Where We Live
Interdisciplinary Unit of Study
NYC DOE

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PRE-K FOR ALL

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I. Unit Snapshot: Goals and Standards

Unit Topic: Where We Live

Essential Question: Where do the people and animals around me live?

Focus Questions:

Where do I live? Where do my family members live?
Where do people and animals live?
What types of homes do the people in my city (NYC) live in?
How do people and animals make homes?

Student Outcomes:

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

Enduring Understandings:

- Homes are the places where we live.
- Animals and people have many different types of homes.
- Some animals live with people.
- People and animals make homes.

Connected Academic Vocabulary:

•home •house •apartment •shelter •skyscraper •brownstone •farm •castle •city •neighborhood •near •far •roof •window •door •upstairs •downstairs •attic •basement •façade •bedroom •garage •elevator •stairs •floor •fire escape •exit •backyard •homeless •architect •floor plans •blueprints •build •builder •construction •concrete •tools •bricks •metal •cement •straw •shingles •wood •glass •city •skyline •borough •street •roads •address •pet •habitat •hibernate •nest •den •burrow •hive •

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

Domain 1 Approaches to Learning:

PK.AL.5 Demonstrates persistence.

Domain 3 Social and Emotional Development:

PK.SED.4: Develops positive relationships with their peers.

Domain 4: Communication, Language and Literacy

Approaches to Communication
PK.CLL.4: Demonstrates his/her ability to express ideas using a variety of methods.

Reading Standards for Literature
PK.CLL.1: With prompting and support ask and answer detail(s) about a text.

Reading Standards for Informational Text
PK.CLL.9: With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).

Writing Standards
PK.CLL.5 With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.

Speaking and Listening
PK.CLL.6 Demonstrate an emergent ability to express thoughts, feelings and ideas.

Domain 5: Cognition and Knowledge of the World

Mathematics
PK.CKW.1 (Geometry): Analyze, compare and sort two and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g. color, size and shape).

Science
PK.CKW.5 Observes and describes characteristics of living things.

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.3: Demonstrates knowledge of the relationship between people, places and regions.
PK.CKW.5: Demonstrates an understanding of roles, rights and responsibilities.

Technology
PK.CKW.2 Explores and uses various types of tools appropriately.

II. Introduction

Welcome to **Unit 4: Where We Live**, Pre-K for All's fourth Interdisciplinary Unit of Study. In Unit 3: All About Us, children explored ideas of identity and belonging as they learned about themselves and the people around them. In **Unit 4: Where We Live**, children move from inquiring and thinking critically about themselves, their classmates and their family to the spaces that those people inhabit. This unit is designed to reflect the diverse places where people live in neighborhoods across New York City. There are opportunities throughout the unit for you to tailor discussions and activities to reflect the children and communities you serve. Additionally, in this unit children inquire and learn about the homes of animals, both pets living in homes with the children and those animals that create their own homes.

All Interdisciplinary Units of Study are structured around four focus questions; each focus question is designed to take about one week to explore. Children begin the unit by investigating themselves and the people important to them by considering the first week's focus questions, "Where do I live? Where do my family members live?" They will read about different kinds of homes, including apartments, houses, etc. and discuss where different members of their families live. After children consider the different kinds of homes in which they and the people they know live, they will start to consider animals and investigate a more abstract concept: animal homes. Through this structure we mirror the process by which young children explore and understand the world; starting with themselves then moving outwards and from concrete to abstract. Based on the interests of the children, some classrooms may choose to focus on one animal, while others will draw connections between many animals and the types of homes in which they live.

In this unit, children develop a concept and awareness of the diversity of living environments and explore how New Yorkers live in many types of homes and buildings. This unit provides an opportunity to explore a wide variety of living environments and reiterate Pre-K for All's commitment to including and embracing all children and families by ensuring all students feel represented in the classroom. It is possible that issues may arise about several specific topics regarding homes, homelessness and safety. You may have families and children in your classroom who live in shelters or transitional housing. Children may also have questions about or want to discuss their observations of people who have different kinds of living situations. Issues may arise around events that might damage or make homes unsafe. Children and families may have experience with weather conditions or other safety hazards and may have had to leave their homes. Additionally, some children frequently transition between homes and/or identify someplace as a home that is not where they currently live (such as a relative's home or a former home). Due to transitional home experiences, also be prepared that some children will not be comfortable speaking about their homes at all or may want extra opportunities to talk and share about their experience of home. Get to know your families and your children well so that you can proactively prepare for their needs and make the classroom a safe place for them to play and learn. In Section VIII, there are some websites and resources for teachers on various topics. These resources can also be shared with families as needed. Although we encourage discussion about all kinds of

places that people live, please respect the privacy of children and families who are living in transitional housing and do not disclose the housing status of any children and families. Contact your DECE Instructional Coordinator, Social Worker or Field Office for additional guidance.

In the third week of this unit, children will explore the question, “What types of homes do the people in my city live in?” This adds a layer of observation and inquiry by prompting children to consider the buildings in and around their neighborhoods and throughout the city. This is an opportunity to develop new vocabulary through words such as *skyscraper* and *brownstone*, and build on children’s observational skills. In the last week of the unit, children look more closely at how both animals and people make homes. Here they will observe, plan, ponder, discuss and problem solve together as they study blueprints as well as building and floor plans before drawing their own and then use these plans as a guide for building in the Block/Construction area. During this time, provide feedback that expands learning and understanding and encourages continued participation; ask children guiding questions to encourage them to analyze why their constructions fell or were sturdy, or plan for future redesigns to reflect new ideas. These activities develop skills around planning and implementation that are essential for pre-K as well as later schooling and can ultimately be used in a variety of careers.

Opportunities to develop children’s literacy skills are interwoven throughout the unit. There are many opportunities to enjoy literature, engage in discussions around books, and retell and act out stories the children have read. Additionally, there are many opportunities for children to practice writing and observe teaching staff writing. In Unit 3: All About Us, we focused children on exploring the letters and sounds in their own names. In this unit we continue to generate excitement for letters by highlighting a few letters that frequently come up in books, discussions and other activities. Throughout the unit, you will see activity suggestions around the letters “L” and “H” for the words *live, home, habitat* and *house*. For example, for the neighborhood walk activity, you will create a chart on homes. Title the chart, “Homes,” point to the “H” and say the letter name. You can also select other letters that occur frequently in this unit such as “A” or “B” for the words *apartment, address, build and buildings*.

III. Unit Framework

Unit Topic	Where We Live
Essential Question This is a child-friendly question that connects the knowledge and skills that children should develop throughout the unit.	Where do the people and animals around me live?
Enduring Understandings These are the big ideas that children should remember throughout their educational careers and extend beyond the unit topic.	• Homes are the places where we live. • Animals and people have many different types of homes. • Some animals live with people. • People and animals make homes.

	Week One	Week Two	Week Three	Week Four
Focus Questions 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.	Where do I live? Where do my family members live?	Where do people and animals live?	What types of homes do the people in my city (NYC) live in?	How do people and animals make homes?
Foundational Learning Experiences These are experiences (e.g., whole group, small group lessons, field trips, observations, center activities) for each subtopic that provide ample	WHOLE GROUP: Read, A House Is A House For Me, by Mary Ann Hoberman, to introduce homes and living spaces to the children. Highlight the letter "H" in the title of this book and	CENTERS: Bear Hunt. After reading, We're Going on a Bear Hunt, by Michael Rosen, take the children on a pretend search for animal homes. Search high and low. Ask the children what	WHOLE GROUP: Take the children on a neighborhood walk looking at the types of homes in the area. Bring a picture chart of the typical kinds of homes in the area and tally the homes the	SMALL GROUP: Invite children to look at blueprints and then create their own using blue paper, white chalk and rulers. After children create their blueprints they can hang

opportunities to deepen children's understanding of the Focus Question.	throughout. After reading, invite children to share something about where they live with a partner. *PK.CLL.11 (Reading Standards for Literature): With prompting and support, make connections between self, text, and the world around them (text, media, social interactions).* See page 38 for lesson plan.	animals to look for and discuss where they live and where you might find them on your search. What will you do if you find the animals you are looking for? *PK.CKW.5 (Science): Observes and describes characteristics of living things.* See page 42 for lesson plan.	children see. Title the chart, "Homes" highlighting the letter "H." After the walk is completed the class can count the tallies together and compare how many of each type of home they saw with language such as more, less or equal. *PK.CKW.5 (Counting and Cardinality): Identify whether the number of objects in one group is more, less, greater than, fewer and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).* See page 46 for lesson plan.	them in the Block/Construction area and try to create buildings based on the blueprints that they drew. *PK.CKW.2 (Technology) Explores and uses various types of tools appropriately.* See page 50 for lesson plan.
Foundational Texts 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.	The Big Orange Splot, by Daniel Manus Pinkwater	A House for Hermit Crab, by Eric Carle	*The Three Little Pigs and the Somewhat Bad Wolf, by Mark Teague Note: This version of the classic tale *The Three Little Pigs* does not glorify violence or show violence in a graphic or frightening way.	Iggy Peck Architect, by Andrea Beaty

