

Unit Three: All About Us

Interdisciplinary Unit of Study
NYC DOE

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I. Unit Snapshot

Unit Topic:
All About Us

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

- Focus Questions*
- What makes me important and unique?
 - What feelings do I have and why?
 - What makes my class important and unique?
 - What makes my family important and unique?

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

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

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

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

Focus Standards

From the New York State Prekindergarten Learning Standards (NYSPLS)

Domain 1: Approaches to Learning

PK.AL.5. Demonstrates persistence

Domain 2: Physical Development and Health

PK.PDH.6. Engages in a variety of physical fitness activities

Domain 3: Social and Emotional Development

PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests

PK.SEL.4. Develops positive relationships with their peers

PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions

Domain 4: Communication, Language and Literacy

Approaches to Communication

PK.AC.1. Demonstrates motivation to communicate

Reading Foundations

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print

PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding

Reading

PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text

Writing

PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning

Language

PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences

Domain 5: Cognition and Knowledge of the World

Mathematics

PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects)

PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many ____ are there?“)

PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category. Note: Limit category counts to be less than or equal to 10

PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to

PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size.

Science

PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

Social Studies

PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community

PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities

PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities

The Arts

PK.ARTS.g. [MU:Pr4-6.PK] Performs Music

PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts

II. Introduction

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

During the pre-K year, children develop a concept and awareness of themselves as unique individuals. A strong sense of self supports children's success in pre-K and lays the groundwork for realizing their potential throughout their school and life experiences. In the New York State Prekindergarten Learning Standards (NYSPLS), these ideas are represented in Domain 3 (*PK.SEL.2*): *Recognizes self as an individual having unique abilities, characteristics, feelings and interests*. Unit activities such as self-portraits and like/dislike activities invite children to think about and express their ideas about who they are. Throughout the unit there are also opportunities for children to explore the attributes of their names. Names are an important part of what makes each child unique. They are also a helpful starting point for developing a wide range of early literacy skills as children are naturally interested in their own names.

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

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

Teaching Strategies GOLD®, 2010

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

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

Emotion plays a significant role in developing self-concept and self-awareness and thriving in group settings. In this unit, children build on activities and skills that were addressed in Unit 1: Welcome to Pre-K, and are provided with opportunities to further understand, regulate and communicate emotions. In this unit, you will create a feelings chart for the classroom and encourage children to identify with a wide variety of emotions, such as playful, hopeful, scared, silly, surprised, and confused. Throughout the year, children will continue to develop their ability to identify, manage and express their emotions. Notice what each child has internalized

from Unit 1: Welcome to Pre-K, and use the activities in this unit to deepen their understanding and practice skills in their day-to-day interactions.

All About Us is designed to support and embrace the diverse populations of New York City's Pre-K for All program... and realize their potential as individuals as well as members of various communities.

After taking a close look at what makes each of them unique and exploring their feelings, children will start to learn about the people around them. These activities build social and emotional skills grounded in NYSPLS Domain 3 and Social Studies standards from Domain 5. Children will explore and learn about the features, unique attributes and their roles in both their family and classroom communities. Previous units provided a foundational understanding of belonging to these two communities. In this unit children have the opportunity to build on their knowledge of the people and experiences that are closest to them. In the second two weeks of the unit, children will explore and share their family composition and customs. Families are invited to share customs or activities that are special to them with the class. For

example, they might share a family tradition or activity they do together. Families who speak languages other than English are invited to share those languages with the class in various ways. Children recognize differences and similarities between themselves and the people around them in a way that celebrates all children and families. There are two ideas for a culminating activity for this unit: either inviting each family to create a quilt square which can be used to create a class quilt, or inviting each family to share a recipe that they love for a classroom recipe book.

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

III. Unit Framework

Essential Question

This is a child-friendly question that connects the knowledge and skills that children will likely 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., whole group, small group lessons, field trips, observations, center activities) for each subtopic that provide ample opportunities to deepen children’s understanding of the Focus Questions.

Foundational Texts

PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)

These are a combination of literary and informational texts that can be read throughout the unit. See Section XI 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. They are aligned to the [NYC DOE Division of Early Childhood Education Early Childhood Framework for Quality](#) (EFQ).

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 Three: All About Us

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

	Week One	Week Two	Week Three	Week Four
Focus Questions	What makes me important and unique?	What feelings do I have and why?	What makes my class important and unique?	What makes my family important and unique?
Foundational Learning Experiences	<p>Small Group</p> <p>Invite children to observe their faces in a mirror. Provide paper and writing utensils such as pencils, crayons or markers for them to draw what they see. Encourage them to look carefully at their faces and consider how to illustrate the features and details they see.</p> <p><i>PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts</i></p> <p>See page 42 for lesson plan</p>	<p>Small Group</p> <p>In small groups, introduce children to an interactive feelings chart. Invite children to match how they are feeling from an array of labeled pictures. The chart can become part of the morning routine and should also be available for children to access throughout the day as desired.</p> <p><i>PK.SEL.1. Regulates responses to needs, feelings and events</i></p> <p>See page 47 for lesson plan.</p>	<p>Whole Group</p> <p>Revisit the classroom job chart. Share some of the materials used for classroom jobs, and invite children to demonstrate how they do some of these jobs. Invite children to reflect on the jobs in the chart and consider if they are the right jobs for the classroom. The classroom jobs should reflect the operational needs of the classroom and the ideas of the children.</p> <p><i>PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities</i></p> <p>See page 52 for lesson plan.</p>	<p>Family Engagement</p> <p>Send home paper for children to use in creating books that feature the family of each child. Families can choose what type of information to include in the book. Ideas include the people in their family, where relatives live, things the family likes to do together, favorite foods, languages spoken, family heritage, traditions, celebrations, pets, information about their home, etc. Families can choose how to illustrate the book (i.e. drawings, photographs, pictures from magazines, etc.). Children should return the books to school where they can be kept in the library for children to read. Children who do not create a book with their families at home can create one in the writing center.</p> <p><i>PK.SOC.2. Demonstrates and awareness and appreciation of</i></p>

