? I wonder what would happen if… How do you know? How could we find out? What will you do next? What did you notice? Why do you think that happened?<br>• Use magnifying glasses to explore fingerprints, skin, hair, etc. |

various other materials (i.e. recycled materials, collage materials, yarn, etc.).
*PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.*

- Shape me: Cut out various sizes of shapes from construction paper and invite children to use the shapes to create their bodies. After gluing the shapes together, or to a piece of paper, children can use writing utensils to add additional details (hair, patters on clothes, etc.).
  *PK.CKW.2 (Geometry): Correctly name shapes regardless of size.*
  **√ Opportunity for Assessment**
  What shapes is the child able to identify correctly?
- Silly faces: Provide an assortment of facial features (cut from magazines or make your own from construction paper) for children. Invite them to create silly faces with the cut outs.
  *PK.SED.2: Regulates his/her responses to needs, feelings and events.*
- Paper plate emotions: Cut paper plates in half, give children half of a plate and invite them to draw a mouth on the plate expressing an emotion (i.e. a smile for happy, frown for sad). Attach a Popsicle stick to the bottom of the plate for children to hold and provide a mirror for children to use as they hold the emotion mask over their own mouths. Invite them to try to make their eyes match the expressions on the masks as well.
  *PK.SED.2: Regulates his/her responses to needs, feelings and events.*
- Feelings faces: Invite children to draw expressive self-portraits. Have them look in the mirror, make an expression and draw what they see.
  *PK.SED.2: Regulates his/her responses to needs, feelings and events.*
- Skin colors: Read, Your Skin and Mine, by Paul Showers. Invite children to look at the color of their skin and mix paint to make a color that looks like their skin.
  *PK.CLL.10 (Reading Standards for Informational Text): Actively engage in group reading activities with purpose and understanding.*
  *PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.*
- Who am eye? Take pictures of each child's eyes. Print and invite children to try to identify each child in the class. This could also be done with mouths or both eyes and mouths and played as a matching game.
  *PK.ATL.5: Demonstrates persistence.*
  **Note: Classroom staff may not use their personal devices to take classroom photos.*
- Mirrors: Provide mirrors for children to use to look at themselves. Later children may choose to look in the mirror with another child and compare/contrast what they notice about each other. Have children record their observations in their science journals.
  *PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.*
  **√ Opportunity for Assessment**
- Is the child able to compare/contrast him/herself to a peer? What does s/he notice about him/herself? What does s/he notice about his/her peer?
- Prints: Use an ink pad or a marker to create prints of the children's hands or fingers. Talk with them about their prints. Display the prints in the science area and invite children to use a magnifying glass to compare and contrast them.
  *PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.*
- Dough faces: Provide the outlines of faces as well as playdough. Invite children to use the dough to create facial features for the faces. During the week on feelings, invite children to make expressive faces. To add an additional dimension to this activity begin by making the playdough with the children.
  *PK.SED.2: Regulates his/her responses to needs, feelings and events.*
- Suggested Text: Hear Your Heart, by Paul Showers. Provide a stethoscope (or substitute with toilet paper tubes) for children to use to listen to their classmates' hearts.

| Toys and Games/Math Manipulatives | Sand and Water/Sensory |
|---|---|
| • Critical thinking questions/statements: I notice that you… What do you notice? Tell me about… How do you know? Tell me why…<br>• How many feet/hands tall are you? Help children figure out how many "feet" or "hands" tall they are. Cut out several feet or hands (all the same size) and tape to wall. Have children stand next to the feet/hands; add a post-it to mark each child's height. Have children count how many feet/hands tall they are. Invite them to write the number on the post-it. This could also be done with unit blocks instead of feet and hand cut-outs.<br>*PK.CLL.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.*<br>• Add small people or figurines. Children can sort and then count the people or use them for imaginative play. Add sorting trays, muffin tins or egg cartons to help children keep the materials sorted as they work.<br>*PK.CKW.2 (Measurement and Data): Sort objects and count the numbers of objects in each category (limit category counts to be less than or equal to 10).*<br>• Face magnets: Cut out various facial features from pictures in magazines. Adhere onto magnets, supply a cookie sheet or other magnetic surface and invite children to create faces.<br>*PK.ATL.1 Actively and confidently engages in play as a means of exploration and learning.*<br>• Fish for a feeling: Affix faces which display various emotions to magnets. Create a "fishing pole" (using a stick, string and magnet to act as a hook) and invite children to "fish" for faces that represent different emotions. To increase children's independence, provide a second set of faces identical to the set with magnets. Children can select a face without a magnet then "fish" for the match.<br>*PK.SED.2: Regulates his/her responses to needs, feelings and events.*<br>**√ Opportunity for Assessment**<br>What emotions is the child able to identify? Can s/he correctly associate them with facial expressions? Can s/he describe what makes him/her experience these emotions? | • Critical thinking questions/statements: What does that feel like? What can you do with that? What does that remind you of? What would happen if… Tell me more…<br>• Emotions slime: Create slime (see Appendix A for recipe) in multiple colors. Allow children to select two or three emotion(s) they would like to explore. Have the children choose an emotion for each color. As children work with the slime discuss when they might experience these emotions and why. To take this activity further, discuss the possibility of experiencing multiple emotions at once and let children use multiple colors of slime at one time. What happens to the colors? How does that relate to our emotions? Explore these ideas with the children.<br>*PK.SED.2: Regulates his/her responses to needs, feelings and events.*<br>• Add small plastic people to the sensory table. Invite children to play with the people in addition to the pourable materials already in the table. Children can pretend the people are their family members or friends.<br>*PK.CKW.1 (Social Studies): Develops a basic awareness of self as an individual, self within the context of a family and self within the context of community.*<br>• Add small plastic letters to pourable materials in the table. Invite children to look for the letters in their names. If magnetic letters are available, use magnetic letters and a magnetic wand; let children drag the wand through the pourable materials to find the letters in their names. Be sure children's name cards or another representation of their names are available for them to reference as they work.<br>*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrates understanding of the organization and basic features of print.*<br>**√ Opportunity for Assessment**<br>What letters is the child able to identify?<br>• Add laminated pictures of each student as well as small plastic letters to the pourable materials. Invite children to find their pictures in addition to the letters in their names. Be sure children's name cards or another representation of their names are available for them to reference as they work.<br>*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrates understanding of the organization and basic features of print.* |

| | |
|---|---|
| • Feelings puzzles: Draw faces of various emotions on paper plates. Cut the plates apart to create puzzles. Invite children to assemble the puzzles and discuss the emotion expressed.<br>*PK.SED.2: Regulates his/her responses to needs, feelings and events.*<br>• Feelings eggs: Using small plastic eggs that split into two pieces draw eyes and nose of a particular expression on one half of the eggs and the mouth of an expression on the other half. Invite children to explore the eggs to find matches or to be silly and experiment by mixing and matching the faces.<br>*PK.SED.2: Regulates his/her responses to needs, feelings and events.*<br>• Name numbers: Invite children to refer to their name cards to count the number of letters in their names and place the appropriate number card next to the name card. They can count the letters in their own names as well as their peers.<br>*PK.CKW.3 (Counting and Cardinality): Understand the relationship between numbers and quantities to 10; connect counting to cardinality.*<br>*PK.SED.2: Regulates his/her responses to needs, feelings and events.*<br>• Suggested Text: <u>One Family</u>, by George Shannon: Numbered groups from one to ten model how families can be many things. Invite children to make numbered families with manipulatives. After children create a family invite them to count the number of family members and label them with a number card (teacher made, playing card, etc.).<br>*PK.CKW.4 (Counting and Cardinality): Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, a circle, or as many as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.* | • Sand writing: Cover the bottom of the sand table in a fine layer of sand. Invite children to use their fingers to write their names in the sand.<br>*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrates understanding of the organization and basic features of print.*<br>• Suggested Text: <u>Owen and Mzee</u>, (series) by Isabella Hatkoff. Add a small plastic turtle and hippo and invite children to pretend they are Owen and Mzee. |
| **Library**<br>• 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?<br>• Add books from the Supporting Text list in Section V to your classroom library to create a collection of books that deepen children's understanding of the unit.<br>• Provide small stuffed animals or dolls and invite children to read to them. | **Cooking and Mixing (as needed)**<br>• Critical thinking questions/statements: Why do you think we are adding ___? What would happen if…? What do you notice as we do this? How does it smell? How does it feel? What does it look like? How does it taste? What does this remind you of? What do we do next? How do you know?<br>• Thumbprint Cookies: See recipe in Appendix A. Highlight the thumb print portion of this activity. Be sure to write the recipe out in a child friendly format and reference it throughout the cooking experience. |