PK.CLL.5 (*Reading Standards for Literature): Students interact with a variety of common types of texts.* **Books with an asterisk are also available in languages other than English.*	Rich informative and literary texts provide opportunities for learning, expression, imagination and critical thinking that are enhanced through multiple readings of the same book. Reading books multiple times helps all children solidify their thinking about content areas and builds their confidence as learners and as future readers. When you have a rich text that truly draws the interest of the children in your class, consider one or more of the following techniques for reading the book multiple times to extend children's thinking: • Take a "picture walk" through the book the first time you read it by just showing the pictures and asking the children what they see and what they think is happening in the story (recommended for those interested during center time and during small group time, rather than whole group). • Pause throughout the book and gather ideas about what happens on the next page. • Ask children what the character could do differently, or ask them what they might do if they were in the place of the main character. • As the book becomes familiar to the children, ask for volunteers to "read" it to you or small groups of children, letting them describe the pictures and the story in their own words. • Preview or review texts, or parts of texts, for children who need additional language or learning support. • As children become more familiar with the story or information, use this as the beginning of extension activities like acting out a story, painting or drawing inspired by the text, or creating puppet shows.

Key Vocabulary These are academic vocabulary words that help children understand the unit focus questions and access complex texts. These words can be supplemented by additional vocabulary in read alouds.	Neighborhood City Borough Address Street Roads Home Near Far	Pet Habitat Hibernate Nest Den Burrow Hive Bedroom Upstairs Downstairs	House Apartment Skyscraper Skyline Brownstone Farm Castle Shelter Skyline Elevator Roof Window Door Attic Basement Façade Garage Elevator Stairs Floor	Architect Floor plans Fire escape Exit Backyard Floor plans Blueprints Build Builder Construction Concrete Tools Bricks Metal Cement Straw Shingles Wood Glass
Family and Community Engagement These are ideas for inviting families to share their experience and knowledge with the class, or for extending learning outside of the classroom. The Family-Community Tie each experience addresses is italicized.	Counting at home: Invite families to count the number of squares they can find at home. Repeat with other shapes. *Primary Teacher*	Homes walk: Invite families to observe the homes around them as they walk together outside. Tell families you did a similar activity in class. Children can compare what they saw in the walk with the class to what they see when they walk with their families. Families and children can discuss what types of homes they see. Do they see People homes? Animal homes? What do they	Build with me: Invite families in during center time to build homes with children in the Blocks/Construction area. *Primary Teacher*	Construction site: Encourage families to safely observe a construction site. Provide questions to consider such as: What do they notice? How do the people who work there stay safe? When do they think the construction will be finished? What do they think the building will look like when it is done? *Primary Teacher*

		notice about the homes? Are they apartments? Houses? Do they have a lot of windows? How many floors do they think there are in each building? *Two-Way Communication*		
Culminating Experience This is an opportunity to reflect on the unit with the children, as well as to note and celebrate the growth and learning that has occurred.	Create a class mural depicting an array of homes for people and animals. Invite children to reflect on and discuss the different types of homes and buildings the class studied. Have them create representations ranging from the types of homes they live in to the homes people in other places live in to animal homes, depending on what they found most interesting during this study. Consider a variety of mediums for this mural including collage, drawing and painting.			

IV. Ideas for Learning Centers

Learning centers should be used to advance the unit's essential and focus questions as well as the enduring understandings and reflect the unit of study as well as the needs of your children. In this study on living spaces, it is especially important to consider the population and neighborhood you serve. As you make choices about what to include in your centers consider where the children in your class live. Think critically about the materials recommended here and select the ones that most closely match their homes or living situations. Additionally, consider what other materials you might need to add to make sure your centers accurately reflect the home lives of your students. 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, also 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 materials and can be supplemented by other materials per your knowledge of your classroom.

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. 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.** As you invite children to build buildings and homes throughout this unit you have the opportunity to help build these skills by helping them make a plan for the building prior to beginning construction, considering what went wrong when their structures collapse and what to do differently next time.

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. Rather than detracting from academic learning, purposeful play supports the abilities that underlie such learning. When children have a sufficient amount of time to play and can access learning centers and the materials in them they have some of the essential supports necessary for their play to continue developing in complexity. The play-based learning that happens in centers addresses **Prekindergarten Foundation for the Common Core (PKFCC) Standard PK.AL.1 (Actively and confidently engages in play as a means of exploration and learning)**. This same play helps children develop the background knowledge articulated in **PKFCC Standard PK.CLL.4 (Demonstrates s/he is building background knowledge)**, which is essential for making connections and deepening children's understanding of the world around them. 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… • Post pictures of different types of homes and buildings and invite children to build the homes in the pictures or similar homes. *PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.* • Take pictures: Ask children about their structures, take pictures of their work and post the pictures in the Block/Construction area. Allow children to help in taking the pictures. *PK.CKW.2 (Technology): Explores and uses various types of tools appropriately.* • Apartment building: Use shoe boxes or other cardboard boxes to create an apartment building. Provide pictures of various types of apartment buildings from around New York City for children to reference and facilitate discussions about the important details they notice before they start creating. Allow children to use small people and furniture with this as well. Any furniture that children would like but is not available can be made with recycled materials in the art area. *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.* **√ Opportunity for Assessment** As children are creating the apartment building ask position questions such as, "What should go on top of this box?" or, "What did you put on the bottom?" Note the position words the children can use correctly. • Provide various types of blocks and building materials for children such as Lincoln Logs, small blocks, big blocks (cardboard or wood), Duplos, etc. that you have available. This may be a good time to rotate building materials. Encourage children to build their own homes or buildings near where they live.	• Critical thinking questions/statements: Who are you going to be today? I wonder what would happen if… What will you do next? What do you think about…? • Façades: Invite children to create the façade of a home using a very large piece of flat cardboard. The children can draw or paint the details of the home such as windows and doors. After the façade is complete stand it up and if possible secure it in the upright position. Children can create facades for different types of homes (apartment building, house, etc.) throughout the unit. *PK.ATL.1: Actively and confidently engages in play as a means of exploration and learning.* • Castle: Create a castle façade and turn the dramatic play area into a castle. *PK.SED.4: Develops positive relationships with their peers.* • Home: Set the Dramatic Play area up as a home. Invite children to play in the home. Consider setting the area up as a different room in a home or different type of home throughout the unit. *PK.CLL.6 (Speaking and Listening): Demonstrate an emergent ability to express thoughts, feelings and ideas.* • Barn: Turn the Dramatic Play area into a barn. Create stalls and add stuffed animals, hay, troughs for feeding and tools for caring for the animals. *PK.CLL.4 (Approaches to Communication): Demonstrates his/her ability to express ideas using a variety of methods.* • *The Three Little Pigs*: Invite children to act out the story. Children can discuss the similarities and differences between the three types of houses and then create them in the art area. Move the houses into the dramatic play area and invite the children to use them as props when they reenact the story. *PK.CKW.5 (The Arts): Participates in a variety of dramatic play activities to represent fantasy and real life experiences.* **√ Opportunity for Assessment**

PK.CKW.3: Demonstrates knowledge of the relationship between people, places and regions. • Skyscrapers: Invite children to build skyscraper apartment buildings. Encourage them to build apartment buildings as tall as they can. Provide children with safety reminders for tall structures such as wearing hard hats when structures are taller than they are, posting a "caution" sign in the area when structures become very tall and verbally warning their peers when working on large structures. *PK.CKW.5 (Social Studies): Demonstrates an understanding of roles, rights and responsibilities.* • Add construction vehicles to the Blocks/Construction area. Invite children to use the vehicles as they build homes from blocks and other building materials. *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.* • Add large flat blocks or flat pieces of cardboard for children to use as roofs on the structures they build. *PK.ATL.1: Actively and confidently engages in play as a means of exploration and learning.* • Add child-safe tools (plastic or wood) and encourage children to use them as they create block structures. *PK.CKW.2 (Technology): Explores and uses various types of tools appropriately.* **√ Opportunity for Assessment** What tools is the child familiar with? What tools does the child explore? How does the child explore the tools? • Suggested Text: Dreaming Up: A Celebration of Building, by Christy Hale. Encourage the children to create the buildings from the book.	Is the child able to represent fantasy, real life, imagination and literature through dramatic play? How? What roles does s/he take on? • Suggested Text: The Three Little Pigs and the Somewhat Bad Wolf, by Mark Teague. Have the book readily available for children to reference as they reenact the story.
Art • 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?	**Science/Discovery** • Critical thinking questions/statements: What did you observe here/when…? What did your sense of ____ tell you about ____? I

