Unit One: Welcome to Pre-K

Interdisciplinary Unit of Study

NYC DOE

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PRE-K FOR ALL

NYC Department of Education

Unit One: Welcome to Pre-K
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Unit Snapshot

Unit Topic:

Welcome to Pre-K

Essential Question

What is Pre-K?

Focus Questions

- What will I learn and do in pre-K?
- What do I bring to my classroom community?
- Who are the people in my classroom community?
- Who else is in my pre-K program?

Student Outcomes

Enduring understandings that the student should have by the end of the unit:

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

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

Connected Academic Vocabulary

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

angry
centers
classmates
classroom
community
construction
disappointed
embarrassed
emotions
expressions
excited
feelings
friends
frustrated
helpful
library
lonely
manipulatives
materials
movement
peers
proud
rules
scared
schedule
science
sharing
silly
taking turns
teachers
welcome

Additionally, include specific support staff words based on program administration (e.g., director, principal, assistant principal, education director, custodian, etc.)

Focus Standards

From the Prekindergarten Foundation for the Common Core (PKFCC)

Domain 1: Approaches to Learning

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

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

Domain 2: Physical Development and Health

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

Domain 3: Social and Emotional Development

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

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

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

Domain 4: Communication, Language and Literacy

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

Reading Standards for Literature
PK.CLL.5: Students interact with a variety of common types of texts.

Domain 5: Cognition and Knowledge of the World

Mathematics
PK.CKW.3 (Counting and Cardinality): Understand the relationship between numbers and quantities to 10; connect counting to cardinality.

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

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

Unit Introduction

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

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

Children's emotions provide deep insight into how we can support them and their families. Developing partnerships and fostering communication with families is especially important. As early childhood teachers, families look to you to provide structure and support during this time of transition. They expect you to hold their feelings and provide coping models for them.

Children and families are attuned to you in many special ways, and it is important for you to be attuned to them as well.

Children and families are attuned to you in many special ways, and it is important for you to be attuned to them as well; families are children's primary teachers and can share valuable information with you about children's feelings. This attunement helps to support the emotional connections and build bridges you need in order to create meaningful relationships with your children and families. PKFCC Guiding Principle Five highlights the central role of relationships in each child's learning and PKFCC Guiding Principle Six reminds us that "actively engaging parents in the early education of their children is essential to children's success" (PKFCC, page 8). Begin to build trusting relationships with children and their families by getting to know them in a multitude of ways.

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

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

Practical Tips

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

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

Unit Framework

Essential Question

This is a child-friendly question that connects the knowledge and skills that children should develop throughout the unit.

Focus Questions

These represent the major inquiries of the unit. They build over time and require children to make connections across all content areas. Each focus question is designed to take about one week to explore.

These are key components of each Pre-K for All Unit of Study.

Foundational Learning Experiences

These are experiences (e.g., large group, small group lessons, field trips, observations, center activities) for each subtopic that provide ample opportunities to deepen children's understanding of the Focus Questions.

Foundational Texts

PK.CLL.5 (Reading Standards for Literature): Students interact with a variety of common types of texts.

These are a combination of literary and informational texts that can be read throughout the unit. See Section VI for text-based critical thinking questions to support the read aloud experience.

Engaging, informative and literary texts provide opportunities for exploring content, expressing ideas using one's imagination and critical thinking that are enhanced through multiple readings of the same book. Reading books multiple times helps all children build a deeper understanding of content, make meaningful connections between content and other concepts or experiences and builds their confidence as learners and as future readers.

Key Vocabulary

These are academic vocabulary words that help children understand the unit focus questions and access complex texts. These words can be supplemented by vocabulary in read alouds.

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. Each activity is aligned to the **Pre-K for All Program Quality Standards**.

See Section IX: Supporting Resources for more information about Family Engagement Practices.

Culminating Celebration

This is an opportunity to reflect on the unit with the children, as well as to note and celebrate the growth and learning that has occurred.

Unit One: Welcome to Pre-K

Essential Question: What is Pre-K?

	Week One	Week Two	Week Three	Week Four
Focus Questions	**What will I learn and do in pre-K?**	**What do I bring to my classroom community?**	**Who are the people in my classroom community?**	**Who else is in my pre-K program?**
Foundational Learning Experiences	During the first week, children will need guidance gathering on the rug for large group. Practice this through short and active songs, name games, etc. See Appendix B for tips on creating large group experiences. *PK.SED.6: Understands and follows routines and rules.*	Large Group Introduce the daily schedule. *PK.SED.6: Understands Rules and Routines* See page 35 for lesson plan. Small Group Expressions: Discuss emotions and when we might experience them and recognize them in others. *PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.* See page 40 for lesson plan.	Small Group Class Book: Create a class book about what children like to play. There should be one page for each child with his or her picture, the opportunity for dictation about what he/she likes to play and space to decorate. *PK.CKW.1 (Social Studies): Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.* See page 45 for lesson plan.	Small Group Building Tour: Go on a field trip around your pre-K program. Introduce children to program support staff and have them share how they are helpful. *PK.SED.3: Demonstrates and continues to develop positive relationships with significant adults.* See page 50 for lesson plan.
Foundational Texts	***The Kissing Hand*** by Audrey Penn	***On Monday When it Rained*** by Cherryl Kachenmeister	***Chu's First Day At School*** by Neil Gaiman	***I Like Myself*** by Karen Beaumont

	Week One	Week Two	Week Three	Week Four
Focus Questions	**What will I learn and do in pre-K?**	**What do I bring to my classroom community?**	**Who are the people in my classroom community?**	**Who else is in my pre-K program?**
Key Vocabulary	centers, classroom, construction, library, manipulatives, materials, movement, schedule, science, teacher, welcome	angry, disappointed, embarrassed, emotions, excited, expressions, feelings, frustrated, proud, lonely, rules, scared, silly	classmates, community, friends, peers, sharing, taking turns	custodian, director/principal, helpful, *Add other key program support staff as appropriate
Family and Community Engagement	First day of school recall; encourage families to share memories of their own first days of school with their children. At home, ask families to trace their hands (or they can do at drop off) and bring them in for a display, or to put in the child's cubby into a class book. PQS 1*: Strong Relationships*	Send home a page of pictures of facial expressions, labeled with specific emotion words. Encourage families to look at it together, imitate the faces and use the vocabulary provided. Discuss times they might feel each emotion and the emotions their child felt at school that day. *PQS 3.1: Capacity-Building: Primary Teacher*	Encourage families to draw a family picture or choose a family photograph to send in to school. Ask your child to tell you about the people and teacher(s) in his/her class. What are their names? What did he/she notice about them? Ask families to share how they chose their child's name. Display their words with a picture of each child. Later, turn this into a class book. *PQS 2: Two-Way Communication*	Who are the people who help us at home? Encourage families to discuss who is important and why (i.e. friends, relatives, mail carrier, building super, neighbors). Draw pictures of these people. *PQS 3.1: Capacity-Building: Primary Teacher*
Culminating Celebration	Create a class mural. Roll out a section of butcher paper or place several large pieces of paper on the floor. Invite a few children at a time (during center time) to draw themselves on the paper. Encourage them to look in the mirror before or during this task. What do they notice about themselves? How might they include those details? What do they like about themselves? Why? How do they look different from their classmates? How do they look similar? Display the mural when all children have had the opportunity to participate. Invite families to stay for a short time at drop off or pick up to enjoy the mural together and share a healthy snack.			