	Week One	Week Two	Week Three	Week Four
Focus Questions	What makes me important and unique?	What feelings do I have and why?	What makes my class important and unique?	What makes my family important and unique?
				<i>their own culture and other cultures</i> See page 56 for lesson plan.
Foundational Texts	<i>This Is It</i> by Daria Peoples-Riley	<i>The Many Colors of Harpreet Singh</i> by Supriya Kelkar	<i>Stella Brings the Family</i> by Miriam B. Schiffer	<i>*I Love Saturdays y domingos</i> by Alma Flor Ada
Key Vocabulary	alike, audition, curly, dance, different, first name, favorite, individual, interest, important, last name, melody, portrait, prefer, rhythm, same, self-portrait, short, special, skill, straight, strength, tall, unique, wavy	afraid, <u>angry</u> , bored, brave, comfortable, confused, creative, ecstatic, <u>excited</u> , <u>feelings</u> , <u>frustrated</u> , gloomy, grumpy, happy, hopeful, love, mad, nervous, patka, playful, relaxed, sad, <u>scared</u> , <u>silly</u> , shy, strong, surprised, thoughts <u>Underlined</u> words are also used in "Welcome to Pre-K."	community, friends, kind, manors, peace, polite, respect, share, teamwork, together, worry	adopted, aunt, big, brother, cousin, culture, family, father, grandfather, grandmother, mother, older, siblings, sister, small, together, uncle, younger
Family and Community Engagement <i>EFQ 4: High quality programs promote families' role as primary caregivers, teachers, and advocates</i>	Ask families to share with their child a favorite story from the past. Among other things, this could be a story about the first time their child did something new, a funny story about an experience or a time when their child made the family proud.	Send home a page with the pictures used for the class feelings chart. Families can display this page at home, discuss the way they feel, and what they can do when they experience these emotions.	Ask families to write something special about their child on a small piece of paper and return it to school. Post each child's note in their cubby or somewhere where each child can easily view the words from their family.	Invite family members to come in and read to the class or lead an activity during center time that represents something important to the family. Ideas include a cooking experience, an art experience, reading a favorite book in English or another language the family member speaks, or sharing a favorite song or type of music. Families that are not able to come in may send in music, a favorite book, snack or

	Week One	Week Two	Week Three	Week Four
Focus Questions	What makes me important and unique?	What feelings do I have and why?	What makes my class important and unique?	What makes my family important and unique?
				something else that represents the family.
Culminating Celebration	<p>Community quilt: Give children a square piece of fabric or felt and invite them to draw a picture or use materials to depict something that is special to their family. Families can also have the option of bringing in a piece of fabric that represents their family, culture, or heritage. Be sure the family includes written documentation about the quilt square (“On our felt square we drew a picture of our family walking to school together,” or, “This is a piece of fabric from a shirt I used to wear. I’m too big for this shirt now but I wore it when I was smaller and my grandma took me to the zoo.”). Use the squares to create a large classroom quilt. Display the quilt in a highly visible location so children and families can enjoy it together.</p> <p><i>PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community</i></p> <p>OR</p> <p>Invite each family to send in a favorite recipe. Collect the recipes and bind them together to create a classroom cookbook. Ask families to create their favorite dish at home and bring it in for a class potluck. Note: Be mindful of children’s food intolerances and allergies by connecting with families before you do cooking activities and explicitly teaching children how being aware of allergies keeps us safe.</p> <p><i>Please review all relevant policies on meals and food served on special occasions before implementing this activity.</i></p> <p><i>PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures</i></p>			

IV. Ideas for Learning Centers

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

Learning centers empower children with a structure and materials to explore their own interests and those of their peers.

The following suggestions supplement the standard materials you have in each center such as blocks in

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

As you plan for this unit, reflect on how children select where they will play. How do you help children make intentional choices about where to play? How do they know what to do in each center? Consider briefly highlighting new or exciting options in each center but always allow children to use other center materials if they find them more interesting. If you notice a child or group of children choosing the same center daily, consider bringing in materials from other centers in order to provide them with a varied learning experience. What system do you have in place to help them know where they can play and when? What message does this system send to the children about their individual rights and responsibilities as well as their rights and responsibilities as members of the classroom community? Is there a limit to the number of children in each center at a time? How do children know this limit? How do you talk with the children about their responsibilities around properly handling materials and taking turns? Consider the use of a choice chart (See Tools of Autonomy in Unit One:

Welcome to Pre-K). A choice chart that includes children’s names and pictures can help each child realize they are an important member of the class and provide an additional opportunity for children to see their own names, as well as their peers’ names, in print.