- Popsicle stick homes: Provide children with Popsicle sticks, glue and paper. Invite them to make a home by gluing the sticks onto the paper.
  PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.
- Playdough and sticks: Use Popsicle sticks, toothpicks or another type of small sticks and playdough for children to build three dimensional structures. Children can insert the sticks into balls of the playdough to create the structures.
  PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.
- Box homes: Supply children with various cardboard boxes such as shoe boxes, shipping boxes, moving boxes, and tape, glue, markers, etc. Children can use writing utensils to transform the boxes into pretend homes for people and animals.
  PK.ATL.3: Approaches task, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.
- Shape homes: Provide an assortment of construction paper shapes. Have children talk about and then sort the shapes in order to make purposeful selections to create a home. They can create their own home or a home they might like to live in.
  PK.CKW.1 (Geometry): Analyze, compare and sort two and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g. color, size and shape).
- Miniature furniture: Invite children to create furniture from recycled materials to play with in the apartment building they created in the Blocks/Construction area.
  PK.CKW.1 (Technology): Describes types of materials and how they're used.
- Nest: Provide twigs, string, yarn, Popsicle sticks, etc. to create a bird's nest.
  PK.CKW.5 (Science): Observes and describes characteristics of living things.

wonder what would happen if… How do you know? How could we find out? What will you do next?

- Pet or wild animal? Provide pictures of wild animals as well as typical pets. Invite the children to sort the pictures into two groups: animals who live in homes (pets) and wild animals. Sometimes wild animals are pets; discuss with children.
  PK.AL.5 Demonstrates persistence.
- Match the animal to its home: Provide pictures of animals as well as their habitats. Invite children to talk about the animals and the habitats then to match the pictures and explain why/ how they made the matches.
  PK.CKW.5 (Science): Observes and describes characteristics of living things.
- Building materials: Provide an assortment of building materials such as a shingle, a piece of wood, a brick, etc. and invite children to explore these building materials. They can explore how the materials look and feel and can record their thoughts in their science notebooks.
  PK.CKW.2 (Technology): Explores and uses various types of tools appropriately.
- Tools of the trade: Provide an assortment of blunt nails and screws of various sizes and textures as well as containers for sorting. Invite children to sort the materials.
  PK.ATL.5 Demonstrates persistence.
  √ Opportunity for Assessment
  Is the child able to maintain focus until all of the objects are sorted?
- Insect homes: Add small plastic insects as well as found materials such as sticks, leaves, branches, etc. Invite children to create homes for the insects.
  PK.CKW.5 (Science): Observes and describes characteristics of living things.
- Add blueprints and floor plans for children to explore.
  PK.CKW.2 (Technology): Explores and uses various types of tools appropriately.

• Kitchen tools painting: Provide various child friendly tools that do not have sharp or jagged edges and can be found in a kitchen such as a potato masher, fork or small rolling pin; allow children to use the tools to paint a picture. *PK.CKW.2 (Technology): Explores and uses various types of tools appropriately.* • Room Collage: Invite children to create collages of items that might belong in different rooms of a house (living room, bedroom, kitchen, etc.) by cutting out and gluing pictures from magazines. *PK.CLL.6 (Speaking and Listening): Demonstrate an emergent ability to express thoughts, feelings and ideas.* • *The Three Little Pigs*: Save very large cardboard boxes for children to turn into the homes from the story *The Three Little Pigs.* A rectangular sponge and red paint can be used to create the brick house. Children can gather sticks from outside and glue them onto the stick house. They can collect paper towel and toilet paper tubes, use very fine paint brushes or string and yellow paint to create thin lines to represent straw for the straw house. When dry, move the houses to the Dramatic Play Area for children to reenact the story. *PK.SED.4: Develops positive relationships with their peers.* • Suggested Text: ABC NYC, by Joanne Dugan. Encourage children to look for letters through the classroom as well as in their artwork and the artwork of their peers.	• Suggested Text: Home Sweet (series) by Elizabeth Salzmann. After reading invite children to pair share about what they learned and then write what they learned about animals and insects in their science journals.
Toys and Games/Math Manipulatives • Critical thinking questions/statements: I notice that you… What do you notice? Tell me about… How do you know? Tell me why… • Land or water? Provide a square of blue felt to represent water and a green felt square to represent land as well as an assortment of small animal manipulatives. Invite children to sort the animals based on where they live: on land or in the water. After they have sorted the animals they can use a number card to label how many animals they put in each area.	**Sand and Water/Sensory** • Critical thinking questions/statements: What happens when…? How do you think that works? What does that remind you of? What would happen if… Tell me more… • Houseboats: Fill the Sensory Table with water and add toy boats; invite children to pretend they are houseboats. Prompt critical thinking with the children through questions such as, “How do you think people who live on houseboats get food?” and “What do you think they do when it rains?”

PK.CKW.3 (Counting and Cardinality): Understand the relationship between numbers and quantities to 10; connect counting to cardinality. • How many people live here? Draw outlines of homes on pieces of paper, supply small people figurines and number cards. Have children pick a card, read the number and then put that many people in the home. *PK.CKW.3 (Counting and Cardinality): Understand the relationship between numbers and quantities to 10; connect counting to cardinality.* **√ Opportunity for Assessment** Is the child able to place the correct number of people in each home? Does the child understand that the last number counted tells how many? • Homes memory: Create a set of cards that have animals on one card and their habitats on the other card. Turn all the cards face down and invite children to turn over the cards to find the matches. *PK.AL.5 Demonstrates persistence* • Farm Animals: Add a barn and small animals for children to explore. Talk with the children about which animals live on a farm. *PK.CKW.5 (Science): Observes and describes characteristics of living things.* • Legos: Add small Legos or other small scale building materials and invite children to build homes. *PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.* • Suggested Text: The Mitten, by Jan Brett. Provide a mitten and small animals. Challenge children to see how many animals can fit in the mitten. They can count the animals they put in the mitten and record the number on a piece of paper or graph.	*PK.CKW.1 (Geography): Develops a basic awareness of self as an individual, self within the context of family and self within the context of community.* • Sand Castles: Add sand castle molds to the sand table. Add a small amount of water to create damp sand and invite children to build sand castles. Be careful when adding water to the sand. Keep the lid off the table when finished with the wet sand to prevent mold growth. *PK.CKW.1 (Geography): Develops a basic awareness of self as an individual, self within the context of family and self within the context of community.* • Add construction vehicles to the pourable materials (e.g. sand) in the Sensory Table. Invite children to pretend to be construction workers and start the building process. • *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.* • Fish habitat: Add fish, plastic seaweed, and other underwater materials to create a fish habitat. Invite the children to play with the fish and set up the water table as desired to create a home for the fish. *PK.CKW.5 (Science): Observes and describes characteristics of living things.* • Wash the dishes: Add soap, sponges or wash clothes and small plastic dishes. Invite children to wash the dishes. *PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.* • Wash clothes: Add soap and small items of clothing or doll clothes as well as a clothes line and clothes pins for drying the clothes. After children wash the clothes, have them wring them out and then hang them on the clothes line. Invite children to predict how long it will take for the clothes to dry and graph their predictions. *PK.CKW.2 (Science): Tests predictions through exploration and experimentation.* • Insect habitats: Fill the table with dirt. Add sticks, leaves, bark, acorns, etc. and invite children to create homes for the insects.

	PK.CKW.5 (Science): Observes and describes characteristics of living things. • Suggested Text: Following Papa's Song, by Gianna Marino. Add plastic whales to the table and encourage children to use them to retell this story.
Library • Critical thinking questions/statements: Tell me about that book. What do you like about it? What do you notice? What do you think is happening? What will happen next? Does that remind you of anything? • Add 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. • Flannel board homes: Provide pieces of flannel cut to represent parts of homes such as roofs, windows, doors, etc. to go with specific stories (i.e. The Three Little Pigs and the Somewhat Bad Wolf, by Mark Teague or The Napping House, by Audrey Wood). Invite children to use these materials to create homes and tell stories about them or the people who live in the homes. Add a felt "H" for the children to place by the homes they create. *PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.* • Add finger puppets to the library. Invite children to retell stories using the finger puppets. *PK.CLL.1 (Reading Standards for Literacy): With prompting and supporting, retell familiar stories.* **√ Opportunity for Assessment** What stories is the child able to retell? What details does s/he include? • Invite children to look at two non-fiction books on the same topic such as Home Sweet Den, by Elizabeth Salzmann and Home Sweet Nest, by Elizabeth Salzmann. Encourage them to compare and contrast the two books.	**Cooking and Mixing (as needed)** • 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? • Make playdough with the children. Invite them to select colors they would like to use to create different types of homes. PK.CKW.6 (Science): *Acquires knowledge about the physical properties of the world.* • Make playdough with the children. Provide written examples of the letters "H" and "L;" encourage children to roll their playdough into strands and then mold into "H" and "L" then think about and discuss other words that also start with "H" and "L." *PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrate understanding of the organization and basic features of print.* • Ants on a log: Invite the children to fill the hollow of a celery stick with peanut butter, cream cheese or other spread and top with raisins to create ants on a log. Discuss where ants live. For more information about where ants live visit http://www.biokids.umich.edu/critters/Formicidae/ or https://en.wikipedia.org/wiki/Ant. *PK.CKW.5 (Science): Observes and describes characteristics of living things.* **√ Opportunity for Assessment** What does the child know about where ants live?