Ideas for Learning Centers

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

On each page, critical thinking questions/statements and text suggestions (if applicable) are listed in the left column. Activity suggestions, which will change from unit to unit, are listed in the right two columns.

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

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

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

The following materials and strategies are intended to be added gradually. The materials listed first should be added first; add the additional materials as they apply to your classroom and children. Materials should be rotated out as children lose interest: *PK.AL.4: Exhibits curiosity, interest and willingness in learning new things and having new experiences.* During the first week(s) of school, offer basic center supplies and allow children to acquaint themselves with the materials. Demonstrate how to use them properly and how to clean up when finished. *PK.SED.6: Understands and follows routines and rules*.

Blocks/Construction

Critical thinking questions/statements:

Tell me about your work. You just ___; what would happen if you? Why? How do you know? How could you build? What is your conclusion?

Supply:

Wooden blocks of various shapes, a variety of small toy people, vehicles and traffic signals.

Suggested Text:

Dreaming Up by Christy Hale.

Ask children what they notice about the buildings in the book and use this as inspiration for their own construction.

Buildings:

Encourage children to use blocks to build buildings they are familiar with such as those they live in or visit often.

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

√ Opportunity for Assessment: As children work, ask them about their buildings. Why did you put this (indicate) block here? Tell me about this (indicate)? Where do you _____ (etc.)? Note what children are able to describe about the buildings they created.

Build Me:

Encourage children to use blocks to build themselves (what blocks would work best for arms, how could you make your head? etc.)

PK.AL.3: Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.

Dramatic Play

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 ___?

Supply:

Toy dishes, pots and pans, plastic food, dolls, scarves, and fabric. Dramatic play clothing should be representative of a range of cultures, genders, and sizes.

Suggested Text:

Not A Box by Antoinette Portis.

Encourage children to think creatively about using different materials in their pretend play.

Pretend Play:

Invite the children to explore the dramatic play area and use the props and clothing provided.

PK.CKW.5 (The Arts): Participates in a variety of dramatic play activities to represent fantasy and real life experiences.

√ Opportunity for Assessment: Look for the ways children use the props provided to establish setting and characters. Are the children engaging in role play? What roles are they assuming? How are they using the props?

Art:

Invite the children to create art in the art area to decorate the dramatic play area, or home. Allow children to hang their art in the dramatic play area.

PK.CKW.1 (The Arts) Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.

Family Photos:

Add picture frames to the dramatic play area. Children could create pictures of their families and put them in the frames. If frames are not an option, post the pictures on the dramatic play refrigerator.

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

Cookbook:

Add a child-friendly cookbook (with lots of pictures). Encourage children to read the recipes and pretend to make them. Children might like to look for recipes they know their families like or things they think their families might like to try. Add the recipes that children write in the writing center.

PK.CLL.7 (Reading Standards for Informational Text): With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing or idea in the text an illustration depicts).

Art

Critical thinking questions/statements:

Tell me about your art. What did you notice about ___? I notice that you ___; how did you do that? What will you try next? Why? How does this picture, painting, drawing etc. make you feel?

Supply:

Crayons, markers, paper of various sizes, paint (start with one color, then slowly add to the area), paint brushes, recycled and collage materials.

Suggested Text:

It Looked Like Spilt Milk by Charles Shaw.

Talk about the pictures the children see in the clouds. Put out blue paper and white paint for children to create their own paintings.

Art Gallery:

Add a few samples of various artists' work and invite children to observe the art and then create their own to display in the dramatic play area.

PK.PDH.5: Demonstrates eye-hand coordination and dexterity needed to manipulate objects.

√ Opportunity for Assessment: As the children work, note the tools with which they are familiar and those with which they will need more experience.

Self Portraits:

Invite children to draw self-portraits. Provide mirrors and encourage them to look at their faces carefully in the mirror then draw what they see.

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

Family Portraits:

Invite children to create pictures of their families. Put the pictures in picture frames in dramatic play or on the fridge. If picture frames are not available, children can create them out of Popsicle sticks. Talk with the children about the people in their pictures.

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

Science/Discovery

Critical thinking questions/statements:

What did you observe here/when ___? What did your sense of ___ tell you about ___? What will you try next? I wonder what would happen if ___. How do you know? How could we find out?

Supply:

Natural objects (rocks, shells, pine cones), magnifying glasses, paper, pencils, magnets, trays, bowls, containers of various sizes.

Suggested Text:

Creature Features by Steve Jenkins. This book shows features of various animals and explains them. Encourage children to notice the features as they look through the book and compare to their own features.

Mirrors:

Add mirrors for children to explore and discuss what they see. Ask children how they think a mirror works.

PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.

Collections:

Begin collecting small items for classroom collections such as acorns, leaves, buttons, etc. Invite children to add to the collections. Ask why they want to add these items; how do they fit in with the other items to create a collection?

PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.

Toys and Games / Math Manipulatives

Critical thinking questions/statements:

I notice that you ___; what do you notice? What happened when you ___? Why do you think that happened? Tell me about ___. How do you know? If I want to ___, what should I do? Tell me why.

Supply:

Puzzles of varying difficulties, a variety of math manipulatives (i.e. connectors, large Legos, MagnaTiles, peg boards, stringing materials).

Suggested Text:

One Was Johnny by Maurice Sendak.

Encourage the children to help count as you read or to take a manipulative for each thing that enters Johnny's house.

Me Puzzles:

Cut apart a picture of each child, thus creating a puzzle. Invite children to assemble their own puzzles and their peers' puzzles as well. Also consider doing this with pictures of program staff.

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

Our Classroom:

Encourage children to use table toys/manipulatives to build the classroom. Ask them to include the things they think are most important in the classroom.

PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.

Sand and Water / Sensory

Critical thinking questions/statements:

What happens when ___? How do you think that works? How could you change that? What does that remind you of? What would happen if ___? Tell me more.

Supply:

Sand and/or water table, measuring cups, scoops, shovels and/or spoons, empty containers, strainers.

Suggested Text:

ABC School's for Me! by Susan Katz.

Add small toy letters to the pourable materials in the sensory table and invite children to find the letter that corresponds to each page in the book.

Play Dough:

Include a designated play dough table as a daily option in addition to the sand or water table. Begin the year with only play dough at the table—no tools—in order to give children a sensory experience and help develop their fine motor skills in pinching and pounding the dough. As the year progresses, gradually introduce cups, rollers, lids, etc.

PK.PDH.5: Demonstrates eye-hand coordination and dexterity needed to manipulate objects.

Find Me:

If your sand table has a clear bottom, tape pictures of the children and/or teachers to the bottom (outside) of the table. If this is not possible, laminate children's pictures and add them to the sand. Children can dig through the sand to find themselves and their peers. Encourage them to say the names of the people they find.

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

Note:

Include a variety of sensory items throughout the classroom that can be used as soothing items or fidget toys such as soft balls for squeezing.

Library

Critical thinking questions/statements:

Tell me about that book. What do you like about it? What is your favorite part of this book? Why? Would you recommend it to a friend? Why or why not?