*PK.CLL.5 (Reading Standards for Informational Text): Identify the front cover, back cover; displays correct orientation of book, page turning skills.*

- After creating the class book, Our Many Colored Days, add the book to the library for children to read independently or with a friend.
  *PK.SED.5: Demonstrates pro-social problem solving skills in social interactions.*
- Encourage children to read a book with a friend. One child could read to the other or they could look at a book together.
  *PK.SED.4: Develops positive relationships with their peers.*
- Add finger puppets to the library and invite children to use them to retell some of their favorite stories.
  *PK.CLL.1 (Approaches to Communication): Demonstrate that they are motivated to communicate.*
- Reintroduce the class name book created in the "Welcome to Pre-K" unit. Invite children to share their own page with their peers. If children are ready for an additional challenge they could share the page of a classmate.
  *PK.CLL.10 (Reading Standards for Literature): Actively engage in group reading activities with purpose and understanding.*
  **√ Opportunity for Assessment**
  Can the child recall information from his/her page in the book? Is s/he able to share this information with others?

*PK.CLL.10 (Reading Standards for Informational Text): With prompting and support, actively engage in group reading activities with purpose and understanding.*
**√ Opportunity for Assessment**
Does the child refer to the recipe for guidance throughout the cooking experience? What does s/he understand about the purpose of the recipe and its content?

- After any cooking experience invite children to compare the food they just prepared to another food and graph the results.
  *PK.CKW.2 (Science): Tests predications through exploration and experimentation.*
- Suggested Text: The Doorbell Rang, by Pat Hutchins. Make more cookies than necessary for the children in the class and discuss who to share them with.
- Note: Be mindful of children's food intolerances and allergies by connecting with families before you do cooking activities and explicitly teaching children how being aware of allergies keeps us safe.
- Note: Hand washing procedures must be followed in all cooking experiences.

## 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.*

- Record each child saying a sentence such as: "Hi! I like to play _____." Be sure they only say a sentence and do not say their names. Play back the recordings so children can listen to their own voices and try to identify those of their classmates.
  *PK.CLL.6: Demonstrates a growing expressive vocabulary.*
  **√ Opportunity for Assessment**

## Outdoors/Playground

- Critical thinking questions/statements: I saw you… How did you do that? What will you do next? If you try… What do you notice?
- Can you ____? Suggest physical challenges and invite children to accept the challenge (i.e. Can you jump seven times on one foot? Can you hop to the fence, etc.?).
  *PK.PDH.6: Engages in a variety of physical fitness activities.*
- Provide equipment for many different sports. Invite children to explore the equipment to determine which they like best or use the necessary equipment to play their favorite sport.
  *PK.PDH.6: Engages in a variety of physical fitness activities.*
  **√ Opportunity for Assessment**

| | |
|---|---|
| Does the child use appropriate volume and speed so the spoken message can be understood?<br>• Invite children to type their names on the computer. Place name cards near the computer for children to reference.<br>*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrate understanding of the organization and basic features of print.*<br>• Invite families to share a story. They can make voice recordings of themselves reading a book or telling a story that they enjoy together and send via email or on tape. Families who do not have the technology to do this could be referred to the library, borrow a tape recorder from school or recommend a book for the teaching staff to read. Let the children listen to the recordings on the computer or tape recorder and look at the pictures in the classroom library. If possible, provide a copy of the books used so children can follow along.<br>*PK.CKW.2 (Social Studies): Demonstrates awareness and appreciation of their own culture and other cultures.*<br>• Suggested Text: Add the books that coordinate with the stories families shared electronically. | Which skill sets does the child practice and/or explore? Throwing, pushing, pulling, catching, balancing, etc.<br>• Trace children's feet with chalk. Invite children to use chalk to decorate their feet outlines. Invite children to attempt to write their names by their work.<br>*PK.CKW.1 (The Arts): Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.*<br>• Invite children to collect sticks. Use the sticks to create letters and numbers. Review safety rules for picking up objects from the ground before encouraging children to begin collecting. Children can make the first letter in their name, their whole name or their age with the sticks. Have examples of letters and numbers available.<br>*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrates understanding of the organization and basic features of print.*<br>• Invite children to make collections of objects that represent how old they are (four-year-olds make collections of four) from found materials outside. Review safety rules for picking up objects from the ground before encouraging children to begin collecting. Provide writing materials (paper and writing utensils or chalk) and encourage children to write the number of items in their collections.<br>*PK.CKW.2 (Counting and Cardinality): Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).*<br>• Shadow tracing: Show children where to stand outside to create shadows. Trace their shadows; then invite them to trace the shadows of their classmates.<br>*PK.CKW.3 (Science): Generates explanations and communicates conclusions regarding experiments and explorations.*<br>• Suggested Text: My Blue is Happy, by Jessica Young. When children are decorating their chalk drawings or shadows invite them to talk about how the colors they are using make them feel. |
| **Writing**<br>• Critical thinking questions/statements: I notice that you… That reminds me of… What if you try…? What do you notice about ____?<br>• Name rubbings: Write each child's name in glue on a strip of paper. After the glue is dry invite children to use crayons to create a name | **Music and Movement**<br>• Critical thinking questions/statements: I see you moving like this. I heard you… saw you… Tell me about that… Let's try playing the music loud (or soft, fast, slow). Can you try this? How does this music make you feel? Have you heard music like this before? Where? |

rubbing in the same way they did leaf rubbings in Unit Two, "My Five Senses."
*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrates understanding of the organization and basic features of print.*
**√ Opportunity for Assessment**
Which letters from the child's name does s/he recognize?