PK.CLL.9 (Reading Standards for Informational Text): With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).	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.
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 outlined in their Individualized Education Program.* • Floor plans, building plans and blueprints: Pull up a few floor plans, building plans and blueprints from the internet for children to investigate. Encourage children to look for things that are the same and different in the plans and discuss what they notice. *PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.* • Addresses and street signs: Pull up pictures of the addresses on homes and street signs on streets. If possible, pull up pictures of locations in the program neighborhood. *PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.* • Pull up pictures of buildings throughout New York City to print, label and post in the Blocks/Construction area, such as Empire State Building, Chrysler Building, etc. Ask children which building they would like to try to build and talk about how they plan to make the structures. *PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*	**Outdoors/Playground** • Critical thinking questions/statements: I saw you… What will you do next? If you try… What do you notice? How did you do..? • Look at homes visible from the outdoors/playground area. Can children see homes for people? What do children notice about the homes? Can they see windows? How many? Can they see doors? How many? What are the homes made of? What similarities and differences do they notice when they look at the homes? *PK.ATL.4: Exhibits curiosity, interest and willingness in learning new things and having new experiences.* • Bear hunt: After reading, We're Going on a Bear Hunt, by Michael Rosen, take the children on a pretend search for animal homes. Search high and low. Ask the children to name which animals to look for and discuss where these animals live and where you might find them on your search. What will you do if you find the animals you are looking for? See Section X for lesson plan. *PK.CKW.5 (Science): Observes and describes characteristics of living things.* • Insect hunt: Are there insects around? If you do not find any insects help children consider why. Are there insects around when it is warmer? Where did the insects go? Where do insects live? Who makes homes for insects? *PK.CKW.5 Observes and describes characteristics of living things.* • Home: If there are structures on the outdoors/playground area that children can pretend are a home, invite them to imagine the space is a home and pretend they live in the home with their peers. Before they play in the space invite them to share why it will make a good home. *PK.ATL.1: Actively and confidently engages in play as a means of exploration and learning.*

	• Animal homes: Invite children to pretend they are animals and find homes in the outdoors/playground space. Consider bringing large boxes outside for children to use as the animal homes. *PK.CKW.5 (Science): Observes and describes characteristics of living things.* • Suggested Text: We're Going on a Bear Hunt, by Michael Rosen. Read this with the children before going on a pretend bear hunt.
Writing • Critical thinking questions/statements: I notice that you… That reminds me of… What if you try..? • I will help coupons: Encourage children to discuss ways they help at home or school and think of an additional way they can be helpful (e.g. "I will help fold the laundry" or "I will help clear the dishes"). Provide a coupon-sized piece of paper for them to write their idea on (assist as necessary or allow children to dictate thoughts to a teacher). Explain to the children they can share the coupon with someone at home or school and help with the task. Highlight the letter "H" in "help." *PK.CLL.1 (Reading Standards: Foundational Skills); Demonstrate understanding of the organization and basic features of print.* **√ Opportunity for Assessment** Does the child understand that spoken words are represented in written language by specific sequences of letters? • Floor plans: Provide sample floor plans, blueprints and/or building plans for children to see (See Section XI: Appendices). Tell children floor plans show how a home looks from above and help people understand where all of the rooms are in a home. Point out the text on the prints. After children have had a chance to investigate the documents invite them to create their own. They can create a floor plan of their own home, someone else's home or a home they might like. Invite children to add letters and/or words to their floor plans as they are able so other people will be able to read their plans. *PK.CKW.2 (Technology): Explores and uses various types of tools appropriately.*	**Music and Movement** • 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? • Buzz like a bee: Invite children to pretend to be a bumble bee. Ask them to buzz like a bee as they walk, run and/or dance around the Music and Movement area. As they buzz and move around the space ask children to put their hands on their faces, point out the soft, vibrating feeling they may feel throughout their faces. Invite children to buzz into the "hive" as you gather them together. Explain to children that bees live in a hive. Practice buzzing loudly, softly and calmly and breathing in deeply between buzzes to calm their bodies and relax. Consider repeating with various other insects or animals. *PK.CKW.5 (Science): Observes and describes characteristics of living things.* • Music from home: Invite families to share music they enjoy at home that has child appropriate language. Play the music and encourage children to dance or simply listen as applicable. *PK.CKW.2 (Social Studies): Demonstrates awareness and appreciation of their own culture and other cultures.* **√ Opportunity for Assessment** Is the child able to share information about the music s/he brought from home? Why did s/he choose to bring this music? • Suggested Text: Max Found Two Sticks, by Brian J. Pinkney. Invite children to try to make music with two sticks like Max.

• Addresses: Explain to children that homes have addresses to help people identify them and show picture examples of addresses on homes. Invite children to create an address for their cubby/hook (allow letters and numbers). Provide appropriately sized pieces of paper as well as writing utensils and assist children with writing as necessary. Attach the address cards on or near the children's cubbies/hooks. *PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.* • Letters to others: After children have added addresses to their cubbies/hooks invite them to write letters to each other, place in an envelope and address then place in the child's cubby or hook area. Alternatively have children place the letters in classroom mailboxes. Be sure children understand mailboxes on homes are a means for getting paper messages delivered to the home. Remind children they are writing letters. Ask what sound they hear at the beginning of the word, "letter." Connect this word to some of the other "L" words noted (i.e. "live"). *PK.CLL.5 (Writing Standards): With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.* • Suggested Text: The Jolly Postman, by Janet and Allen Ahlberg. After reading the book invite children to write letters to the three little pigs from the book, The Three Little Pigs and the Somewhat Bad Wolf, by Mark Teague.	

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.*

The ABC Book of American Homes, by Michael Shoulders: The only thing American homes all have in common is the shelter and comfort they provide.
ABC NYC, by Joanne Dugan: An alphabet tour of New York City.
Animals at Home, by David Lock: Text and pictures show how animals construct their homes.
*Animal Homes, by Angela Wilkes: An introduction to the different places and spaces that animals choose to call home.
Annie and the Wild Animals, by Jan Brett: Annie becomes lonely and sets out to find another animal friend after her beloved cat wanders away.
April's Kittens, by Clare Turlay Newberry: Three new kittens are too many for a one-cat apartment, but Daddy finds a solution to the problem.
*Bear in a Square, by Stella Blackstone: Share the adventures of Bear as he wanders through all sorts of familiar environments, discovering different shapes along his way.
Block City, by Robert Louis Stevenson: A child creates a world of his own which has mountains and sea, a city and ships, all from toy blocks.
Building a House, by Bryon Barton: Brief text and illustrations describe the steps in building a house.
*Corduroy, by Don Freeman: A small teddy bear lives at a department store but longs to have another home.
Dreaming Up: A Celebration of Building, by Christy Hale: A collection of concrete poetry, illustrations, and photographs that shows how young children's constructions, created as they play, are reflected in notable works of architecture from around the world. Includes biographies of the architects, quotations, and sources.