Supply:

A selection of books from the Foundational and Supporting Text List in Section V for children to access and independently explore.

Read to Me:

Provide puppets or stuffed animals and invite the children to read books from the classroom library to them.

PK.CLL.4 (Reading Standards: Foundational Skills): Displays emergent reading behaviors with purpose and understanding.

Book Hospital:

Create a "book hospital" as a place for children to put books that are damaged or get damaged throughout the year. Be sure to share with the group how this works and why this is important.

PK.CKW.5 (Social Studies): Demonstrates and understanding of roles, rights and responsibilities.

Note:

Consider including the classroom cozy area in the library.

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 do you think it will taste? How does it smell? How does it feel? What does it look like? What does this remind you of?

Recipes:

Throughout the year, every time the class cooks together (either food or non-food items like playdough and goop) write the recipe in child friendly format with step-by-step directions and pictures. Add recipes to the writing center. You can also save the recipes in a separate place and create a class cookbook. Send home a copy with each child at the end of the year.

PK.CLL.10 (Reading Standards for Informational Text): With prompting and support, actively engage in group reading activities with purpose and understanding.

Taste Graphs:

Create a graph to record children's thoughts on the first food they made together.

PK.CLL.1 (Writing Standards): With prompting and support, use a combination of drawing, dictating or writing to express an opinion about a book or topic (e.g. I like… because…).

Computer/Technology

Content should be free of product placement / advertising. Children are not to use computers or other devices with screens more than 15 minutes per day, with a maximum of 30 minutes per week. Exceptions to this limit may be made for children with disabilities who require assistive computer technology as outlines in their Individualized Education Program. Prescreen images and videos to make sure they are appropriate for children and not frightening or explicit. Do not use personal devices and ensure that you have signed permission before taking photographs of children.

Critical thinking questions/statements:

I notice that you…. How did you figure that out? What will you do next? What if you try…?

Computer Directions:

Create a picture sequence that shows children how to use the computer. Walk the children through this tool.

PK.CLL.10 (Reading Standards for Literature): Actively engage in group reading activities with purpose and understanding.

Waiting List:

Create a waiting list and/or use a sand timer to help children take turns on the computer. Demonstrate how to use the list. Monitor and assist as needed until children understand how to use this tool.

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

Outdoors / Playground

Critical thinking questions/statements:

I saw you do ___; what will you do next? If you try ___, what do you notice? How did you do ___?

Supply:

Balls of various sizes, hula hoops, large blocks, wheeled toys.

Suggested Text:

Harold and the Purple Crayon by Crockett Johnson.

Provide sidewalk chalk for the children and invite them to pretend they are Harold and create their own picture.

Chalk and Water:

Supply sidewalk chalk and invite the children to explore it. Later, add spray bottles of water and explore what happens when you spray water on the chalk.

PK.CKW.2 (Science): Tests predictions through exploration and experimentation.

Writing

Critical thinking questions/statements:

I notice that you ___; that reminds me of ___. What if you try ___?

Supply:

Various writing utensils including pencils, pens, crayons, markers, colored pencils and an assortment of paper, blank cards, index cards, chalk boards and chalk, dry erase boards and markers, etc.

Suggested Text:

Will I Have a Friend? by Miriam Cohen.

Invite children to draw or write about some of the new children they met at pre-K this week or some of the children they already know.

Writing Tools:

Encourage children to explore the tools in the writing center.

PK.PDH.5 Demonstrates eye-hand coordination and dexterity needed to manipulate objects.

√ Opportunity for Assessment: Observe the child's grasp. Is he/she able to use the writing utensils effectively?

Name Cards:

Place children's name cards from sign-in in the writing center. On each card, include a picture of the child and write the first letter of every name in red.

PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrates understanding of the organization and basic features of print.

Friends:

Provide gender-neutral people shaped cutouts. Ask the children how to be a friend and record their answers on the people. Children can decorate with arts supplies. Display.

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

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). How does this music make you feel? Have you heard music like this before? Where?

Supply:

Different types of basic instruments such as drums, bells and shakers, space to move and dance, scarves, music.

Suggested Text:

Pete the Cat: Rocking in My School Shoes by Eric Litwin.

Encourage the children to sing/chant/play instruments along with Pete's song.

Instruments:

Provide an assortment of instruments, demonstrate how they work and then invite children to try them on their own. Provide a page with a picture of each instrument and ask children to put a tally or write their name by the instrument they liked best.

PK.CKW.3 (The Arts): Expresses oneself by engaging in musical activities.

Foundational and Supporting Texts

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

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

Foundational Texts

The Kissing Hand by Audrey Penn: Chester's mom helps him feel safe and secure and remember how much she loves him.

On Monday When It Rained by Cherryl Kachenmeister: An exploration of thoughts and feelings.

Chu's First Day at School by Neil Gaiman: Join Chu, the little panda with the big sneeze, on his first day of school.

I Like Myself by Karen Beaumont: Discover all the things a little girl likes about herself.

How to Use Foundational Texts

When you have a text that 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 the book is about.
- Consider reading the book once without pausing so that children hear the cadence of the words and hear the story in its entirety.
- Model skills readers use to gain greater understanding of content by thinking aloud about the meaning of a word in context or drawing a conclusion based on prior knowledge.
- Write down and post children's responses to questions with more than one possible answer.
- Ask children to make predictions based on what they know so far and ask them to explain their thinking.
- Pause throughout the book and ask children to share a new word or idea they heard and explain it using familiar words or contexts.
- Invite children to make connections between the book and their own life experiences.
- Brainstorm potential solutions to a problem a character might be facing.
- 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.
- Compare and contrast books with similar content, themes or structures.
- Preview or review texts or parts of texts (particularly vocabulary) 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 something inspired by the text, or creating puppet shows.

Supporting Texts

ABC School's for Me! by Susan Katz: A rhyming alphabet story that will get kids ready for school.

Beatrice's Goat by Page McBrier: Beatrice's life is changed through the gift of a goat.

Creature Features by Steve Jenkins: Twenty-five animals explain why they look the way they do.

****Chrysanthemum*** by Kevin Henkes: What is Chrysanthemum to do when her classmates poke fun of her beloved name?

Dreaming Up by Christy Hale: a collection of works depicting children's constructions reflected in famous architecture from around the world.

****Harold and the Purple Crayon*** by Crockett Johnson: Armed with only a purple crayon, young Harold draws himself a landscape full of wonder and excitement.

****How Do Dinosaurs Go to School?*** by Jane Yolen: Dinosaurs at school? Imagine the antics ahead!

****If You Take a Mouse to School*** by Laura Numeroff: If you bring a mouse to school he will need one thing after another, after another!

It Looked Like Spilt Milk by Charles Shaw: A simple white shape on blue background that could be many things...

Knuffle Bunny Too: A Case of Mistaken Identity by Mo Willems: Trixie is thrilled to bring her one-of-a-kind Knuffle Bunny to school.

Llama Llama Misses Mama by Anna Dewdney: It is Llama's first day of preschool; he's nervous but mama helps prepare him.

Me I Am! by Jack Prelutsky: Celebrate the joy of being "me."