- Name graph: Invite each child to refer to his/her name card to count the letters in his/her name. Graph the results.
*PK.CKW.4 (Counting and Cardinality): Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.*
- Write letters: Invite children to write letters to family members and friends. Children can write things they like about someone, a memory they have or something they are looking forward to doing with that person. Put the letter in an envelope, add the recipient's name and deliver. Talk with children about mail delivery. Children can put letters to classmates in their cubby or in a designated mail box and can take letters for family members or friends outside of program home with them to deliver.
*PK.CKW.8 (Social Studies): Demonstrates interest and awareness about a wide variety of careers and work environments.*
- Class book: After reading, My Many Colored Days, by Dr. Suess, invite children to create a page for a class book about feelings. Children can select a color paper that represents how they feel at that moment or at another time and dictate why they feel/felt that way. Save the work to create a class book, Our Many Colored Days, for the class library.
*PK.CLL.6 (Language Standards): With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.*
- Classmate memory: Create a memory game using photos of the children in the class. Use children's pictures for one set of the cards and their names for the other set. Consider providing a set of cards that has children's names on one set and pictures on another as a scaffold.
*PK.ATL.5 (Demonstrates persistence).*

- How do you feel? Provide different genres of music with various tempos and types of instruments (i.e. reggae, violin concerto, jazz quartet, etc.). Play one song and ask the children how the music makes them feel. Encourage them to dance accordingly. Change the songs often and repeat!
*PK.CKW.1 (The Arts): Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.*
- Music from home: Invite families to share music (appropriate for children) they enjoy at home.
*PK.CKW.2 (Social Studies): Demonstrates awareness and appreciation of their own culture and other cultures.*
**√ Opportunity for Assessment**
What does the child share about the music s/he brought in to share? Can s/he communicate why s/he brought in this particular music and why it is important to his/her family?
- Yoga: Introduce children to some basic yoga moves. Discuss how some people use yoga to calm down and relax.
*http://www.justbewellyoga.com/blog/easy-morning-yoga-for-kids*
*PK.PDH.6: Engages in a variety of physical fitness activities.*
- *What Can You Do Ponchinello?* Song and dance. Preview here: https://www.youtube.com/watch?v=PoF7plxr3RU
*PK.CKW.3 (The Arts): Expresses oneself by engaging in musical activities.*
- Suggested Text: Peaceful Piggy Yoga, by Kerry Lee McLean. Invite children to try some of the yoga poses.

| | |
|---|---|
| • Dough names: Invite children to use playdough to create their names. Supply a large name card for each child to reference. Demonstrate how to roll the playdough into thin ropes and shape into letter forms. As children work talk with them about the letters in their names and how they look as well as sound.<br>*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrates understanding of the organization and basic features of print.*<br>• I am an author: Provide children with materials to create their own stories.<br>*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrates understanding of the organization and basic features of print.*<br>• Name puzzles: Cut apart a name card for each child. Invite children to reassemble their own names. Add children's picture puzzles from the "Welcome to Pre-K" unit and encourage children to match the picture puzzles to the name puzzles.<br>*PK.ATL.5: Demonstrates persistence.*<br>• Suggested Text: My Many Colored Days, by Dr. Suess. Have this book available for children to reference as they create the class book, Our Many Colored Days. | |

# V. Supporting Texts

Books are essential to a well-planned unit and ground the learning experiences for children. Engage children with books throughout the day. Read alouds can occur in large group and small group as well as in centers. 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. The following list is not exhaustive and can be supplemented by similar books. Not only can these books be read aloud both formally and informally, but children should also be able to access and read these books on their own. Allowing children access to classroom books encourages children to display emergent reading behaviors and address *PK.CLL.4 (Reading Standards: Foundational Skills): Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).*

**Books with an asterisk are also available in languages other than English.*

A Big Guy Took My Ball! By Mo Willems: Piggie is upset because a whale took the ball she found, but Gerald finds a solution that pleases all of them.
*All the Colors We Are: The Story of How We Got Our Skin Color, by Katie Kissinger: Brief text and color photographs showcase the diversity of human skin color.
And Tango Makes Three, by Justin Richardson: At New York City's Central Park Zoo, two male penguins fall in love and start a family by taking turns sitting on an abandoned egg until it hatches. Based on a true story.
*Are You My Mother? By P.D. Eastman: A baby bird is hatched while the mother bird is out searching for food. Having not seen his mother, the baby goes to look for her and makes mistakes trying to find her.
Black Is Brown Is Tan, by Arnold Adoff: Read about a family with a brown-skinned mother, white-skinned father, two children, and their various relatives.
The Colors of Us, by Karen Katz Lena: Seven-year-old Lena and her mother observe the variations in the color of their friends' skin, viewed in terms of foods and things found in nature.
Dog and Bear, by Laura Seeger: Follow a frisky dachshund and a slightly timid stuffed bear who share fun, friendship and adventure.
The Doorbell Rang, by Pat Hutchins: Every time the doorbell rings a new friend is there to enjoy Ma's cookies.
Families, by Ann Morris: A simple explanation of families, how they function, how they are different, and how they are alike.
Families, Families, Families! By Suzanne Lang: Families come in all shapes and sizes.
The Family Book, by Todd Parr: Represents a variety of families, some big and some small, some with only one parent and some with two moms or dads, some quiet and some noisy, but all alike in some ways and special no matter what.
Friends, by Eric Carle: When his friend moves away, a boy sets out on a journey to find her.
Glad Monster, Sad Monster, by Ed Emberley: Monsters have all different kinds of feelings!
Grumpy Bird, by Jeremy Tankard: Feeling too grumpy to fly, Bird begins to walk and finds that his mood changes as other animals join him.
*Guess How Much I Love You, by Sam McBratney: During a bedtime game, every time Little Nutbrown Hare demonstrates how much he loves his father, Big Nutbrown Hare gently shows him that the love is returned even more.
Harriet, You'll Drive Me Wild, by Mem Fox: Harriet was a pesky child…

Hear Your Heart, by Paul Showers: A simple explanation of the structure of the heart and how it works.
Heather Has Two Mommies, by Leslea Newman: When Heather goes to playgroup, at first she feels bad because she has two mothers and no father, but then she learns that there are lots of different kinds of families.
How Are You Peeling? By Joost Elffers and Saxton Freymann: The pantry has gone mad!
How Do You Feel? By Anthony Browne: A young chimp shares the emotions he feels.
In Daddy's Arms I Am Tall, by Javaka Steptoe: A collection of poems celebrating African-American fathers.
It's Okay To Be Different, by Todd Parr: An important message of acceptance.
*Knuffle Bunny, by Mo Willems: After Trixie and daddy leave the laundromat, something very important turns up missing.
Little Humans, by Brandon Stanton: Photographic picture book highlighting the children of New York City.
LMNO Peas, by Keith Baker: The peas have a variety of interests, hobbies and careers.
Maybe Days: A Book for Children in Foster Care, by Jennifer Wilgocki and Marcia Kahn Wright: Introduces the people and procedures involved in foster care, and the feelings, reactions, and concerns of new foster children.
My Blue is Happy, by Jessica Young: Colors may feel one way to you and another to me.
My Many Colored Days, by Dr. Suess: Each day is represented by a particular color, which in turn is associated with specific emotions.
The OK Book, by Amy Krouse Rosenthal: Being OK can really be quite great.
One Busy Day: A Story for Brothers and Sisters, by Lola M. Schaefer: All Mia wants is for her big brother, Spencer, to play with her. But he's always too busy.
One Family, by George Shannon: In this story that introduces numbered groups from one to ten, we realize that families can be many things.
*Owen and Mzee, (series) by Isabella Hatkoff: The story of the unusual friendship between Owen, an orphaned hippo, and Mzee, an Aldabra tortoise.
Peaceful Piggy Yoga, by Kerry Lee McLean: A guide to yoga with poses and instructions.
*Penguin and Pinecone: A Friendship Story, by Salina Yoon: Penguin and Pinecone form an unlikely friendship, even when they must live far apart.
*A Splendid Friend, Indeed, by Suzanne Bloom: When a studious polar bear meets an inquisitive goose, they learn to be friends.
We Belong Together: A Book About Adoption and Families, by Todd Parr: The joy of adoption and bringing families together is presented in this tale.
When I Feel Worried, by Cornelia Spelman: A young guinea pig describes situations that make her worry, what being worried feels like, and how she can stop worrying. Includes note to parents and teachers. This book is part of a series of books about feelings.
*When Sophie Gets Angry- Really, Really Angry, by Molly Bang: A young girl is upset and doesn't know how to manage her anger but takes the time to cool off and regain her composure.
When Sophie's Feelings Are Really, Really Hurt, by Molly Bang: Sophie is hurt when the other children laugh at her painting of her favorite tree; but when she explains her painting everybody understands what she was trying to do.
*Where Are You Going? to See My Friend! by Eric Carle: A dog, a cat, a rooster, a goat, a rabbit, and finally a child join together on a journey to see their friends in this unique bilingual collaboration.
Who's in My Family?: All About Our Families, by Robie H Harris: Nellie and her little brother Gus discuss all kinds of families during a day at the zoo and dinner at home with their relatives afterwards.
Will I Have a Friend? By Miriam Cohen: A little boy makes a friend at his new school.
Wilfrid Gordon McDonald Partridge, by Mem Fox: Wilfrid likes all of the people who live in the old people's home next door but he likes one of the women in particular.
Your Skin and Mine, by Paul Showers: Explains the basic properties of skin, how it protects the body, and how it can vary in color.