*El Edificio, by Jairo Buitrago: Señor Levin opens a clock and watch shop on the ground floor of an apartment building, and over the decades watches as the city changes and all but one of the tenants, Señora Blanca, move on.
*Found, by Salina Yoon: Upon finding a toy rabbit in the forest, Bear tries his very best to return it to its home but by the time its owner appears, Bear has become attached to Bunn.
Fox's Garden, by Princesse Camcam: One snowy night, a fox loses its way, entering a village. Chased away by the grown-ups, Fox takes shelter in a greenhouse. A little boy sees this from his window.
*Goodnight Moon, by Margaret Wise Brown: Before going to sleep, a little rabbit says goodnight to his bedroom.
A Glorious Day, by Amy Schwartz: Describes a day in the life of the children, animals, parents, and babysitters in a small red brick apartment building in a city.
Happy Cat, by Steve Henry: Cat makes new animal friends as he climbs higher and higher in an apartment building.
Home Sweet Cave, by Elizabeth Salzmann: Introduces caves and describes the different types of animals that live in them, including vampire bats, olms, glowworms, and cave spiders.
Home Sweet Den, by Elizabeth Salzmann: Describes dens and the different types of animals that live in them, including bobcats, river otters, spotted hyenas, and weasels.
Home Sweet Nest, by Elizabeth Salzmann: Learn what a nest is and the various types that are used or built by animals. Large photographs are used to show the different animals that dwell in nests like bald eagles, storks, termites, masked weavers, alligators and more.
Home Sweet Tree, by Elizabeth Salzmann: Introduces readers to animals that live in trees, including the koala, toucan, and howler monkey, and explains how they make these habitats their homes.
Home Sweet Web, by Elizabeth Salzmann: Introduces webs and describes the different types of spiders and insect larvae that create them, including garden spiders, black widows, tent caterpillars, and webworms.
A House for Hermit Crab, by Eric Carle: Hermit crab seeks the perfect home.
A House is a House for Me, by Mary Ann Hoberman: Lists in rhyme the dwellings of various animals and things.
Houses and Homes, by Ann Morris: A simple discussion of different kinds of houses and what makes them homes.
How a House is Built, by Gail Gibbons: Describes how the surveyor, heavy machinery operators, carpenter crew, plumbers, and other workers build a house.
Following Papa's Song, by Gianna Marino: Little whale and his father set off on a journey.
If I Built a House, by Chris Van Dusen: Imaginative Jack describes the kind of house he would build--one with a racetrack, a flying room, and a gigantic slide.
I Have Two Homes, by Marian De Smet: A young girl named Nina recounts her feelings about her parents' divorce and describes what it is like to live in two households.
The Jolly Postman, by Janet and Allen Ahlberg: amusing correspondence from one fairy tale or Mother Goose character to another.

Little Elliot, Big City, by Mike Curato: Elliott leads a quiet life even though he lives in the big bustling city.
Max Found Two Sticks, by Brian J. Pinkney: It was a day when Max didn't feel like talking to anyone. He just sat on his front steps and watched the clouds gather in the sky.
*The Mitten, by Jan Brett: When Nicki drops his mitten in the forest a host of animals move in.
My Very First Book of Animal Homes, by Eric Carle: Upper and lower halves of divided pages can be turned separately, to match various animal homes with the domestic or wild animals that live in them.
The Napping House, by Audrey Wood: There are too many people and animals napping in the bed.
Nest, by Jorey Hurley: A simple depiction of a year in the life of a bird.
No Jumping on the Bed, by Ted Arnold: Walter lives near the top floor of a tall apartment building, where one night his habit of jumping on his bed leads to a tumultuous fall through floor after floor, collecting occupants all the way down.
One Was Johnny, by Maurice Sendak: One was Johnny, but that's not all…
Over in the Meadow, by Ezra Jack Keats: Over in the meadow in the sand and the sun lived an old mother turtle and her little turtle one.
Sky High, by Germano Zullo: two competing neighbors begin embellishing their houses, only to find themselves caught up in a race to build the tallest, most decadent skyscraper.
*Stanley the Builder, by William Bee: What a job for Stanley--he's building a house for his friend, Myrtle. He will need his digger and his bulldozer and his cement mixer. He will also need his friend, Charlie to help. But will they manage to build the whole house?
Two Homes, by Claire Masurel: Alex has two homes, one with mommy and one with daddy.
The Village of Round and Square Houses, by Ann Grifalconi: The village of Tos is like no other village in the world, for in this village the women live in round houses and the men live in square ones.
Welcome Home Bear, by Il Sung Na: Tired of his own home, a bear goes exploring, visiting animals around the world in their various habitats.
We're Going on a Bear Hunt, by Michael Rosen: Join the family as they try to find a bear.
Winter Bees and Other Poems of the Cold, by Joyce Sidman: Learn about the secret lives of animals happening under the snow and how it buds to spring!

VI. Sample Weekly Plan

UNIT TITLE: The Places We Live
WEEK ONE

Essential Question: Where do the people, animals and insects around me live?
Focus Question: Where do I live? Where do my family members live?
Focus Vocabulary: neighborhood, city, borough, address, street, roads, home, near, far

	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. Observe children's writing and refer to the stages of prewriting (in unit three, "All About Us") to determine what to expect next and how to best support the continued development of the child. This activity can be done as children arrive or later in the day. *PK.CLL.1 (Language Standards): Demonstrate command of the conventions of standard English grammar and usage when writing*				
Large Group Meeting (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).	Read A House Is A House For Me, by Mary Ann Hoberman to introduce homes and living spaces to the children. After reading, invite children to share with a partner something about their home (i.e. who they live with, how close their home is to the site). See page 38 for lesson plan. *PK.CLL.11 (Reading Standards for*	Write out the poem A Light in the Attic, by Shel Silverstein on chart paper and read it to the children. Underline the letters "H" and "L" in the poem. Point to them and introduce the sounds, /H/ and /L/. *There's a light on in the attic.* *Though the house is dark and shuttered,* *I can see a flickerin' flutter,*	Read Corduroy, by Don Freeman. Questions to consider with the children: How do you think Corduroy felt when the little girl wanted to take him home? Why did Corduroy try to find a new button for his overalls? How do you think Corduroy felt when the watchman took Corduroy back	Where do your family members live? Ask children to think of a person in their family who does not live with them. Where does this person live? Is it near or far? Graph children's responses. Children who do not have an appropriate family member can refer to a close family friend. *PK.CKW.5 (Counting and Cardinality): Identify whether the*	Sing "Five Little Monkeys Jumping on the Bed" with the children. The monkeys in this song think it is fun to jump on the bed. Invite the children to pretend they are jumping on the bed while doing the chant; think of other things monkeys might like to do to have fun at home and then act those things out. *Five little monkeys*

	Literature): With prompting and support, make connections between self, text, and the world around them (text, media, social interactions).	*And I know what it's about.* *There's a light on in the attic.* *I can see it from the outside,* *And I know you're on the inside… lookin' out.* After reading, ask the children what they think the words "shuttered" and "flutter" mean. After discussing these words reread the poem. Read the poem throughout the remainder of the week (i.e. during transition times).	downstairs to the shelf? How do you think Corduroy felt when the little girl came back to the store to buy him? What do you think Corduroy liked best about going home with the little girl? *PK.CLL.1 (Reading Standards for Literature): With prompting and support ask and answer detail(s) about a text.*	*number of objects in one group is more, less, greater than, fewer and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).*	*Jumping on the bed* *One fell off and bumped his head* *Mama called the doctor* *And the doctor said, "No more monkeys jumping on the bed."* *(Continue with)* *Four little monkeys…* *Three little monkeys…* *Two little monkeys…* *One little monkey…* *PK.CLL.5 (Reading Standards for Literature): Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).*
Foundational Text	The Big Orange Splot, by Daniel Manus Pinkwater.				
Supporting Text	The ABC Book of American Homes, by Michael Shoulders	Goodnight Moon, by Margaret Wise Brown	Max Found Two Sticks, by Brian J. Pinkney	Found, by Salina Yoon	No Jumping on the Bed, by Ted Arnold
Small Groups Implement at least two of the three small group activities per week.	LITERACY SMALL GROUP: Read the story The Three Little Pigs and the Somewhat Bad Wolf, by Mark Teague with the children. Provide pictures from the story and have	MATH SMALL GROUP: Supply a small assortment of empty, clean food containers commonly found in the kitchen. Trace the surfaces of the containers on a large	SMALL GROUP #3: Refer to the book, The Big Orange Splot, by Manus Pinkwater and invite children to draw the home they would create after a conversation with Mr.	Catch up day- use this as an opportunity to complete small groups with children you may have missed throughout the week.	Catch up day- use this as an opportunity to complete small groups with children you may have missed throughout the week.

*Small groups can be implemented during 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.	children sequence the pictures and retell the story. *PK.CLL.2 (Reading Standards for Literature): With prompting and support, retell familiar stories.* Group 1: Group 2: Group 3: Group 4: Group 5:	piece of paper. Invite children to match the container surfaces to the correct outline. As children work, observe what they know and share about shapes and which shapes they can match. *PK.CKW.1 (Geometry: Analyze, compare and sort objects): Analyze, compare and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences and other attributes (e.g. color, size and shape).* Group 1: Group 2: Group 3: Group 4: Group 5:	Plumbeans. Ask them to share about their home and use dictation to record their thoughts. *PK.CLL.10 (Reading Standards for Literature): Actively engage in group reading activities with purpose and understanding.* Group 1: Group 2: Group 3: Group 4: Group 5:	Children to work with today (initials):	Children to work with today (initials):

Small Group Tips	*4 Quick Tips for Small Group:* • *Use exciting language and affect to describe the small group activity.* • *Use hands-on materials that children are encouraged to explore.* • *Preview small group activities in whole group.* • *Link the activity to children's previous experiences.* *If children still decline…* • *Have a private conversation with the child as s/he plays to understand why s/he did not want to join. Take that into consideration and adjust the small group materials to reflect the needs of the child.* • *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.* • *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.				
Lunch	Enjoy the meal with the children. Allow them to direct the conversation. Listen carefully to what they share and respond appropriately. Try to engage children in conversations with multiple exchanges. Use follow up phrases such as, "tell me more" and "what happened next?" to extend conversations.				
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: Blueprints
Focus Question: How do people and animals make homes?
PKFCC Standard: *PK.CKW.2 (Technology) Explores and uses various types of tools appropriately.*

"I'm making a blueprint! It's a print for a house for my dog, Cooper. This is the wall."