Consider briefly highlighting new or exciting options in each center but always allow children to use other center materials if they find them more interesting.

While the materials you select for centers are extremely important, learning is made richer through the interactions adults and children have during center time. Center time provides an opportunity for staff to engage children in conversation and rich discussion around their interests, strengthening the children’s positive self-concept and self-confidence. During center time, teaching staff should intentionally model language, use questioning techniques to promote higher-order thinking skills, actively encourage children’s perspectives, increase children’s focus on the task at hand, read informally to children, and assess children’s learning. When teaching staff interact with children in centers they can model language through initiating, joining and extending conversations, using self and parallel talk and asking open-ended questions that deepen engagement and inquiry while developing problem solving and critical thinking skills.

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

Blocks/Construction

Critical thinking questions/statements:

Tell me about your work.
 I notice that you ____.
 What are some other things you could add?
 I wonder what would happen if ____.
 How do you know?
 How could you build ____?
 What is your conclusion?

Suggested Text:

Families by Shelley Rotner and Sheila M. Kelly

Invite children to look at the families in the book as they play with toy people figurines. They may want to create families or homes for families out of the blocks in the center. .

PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community

Save:

Provide nametags or “save” signs (or invite children to create their own) for children to use to indicate they would like to save the structures they are creating and would like to return to later.

PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions

Create the Classroom:

Invite children to use blocks to create the classroom. Encourage them to add as many details as possible. Add small people and furniture to the Blocks/Construction center so children can set up the classroom and play with it, too. Introduce this activity to the children by drawing a classroom map with them first.

PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to

Doll House:

If available, add a dollhouse, furniture and small people to the center. Consider doing this activity outside of the Blocks/Construction area depending on classroom space and children’s interests as well as to make sure that the house and materials do not interfere with block building.

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

Build Together:

Encourage children to collaborate to build a structure together. Provide students with materials to create a plan of what to build and how to build it. Add images of construction workers collaborating to encourage partnerships.

PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play

Block Letters:

Provide the children’s name cards and invite them to use blocks to make letters in their names. Talk with them about the lines in each letter of their name (straight, curved, etc.) and the sounds the letters make, specifically the first letter.

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print

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 ____?
 What does that remind you of?

Note:

In Dramatic Play, sometimes children act out complicated or sensitive events that could make teachers or other children feel uncomfortable. Children typically do this as a way to process difficult situations, thoughts, or experiences they have had. If this occurs, consider the emotion behind the behavior and acknowledge the feeling. If the play seems too upsetting for the classroom call the children's attention to the feelings of those around them and remind them it is important that everyone feels safe in the classroom. Reach out for additional supports that may be available at your site, such as a Social Worker or Instructional Coordinator, if necessary.

Suggested Text:

Maggie's Chopsticks by Alan Woo

Add an assortment of utensils such as spoons, forks, (safe) knives, chopsticks, tongs, sporks, or other utensils that are more relevant to the classroom community, and invite the children to explore using them in their dramatic play.

PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures

Home:

Invite children to dramatize their lives at home or to pretend to be a family. Encourage them to cook for each other, eat a meal together or take care of daily household living. Talk with the children about the things they do at home, things they do with their families and things they do with their friends outside of school.

PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community

Diner:

Keep the diner set up from Unit Two, "My Five Senses." Shift from focusing on what the children see, hear, touch, taste and smell to what foods they like and enjoy eating with family and friends.

PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities

Cookbook:

Add a cookbook for children to reference when cooking, as well as recipe cards, and writing utensils. Children can look in the cookbook for recipes their families enjoy or might like to try. Invite children to write their own recipes. They could write recipes for things their family likes or create recipes for some of their personal favorite foods.

PK.SOC.2. Demonstrates and awareness and appreciation of their own culture and other cultures

Classroom:

Turn Dramatic Play into a mini classroom. Invite children to play pre-K together. Ask them to help set up the Dramatic Play classroom. Ask which materials to include and invite the children to make the materials such as a picture schedule, feelings chart, center labels, name cards, etc. Encourage children to take on the roles of teacher(s), students and/or other program staff.

PK.SEL.4. Develops positive relationships with their peers

√ **Opportunity for Assessment:** How does the child interact with their peers? Do they share materials? Is the child able to engage in sustained interaction?

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? Why?

Suggested Text:

Tan to Tamarind: Poems About the Color Brown by Malathi Iyengar

Invite children to look at the color of their skin and mix paint to make a color that looks like their skin.

PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests

3-D Me:

Provide playdough for children to use to create themselves, family members or a friend. Consider repeating this activity with other materials (i.e. recycled materials, collage materials, yarn, etc.).

PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests

Shape Me:

Cut out various size shapes from construction paper and invite children to use the shapes to create their own bodies. After gluing the shapes together, or to a piece of paper, children can use writing utensils, or open-ended materials to add additional details (hair, patterns on clothes, etc.).

PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size.

✓ **Opportunity for Assessment:** What shapes is the child able to identify correctly?