# VI. Sample Weekly Plan

## UNIT TITLE: All About Us
## WEEK ONE

**Essential Question:** Who am I and who are the people in my life?
**Focus Question:** What makes me important and unique?
**Focus Vocabulary:** unique, special, first name, last name, different, same, alike, skill, interest, prefer, favorite, strength, tall, short, curly, straight, wavy

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Greeting Routine | Continue to supply a table with child-sized pencils, crayons or other writing tools, half sheets of paper or large chart paper, and a basket of name/picture cards for each child (laminated cards with each child's picture and first name, with the first letter in red). Some children may still need you to model how to "sign in," (if family members or caregivers are present, they can help) while others may be ready to start exploring the first sound in their names. Continue to **encourage any mark** children make according to each child's needs but be ready to help children who are ready for an additional challenge by adding the first letter of their last name or encouraging them to look closely at the model letters on their name card to improve accuracy. This activity can be done as children arrive or later in the day.<br>*PK.CLL.1 (Language Standards): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*<br>Greet each child as s/he arrives. Celebrate the children's arrival through the use of feeling phrases such as, "I feel excited/happy to see you!" This helps to set a positive tone in the classroom. | | | | |
| Large Group Meeting<br><br>In order to reduce the amount of time children spend in large group and ensure that children have enough time to engage in meaningful play, teachers should think strategically about other whole group activities and whether they are essential to the day. | I'm Glad I'm Me<br><br>Write out the following poem on large chart paper. Read it at group time, pointing to the text as you read it.<br><br>*No one else looks the way I do*<br>*I have noticed that it's true*<br>*No one walks the way I walk*<br>*No one talks the way I talk* | Head, Shoulders Knees and Toes<br><br>Sing the following song with the children, encouraging them to touch each part of their body as it is sung. As children become familiar with the song, add another dimension to the activity by seeing how fast and/or slow you can sing the song | "I Do" Name Game<br><br>Give the children their name cards. Hold up, or write, a letter. Ask children to look at their name cards, raise their hand or stand up and say "I do" if they have that letter in their name.<br><br>*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrate* | Preferences<br>Place two objects (toys or pictures of objects) on the floor on either side of the group space. Ask children if they prefer ____ or _____ indicating each. Ask children to move so they are standing next to the object they prefer. Count the number of children by each object. Repeat with an assortment of | Read It's Okay To Be Different, by Todd Parr. Ask the children to recall some of the things that were unique about the characters in the book. Then invite the children to share something important or unique about themselves. Chart children's ideas under the heading, "What's important about me," |

| | | | | | |
|---|---|---|---|---|---|
| | *No one plays the way I play*<br>*No one says the things I say*<br>*I am special*<br>*I am me*<br>*There is no one I would rather be*<br>*Than me!*<br><br>Reread the poem several times throughout the week.<br><br>*PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.* | while doing the movements.<br><br>*Head, shoulders*<br>*Knees and toes*<br>*Knees and toes*<br>*Head, shoulders*<br>*Knees and toes*<br>*Knees and toes*<br>*Eyes and ears*<br>*And mouth and nose*<br>*Head, shoulders*<br>*Knees and toes*<br>*Knees and toes!*<br><br>*PK.PDH.3: Demonstrates coordination and control of large muscles.* | *understanding of the organization and basic features of print.* | other objects. Alternatively, children could each have a block and place it in a stack next to the object they prefer.<br><br>*PK.CKW.1 (Counting and Cardinality): Count to 20.* | highlighting the name of each child.<br><br>*PK.CLL.3: With prompting and support, ask and answer questions about characters and major events in a story.* |
| Foundational Text | I Love My Hair, by Natasha Tarpley | I Love My Hair, by Natasha Tarpley | Little Elliot, Big City, by Mike Curato | Little Elliot, Big City, by Mike Curato | Little Elliot, Big City, by Mike Curato |
| Supporting Text | Knuffle Bunny, by Mo Willems. | Little Humans, by Brandon Stanton | All the Colors We Are: The Story of How We Got Our Skin Color, by Katie Kissinger | Harriet, You'll Drive Me Wild, by Mem Fox | It's Okay To Be Different, by Todd Parr |
| Small Groups Implement at least two of the three small group activities per week.<br><br>*Small groups can be implemented during | LITERACY SMALL GROUP: Read Knuffle Bunny, by Mo Willems. After reading, invite the children to share something that they like or is very important to them and why. Invite children to record their | MATH SMALL GROUP: Sing, "Bubble Gum, Bubble Gum in a Dish" with the children. Tell them you wish to have __ (number less than 10) pieces of bubble gum. Use counters to represent pieces of | SMALL GROUP #3: Self Portraits (Foundational Learning Experience) Invite children to observe their faces in a mirror. Provide paper and writing utensils for them to draw what they see. Encourage | Catch up day- use this as an opportunity to complete small groups with children you may have missed throughout the week.<br><br>Children to work with today (initials): | Catch up day- use this as an opportunity to complete small groups with children you may have missed throughout the week.<br><br>Children to work with today (initials): |

| | | | | | |
|---|---|---|---|---|---|
| center time or at another time during the day. Invite 2-4 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. | words through their own writing, drawing a picture or dictation.<br><br>*PK.CLL.6 (Speaking and Listening): Demonstrate an emergent ability to express thoughts, feelings and ideas.*<br><br>Group 1:<br><br>Group 2:<br><br>Group 3:<br><br>Group 4:<br><br>Group 5: | bubble gum and put them in a small dish in front of you. Ask the children to put the same number of pieces of bubble gum in their dish as you put in yours. Invite each child in the group to have a turn to be the leader. Be sure the children empty their bowls between turns.<br><br>*PK.CKW.4 (Counting and Cardinality): Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.*<br><br>Group 1:<br><br>Group 2:<br><br>Group 3:<br><br>Group 4: | them to look carefully at their faces and consider how to illustrate the features and details they see.<br><br>*PK.CKW.1 (The Arts): Expresses oneself and represents what s/he knows, thinks, believes and feels through visual arts.*<br><br>See page 38 for lesson plan.<br><br>Group 1:<br><br>Group 2:<br><br>Group 3:<br><br>Group 4:<br><br>Group 5: | | |

| | | | | | |
|---|---|---|---|---|---|
| | | Group 5: | | | |
| Small Group Tips | *4 Quick Tips for Small Group:*<br>• *Use exciting language and affect to describe the small group activity.*<br>• *Use hands-on materials that children are encouraged to explore.*<br>• *Preview small group activities in whole group.*<br>• *Link the activity to children's previous experiences.*<br><br>*If children still decline…*<br>• *Have a private conversation with the child as s/he plays to understand why s/he does not want to join. Take that into consideration and adjust the small group materials to reflect the needs of the child.*<br>• *Modify the small group activity so that you can do it with the materials that the child is using in the center of his or her choice.*<br>• *Facilitate a conversation between the child and a friend who enjoyed the small group activity so that the hesitant child will be more likely to join.* | | | | |
| Outdoors | See Section IV, Ideas for Learning Centers, Outdoors/Playground | | | | |
| Lunch | Talk with children about the food they eat with their families. What foods do their families enjoy? Are there foods their families do not enjoy? Do they ever have special foods for special occasions? Share these experiences.<br>*PK.CKW.2 (Social Studies): Demonstrates awareness and appreciation of their own culture and other cultures.* | | | | |
| Centers | See Section IV, Ideas for Learning Centers. | | | | |
| Opportunities for differentiation and integration of goals for children with IEPs | (To be completed as needed by teachers.) | | | | |
| Differentiation for children whose home language is not English | (To be completed as needed by teachers.) | | | | |