Example 2: Take Pictures (From Section IX, Ideas for Learning Centers)
Focus Question: What types of homes to the people in my city (NYC) live in?
PKFCC Standard: *PK.CKW.2 (Technology) Explores and uses various types of tools appropriately.*

"I would like to take a picture of this one. It is the Empire State Building. Let's hang the picture up on the wall later." Nora

"Can we take a picture of my buildings? I made buildings and roads too! That one with the green roof is my apartment building. That's where I live. That's my blue car in the front. We're looking for a parking spot." Aarav

VIII. Supporting Resources

Teacher Texts

Because We Can Change the World: A Practical Guide to Building Cooperative, Inclusive Classroom Communities, by Mara Sapon-Shevin
The Kindness of Children, by Vivian Paley
Unsmiling Faces, by Lesley Koplow

Teacher Websites

14 Ways to Effectively Explain Homelessness and Poverty to Your Child
https://wellspringfs.org/blog/14-ways-effectively-explain-homelessness-and-poverty-your-child
Supporting Young Homeless Children and Their Families
http://www.familyhomelessness.org/media/327.pdf
How Preschool Programs Can Help Children Who are Homeless
http://dpi.wi.gov/sites/default/files/imce/homeless/pdf/how-presc_help-homeless.pdf
The Center for Architecture
http://cfa.aiany.org/index.php?section=center-for-architecture

Music

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

Song Titles
Sleeping Bunnies Song *My Dog Rags* *The North Wind Doth Blow*

Songs with Lyrics	
Say, "Hello" In Another Language: Say, "Hello" in another language: Konichiwa (koh-Nee-chee-wah) is hello in Japanese. Jambo (JAHM-bo) is hello in Swahili. Hola (OH-la) is hello in Spanish.	*Wee Willie Winkie* Wee Willie Winkie Runs through the town, Upstairs and downstairs In his nightgown. Rapping at the windows, Crying through the lock, "Are the children in bed? For it is now eight o'clock.
Love Your Pets Love, love Love your pets, Love them Every day. Give them food And water, too, Then let them Run and play. Tune, *"Row, Row, Row Your Boat"*	*Mary Had a Little Lamb* Mary had a little lamb, His fleece was white as snow, And everywhere that Mary went, The lamb was sure to go.

I Have a Little Kitty I have a little kitty, (Extend first and fourth fingers like ears) He is as quick as he can be. (Make a side way motion with one hand quickly) He jumps upon my lap, (Cup one hand in palm of other) And purrs a song to me. (Make purring sound)	*Elizabeth, Elspeth, Betsy and Bess* Elizabeth, Elspeth, Betsy and Bess, They all went together to seek a bird's nest. They found a bird's nest with five eggs in, They all took one, and left four in.
Time To Stop (The) clock on the wall says it's time to stop, Time to stop, time to stop! The clock on the wall says it's time to stop. It's time for clean-up (or other activity, i.e. circle).	*Cleaning Up Our Room* I see Marian cleaning up the blocks, I see T'nya cleaning the train, I see Leo cleaning the dolls, They're cleaning up our room.

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. A **PKFCC** standard is also listed for each text, which addresses several of the questions provided for each book. Reread foundational texts throughout the unit, starting with Level 1 questions and adding more complex questions each time you read them.

The Big Orange Splot, by Daniel Manus Pinkwater

PK.CKW.6 (Speaking and Listening Standards): Demonstrate an emergent ability to express thoughts, feelings and ideas.

Level 1: Recall

- How did the big orange splot get on Mr. Plumbean's house?
- What did the neighbors want Mr. Plumbean to do about the splot?
- What did Mr. Plumbean do when he painted his house?

Level 2: Skill/Concept

- Why were the neighbors upset that Mr. Plumbean changed his house?
- Why do you think Mr. Plumbean changed his house at night?
- What happened when the neighbors talked to Mr. Plumbean at night?

Level 3: Strategic Thinking

- Do you like the changes Mr. Plumbean made to his house? Why or why not?
- Which house on Mr. Plumbean's street do you like best? Why?

Level 4: Extended Thinking

- Why do you think Mr. Plumbean changed his house?
- If you lived on Mr. Plumbean's street, how would you paint your house? Why?

A House for Hermit Crab, by Eric Carle

PK.CKW.11 (Reading Standards for Literature): With prompting and support, make connections between self, text and the world around them (text, media, social interaction).

Level 1: Recall

- Why did Hermit Crab need a new house?
- Hermit Crab liked the way his new house felt, but did not like the way it looked. Why did he not like the way it looked?
- What are some of the things Hermit Crab used to decorate his house?

Level 2: Skill/Concept

- What are some things you like about your home?
- Hermit Crab invited a lot of friends to live with him; who lives with you?

Level 3: Strategic Thinking

- Hermit crab added a lot of things to his home, which one do you like best?
- When the Smaller Crab moved into Hermit Crab's house she promised to be good to his friends. How do you take good care of your friends?

Level 4: Extended Thinking

- Hermit Crab was very polite and used his manners when he asked the sea creatures to decorate his house; when do you use your manners?
- What do you think Hermit Crab would have done if the sea creatures he asked to decorate his house said no?
- Hermit Crab moved two times in this story; have you ever moved to a new home? How did you feel about moving?

The Three Little Pigs, by Mark Teague

Note: This version of the classic tale, *The Three Little Pigs* does not glorify violence or show violence in a graphic or frightening way.

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

Level 1: Recall

- When the farmer and his wife moved to Florida, what did the pigs want to do with the money the farmer and his wife paid them?
- What did the first pig use to build his house?
- What did the second pig use to build his house?
- What did the third pig use to build her house?

Level 2: Skill/Concept

- How do you think the first and second pigs felt when their houses were blown down?
- How do you think the first and second pigs felt when they got to the third pigs house?
- How do you think the third pig felt about sharing her house with the other pigs?

Level 3: Strategic Thinking

- How come the wolf could not knock down the brick house?
- The wolf was very hungry so at the end of the story the pigs shared their food with him. If the wolf wanted food so badly what could he have done Instead of trying to blow down the pigs' houses?

Level 4: Extended Thinking

- The pigs used straw, sticks and bricks to build their homes; if you could build your own home what materials would you use? Why?
- When all of the pigs lived together in the brick house the third little pig made all of the pigs clean their rooms. What are some things you can do at home to be helpful?

Iggy Peck, Architect, by Andrea Beaty

PK.CKW.8 (Social Studies): Demonstrates interest and awareness about a wide variety of careers and work environments.

Level 1: Recall

- What was the first thing Iggy built?
- Why didn't Iggy's teacher like building and architecture?
- What happened to the bridge Iggy's class crossed on the way to the picnic?

Level 2: Skill/Concept

- What is an architect?
- How does Iggy know how to build so many different things?
- Iggy builds with a lot of different things, what are some things you build with?

Level 3: Strategic Thinking

- How do you think Iggy's parents felt about all of his building?
- How do you think Ms. Lila Greer felt about all of Iggy's building at the beginning of the story?
- How do you think Iggy felt when Ms. Lila Greer told him he could not build at school anymore? How did he feel when she told him he could build at school again?

Level 4: Extended thinking

- Iggy loved to build. What do you love to do?
- How would you feel if someone told you to stop doing something you loved?

X: Lesson Plans- Foundational Learning Experiences

Lesson Title: A House is a House for Me
Lesson Type: Whole Group

Unit of Study: Where We Live	**Unit Focus Question:** Where do I live? Where do my family members live?
Objective: Children will make connections between self and text.	
PKFCC Focus Standard: *PK.CLL.11 (Reading Standards for Literature): With prompting and support, make connections between self, text, and the world around them (text, media, social interactions).* **Additional PKFCC Standards:** *PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*	**Link to Authentic Assessment Systems** WSS: *II.C.3: Shows appreciation and understanding of books and reading* TSG: *18: Comprehends and responds to books and other texts* COR: *M: Listening and comprehension*
Materials: • Book, A House is a House for Me, by Mary Ann Hoberman	**Connected Academic Vocabulary:** house, home

Procedure:
Hook: Share pictures of a variety of homes for people and animals.
Beginning:
Ask children to think about where they live. Ask them where a dog lives and where a bumble bee lives.
Show the children the cover of the book, read the title and author and point to the letter "H" in "house." Tell children you will be hearing a lot of words that start with the letter "H" over the next few weeks. Ask them to point them out to you when they see them throughout the classroom.
Middle:
Read A House is a House for Me, by Mary Ann Hoberman
Encourage children to join in with the line, "A house is a house for me," as it occurs throughout the book.
End:
Reflect with the children on some of the homes shared in the book.
Ask children to share something (I.e. "I have a pet" or "I live with Grandma") about where they live with a partner. If children would prefer to share something about a previous home that is acceptable.