Faces:

Provide an assortment of facial features (cut from magazines or make your own from construction paper) for children. Invite them to create silly faces with the cutouts.

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

Paper Plate Emotions:

Cut paper plates in half, give children half of a plate and invite them to draw a mouth that is expressing an emotion on it (i.e. a smile for happy, frown for sad). Attach a Popsicle stick to the bottom of the plate for children to hold and invite them to place the emotion mask over their own mouths. Provide a mirror for children to see the expressions and invite them to try to make their eyes match the expressions on the plates as well.

PK.SEL.1. Regulates responses to needs, feelings and events

Feelings Faces:

Invite children to draw expressive self-portraits. Have them look in the mirror, make an expression and draw what they see.

PK.SEL.1. Regulates responses to needs, feelings and events

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?

Suggested Text:

Don't Touch My Hair by Sharee Miller

Provide shatter-proof mirrors for children to use to observe their own hair. In addition to looking at their hair, noting the color, appearance, etc., they can also touch it to feel the texture and write or draw what they notice.

PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community

Magnifying Glasses:

Invite children to use magnifying glasses to explore fingerprints, skin, hair, etc.

PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

Who Am Eye?

Take pictures of each child's eyes. Print and invite children to try to identify each child in the class. This can also be done with mouths, or both eyes and mouths, and played as a matching game.

PK.AL.5. Demonstrates persistence

**Note: Classroom staff may not use their personal devices to take classroom photos.*

Dough Faces:

Provide the outlines of faces as well as playdough. Invite children to use the dough to create facial features for the faces. When the class studies feelings, invite children to make expressive faces. To add an additional dimension to this activity, make the playdough with the children.

PK.SEL.1. Regulates responses to needs, feelings and events

Mirrors:

Provide mirrors for children to use to look at themselves. Later, children may choose to look in the mirror with another child and compare/contrast what they notice about each other. Have children record their observations in their science journals.

PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests

✓ **Opportunity for Assessment:** Is the child able to compare/contrast themselves to peers? What do they notice about themselves? What do they notice about their peers?

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?
 If I want to _____, what should I do? Why?
 Tell me about _____.
 How do you know?
 Tell me why _____.

Suggested Text:

One Family by George Shannon

Invite children to use manipulatives to create families of various sizes. After children create a family invite them to count the number of family members and label them with a number card (child made, teacher made, playing card, etc.).

PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects)

Note: Students can select the corresponding number card and/or write the numeral

Name Numbers:

Invite children to refer to their name cards and count the number of letters in their names then place the appropriate number card next to the name card. Children can count the letters in their own names as well as their peers' names.

PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality

Measure Me:

Help children figure out how many "feet" or "hands" tall they are. Cut out several feet or hands (all the same size) and tape to wall. Invite children to stand next to the feet/hands and add a post-it to mark each child's height. Have children count how many feet/hands tall they are. Invite them to write the number on the post-it. Unit blocks can also be used for this activity instead of feet and hand cutouts.

PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)

People:

Add small people or figurines to the center. Children can sort and then count the people, or use them for imaginative play. Add sorting trays, muffin tins or egg cartons to help children keep the materials sorted as they work.

PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category. Note: Limit category counts to be less than or equal to 10

Face Magnets:

Cut out various facial features from pictures in magazines. Adhere onto magnets, supply a cookie sheet or other magnetic surface and invite children to create faces.

PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

Feelings Puzzles:

Draw faces of various emotions on paper plates. Cut the plates apart to create puzzles. Invite the children to assemble the puzzles and discuss the emotion expressed.

PK.SEL.1. Regulates responses to needs, feelings and events

Feelings Eggs:

Using small plastic eggs that split into two pieces, draw eyes and nose of a particular expression on one half of an egg and the mouth of an expression on the other half. Invite children to explore the eggs to find matches or to experiment by mixing and matching the faces.

PK.SEL.1. Regulates responses to needs, feelings and events

Fish for a Feeling:

Affix faces that display various emotions to magnets. Create a “fishing pole” (using a stick, string and magnet to act as a hook) and invite children to “fish” for faces that represent different emotions.

PK.SEL.1. Regulates responses to needs, feelings and events

✓ **Opportunity for Assessment:** What emotions is the child able to identify? What associations do they make between the emotions and the corresponding facial expressions? What descriptions to they provide for when they experience these emotions?

Sand and Water / Sensory

Critical thinking questions/statements:

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

Suggested Text:

Want to Play Trucks? by Ann Stott.

Add an assortment of vehicles and people to the pourable materials in the sensory table for the children to explore.

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

Sand Writing:

Cover the bottom of the sand table in a fine layer of sand. Invite children to use their fingers to draw and try to write their names in the sand.

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print

Emotions Slime:

Create slime (see Appendix A for recipe) in multiple colors. Invite children to select two or three emotion(s) they would like to explore and have them choose a color for each. As children explore the slime, discuss when they might experience these emotions and why. As children are ready, discuss the possibility of experiencing multiple emotions at once and invite children to use multiple colors of slime at one time. What happens to the colors? How does that relate to our emotions?

PK.SEL.1. Regulates responses to needs, feelings and events

Us:

Add laminated pictures of each student (that include their names) as well as small plastic letters to the pourable materials in the table. Invite children to find their pictures and the letters in their names.