# 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.

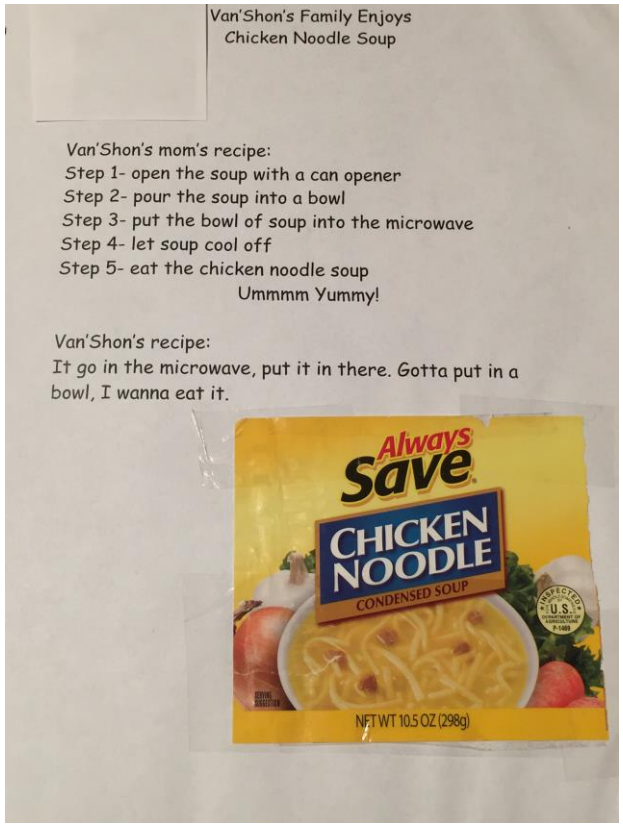
**Example 1: Self-Portrait**

Focus Standard: *PK.CKW.1 (The Arts): Expresses oneself and represents what s/he knows, thinks, believes and feels through visual arts.*

Focus Question: What makes me special?

"This is me. I am smiling but you can't see my teeth. My hair is almost to my eyes."
Marcos

## Example 2: Culminating Experience: Classroom Cookbook: Family Recipes



Van'Shon's Family Enjoys
Chicken Noodle Soup

Van'Shon's mom's recipe:
Step 1- open the soup with a can opener
Step 2- pour the soup into a bowl
Step 3- put the bowl of soup into the microwave
Step 4- let soup cool off
Step 5- eat the chicken noodle soup
Ummmm Yummy!

Van'Shon's recipe:
It go in the microwave, put it in there. Gotta put in a bowl, I wanna eat it.

# VIII. Supporting Resources

## Teacher Texts

Keepsakes: Using Family Stories in Elementary Classrooms, by Linda Winston
Unsmiling Faces, by Lesley Koplow
The War Play Dilemma: What Every Parent and Teacher Needs to Know (Early Childhood Education Series), by Diane E. Levin, Nancy Carlsson-Paige
Rethinking Early Childhood Education, Edited by Ann Pelo

## Teacher Websites

Children's Museum of the Arts New York http://cmany.org/
Brooklyn Children's Museum http://www.brooklynkids.org/
http://www.tolerance.org/kit/starting-small
http://www.osborneny.org/about.cfm?pageID=23#TOOLKIT

## Music

These are common preschool songs sung by teachers throughout New York City and the world. Where possible, tunes 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. In this unit, we have included greeting songs, clean up songs and songs related to children, their feelings, families and friends.

| Greeting Songs | Clean Up Songs |
|---|---|
| I like to come to (class/program name/type)<br>I like to come to (class/program name/type)<br>With all the other boys and girls I like to come to (class/program name/type)<br>Because (name) will be there, and (name) will be there<br>(Keep on till you've named everyone)<br>And we're so glad that we're all here.<br><br>Tune, *The Farmer in the Dell* | It is time to clean up now.<br>Clean up, clean up, we know how.<br>We can clean up; you will see<br>Just how clean our room can be.<br><br>Tune, *Twinkle, Twinkle, Little Star* |
| Let's see who is here today,<br>Who has come to join our play?<br>Everyone sit close at hand,<br>Say your name, then you can stand, | I am waiting I am waiting<br>For all my friends<br>For all my friends<br>To come and join our circle<br>To come and join our circle |

| Greeting Songs | Clean Up Songs |
|---|---|
| Let's see who is here today,<br>Who has come to join our play? | Sit right down<br>Sit right down.<br><br>In Spanish:<br>Estoy esperando<br>Estoy esperando<br>Para todos mis amigos<br>Para todos mis amigos<br>Vengan y júntense en nuestro circulo<br>Vengan y júntense en nuestro circulo<br>Siéntense<br>Siéntense. |
| *Friends, Friends, 1,2,3*<br>Friends, friends 1,2,3<br>All my friends are here with me.<br>You're my friend<br>And you're my friend.<br>You're my friend<br>And you're my friend.<br>Friends, Friends, 1 -2 -3<br>All my friends are here with me | Twinkle, twinkle little star<br>Time to clean up where you are.<br>Put your toy (or whatever you need to clean up) back in its place<br>Keep a smile upon your face<br>Twinkle, twinkle little star,<br>Time to clean up where you are.<br><br>Tune, *Twinkle, Twinkle Little Star* |
| *Hickety, Pickety Bumble Bee*<br>Hickety, Pickety Bumble Bee,<br>Won't you say your name for me?<br><br>Invite children to say their names; clap each syllable of the child's name after s/he says his/her name. | *Consider using other items such as a rain stick, bell or playing music to alert children to clean up time. |