Monsters Love School by Mike Austin: Summer is over and now it is time for a new adventure- school! One little monster feels a bit nervous about this though.

****My Name is Yoon*** by Helen Recorvits: Join Yoon as she learns to write her name in English.

Not A Box by Antoinette Portis:

One Was Johnny: A Counting Book by Maurice Sendak: One was Johnny, but that's not all...

Pete the Cat: Rocking in my New School Shoes by Eric Litwin: Pete the Cat explores his school.

Rosie Goes to Preschool by Karen Katz: Rosie, a preschooler herself, shares what to expect at school.

Seven Little Mice Go to School by Kazuo Iwamura: Mother Mouse decides a mouse train is the best way to get her seven little mice to school.

Sometimes I'm Bombaloo by Rachel Vail and Yumi Heo: Most of the time Katie feels pretty good, but sometimes she gets mad, really mad!

****Splat the Cat*** by Rob Scotton: Join Splat (and his mouse!) on their first day of school.

This Is the Way We Go to School: A Book About Children Around the World by Edith Baer: Discover how children across the globe get to school.

****Wemberly Worried*** by Kevin Henkes: Wemberly worries about everything, including going to school!

****When I Feel Good about Myself*** by Cornelia Maude Spelman: Explore the value of being yourself.

It's Back to School We Go: First Day Stories from Around the World by Ellen Jackson: 11 children from around the world share tales of the first day of school.

Will I Have a Friend? by Miriam Cohen: A new friend helps to ease a little boy's anxiety about school.

Yo! Yes? by Chris Raschka: Explore friendship with two boys who meet on the street.

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[1], which provides a vocabulary and critical thinking frame of reference when thinking about our children and how they engage with unit content.

Re-read foundational texts throughout the unit, starting with Level 1 questions, and adding more complex questions each time you read them.

The Kissing Hand by Audrey Penn

PK.SED.7: Adapts to change.

Level 1: Recall

Why didn't Chester want to go to the first day of school?

What did Chester's mother tell him to make him feel better about going to school?

What did Chester do to show his mother that he loved her?

What can Chester do when he's away from his mom and feels lonely or sad?

How did Chester feel before his mother gave him the Kissing Hand? How did he feel after?

Level 2: Skill/Concept

Why do you think Chester wanted to stay home with his mom instead of going to school?

Why did Chester's mom kiss his hand?

How do you think Chester would have felt if his mom had not given him the Kissing Hand?

Level 3: Strategic Thinking

Was there ever a time when you felt nervous about a new situation?

When you are worried, how do your loved ones (like your mom, dad, sister, grandmother or grandfather) make you feel better?

Who comforts you when you are feeling afraid or lonely? How?

How can you comfort your friends and loved ones when they are feeling afraid or lonely?

Level 4: Extended Thinking

What do you think Chester's mom meant when she said, "I am always with you?"

How can you make a loved one (like your mom, dad, sister, grandmother or grandfather) remember that you love them, even when you're not with them?

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[1] *http://schools.nyc.gov/NR/rdonlyres/522E69CC-02E3-4871-BC48-BB575AA49E27/0/WebbsDOK.pdf*

On Monday When It Rained by Cherryl Kachenmeister

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

Level 1: Recall

What are some of the emotions the boy in this story felt?

Why did the boy feel [insert any of the emotions described in the book]?

Level 2: Skill/Concept

Have you ever felt [insert name of emotion from above question]? When?

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

Level 3: Strategic Thinking

The boy was angry when his cousin Janie wouldn't share her new dump truck. What are some things you can do, here in the classroom, when you're feeling angry about something?

The boy said he always shares his toys with Janie. What do you know about sharing?

Level 4: Extended Thinking

Why did the boy tell his dad it had been quite a week?

What emotions have you felt this week?

Chu's First Day of School by Neil Gaiman

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

Level 1: Recall

How did Chu feel about starting school? Why?

What are some of the things the animals in Chu's class like to do? What does Chu do?

Level 2: Skill/Concept

Tell me about Chu's sneeze. What happened when he sneezed?

What do you think the teacher might do the next time Chu is about to sneeze?

Level 3: Strategic Thinking

Why did Chu feel better about school after the first day?

How did you feel on the first day of pre-K? What do you think about pre-K now?

Level 4: Extended Thinking

Chu was the last one in the class to introduce himself. Why do you think Chu shared his name and his sneeze after everyone else shared?

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

I Like Myself by Karen Beaumont

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

Level 1: Recall

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

The girl said she would like herself even if some things about her changed. What things did she say could change?

Level 2: Skill/Concept

Why do you think the girl likes herself?

What do you like about yourself?

How are you the same as the girl in the story? How are you different?

Level 3: Strategic Thinking

How do we know the girl in this story likes herself?

Why is it important to like yourself?

Level 4: Extended Thinking

What might you want to learn about the other people in our classroom?

What do you want your classmates to know about you?

Sample Weekly Plan

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

Quick Tips for Small Group:

1. Use exciting language and affect to describe the small group activity.
2. Use hands-on materials that children are encouraged to explore.
3. Preview small group activities in large group.
4. 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/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.

WEEK TWO

Essential Question: What is Pre-K?

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

Focus Vocabulary: *angry, disappointed, embarrassed, emotions, excited, expressions, feelings, frustrated, proud, lonely, rules, scared, silly*

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Routine	Supply a table with child-sized pencils, crayons or other writing tools, half sheets of paper or large chart paper, and the basket of name/picture cards for each child (laminated cards with each child's picture and first name, with the first letter in red). Model how children can "sign in," (if family members or caregivers are present, they can help) by finding their name and attempting to write it. **Encourage any mark** children make at this early stage, as they get into the routine of finding their name and attempting to write. This activity can be done at various times throughout the day.				
Large Group Meeting	Introduce the daily schedule. Show the children pictures for	Reintroduce or review the daily schedule. Show the children pictures for	Name Game song: *See Supporting Resources for song suggestions. Use a*	Show children the list they generated on Wednesday of the	Show children the list they generated on Thursday of possible

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group Meeting	each activity and put them in order. Create a song or chant to help children learn the schedule and sing it with them. Repeat the song/chant daily paying special attention to changes in the schedule. With a second set of pictures create a classroom book of the schedule and put it in the library for children to read. See page 35 for lesson plan. *PK.SED.6: Understands and follows routines and rules.*	each activity and put them in order. Create a song or chant to help children learn the schedule and sing it with them. Repeat the song/chant daily paying special attention to changes in the schedule. *PK. SED.6: Understands and follows routines and rules.* *As the year progresses, vary the song or delivery of the chant as well as the movements used.	*variety of name games and songs as the year progresses.* Ask the children, "Why do you think we come to school?" Chart their ideas on a big piece of paper, either in list form or as a web. As an extension ask children why they think teachers come to school. Add these thoughts to the chart or web. *PK.SED.6: Understands and follows routines and rules.*	reasons why children might come to school. After reviewing this list, ask, "What rules do we need in order to be able to do things and keep each other safe?" Chart their ideas on a big piece of paper, either in list form or as a web. Afterwards, group rules that are similar in preparation for the next day- no hitting and no kicking, for example. *PK.SED.6: Understands and follows routines and rules.*	classroom rules, and highlight that many of them are similar. Guide children in creating 3-5 **positively stated** rules that encompass their ideas- for example: *I keep my body safe.* *I use gentle hands with other people.* *I put toys away carefully.* Sing "Here We Go Round the Mulberry Bush" with the children, replacing the self-care lines with ways to stay safe in the classroom (walk our feet, clean up our toys, hang up our bags, smile at each other, rest at nap). *PK.SED.7: Adapts to change.*
Foundational Text	***On Monday When It Rained*** by Cherryl Kachenmeister				
Supporting Text	***Me I Am!*** by Jack Prelutsky	***Creature Features*** by Steven Jenkins	***When I Feel Good About Myself*** by Cornelia Maude Spelman	***Knuffle Bunny Too*** by Mo Willems	***Sometimes I'm Bombaloo*** by Rachel Vail and Yumi Heo