Assessment: After listening to the book, can the child share something relevant about his/her home with a partner?

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:* Rather than reading the whole book, pick a couple of pages to highlight. *For children who are ready for a challenge:* Ask children to think of other homes for other things not included in the book.
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? Learn how to say "home" in the home language(s) of the children in your class. Share the words with all of the children and practice using the words throughout the lesson. Write out these words and post them in the classroom.
Teacher Tip: • Children in New York live in many other types of homes besides houses. See Section II for more information.
Teacher Reflection: What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

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PRE-K FOR ALL

Foundational Learning Experience Assessment Opportunity

Whole Group Experience: A House is a House for Me.

PKFCC Focus Standard: *PK.CLL.11 (Reading Standards for Literature): With prompting and support, make connections between self, text, and the world around them (text, media, social interactions).*
Authentic Assessment Alignment:
WSS: *II.C.3: Shows appreciation and understanding of books and reading*
TSG: *18: Comprehends and responds to books and other texts*
COR: *M: Listening and comprehension*

Child's name	Attends to the book while read	Is able to share something relevant about his/her home	Notes

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PRE-K FOR ALL

Lesson Title: Bear Hunt
Lesson Type: Learning Centers (Outdoors/Playground)

Unit of Study: Where We Live **Unit Focus Question:** Where do people and animals live?

Objective: Children will reflect on places where animals live.

PKFCC Focus Standard:
PK.CKW.5 (Science): Observes and describes characteristics of living things.

Additional PKFCC Standards:
PK.CLL.6 (Speaking and Listening Standards): With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Link to Authentic Assessment Systems
WSS: *IV.C.2: Explores the needs of living things*
TSG: *25: Demonstrates knowledge of the characteristics of living things.*
COR: *DD. Natural and physical world*

Materials:
Book, We're Going on a Bear Hunt, by Michael Rosen
Outdoor/playground space to take children on an imaginary animal hunt.

Connected Academic Vocabulary:
Habitat, hibernate, nest, den, burrow, hive

Procedure:
Hook: Do the bear hunt chant (https://www.youtube.com/watch?v=0gyI6ykDwds)
Beginning:
Read the book We're Going on a Bear Hunt, by Michael Rosen
Middle:
Invite children to go on an animal hunt with you.
Ask children to suggest an animal to look for and pick on together.
Encourage children to think about where animals live and where good places to look for some of them might be especially the animal you are going to be looking for on your hunt.
Walk around the outdoors/playground space with the children, looking for the animal.
Engage children in discussion by asking them to consider questions such as, "Where might a _____ be comfortable for the winter?" and "What should we do if we find a _____?"
End:
Repeat the search with other animals or insects.

Assessment: What does the child understand about animal homes?

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:* Give them two choices of animals to search for. *For children who are ready for a challenge:* Let the children lead the activity. They can suggest an animal to look for and lead the group in the search.
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? Create a page with pictures of animals on one half and space for writing or drawing on the other. Share this with the children before the hunt then invite them to keep this with them throughout the activity. Consider offering to all children.
Teacher Tip: Do this activity in any large motor space if weather prohibits an outdoor Bear Hunt.
Teacher Reflection: What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

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PRE-K FOR ALL

Foundational Learning Experience Assessment Opportunity

Learning Centers Experience: Bear Hunt

PKFCC Focus Standard: *PK.CKW.5 (Science): Observes and describes characteristics of living things.*
Authentic Assessment Alignment:
WSS: *IV.C.2: Explores the needs of living things*
TSG: *25: Demonstrates knowledge of the characteristics of living things.*
COR: *DD. Natural and physical world*

Child's name	What does the child understand about animal homes?	Notes

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PRE-K FOR ALL

Lesson Title: Neighborhood Walk
Lesson Type: Whole Group

Unit of Study: Where We Live	**Unit Focus Question:** What types of homes do the people in my city (NYC) live in?
Objective: Children will compare quantities.	
PKFCC Focus Standard: *PK.CKW.5 (Counting and Cardinality): Identify whether the number of objects in one group is more, less, greater than, fewer and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).* ***Additional PKFCC Standards:*** *PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*	**Link to Authentic Assessment Systems** WSS: *III.B.2: Shows beginning understanding of number and quantity.* TSG: *20: Uses number concepts and operations* COR: *S: Number and counting*
Materials: • Houses and Homes, by Ann Morris • Pictures of common homes and buildings in the neighborhood on a chart • Marker or other writing utensil	**Connected Academic Vocabulary:** house, apartment, skyscraper, brownstone

Procedure:

Hook: Show children a few pages from the book, Houses and Homes, by Ann Morris, highlighting different types of homes people live in.

Beginning:

Tell children you are going to take a walk outside and look at the homes and buildings you see.

Explain to children that you are going to make marks or a tallies on the chart by the type of building/home as you see them on the walk.

Middle:

Take the children outside and walk slowly with them, noting the types of buildings/home you see.

Make a tally on the chart each time you see one of the buildings/homes on the chart.

End:

When you are back inside, look at the chart with the children. Count the number of tallies by each picture.

Help the children compare the number of each type of building/home you saw on the walk.

Assessment:

Can the child identify whether the number of objects in one group is more than another? Less than? Equal to? What strategies does s/he use?

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:* Pair with an adult on the walk. *For children who are ready for a challenge:* Invite children to create a chart and tally other things throughout the week.
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? Before the walk, encourage children to tell you what they know about homes as you show them the pictures. Emphasize the applicable vocabulary words previously studied.
Teacher Tip: Review the safety rules for outdoor walks with the children before going beginning the walk.
Teacher Reflection: What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

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PRE-K FOR ALL

Foundational Learning Experience Assessment Opportunity

Small Group Experience: Neighborhood Walk

PKFCC Focus Standard: *PK.CKW.5 (Counting and Cardinality): Identify whether the number of objects in one group is more, less, greater than, fewer and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).*
Authentic Assessment Alignment:
WSS: *III.B.2: Shows beginning understanding of number and quantity.*
TSG: *20: Uses number concepts and operations*
COR: *S: Number and counting*

Child's name	Identifies more, less, equal	Strategy	Notes

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PRE-K FOR ALL

Lesson Title: Blueprints
Lesson Type: Small Group

Unit of Study: Where We Live	**Unit Focus Question:** How do people and animals make homes?
Objective: Children will be introduced to one of the tools used in constructing homes. .	
PKFCC Focus Standard: *PK.CKW. 2 (Technology) Explores and uses various types of tools appropriately.* **Additional PKFCC Standards:** PK.CKW.8 (Social Studies): Demonstrates interest and awareness about a wide variety of careers and work environments.	**Link to Authentic Assessment Systems** WSS: *V.B.3: Begins to be aware of how technology affects their lives.* *TSG: 28: Uses tools and other technology to perform tasks.* *COR: EE: Tools and technology*
Materials: • Blueprints (See Section XI: Appendices) • Blue paper and white chalk OR • Graph paper and pencils • Rulers	**Connected Academic Vocabulary:** Build, builder, construction, concrete, tools, blueprint, floor plan

Procedure:
Hook: Show the children a couple of blueprints. Ask children what they think they are.
Beginning:
Explain to the children that blueprints are used in construction. They are the plans for building that help construction workers know what to do.
Invite the children to investigate the blueprints. What do they notice? Do they see windows and doors? A roof? Etc.
Middle:
Tell children they can make their own blueprints.
Ask the children to think about a building they would like to create.
Give the children paper and a writing utensil and invite them to create a blueprint for the home they would like to create.
End:
Invite the children to hang their blueprints in the Blocks/Construction area so children can look at them and use blocks to create the buildings the children drew.
Encourage the children to reference their own blueprints or their peers' blueprints as they work in the Block/Construction area.