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print

People:

Add small plastic people to the sensory table. Invite children to play with these people in addition to the pourable materials already in the table. Children can pretend the people are their family members or friends.

PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities

Letters:

Add small plastic letters to the pourable materials in the table. Invite children to look for the letters in their names. If magnetic letters are available, use magnetic letters and a magnetic wand; let children drag the wand through the pourable materials to find the letters in their names. Be sure children's name cards or another representation of their names are available for them to reference as they work.

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print

✓ **Opportunity for Assessment:** What letters is the child able to identify?

Library

Critical thinking questions/statements:

- Tell me about this book.
- What do you like about this book?
- What is your favorite part of this book? Why?
- What do you notice?
- What do you think is happening?
- What will happen next?
- Does that remind you of anything? What?
- Would you recommend this book to a friend? Why or why not?

Note:

Add books from the Foundational and Supporting Text list in Section V to your classroom library to create a collection of books that deepen children's understanding of the unit.

Read Aloud:

Provide small stuffed animals or dolls and invite children to read to them.

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print

My Heart Fills With Happiness:

After creating the class book, *My Heart Fills With Happiness* in the Writing Center, add the book to the library for children to read independently or with a friend. See page 25.

PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions

Our Names:

Reintroduce the class name book created in Unit 1: *Welcome to Pre-K*. Invite children to share their own page with their peers. If children are ready for an additional challenge, they can share the page of a classmate.

PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding

√ Opportunity for Assessment:

What does the child do when interacting with this book? Note actions (including book handling), words, language, etc.

Reading Together:

Encourage children to read a book with a friend. One child can read to the other or they can look at a book together.

PK.SEL.4. Develops positive relationships with their peers

Finger Puppets:

Add finger puppets to the library and invite children to use them to retell some of their favorite stories.

PK.AC.1. Demonstrates motivation to communicate

Cooking and Mixing

(As needed)

Critical thinking questions/statements:

Why do you think we are adding ____?
 What would happen if ____?
 What do you notice as we do this?
 How does it smell/feel/look/sound/taste?
 What does this remind you of?

Suggested Text:

Fry Bread by Kevin Noble Maillard

After reading this book together and discussing some favorite family foods, consider trying the fry bread recipe at the end of the book. ***This recipe uses many very hot ingredients. For safety, an adult may need to do some of the cooking independently, away from the children.***

PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures

Note:

Be mindful of children's food intolerances and allergies by connecting with families before you do cooking activities and explicitly teaching children how being aware of allergies keeps us safe.

Snacks and meals must be of adequate nutritional value. When providing snacks and meals, supplement with other components of a healthy meal/snack according to appropriate meal guidelines in order to make sure children's nutritional needs are met.

Children must always wash hands before and after cooking experiences.

PK.PDH.7. Demonstrates personal care and hygiene skills

Thumbprint Cookies:

See recipe in Appendix A. Highlight the thumb print portion of this activity. Be sure to write the recipe out in a child friendly format and reference it throughout the cooking experience.

PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding

✓ **Opportunity for Assessment:** Does the child refer to the recipe for guidance throughout the cooking experience? What connections do they make between the text in the recipe and cooking process?

Graph:

After a cooking activity, create a graph comparing children's preference for the food just prepared to another food. Invite children to share their preferences, then compare and discuss the results.

PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies)

Computer/Technology

Content should be free of product placement/advertising. Children are not to use computers or other devices with screens more than 15 minutes per day, with a maximum of 30 minutes per week. Exceptions to this limit may be made for children with disabilities who require assistive computer technology as outlined in their Individualized Education Program. 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 ____?
 How could you ____?

Suggested Text:

Add the books to this center that match, or are similar to the stories families share electronically (See *Share a Story* on the following page).

PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts

Recordings:

Invite each child to record themselves saying a sentence such as, "Hi! I like to play ____." Be sure each child only says a sentence and does not say their name. Play back the recordings so the children can listen to their own voices and try to identify those of their classmates.

PK.AC.5. Demonstrates a growing expressive vocabulary

✓ **Opportunity for Assessment:** Does the child use appropriate volume and speed so the spoken message can be understood?

Names:

Invite children to type their names on the computer. Place the children's name cards near the computer for them to reference.

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print

Who Am Eye?

Use your program's camera or other device to take photos of children's facial features such as eyes and mouths. Use these pictures for the Who Am Eye activity in the Science/Discovery Center. As you engage in conversation with children during this activity, invite them to consider how they use each facial feature and why they are helpful.

PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

Friends, Friends, 1, 2, 3

Use a search engine to find sign language to accompany the song, "Friends, Friends, 1, 2, 3." Invite the children to copy the signs and use them as you sing this song together.

PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills

Share a Story:

Invite families to make voice recordings of themselves reading a book or telling a story that they enjoy together. They can share with the class via email or on tape. Families who do not have the technology to do this can be referred to the library, borrow a tape recorder from school or recommend a book for the teaching staff to read or a story to tell. Let the children listen to the recordings on the computer. If possible, provide a copy of the books shared so children can follow along.

PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community

Outdoors / Playground

Critical thinking questions/statements:

I saw you ____.
 What will you do next?
 If you try ____, what do you notice?
 How did you do ____?
 How does it feel outside today?
 What do you see?