## Unit Specific Songs

(Can be used as group songs or transition songs)

| | |
|---|---|
| *I Am Special*<br>I am special,<br>I am special (point to self)<br>Take a look<br>Take a look!<br>Someone very special<br>Someone very special<br>It is me<br>It is me!! (Point to self)<br><br>Tune, *Frere Jaques* | *Sammy*<br>This is a story about Sammy<br>His father send him out to buy bread<br>But Sammy didn't feel like walkin'<br>He wished that he could fly instead<br>I wish I was a bird so I could fly to the store<br>Fly to the store, fly to the store<br>I wish I was a bird so I could fly to the store<br>Fly to the store for my father<br><br>Children "fly" around the room. Take suggestion for other animals that move differently and repeat. |
| *If You're Happy and You Know It*<br>If you're happy and you know it, clap your hands<br>If you're happy and you know it, clap your hands<br>If you're happy and you know it and you really want to show it<br>If you're happy and you know it clap your hands<br><br>Repeat with other emotions and movements. | *The More We Get Together*<br>The more we get together,<br>Together, together,<br>The more we get together,<br>The happier we'll be.<br>Cause your friends are my friends<br>And my friends are your friends.<br>The more we get together, the happier we'll be. |
| *Everybody Has a Name*<br>Everybody has a name<br>Some are different<br>Some are the same<br>Some are short<br>Some are long<br>All are right<br>None are wrong! | When I am sad, I feel like crying (rub eyes)<br>When I am proud, I feel like trying (head held high)<br>When I feel curious, I want to know (look up, wondering)<br>When I'm impatient, I want to go! (cross arms, tap foot)<br>When I feel angry, I look this way (angry look)<br>When I feel happy, I smile all day (big smile)<br>When I am puzzled, I make a shrug (shrug shoulders)<br>When I feel loving, I want to hug (hug yourself) |

| | |
|---|---|
| Here is my **picture** for everyone to see.<br>No one else looks exactly like me.<br>My hair, my eyes are different you see,<br>My smile, my laughter are special to me.<br>My nose, my mouth, hands and feet<br>Make my features quite unique<br>So if you see me out someplace,<br>You will know my special face! | *Under One Sky*<br>Chorus:<br>We're all a family under one sky, we're a family under one sky<br>We're all a family under on sky, we're a family under one sky.<br><br>We're sisters (we're sisters), we're brothers (we're brothers)<br>We're fathers (we're fathers), and we're mothers, too (we're mothers, too).<br>We're grandmas (we're grandmas), we're grandpas (we're grandpas)<br>We're friends (we're friends), and we're neighbors, too (we're neighbors, too).<br>(Chorus)<br>We're plumbers, we're doctors, we're nurses, and we're builders, too.<br>We're dancers, we're astronauts, we're teachers, and students, too.<br>(Chorus)<br>We're lions, we're kitty-cats, we're puppy-dogs, and we're sheep, too.<br>We're horses, we're cows, we're snakes, and we're pigs, too.<br>(Chorus)<br>We're American, we're Russian, we're Israeli, and Egyptian, too<br>We're Mexican, South African, we're Irish, and we're Chinese.<br>(Chorus)<br>We're happy, we're sad, we're silly, and we're tender, too<br>We're angry, we're frightened, we're curious, and we're really Excited!<br>(Chorus)<br>words and music by Ruth Pelham © 1982 (ASCAP) verses adapted by David Heitler-Klevans |
| *Diddle, Diddle, Dumpling*<br>Diddle, diddle, dumpling<br>My son, John<br>Went to bed<br>With his trousers on<br>One shoe off<br>And one shoe on!<br>Diddle, diddle, dumpling<br>My son, John! | *How Are You Feeling Today?*<br>How are you feeling today?<br>Oh, how are you feeling today?<br>I'm happy and glad, happy and glad<br>That's how I'm feeling today.<br><br>Repeat with other feelings children would like to add.<br>Tune, *The Farmer in the Dell* |

# 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.

## Little Elliot, Big City, by Mike Curato

**Level 1: Recall**

What is different about the way Elliot looks?
Elliot is very small; what things are hard for him to do since he is so small?
What did Elliot try to do that made him so sad?

**Level 2: Skill/Concept**

How do you think Elliot felt when he got his cupcake?
How do Elliot and Mouse help each other?
How do you think Elliot felt about having a new friend?

**Level 3: Strategic Thinking**

What are some things that are hard for you?
What are some things that are easy for you?
What are some reasons you might like to have a friend?
What are some things you like might like to do with a friend?

**Level 4: Extended Thinking**

When Elliot helped Mouse he felt very proud. What are some things you can do that make you feel proud?
What are some things you could do to be a good friend?
How do you make a new friend?

## The Feelings Book, by Todd Parr

**Level 1: Recall**

How do you think the kids on the cover of this book feel?
What are some of the ways the children in this book feel?
Why did the child in the book feel like crying?

**Level 2: Skill/Concept**

What are some things that might make people feel like crying?
What are some things that might make people feel really happy?

Why is it a good idea to share your feelings with someone else?

**Level 3: Strategic Thinking**

Have you ever tried something new? How did it feel?

What do you think it would feel like to kiss a sea lion?

What are some things that might make people feel like yelling really loud?

**Level 4: Extended Thinking**

Why do you think people like to hold hands with their friends?

Why might people have a tummy ache?

Why might someone feel like looking out the window all day?

## Friendshape, by Amy Krouse Rosenthal and Tom Lichtenheld

**Level 1: Recall**

Who are the friends in this story?
What are some of the things the friends in this book do together?
What were the friends in this story all thinking about at the same time?

**Level 2: Skill/Concept**

What is so great about having friends?
How do the friends in this story have fun together?

**Level 3: Strategic Thinking**

Who are some of your friends?
What do you like to do with your friends?
How can friends help each other?

**Level 4: Extended Thinking**

What could you do when you and a friend quarrel or get upset with each other?
What could you do if another child asks to play with you and a friend?
What could you do if you see a child who looks lonely and does not have a friend to play with?

## I Love Saturdays y Domingos, by Alma Flor Ada

**Level 1: Recall**

Why does the little girl in this story like Saturdays?
Why does the little girl in this story like Domingos?
What did the little girl celebrate with her family at the end of the book?

**Level 2: Skill/Concept**

What are some of the things the little girl in this story does with her grandma and grandpa?

What are some of the things the little girl in this story does with her abuelito y abuelita?
How are the things the little girl does with her grandma and grandpa the same and different from the things the little girl does with her abuelito and abuelita?

**Level 3: Strategic Thinking**

Why were grandma, grandpa, abuelito and abuelita at the little girl's birthday party?
When it is your birthday, what do you do?

**Level 4: Extended thinking**

The little girl in this story loves surprises. How do you feel about surprises?
Grandma, grandpa, abuelito and abuelita are proud of their families; what are some things you are proud of?

## I Love My Hair, by Natasha Tarpley

**Level 1: Recall**

What does the girl's mama do every night before the girl goes to bed?
What is one way the girl's mama can style the girl's hair?
What is the girl's favorite way to wear her hair?

**Level 2: Skill/Concept**

What color is the girl's hair? What color is your hair? Are they the same color or different?
Do you know people who have the same color hair as you? Do you know people who have different color hair than you?

**Level 3: Strategic Thinking**

The girl in this story wears her hair many different ways; which style do you like best? Why?
How do you wear your hair?
The little girl's mama combs the girl's hair and rubs coconut oil along the little girl's scalp. How do you take care of your hair?

**Level 4: Extended thinking**

The girl says her hair is thick as a forest, soft as cotton candy and curly as a vine winding upward; how would you describe your hair?
What do you love about your hair?

# X: Lesson Plans- Foundational Learning Experiences

Lesson Title: Self Portraits

Lesson Type: Small Group

**Unit of Study:** All About Us **Unit Focus Question:** What makes me special?

**Objective:** Children will look critically at themselves, noting details in their appearances.

| | |
|---|---|
| **PKFCC Focus Standard:** *PK.CKW.1 (The Arts): Expresses oneself and represents what s/he knows, thinks, believes and feels through visual arts.*<br><br>**Additional PKFCC Standards:**<br>*PK.SED.2: Regulates his/her responses to needs, feelings and events.* | **Link to Authentic Assessment Systems**<br>WSS: *VI.A.3: Uses a variety of art materials for tactile experience and exploration*<br>TSG: *33: Explores the visual arts.*<br>COR: *X: Art* |
| **Materials:**<br>• Mirror<br>• Paper<br>• Drawing utensils (pencils, crayons, markers, etc.) | **Connected Academic Vocabulary:**<br>unique, special, favorite, strength, tall, short, curly, straight, wavy, portrait, self-portrait |

**Procedure:**

**Hook:** Show children drawings of a couple of children's faces (i.e. http://www.pencilsketch.co.uk/images/child_portrait_1.jpg, http://www.pencilsketch.co.uk/images/portrait_child_pencil.jpg, http://artichauhan.blogspot.com/2011/12/little-boy-portrait-in-pencil.html).