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Small Groups Implement at least two of the three small group activities per 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.*	LITERACY SMALL GROUP Explore a variety of books with the children in the library center. Ask open ended questions such as "What do you think this book is about?" "What do you like about this book?" Notice how children interact with books. For example, how they hold them, what they notice about pictures and words, what kinds of books hold their attention. *PK.CLL.4 (Reading Standards): Displays emergent reading behaviors with purpose and understanding.* Write children's initials below: Group 1: Group 2:	MATH SMALL GROUP Invite children to familiarize themselves with common math materials (i.e. counters and small manipulatives). Allow them to play freely and note the math they do independently. Model using number words ("You put three bears here and now you took two more") and ask questions such as "How do you know?" and "Why did you...?" *PK.CKW.3 (Counting and Cardinality): Understand the relationship between numbers and quantities to 10; connect counting to cardinality.* Write children's initials below: Group 1: Group 2:	SMALL GROUP #3 Provide pictures of people making various expressions, or copy the pictures from the book, ***On Monday When it Rained*** by Cherryl Kachenmeister. Invite children to look in the mirror and copy the expressions. Take pictures of the children mimicking the emotions. Discuss the emotions and when we might experience them and recognize them in others. *PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.* See page 40 for lesson plan Write children's initials below: Group 1:	Between Monday and Thursday, implement two to three small group activities. Write children's initials below: Group 1: Group 2: Group 3: Group 4: Group 5:	CATCH-UP DAY Use this as an opportunity to complete small groups with children you may have missed throughout the week. Children to work with today (initials):

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Small Groups	Group 3: Group 4: Group 5:	Group 3: Group 4: Group 5:	Group 2: Group 3: Group 4: Group 5:		
Outdoors	See Section IV, Ideas for Learning Centers.				
Lunch	As you eat with the children, talk about the procedures the class did to get ready to eat (i.e. wash hands, set tables, get lunch box, etc.)				
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 a language other than English.	To be completed as needed by teachers.				

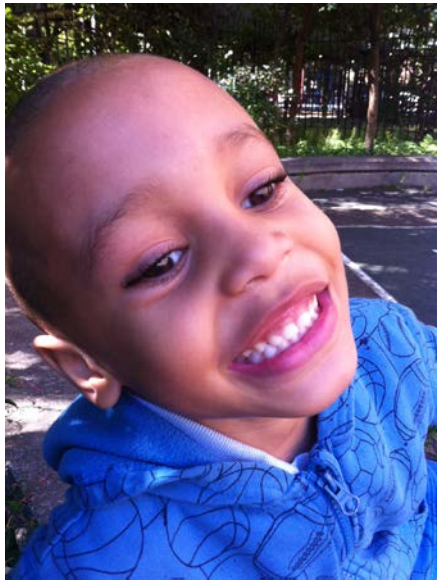
Student Work Samples

Below are examples of student work from activities in this unit. Note the alignment to standards and the relationship to the focus question and PKFCC standard. Some examples may fit under more than one standard and/or focus question.

Example 1: Expressions

Activity Type: Small Group

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



Anthony says: "When I'm outside I feel happy!"

"I feel sad when it's raining."

Example 2: Building Tour

Activity Type: Small Group

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

Eliza asks the security guard, "What is your job?"

Family Engagement

Pre-K for All Program Quality Standards (PQS)

PQS 1: Strong Relationships

Programs foster mutual respect, trust, and connection with and among families in order to build strong relationships.

PQS 2: Two-Way Communication

Programs promote two-way sharing of information between program staff and families, in a culturally responsible manner, to support children's well-being, academic success, and developmental progress.

PQS 3: Capacity Building

Programs recognize families' essential contribution to their child's development and support families in enacting their role as their child's:

3.1: Primary Teacher
Program partners with families to develop their capacity to enrich their child's academic, social, emotional, physical and behavioral development that is foundational to learning.

3.2: Primary Advocate
Programs partner with families to develop their capacity to advocate for their child's holistic needs and drive program improvement.

Sample Family Letter

September 1, 2015

Dear Families,

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

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

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

• angry •centers •classmates •classroom •community •construction •disappointed •embarrassed •emotions •expressions •excited •feelings •friends •frustrated •helpful •library •lonely •manipulatives •materials •movement •peers •proud •rules •scared •schedule •science •sharing •silly •taking turns •teachers •welcome

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

Attached you will find a copy of our daily schedule and a few key program policies. We hope you will find this helpful as you get to know our classroom community. You are an important part of this community and we're looking forward to a great year!

Sincerely,

Elizabeth, Dan, and Nancy

Supporting Resources

Teacher Texts

Powerful Interactions by Dumbro, Jablon and Stetson

Developmentally Appropriate Practice by Carol Copple and Sue Bredekamp

Challenging Behavior in Young Children by Barbara Kaiser and Judy Sklar Rasminsky

Culturally Responsive Teaching by Geneva Gay

Teacher Websites

National Association for the Education of Young Children: http://www.naeyc.org/

NYC DOE Early Childhood: http://schools.nyc.gov/Academics/EarlyChildhood/default.htm

Music: Songs with Lyrics

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.

Good Morning, Merry Sunshine

Good morning, merry sunshine, sunshine, sunshine,
Good morning merry sunshine,
And who are you?

Pat your legs as you sing. Each child says their name, then you sing to the next person.

Hicklety Picklety Bumblee

Hicklety Picklety Bumblebee,
Won't you say your name for me!

Child says their name- or you can say for them- then sing again to next person.

Here We Are Together

Here we are together, together, together,
Oh here we are together, all sitting on the rug.
There's Michael, and Diana, and Devon, and Lucy,
Oh here we are together, all sitting on the rug.

Repeat until all children and adults are named. To the tune of The More We Get Together.

Around and Around

Around and around, is the name of the game
Around and around and what's your name?

Repeat until all children and adults are named. When you sing "around and around," move your hands in a wheel motion.

You Do as I Do

You do as I do,
Follow, follow, follow.
You do as I do,
Follow, follow me.
You do as Sally does.... etc.

Everyone watches the one whose turn it is and copies the movement.

I Looked at the Clock

I looked at the clock
And what did it say?
5 more minutes to play today.

Sing (or chant) this before transition times to prepare children for the transition. You can adapt for different parts of the day.