Suggested Text:

My Blue is Happy by Jessica Young

As children are decorating their chalk drawings or shadows, invite them to talk about how the colors they are using make them feel.

PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests

Can You ____?

Suggest physical challenges and invite children to accept the challenge (i.e. Can you jump seven times on one foot? Can you hop to the fence, etc.?). Be mindful of children's varying physical abilities.

PK.PDH.6. Engages in a variety of physical fitness activities

Sports:

Provide equipment for many different sports. Invite children to explore the equipment to determine which they like best and use the necessary equipment to play their favorite sport.

PK.PDH.4. Combines a sequence of large motor skills with and without the use of equipment

✓ **Opportunity for Assessment:** Which skill sets does the child practice and/or explore? Throwing, pushing, pulling, catching, balancing, etc.

Stick Letters:

Invite children to collect sticks and use the sticks to create letters and numbers. Review safety rules for picking up objects from the ground before encouraging children to begin collecting. Children can make the first letter in their name, their whole name or their age with the sticks. Have examples of letters and numbers available.

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print

Feet:

Trace children's feet with chalk. Invite them to use chalk to decorate the outlines. Invite children to attempt to write their names by their work as well.

PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts

Shadow Tracing:

Invite children to explore where to stand outside to create shadows. Trace their shadows; then invite them to trace the shadows of their classmates.

PK.SCI.9. [P-PS3-1.] Participates in an investigation to determine the effect of sunlight on Earth's surface.

Collections:

Invite children to make collections of objects that represent how old they are (four-year-olds make collections of four items) from found materials outside. Review safety rules for picking up objects from the ground before encouraging children to begin collecting. Provide writing materials (paper and writing utensils or chalk) and encourage children to write the number of items in their collections.

PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects)

Writing

Critical thinking questions/statements:

I notice that you ____.
That reminds me of ____.
What if you try ____?
How could we find out ____?

Suggested Text:

**My Heart Fills With Happiness* by Monique Gray Smith

Encourage the children to think about what fills their hearts with happiness and write or draw a picture to share their thoughts.

PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences

Write a Letter:

Invite children to write letters to family members and friends. They can write things they like about someone, a memory they have, or something they are looking forward to doing with that person. Put the letter in an envelope, add the recipient's name and deliver. Talk with children about mail delivery. Children can put letters for classmates in their cubbies or in a designated mail box and can take letters for family members or friends outside of program home with them to deliver.

PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities

Classmate Memory:

Create a memory game using photos of the children in the class. Use children's pictures for one set of cards and their names for the other set. As a scaffold, consider providing a set of cards that includes children's pictures and names on one set and only pictures on the other.

PK.AL.5. Demonstrates persistence

I am an Author:

Provide children with materials to create their own stories and books.

PK.ELAL.14 [PKW.2] Uses a combination of drawing, dictating, oral expression, and /or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning

Class Book:

After reading, *My Heart Fills With Happiness*, by Monique Gray Smith, invite children to create a page for a class book about things that make them happy. Save the work to create a class book, *Our Hearts Fill With Happiness*, for the class library.

PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences

Name Rubbings:

Write each child's name in glue on a strip of paper. After the glue is dry, invite children to use crayons to create a name rubbing in the same way they did leaf rubbings in Unit 2: My Five Senses.

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print

✓ **Opportunity for Assessment:** Which letters from the child's name do they recognize?

Dough Names:

Invite children to use playdough to create their names. Supply a large name card for each child to reference. Demonstrate how to roll the playdough into thin ropes and shape into letterforms. As children work talk with them about the letters in their names and the sounds they make.

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print

Name Graph:

Invite each child to refer to his/her name card to count the letters in his/her name. Graph the results.

PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many ____ are there?)

Name Puzzles:

Cut apart a name card for each child. Invite children to reassemble their own names. Add children's picture puzzles from Unit 1: Welcome to Pre-K and encourage them to match these puzzles to the name puzzles.

PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences

Music and Movement

Critical thinking questions/statements:

I see you moving like this.
 I heard you ____.
 I saw you ____.
 Tell me about that.
 Let's try playing the music loud (or soft, fast, slow).
 Can you try this?
 How does this music make you feel?
 Have you heard music like this before? Where?

Suggested Text:

Here We Go Round The Mulberry Bush by Sophie Fatus (Illustrator).

Invite the children to sing along and share the ways they do some of the different activities in the book.

PK.PDH.7. Demonstrates personal care and hygiene skills

How Do You Feel?

Provide different genres of music with various tempos and types of instruments (i.e. reggae, violin concerto, jazz quartet, etc.). Include music that may be familiar to the children and their families as well as music that may be new or novel. Play one song and ask the children how the music makes them feel. Invite them to dance accordingly. Change the songs often and repeat!

PK.ARTS.10 [MU:Re7-9.PK] Responds to Music

Music from Home:

Invite families to share music (appropriate for children) they enjoy at home.

PK.ARTS.11. [MU:Cn10-11.PK] Connects to Music

✓ **Opportunity for Assessment:** What does the child share about the music they brought in to share?