**Beginning:**

Tell children people drew these pictures, or portraits (a picture drawing or paining of a person), with pencils. They looked at children and drew what they saw. Ask children to look carefully at the pictures of the faces. What features do they notice on all of the children? Do they see eyes? Noses? Mouths? Ears? Eyebrows? Etc.

**Middle:**

Invite children to look at themselves in the mirror. What do they see? What features do they notice on their own faces? Where are their eyes? Noses? Mouths? Ears, Eyebrows? Etc. What do they notice about their features? What shapes are they? Reflect with the children on why these features are important. What do eyes do? Noses? Mouths? How could they draw these features?

**End:**

Remind children that a portrait is a picture drawing or painting of a person. Follow up by asking what they think a self-portrait is. If they are unable to answer correctly tell them this is what they are going to do today: make a portrait of themselves.

After looking in the mirror and discussing their own features ask each child to draw his/her own face.

Encourage children to include the details they noticed and discussed when they looked in the mirror.

Invite the children to dictate their thoughts about their self-portraits to you with prompts such as, "Tell me about your self-portrait."

| |
|---|
| **Assessment**: What facial features does the child include in his/her self-portrait? |
| **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.<br>*For children who need additional support:* Help children focus on a specific facial feature and ask questions about this feature.<br><br>*For children who are ready for a challenge:* Invite children to explore different expressions. Suggest an emotion and have children use their faces to express the emotion. What do they notice about their mouths, eyes, eyebrows, etc? Can they draw their faces making these expressions? When might they experience these emotions? |
| **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? |
| **Children whose home language is not English:** What language is needed to understand the lesson, activity instructions, and participate in of the activity and discussion?<br>Point to your own facial features and identify them by their names when you discuss them with the children. |
| **Teacher Tip**:<br>If possible, supply a mirror for each child, if not children could share mirrors or a mirror from dramatic play could be brought to this activity for children to share.<br>Celebrate the appearance of each child in the class and the people in the pictures that you show. This is an opportunity to dispel stereotypes and promote positive self-image. |
| **Teacher Reflection:**<br>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: Self-Portraits**

**PKFCC Focus Standard:** *PK.CKW.1 (The Arts): Expresses oneself and represents what s/he knows, thinks, believes and feels through visual arts.*
**Authentic Assessment Alignment:**
WSS: *VI.A.3: Uses a variety of art materials for tactile experience and exploration*
TSG: *33: Explores the visual arts.*
COR: *X: Art*

| Child's name | Notices | Includes in portrait | Notes |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Lesson Title: Feelings Chart
Lesson Type: Whole Group

| | |
|---|---|
| **Unit of Study:** All About Us | **Unit Focus Question:** What feelings do I have and why? |
| **Objective:** Children will begin to understand emotions and why they might experience different emotions. | |
| **PKFCC Focus Standard:** *PK.SED.2: Regulates his/her responses to needs, feelings and events.*<br>**Additional PKFCC Standards:**<br>*PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.* | **Link to Authentic Assessment Systems**<br>WSS: *I.A.I: Demonstrates self-confidence*<br>TSG: *29: Demonstrates knowledge about self.*<br>COR: *D: Emotions* |
| **Materials:**<br>• Pictures of 4-10 real people making various expressions displayed on a large piece of paper or poster board. If you used the book, On Monday When it Rained, by Cherryl Kachenmeister in Unit One, consider using the pictures from this book to create the chart.<br>• Consider the specific needs of the children in the class when determining how many and which expressions to include, but be sure to include an "I don't know" option on the chart. | **Connected Academic Vocabulary:**<br>feelings, happy, mad, sad, angry, silly, scared, afraid, excited, ecstatic, surprised, nervous, gloomy, shy, grumpy, confused, frustrated |

**Procedure:**
**Hook:** Make various facial expressions or show pictures of people making various expressions.
**Beginning:**
Make one expression or show a picture of someone making one expression. Ask the children what feelings they think you (or the person in the picture) may be feeling and why?
Ask children if they have ever felt this way? What made them feel that way?
**Middle:**
Show the children the chart. Point to each expression on the chart and say the name for that feeling and ask, or give, an example of when they might feel that way.
Tell children they can refer to the chart when they arrive at school in the morning to identify how they are feeling and may also revisit it throughout the day if their feelings change as they work and play.
**End:**
Give children a moment to think about how they are feeling.
Ask them to share with a partner which expression on the chart best identifies how they are feeling now.

**Assessment**: What emotions is the child able to identify? Is the child able to connect his/her own feelings to the pictures on the chart?

| |
|---|
| **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.<br>*For children who need additional support:* Consider creating an individual chart for each of these children.<br><br>*For children who are ready for a challenge:* Invite children to think of additional feelings to add to the chart.<br>Invite children to suggest colors that represent the various feelings on the chart.<br>Ask children how they could help make a friend feel better if a friend is feeling upset, sad, angry, mad, etc. |
| **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? |
| **Children whose home language is not English:** What language is needed to understand the lesson, activity instructions, and participate in the activity and discussion?<br>As you discuss each emotion, model making that expression and invite children to do the same. |
| **Teacher Tip**: There are many different ways to create a feelings chart. This is only one example. Consider the children and needs specific to your class and adapt as necessary. Some teachers prefer to use a pocket chart and picture cards for this activity or add Velcro to the back of children's names so they can put their names on the chart.<br>Children experience a wide range of emotions; when children share the way they feel it is important to validate their emotions. Children may be drawn to one picture and repeatedly use that to describe how they are feeling. Observe children's choices and consider group or individual conversations to expand each child's ability to notice and identify with multiple feelings. |
| **Teacher Reflection:**<br>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: Feelings Chart**

**PKFCC Focus Standard:** *PK.SED.2: Regulates his/her responses to needs, feelings and events*

**Authentic Assessment Alignment:**
WSS: *I.A.I: Demonstrates self-confidence*
TSG: *29: Demonstrates knowledge about self.*
COR: *D: Emotions*

| Child's name | Identifies emotions | Connects own feelings to those on chart | Notes |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Lesson Title: Job Chart
Lesson Type: Whole Group

**Unit of Study:** All About Us **Unit Focus Question:** What makes my class important and unique?

**Objective:** Children will begin to understand the importance of jobs both in and out of the classroom.

**PKFCC Focus Standard:** *PK.CKW.8 (Social Studies): Demonstrates interest and awareness about a wide variety of careers and work environments.*
**Additional PKFCC Standards:**
*PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.*

**Link to Authentic Assessment Systems**
WSS: *V.B.2: Identifies some people's jobs and what s required to perform them*
TSG: *3a: Balances needs and rights of self and others*
COR: *FF: Knowledge of self and others*

**Materials:**
- Chart paper and markers
- Pictures of various classroom jobs
- Chart with means for children to insert/attach picture card with name to each job
- Picture cards for each child that include the children's names.