I Had a Little Wiggle

I had a little wiggle, deep inside of me.
I tried to make it stop,
But it wouldn't let me be.
I pulled out that wiggle and threw it like a ball.
Now my wiggle's gone
And it's bouncing down the hall!

Sing (or chant) this to help children settle down after a transition.

I Have a Friend Named _____

I have a friend named Zoila, Zoila is her name.
Get up and dance Zoila, get up and dance,
Zoila, get up and dance Zoila
Zoila go wash your hands.

Each child gets a chance to get up and dance before going to wash their hands, get their jacket, etc. You can sing to more than one child at a time to make this transition happen more quickly.

I'm So Glad to See You

I'm so glad to see you,
I really couldn't wait.
Can you clap your hands
And count to eight?
One, two, three, four, five, six, seven, eight!

Ask for volunteers from the group for the next idea.... i.e. stomp your feet, blink your eyes, count in Spanish.

Sally Has Her Red Shoes On

Sally has her red shoes on,
Red shoes on,
Red shoes on.
Sally has her red shoes on,
All day long.

Each child describes their shoes (or any item of clothing) as you continue around the circle. It is fun to "clap" your feet together as you sing.

Clean Up

Clean up, clean up,
Everybody, everywhere,
Clean up, clean up,
Everybody do your share.

We're Cleaning Up

We're cleaning up,
We're cleaning up;
We're putting stuff away.
We're cleaning up;
We're cleaning up.
We do it every day.

Consider using other items such as a rain stick, bell or playing music to alert children to clean up time.

Jambo

Jambo
Jambo bwana
Habari gani?
Nzuri sana
Wageni
Mwakaribishwa
Kenya yetu
Hakuna matata

This song is a Swahili welcome song.

Foundational Learning Experiences: Lesson Plans

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

Lesson: Daily Schedule

Type: Large Group Activity

Unit of Study: Welcome to Pre-K	**Focus Question: What will I learn and do in Pre-k?**
Objective: Children will be introduced to the daily schedule and begin to understand the flow of the day.	
PKFCC Focus Standard: *PK.SED.6: Understands Rules and Routines* **Additional PKFCC Standards:** *PK.SED.7: Adapts to Change* *PK.CCL.4 (Reading): Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading)*	**Link to Authentic Assessment Systems** WWS: II.B.1: Follows simple classroom rules and routines TSG: 3: Participates cooperatively and constructively in group situations COR: G: Community
Materials: Laminated pictures or drawings of each part of the day with a one or two-word label, including special events such as celebrations or walking trips. Velcro strips or pocket chart, so schedule can be moved around to reflect the variances in each day. This will be displayed in the group area at children's eye level. *See Appendix B: Tools of Autonomy for examples.*	**Vocabulary:** centers, schedule, construction, library, manipulatives, movement, science, welcome

Procedure:

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

Beginning:

Start with all of the pictures of the daily schedule in a pile, off of the chart.

Tell children they will know what we do each day in pre-K by looking at the schedule.

If children suggest activities that are part of the day, show those pictures and put them on the schedule.

Middle:

Build the rest of the schedule, starting from the beginning of the day and getting ideas from the children about what each picture may represent, then clarifying by reading the words.

Sing or chant the schedule for the children. Consider adding a movement such as clapping or patting your legs while you sing/chant.

Invite the children to sing/chant/read with you.

End:

Let the children know you will review the schedule every day.

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

Extension:

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

Assessment: How do children respond to and engage with the schedule? Do they refer back to it throughout the day (informal assessment)?

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

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

Assessment Opportunity

Large Group Experience: Daily Schedule

PKFCC Focus Standard:

PK.SED.6: Understands Rules and Routines

Authentic Assessment Alignment:

WWS: II.B.1: Follows simple classroom rules and routines
TSG: 3: Participates cooperatively and constructively in group situations
COR: G: Community

Child's name	How does the child respond to and engage with the schedule?	Does the child refer back to the schedule throughout the day?	Notes

Child's name	How does the child respond to and engage with the schedule?	Does the child refer back to the schedule throughout the day?	Notes

Lesson: Expressions

Type: Small Group Activity

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

Procedure:

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

Beginning:

Make another expression (or show another picture), ask children to share how they think you (or the person shown) are feeling now.

Tell children that sometimes we use our faces to show how we are feeling. When we show feelings or emotions on our faces we are making expressions.

Middle:

Show the children a picture of a person making an expression and ask how they think the person is feeling.

Invite children to look in the mirror and make the same expression.

If using a camera, take pictures of children making the expressions.

Ask children why they think someone might feel that way. Ask the children if they ever feel that way and why?

Repeat with other expressions.

End:

Point out to children that people may feel different ways at different times, but all of our feelings and emotions are important.

Encourage children to look at the faces of their classmates throughout the day as well as their families and friends at home. Ask them to consider how each person might be feeling and think about why.

Later:

Print pictures of the children making the various expressions and display them in the classroom next to the pictures you used as examples.

Provide additional pictures of people making various expressions and ask children to sort them by emotion.

Assessment: Which emotions are children able to recognize through facial expression? Are children able to share when they might feel specific emotions?

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: Explore fewer emotions (2 or 3).

For children who are ready for a challenge: Ask children to take turns making an expression and have the other children identify the expression or have children draw pictures of people making the expressions you are exploring.

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

Children whose home language is a language other than English: What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?

If possible, learn a few names of emotions in the child's home language and use them in conjunction with the pictures or while making expressions.
Teacher Tip: If you are unable to access the recommended book, use pictures from other books or the internet for this activity.
Teacher Reflection: What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

Assessment Opportunity

Small Group Experience: Expressions

PKFCC Focus Standard

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

Authentic Assessment Alignment

WSS: V.D.3: Shows some awareness of ways people affect their environment
TSG: 29: Demonstrates knowledge about self
30: Shows basic understanding of people and how they live
COR: FF: Knowledge of self and others

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

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

Lesson: Class Book

Type: Small Group Activity

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

Procedure:

Hook:

Show pages 1, 6 or 11 in ***Me I Am!*** by Jack Prelutsky. Point out or ask children to notice some of the toys and materials in the pictures.

Beginning:

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

Middle:

Invite children to share their favorite thing to play and ask a follow up question, "What do you like best about _____?" or "Why do you like to play _____?" Note, children may struggle to answer this question; any response given is acceptable.

As children share their thoughts, write their words on their paper.

Summarize or share each child's thoughts to the group as you are dictating and/or when you have finished with each child's dictation so children become familiar with their classmates and their interests.

End:

Allow each child to decorate his/her page.

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

Later:

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

Assessment: What information does the child share about himself/herself? How does the child respond/relate to the information other children share about themselves?

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

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

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

Children whose home language is a language other than English: What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?

Talk to family members in advance in order to get a sense of children's interests. Use pictures or a few words in the child's home language to prompt them during this activity.

Teacher Tip:

Consider laminating the book pages for durability.

Consider using a folder to bind the book. Insert the pages into the folder to create a durable front and back book cover.
Teacher Reflection: What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

Assessment Opportunity

Small Group Experience: Class Book

PKFCC Focus Standard:

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

Authentic Assessment Alignment:

WSS: V.A.1: Identifies similarities and differences in personal and family characteristics
TSG: 2: Establishes and sustains positive relationships
COR: G: Community

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

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

Lesson: Building Tour

Type: Small Group Activity

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

Ask the children if they have seen this person before. If they have, ask them to share where they have seen this person. If not, tell the children who the person is and where they might find him/her.