Yoga:

Introduce children to some basic yoga moves and invite them to participate. Discuss how some people use yoga to calm down and relax.

PK.PDH.6. Engages in a variety of physical fitness activities

What Can You Do Ponchinello?

Introduce songs where each child takes turns doing a movement and others repeat the movement, such as "What Can You Do Ponchinello?"

PK.ARTS.9. [MU:Pr4-6.PK] Performs Music

V. Foundational and Supporting Texts

Books are essential to a well-planned unit and ground the learning experiences for children. Engage children with books throughout the day. Read alouds can occur in large group and small group as well as in centers. Books can be incorporated throughout the room and enhance children’s learning through play. Some books are read repeatedly throughout the unit. Some books will be read only once or twice throughout the unit; these are supporting texts. Supporting texts compliment focus questions and centers 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. Not only can these books be read aloud both formally and informally, but children should also be able to access and read these books on their own. Allowing children access to classroom books encourages children to display emergent reading behaviors and address *PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding.*

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

Foundational Texts

***This Is It** by Daria Peoples-Riley: A young dancer is nervous about her upcoming auditions but finds confidence in her skills, her body, and her ability to shine.*

***The Many Colors of Harpreet Singh** by Supriya Kelkar: Harpreet Singh loves his colors- but when his family moves to a new city, everything just feels gray.*

***Stella Brings the Family** by Miriam B. Schiffer: Stella’s class is having a Mother’s Day celebration, but what’s a girl with two daddies to do?*

****I Love Saturdays y domingos** by Alma Flor Ada: Saturdays and Sundays are very special days for one little girl.*

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

A Boy Like You by Frank Murphy: All the wonderful ways to be a boy.

A is For All the Things You Are: A Joyful ABC Book by Anna Forgeron Hindley: A celebration of what makes us unique as individuals and connects us as humans.

****Count on Me*** by Miguel Tanco: Everyone has a passion. For some, it's music. For others, it's art. For our heroine, it's math.

****Dad By My Side*** by Soosh: A celebration of the special relationship between a girl and her dad.

Daniel's Good Day by Micha Archer: What makes a good day? It's something different for everyone in the neighborhood.

Don't Touch My Hair! By Sharee Miller: Even if it looks so soft, fluffy, and bouncy that you *really* want to touch it, it is always important to ask permission before touching someone's hair.

Families by Shelley Rotner: Big or small, similar or different-looking, there are all kinds of families.

Family by Isabell Monk: Hope's new and unusual dessert blends well with the traditional dishes prepared by her cousins and Aunt Poogee at their annual summer get-together.

Fry Bread: A Native American Family Story by Kevin Noble Maillard: A depiction of a modern Native American family.

Full, Full, Full of Love by Trish Cooke: For the youngest member of an exuberant extended family, Sunday dinner at Grannie's can be full indeed.

****Heather Has Two Mommies*** by Lesléa Newman: When Heather goes to school for the first time, someone asks her about her daddy, but Heather doesn't have a daddy. At first she feels bad, but then she learns there are many different kids of families.

Here We Go Round the Mulberry Bush by Sophie Fatus (Illustrator): Follow four children from different countries, each going through their early morning routine and getting ready for school.

I Like Myself! by Karen Beaumont: This ode to self-esteem encourages kids to appreciate everything about themselves- inside and out.

I Love My Hair! by Natasha Anastasia Tarpley: A girl named Keyana discovers the beauty and magic of her special hair.

I Love You More Than by Taye Diggs: This message of love underscores the bond between parent and child.

Just Like a Mama by Alice Faye Duncan: Mama Rose is amazing and until Carol Oliva Clementine can be with her mother and father again, Mama Rose also becomes her "home."

Let's Celebrate: Special Days Around the World by Kate DePalma: An introduction to several special days around the world.

Maggie's Chopsticks by Alan Woo: Maggie gets her own pair of chopsticks and everyone insists on telling her how to use them.

Mommy's Khimar by Jamilah Thompkins-Bigelow: A young girl plays dress up with her mother's headscarves, felling her mother's love with every one she tries on.

My Blue is Happy by Jessica Young: Colors may feel one way to you and another to me.

My Brother Charlie by Holly Robinson Peete and Ryan Elizabeth Peete: Callie is very proud of her brother, Charlie. He's good at so many things .

****My Heart Fills With Happiness*** by Monique Gray Smith: The sun on your face. The smell of warm bannock baking in the oven. Holding the hand of someone you love. What fills your heart with happiness?

****Of Thee I Sing: A Letter To My Daughters*** by Barack Obama: A tribute to thirteen groundbreaking Americans and the ideals that have shaped our nation.

Our Favorite Day by Joowon Oh: Papa enjoys his daily tasks, but there's one day each week that is extra special.

Saturday by Oge Mora: Sometimes our best plans don't work out exactly as we expect...

Shades of People by Shelley Rotner: Cocoa, tan, rose, and almond- people come in lots of shades, even in the same family.

Sister, Sister by Anne Sibley O'Brien: Meet two sisters who seem to have very different interests, and see what brings them together.

Sunday Shopping by Sally Derby: On Sunday nights, Grandma flips open the newspaper to see what is advertised, and the imaginary tour of the neighborhood stores begins.

Super Satya Saves the Day by Raakhee Mirchandani: Super Satya is ready to have a super day.