**Connected Academic Vocabulary:**
kind, manners, together, community, friends, polite, respect, teamwork

**Procedure:**
**Hook:** Ask children what would happen if you stayed home and did not come to the classroom tomorrow and no other adults came either. What would they do all day? Who would teach them? Who would help with meal time? Who would help with jackets? Etc.
**Beginning:**
Discuss what jobs are, what your job is as the teacher and why people have jobs. Discuss some of the jobs children may be familiar with (i.e. teacher, cashier, mail carrier, etc.) and the jobs of their family members.
**Middle:**
Invite children to think about what things they do in the classroom that are helpful. Chart the responses.
Help children narrow in on the jobs that best lend themselves to classroom helpers. Select these jobs for the job chart. If you already have a job chart, compare the list the children created to the existing chart. Are there jobs you should change? Discuss this with the children and modify the chart as necessary.
**End:**
For classrooms creating a new job chart: Demonstrate for the children how the job chart works and where you will post it in the classroom.
For classrooms modifying an existing job chart: Discuss the changes you made to the chart and when the new jobs will go into effect.

**Assessment**: Does the child show interest in the jobs of his/her family members and/or community helpers? Is the child able to talk about the job of a parent, relative or neighbor?

| |
|---|
| **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.<br>*For children who need additional support:* Explain their jobs to them 1:1 and have them practice. A few minutes before it is time to do their jobs, create a cue to help them remember such as pointing to the job chart or whisper a reminder to them.<br><br>*For children who are ready for a challenge:* Extend the discussion on jobs to include children's thoughts on the types of jobs they would like to have when they are older. |
| **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? |
| **Children whose home language is not English:** What language is needed to understand the lesson, activity instructions, and participate in the activity and discussion?<br>Show the children some of the materials needed for different jobs to share with the children as you discuss them. |
| **Teacher Tip**:<br>Consider how many jobs will be manageable for the classroom and how frequently the jobs will change. Consider a weekly rotation so that children have the opportunity to do their jobs several times before changing.<br>Be sure the name cards for each child include their written names as well as a picture and use this as an opportunity for children to see their names in print. |
| **Teacher Reflection:**<br>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

**Whole Group Experience: Job Chart**

**PKFCC Focus Standard:** *PK.CKW.8 (Social Studies): Demonstrates interest and awareness about a wide variety of careers and work environments.*
**Authentic Assessment Alignment:**
WSS: *V.B.2: Identifies some people's jobs and what s required to perform them.*
TSG: *3a: Balances needs and rights of self and others*
COR: *FF: Knowledge of self and others*

| Child's name | Shows interest in jobs | Able to talk about the job of a parent, relative or neighbor | Notes |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Lesson Title: Family Books
Lesson Type: Home Activity (Introduced in Whole Group)

| | |
|---|---|
| **Unit of Study:** All About Us | **Unit Focus Question:** What makes my family important and unique? |
| **Objective:** Children will understand that families differ yet each is special, important and unique. | |
| **PKFCC Focus Standard:** *PK.CKW.1 (Social Studies): Develops a basic awareness of self as an individual, self within the context of a family and self within the context of community.*<br>**Additional PKFCC Standards:**<br>*PK.SED.2 (Social Studies): Demonstrates awareness and appreciation of their own culture and other cultures.* | **Link to Authentic Assessment Systems**<br>WSS: *V.B.1: Begins to understand family needs, roles and relationships.*<br>TSG: *29: Demonstrates knowledge about self*<br>COR: *FF: Knowledge of self and others* |
| **Materials:**<br>• Personal books created by teaching staff about their own families<br>• Blank books for each child | **Connected Academic Vocabulary:**<br>family, culture, mother, father, brother, sister, grandmother, grandfather, uncle, aunt, cousin, younger, older, big, small, together, adopted, siblings |

**Procedure:**
**Hook:** In advance, teaching staff create books about their own families. Share a teacher book with the children.
**Beginning:**
Ask children recollection questions about the book such as, "How many people are in my family?" "What is something special my family likes to do together?" or "Where does my family live?"
**Middle:**
Tell children they are going to make their own family books with their families at home.
Ask children to start thinking about what special things they would like the class to know about their families.
**End:**
Read the books aloud as children return them.
LATER: When children return their books to school, place the books in the classroom library for children to read independently. Children who did not create books with their families can make a book in the writing center with support from teaching staff.

**Assessment**: Does the child identify as a member of a family? Does the child identify family members, family characteristics and functions?

**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:* Highlight a couple of pages from the teacher family book rather than reading the whole book. Preview the book 1:1 with the child.
*For children who are ready for a challenge:* Invite these children to reread their books to a friend.

| |
|---|
| **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? |
| **Children whose home language is not English:** What language is needed to understand the lesson, activity instructions, and participate in of the activity and discussion?<br>Invite families to create their books in their family's home language or include words from their home language in the books. |
| **Teacher Tip**:<br>Books for children can be made from half sheets of paper stapled together, a file folder with sheets of paper inserted or any other blank book available.<br>Send home blank books along with guidance around things families might want to include in their books such as members of the family, things the family likes to do together, family traditions, etc.<br>Some children may not make a book with their family. Have supplies and an adult in the writing center during center time for children who did not make a book with their families but would like to.<br>Additionally, to encourage family participation, have the book materials available at a time when families will be on site such as at a family event, family night or parent teacher conferences and invite families to make a book then. |
| **Teacher Reflection:**<br>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

**Home Activity/Whole Group: Family Books**

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

**Authentic Assessment Alignment:**

WSS: *V.B.1: Begins to understand family needs, roles and relationships.*

TSG: *29: Demonstrates knowledge about self*

COR: *FF: Knowledge of self and others*

| Child's name | Identifies as a member of a family | Identifies family members, family characteristics and functions | Notes |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

# XI. Appendices

## Appendix A: Recipes

### Slime Recipe

Ingredients:
½ cup non-toxic glue
½ cup water
Food coloring
½ cup non-toxic liquid starch

Directions:
Mix water and glue really well until thoroughly combined. Add color.
Pour ½ cup liquid starch into a separate bowl.
Slowly mix the glue/water mixture into the starch with a spoon being careful to add all of the glue.
Mix with hands for a short time until the slime is formed.
Store in a clean and dry container.

Possible emotion-color combinations:
Joy: yellow
Anger: red (use a lot of food coloring so the slime does not look pink)
Sadness: light blue
Grumpy: green
Fear: Purple

# Fingerprint Cookies

Ingredients:
¾ cup all purpose flour
¼ tsp baking powder
¼ tsp and 1/8 tsp baking soda
¼ cup white sugar or other sweetner
½ tsp vanilla extract
1 ½ tablespoons milk
¼ cup butter
1 tsp fruit preserves

Directions:
Preheat oven to 325˚F
Combine dry ingredients and mix well.
In separate bowl melt butter then stir in vanilla and milk.
Pour dry ingredients into the wet ingredients and mix again.
Form dough into balls.
Invite children to push a finger into a ball.
Fill each fingerprint with fruit preserves.
Bake for 9 minutes. The cookies will look underdone when removed from the oven. Let cool for 5 minutes before touching.

# Appendix B: DECE Food Policies

## Food Served on Special Occasions

Food provided on special occasions such as holidays and birthday celebrations must:

- Include a healthy option such as fresh fruit and/or vegetable slices.
- Be served with water as a beverage option.

The DECE strongly recommends that programs choosing to serve sweets/desserts at special occasions do so in moderation and offer child-sized portions.

You must develop a program policy on whether families will be allowed to provide food to your pre-K students on special occasions. If you choose to allow families to provide food, your policy must include the following:

- Families must provide a list of ingredients included in the food to ensure the health and safety of children with dietary restrictions.
- Families must provide permission in advance allowing their child to eat food provided by families of other children enrolled in pre-K.