Ask the children what they think this person does and how this person helps take care of them, the classroom and building. If children do not know, share this information with them.

Show the children the rest of the pictures.

Middle:

Invite the children to go on a tour of the building with you to try to find the people in the pictures.

Give each child in the group a picture.

When you see the adults, ask the children to look at their picture. If they are holding the picture of the adult you see tell them to hold it up.

End:

Introduce each adult to the children as you see them. Ask the adults to tell a little bit about what they do and then follow up by connecting their responses back to the children. After modeling this type of questioning for the children, allow children to ask the adults questions about themselves and/or their roles and responsibilities.

When you are back in the classroom, recap who you met and what they do.

Assessment:

How does the child engage with the adults? Does s/he ask the adults questions? What does s/he ask?

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

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

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

Children whose home language is a language other than English: What language is needed to understand the lesson and activity instructions, and to participate in the activity and discussion? Preview the vocabulary words with the children using pictures that help describe the roles.
Teacher Tip: Use cardboard squares as substitutes for clipboards. Use string to secure a writing utensil to a clipboard.
Teacher Reflection: What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

Assessment Opportunity

Small Group Experience: Building Tour

PKFCC Focus Standard

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

Authentic Assessment Alignment

WWS: I.D.2: Interacts easily with familiar adults
TSG: 2: Establishes and sustains positive relationships
2a. Forms relationships with adults
COR: E: Building relationships with adults

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

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

Appendices

Appendix A: Tools of Autonomy in a Pre-K for All Classroom

Teachers promote children's independence by providing meaningful roles for them within the classroom, encouraging them to talk, listening to their ideas and allowing them to make decisions for themselves. **Tools of Autonomy** support children in developing independence, self-regulation and self-confidence. Tools of Autonomy are interactive visuals through which children can begin to develop autonomy in the pre-K classroom. This document provides general guidelines and best practices. Please reach out to your DECE field office to assist with specific questions around tailoring Tools of Autonomy for the needs of the children in your classroom. The tools in this document are aligned with the proactive measures, positive reinforcement strategies and responsive strategies outlined in the Statement on Positive Behavior Guidance in Pre-K for All and EarlyLearn NYC Programs NYC.

Criteria for Effective Tools of Autonomy:

- **Relevant:** They reflect and have impact on children's experiences and learning in the classroom.
- **Strengths-based:** They build on children's strengths, convey positive messages and are used in a respectful way.
- **Flexible**: They can change during the day (for example, if there is an unexpected shift in the daily schedule) or throughout the year. This supports children in coping with change in a concrete manner.
- **Visually well-organized:** They are uncluttered to support children in understanding expectations and interacting with the environment.
- **Accessible:** They are at children's eye-level, within children's reach and available daily for independent use. *Keep in mind that only a few children will be able to directly interact with a tool at a time. Have children interact with the tool in small groups to limit wait time.*
- **Labeled:** They are labeled with clear pictures and words (where appropriate). Words are printed or typed clearly. Proper names have an initial capital letter in a different color; other words are lowercase.
- **Durable:** They are in good working condition and will last throughout the year or be repaired as needed.

Recommended types of Tools of Autonomy:

- Center Time Tool
- Attendance Chart
- Job Chart
- Daily Schedule/Flow of the Day
- Weekly Calendar
- Community Expectations Tool
- Feelings Tool

Center Time Tool

A system should be in place to help children choose and navigate a variety of learning centers in the classroom. Children choose the center in which they will work, the peers with whom they want to work, and the materials they wish to use. The Center Time Tool shows how many children are able to work at each center and pictures of children working in each center. Many teachers use one centralized chart, while other teachers choose to use smaller charts for each center or other tools that address the needs of the children in their classroom.

Suggested Learning Centers

Blocks/Construction, Dramatic Play, Music and Movement, Sand and Water, Sensory, Computer/Technology, Toys and Games, Library, Writing, Math Manipulatives, Art, Cooking and Mixing, Science/Discovery, Relaxation and Comfort, Listening

PKFCC Alignment

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

PK.CKW.3 (Mathematics): Understand the relationship between numbers and quantities to 10, connect counting to cardinality.

PK.CKW.4 (Mathematics): Count to answer "how many?" questions about as many as 10 things arrange 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.

Best Practices

Before Center Time

- Let children know what new materials or small group activities are happening in each center.
- Help children plan where they would like to begin working. Help them think about a back-up plan.
- Have a system in place for inviting children to participate in small group activities as appropriate.

During Center Time

- Each child chooses a center and places his/her name-card near the picture of the center.
- To switch to another center, children move their name to a center with availability.
- When a center is full, a child selects another center (teachers can create "waiting lists").

After Center Time

- Save time for children to clean up centers. Ensure that clean up expectations are clear.
- Invite children to reflect after centers to discuss what materials they worked with, with whom they played and how the play went. Teachers can reflect with children in small groups, as a turn and talk or during meal time.

Examples of Center Time Tools

Attendance Chart

Children monitor their attendance and the attendance of their peers with a chart showing if they are present or absent. The Attendance Chart provide an opportunity for teachers to build a positive classroom culture by modeling phrases such as, "I'm so glad you are here today," or, "I wonder why [name] is not here today. I hope we can see him/her soon." This supports children in knowing that they, and each of their peers, are important members of the classroom community. Attendance Charts with pictures also assist children in recognizing their printed names and those of their peers.

PKFCC Alignment

PK.PDH.5: Demonstrates eye-hand coordination/dexterity needed to manipulate objects.

PK.CLL.3 (Phonics and Word Recognition): Demonstrate emergent phonics and word analysis skills.

PK.CKW.1 (Mathematics, Counting and Cardinality): Count to 20.

PK.CKW.3 (Mathematics, Counting and Cardinality): Understands the relationship between numbers and quantities to 10; connect counting to cardinality.

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

Best Practices

- Each day as children arrive, they place their name cards in the "present" area of the chart.
- At the end of each day children place their name in the "absent" area. *Note that "home" and "school" are sometimes used instead of "present" and "absent."*
- Children use these charts to discuss how many and which children are present and/or absent each day.

Examples of Attendance Charts

Job Chart

Having children participate in classroom jobs teaches them responsibility, gives them pride in a job well done, and helps children contribute to caring for the classroom community. Jobs also teach children vocabulary and help them understand and carry out multi-step directions. For example, a teacher can promote language by asking the zookeeper how the animals are doing or ask the attendance taker to share the names of absent children. Teachers can set up the Job Chart so that names/pictures of children rotate or that the jobs rotate. Teachers may choose to have one job per child or have some jobs that more than one child are responsible for to add an element of collaboration.

PKFCC Alignment

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

PK.CLL.5 (Approaches to Communication): Demonstrates a growing receptive vocabulary.

PK.CKW.5 (Social Studies): Demonstrates an understanding of rules, rights and responsibilities.