Assessment: How does the child explore the blueprint? What does s/he notice about the print? Does s/he understand the use?
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:* Work 1:1 or in a smaller group. Pick 1-3 aspects of a blueprint to focus on. *For children who are ready for a challenge:* Provide building materials (small blocks, Lincoln Logs, etc.) and invite children to build the buildings they designed.
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? After the lesson use comparison words such as taller, wider, more and less as you point to the different aspects of the drawings. You can also use this vocabulary before and during the lesson.
Teacher Tip: After this activity is finished, place the sample blueprints and the tools for children to create their own blueprints in the writing center and allow children to use the materials independently during center time.
Teacher Reflection: What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

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PRE-K FOR ALL

Foundational Learning Experience Assessment Opportunity

Whole Group Experience: Blueprints

PKFCC Focus Standard: *PK.CKW. 2 (Technology) Explores and uses various types of tools appropriately.*
Authentic Assessment Alignment:
WSS: *V.B.3: Begins to be aware of how technology affects their lives.*
TSG: 28: Uses tools and other technology to perform tasks.
COR: EE: Tools and technology

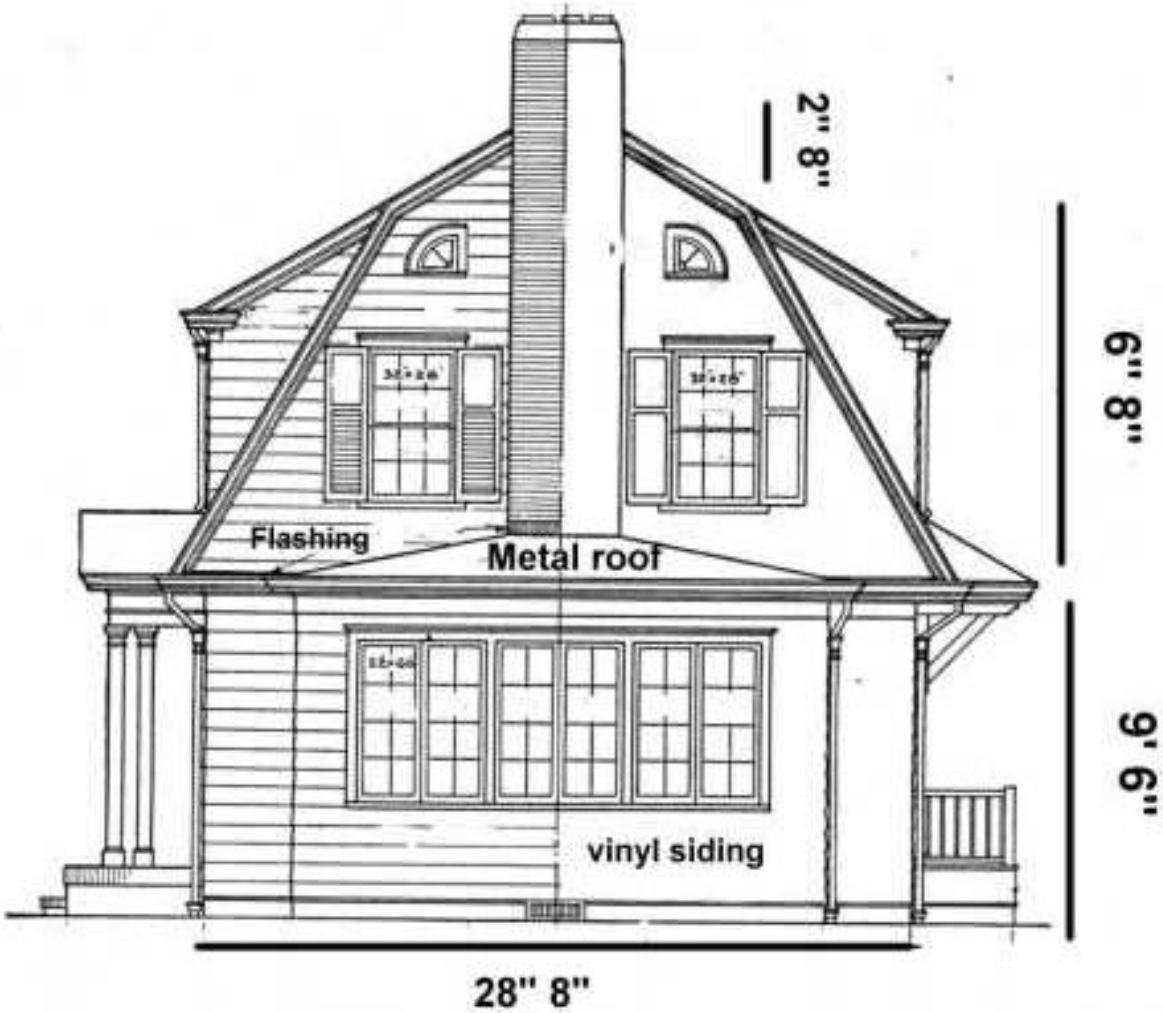
Child's name	Notices about the blueprint?	Understands use?	Notes

XI. Appendices

Appendix A: Blueprints

SIDE VIEWS

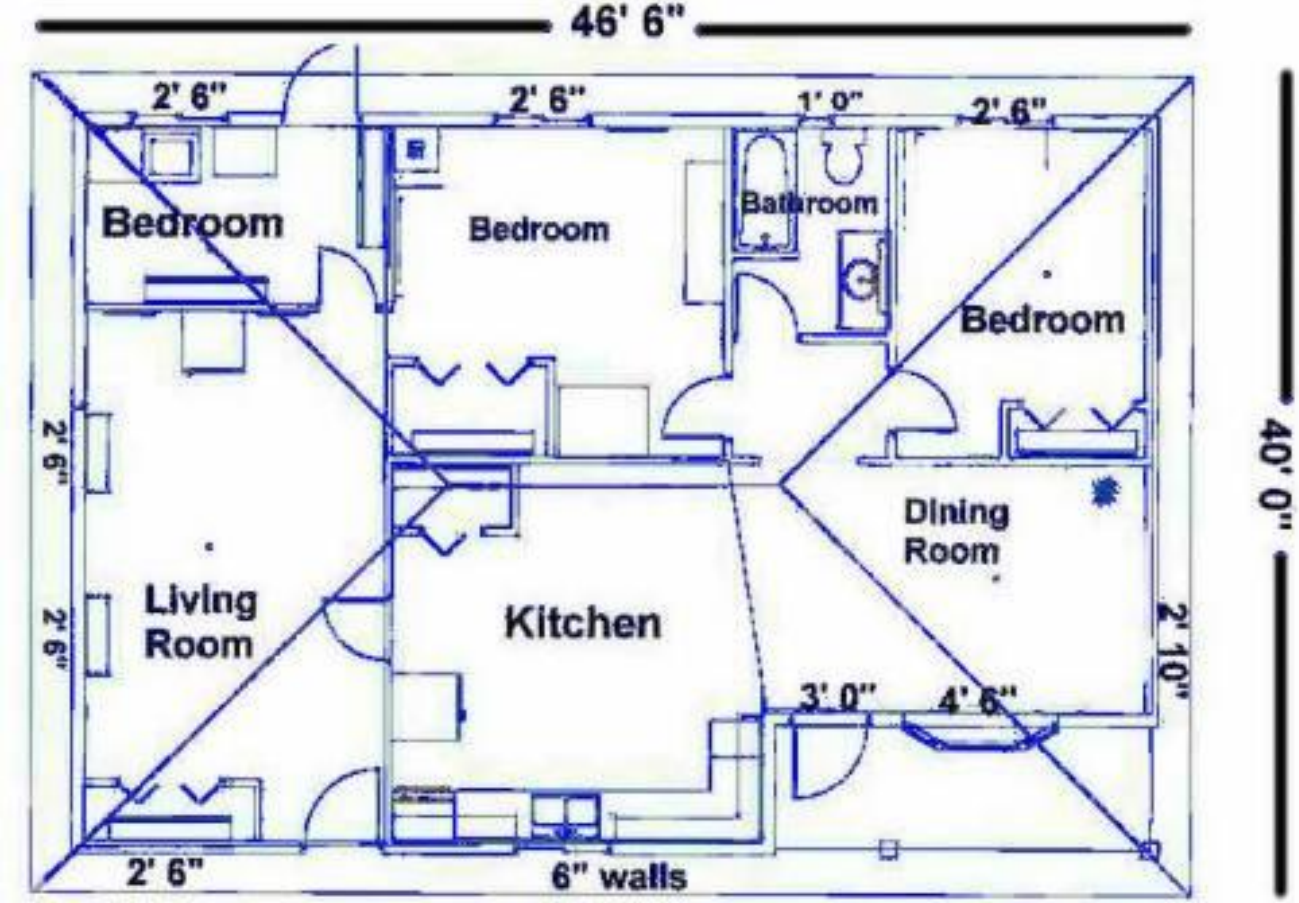
http://hdc.org/wp-content/uploads/2015/10/516-518-9th-Street-existing.jpg



http://www.make-my-own-house.com/house-blueprints.html

Appendix B: Floor plans

TOP VIEW



http://www.make-my-own-house.com/house-blueprints.html