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

Best Practices

- In or near the beginning of the school year, discuss the routines of the classroom and how children can help with jobs/responsibilities.
- Children generate ideas for jobs and teachers add to a list. As jobs are created, explain and model the responsibilities of each job (children will likely need reminders throughout the year).
- Rotate jobs in a predictable/fair manner so children can see what job they have and what job they will have next. A weekly rotation gives children a chance to master or practice their job and try various roles throughout the year.
- Revisit periodically with the children to see if jobs need to be added or removed.

Suggested Jobs

Attendance Taker, Electrician, Messenger, Time Keeper, Botanist/Gardener, Zookeeper/Veterinarian, Peacemaker, Teacher Helper, Caboose, Librarian, Outdoor Helper, Trash Sanitation Monitor, Clean up Helper, Line Leader, Substitute, Meteorologist, Door Holder, Meal Servers, Table Leader, On Vacation*

** Although children are typically excited about the opportunity to have a job sometimes children may decline to participate. Have a private conversation with these children to understand why they do not want to participate. Offer them the opportunity to be "on vacation" and not have a job for that rotation.*

Examples of Job Charts

Daily Schedule/Flow of the Day

Classrooms with consistent schedules and routines facilitate children's understanding of the learning environment expectations. The Daily Schedule or Flow of the Day helps children learn classroom routines and concepts of time, predict a sequence of events and develop self-regulation skills, all in a developmentally appropriate manner. Children feel more secure and in control when they are able to predict what will happen next. Changes to the routine can be reflected in the schedule, which helps children understand and adapt to these changes.

PKFCC Alignment:

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

PK.SED.7: Adapts to change.

PK.CLL.4 (Speaking and Listening Standards): Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

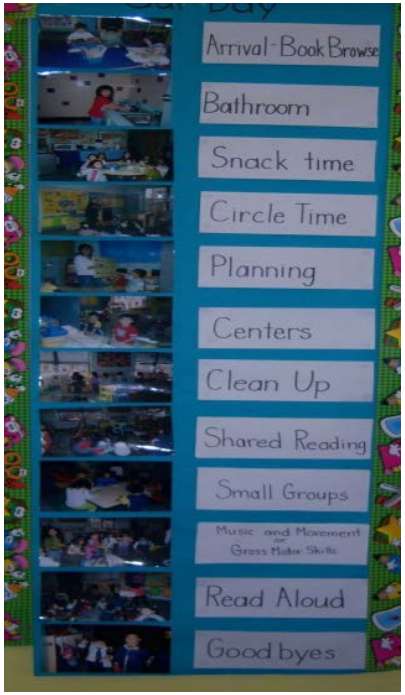
PK.CKW.6 (Mathematics, Counting and Cardinality): Identify "first" & "last" related to order or position.

PK.CKW.1 (Science) Asks questions and makes predictions based on observations & manipulation of things & events in the environment.

Best Practices

- In the beginning of the year, create the Daily Schedule so that children know what to expect throughout the day.
- Include pictures and words, with events in the order that they will occur (an additional written schedule including times should be posted in the room for visitors to view).
- Ensure flexibility (for example, on a rainy day you may have gross motor inside instead of outside).
- Organize from left to right (horizontal) when possible to promote pre-reading skills.
- Include interactive aspects, for example an arrow that children can move on the schedule as the day progresses (you may choose to include this as a job in the job chart).
- Think about children's attention spans as you break down the day into steps.
- Take into consideration children's home languages as appropriate.
- The Daily Schedule can be referred to and discussed during arrival, large group activities, when an event changes, and throughout the day as necessary.
- Post the chart at eye level so that children can independently refer to it.

Examples of Daily Schedule/Flow of the Day



Weekly Calendar

The Weekly Calendar helps children learn similar self-regulation and sequencing skills as the daily schedule over the course of a week. Pre-K children's sense of time, including concepts like *today*, *tomorrow* and *yesterday*, are still developing and the Weekly Calendar provides them the opportunity to understand and practice these concepts in a visual way. In addition, they are able to see what special activities may occur throughout the week.

PKFCC Alignment

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

PK.SED.7: Adapts to change.

PK.CLL.1 (Reading Standards: Foundational Skills, Print Concepts): Demonstrate understanding of the organization and basic features of print.

PK.CKW.4 (Social Studies, History): Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.

Best Practices

- In the beginning of the year, create the Weekly Calendar so that children know what to expect throughout the week.
- Include pictures and words, highlighting major events that will happen during the week.
- Include days that children are not at school to help them transition between days at school and days at home.
- Ensure flexibility (for example, a planned birthday party may change from Thursday to Friday mid-week).
- Organize from left to right (horizontal) when possible to promote pre-reading skills.
- Include interactive aspects, for example an arrow that children can move on the calendar as the week progresses.

Example of Weekly Calendar

Community Expectations Tool

Clearly communicated developmentally appropriate expectations for children help them develop independence and self-regulation skills and engage in respectful interactions with peers and adults. Children can contribute to creating, re-visiting or re-wording expectations. Use the Community Expectations Tool to highlight expected behaviors, including visuals. It is important that all adults also model the expectations and remind children of the expectations in a positive way.

PKFCC Alignment

PK.AL.5: Demonstrates persistence.

PK.PDH.9: Demonstrate awareness and understanding of safety rules.

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

PK.CKW.5 (Social Studies): Demonstrates an understanding of roles, rights, and responsibilities.

PK.CKW.6 (Social Studies): Begins to learn the basic civic and democratic principles.

Best Practices

- At the beginning of the year, encourage children to participate in creating a set of expectations for behavior in the classroom.
- It is important to discuss why each of the expectations is important as children are learning about being part of the classroom community.
- Expectations should be strengths-based: use positive language to clearly define the desired behavior.
- Children will need positive reminders throughout the day and year in order to follow the expectations. Use positive feedback to point out when children are following the expectations and why it is important. For example, "I see children keeping their hands to themselves. This helps keep everyone safe when we are playing."

Examples of Community Expectations Tools

Feelings Tool

Children in pre-K are learning how to identify, label and explain their feelings as well as respond to the feelings and actions of others. With adult guidance and support, Feelings Tools support children in understanding and managing feelings in themselves and others. Feelings Tools provide pictures and label of a wide variety of feelings that children experience each day. They allow children to practice identifying and expressing their feelings.

PKFCC Alignment:

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

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

PK.SED.3: Demonstrates & continues to develop positive relationships with significant adults (primary caregivers, teachers & other familiar adults).

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

PK.CLL.6 (Approaches to Communication): Demonstrates a growing expressive vocabulary.
PK.CLL.6 (Speaking and Listening Standards): Demonstrate an emergent ability to express thoughts, feelings & ideas.

Best Practices

- Children use this tool to help identify the feelings they are experiencing as part of the arrival routine and throughout the day.
- Teachers use the Feelings Tool to discuss how children can react to the different emotions they are experiencing. For example, "Helen, I notice that you made a face when you noticed that there wasn't room in the block area for you to play. Let's look at the feelings chart- how did that make you feel?"
- Feelings Tools can be placed in the cozy area for children to refer to as they seek emotional comfort.
- Pictures of what children can do if they are experiencing a challenging feeling can also be placed in the cozy area.
- Keep in mind that as children are still learning about their feelings, they may not always accurately label their and others' feelings.

Example of Feelings Tool

Appendix B: Tips for Large Group

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