Tan to Tamarind: Poems About the Color Brown:

by Malathi Michelle Iyengar: When you look in the mirror, what do you see?

The Favorite Book by Bethanie Deeney Murguia:

Have you ever thought about how your favorite things became your favorite in the first place?

The Ring Bearer by Floyd Cooper: Mama is getting married and Jackson has an important job to do!

****The Same but Different Too*** by Karl Newson:

There's something about each of us that makes us special. But while everyone is unique, we all have many things in common, too.

What I like About Me by Allia Zobel-Nolan: In a world where fitting in is the norm, being different is what makes us special.

VI. 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 Wheel¹, 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.

This Is It by Daria Peoples-Riley

PK.ARTS.4 [DA:Cn10-11.PK} Connects to Dance

Level 1: Recall

What does the girl in this book like to do?

What are some of the dance moves the girl in this book shows us? Try them, if you would like!

Level 2: Skill/Concept

What is the little girl in this book getting ready for?

What do you think a dance audition is?

How do you think the girl in this book might be feeling about her dance audition?

Level 3: Strategic Thinking

You said the little girl in this book might be feeling _____ about her dance audition. Why do you think she might be feeling that way?

Where do you think the girl in this book is dancing? Why do you think she is dancing there?

Level 4: Extended Thinking

The book says that melodies sing from the girl's elbows to her knees. What does it mean to have melodies sing from your elbows to your knees?

The book says that rhythms beat all the way down the girl's spine. What does it mean to have rhythms beat down your spine?

The Many Colors of Harpreet Singh by Supriya Kelkar

PK.AC.3 Demonstrates understanding of what is observed

Level 1: Recall

What did Harpreet love?

Why did Harpreet wear different colors?

Level 2: Skill/Concept

How did Harpreet feel when he first started his new school? Why do you think he felt that way?

What made Harpreet start feeling better about his new school?

Level 3: Strategic Thinking

Harpreet loved many different colors and used them for different things. What color(s) do you like? Why? What do you do with the colors you like?

In this book, Harpreet wears a patka- a turban- on his head. Abby wears a winter hat. Why do people wear different types of head coverings and hats? What are some of the other things besides patkas and winter hats that people can wear on their heads?

Level 4: Extended Thinking

Have you ever moved somewhere new or tried something new? How did it feel?

¹ <http://schools.nyc.gov/NR/ronlyres/522E69CC-02E3-4871-BC48-BB575AA49E27/o/WebbsDOK.pdf>

Harpreet started feeling better about his new school when he met his new friend Abby. How can other people help us feel better when we are sad or upset?

Stella Brings the Family by Miriam B. Schiffer

PK.SEL.1. Regulates responses to needs, feelings, and events

Level 1: Recall

Why was Stella worried about the Mother's Day party at her school?

Who did Stella bring to school for the Mother's Day party?

Level 2: Skill/Concept

All the children in Stella's class brought someone special to school for the party. Who are some of your special people?

What can make someone special to us?

Level 3: Strategic Thinking

In this book, Stella was very worried. What can it feel like to be worried?

Have you ever been worried? What made you worry?

Level 4: Extended Thinking

What are some of the ways you might be able to get better if you are feeling worried about something?

How do you think Stella felt after the party? Why do you think she felt that way?

I Love Saturdays y domingos by Alma Flor Ada

PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities

Level 1: Recall

Why does the little girl in this story like Saturdays?

Why does the little girl in this story like domingos?

What did the little girl celebrate with her family at the end of the book?

Level 2: Skill/Concept

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

What are some of the things the little girl in this story does with her abuelito y abuelita?

How are the things the little girl does with her grandma and grandpa the same and different from the things the little girl does with her abuelito and abuelita?

Level 3: Strategic Thinking

Why were grandma, grandpa, abuelito and abuelita at the little girl's birthday party?

What do you like to do for your birthday?

Level 4: Extended Thinking

The little girl in this story loves surprises. How do you feel about surprises?

Grandma, grandpa, abuelito and abuelita are proud of their families; what are some things that make you proud?

VII. 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 whole group.
4. Link the activity to children's previous experiences

If children decline...

Have a private conversation with the child as they play 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 ONE

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

Focus Question: What makes me important and unique?

Focus Vocabulary: alike, audition, curly, dance, different, first name, favorite, individual, interest, important, last name, melody, portrait, prefer, rhythm, same, self-portrait, short, special, skill, straight, strength, tall, unique, wavy

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Routine	Continue to supply a table with child-sized pencils, crayons or other writing tools, half sheets of paper or large chart paper, and a basket of name/picture cards for each child (laminated cards with each child's picture and first name, with the first letter in red). Some children may still need you to model how to "sign in," (if family members or caregivers are present, they can help) while others may be ready to start exploring the first sound in their names. Continue to encourage any mark children make according to each child's needs but be ready to help children who are ready for an additional challenge by adding the first letter of their last name or encouraging them to look closely at the model letters on their name card to improve accuracy. This activity can be done as children arrive or later in the day.				

Greet each child as they arrive. Celebrate the children’s arrival with feeling phrases such as, “I feel excited/happy to see you!” This helps to set a positive tone in the classroom.					
<p>Large Group Meeting</p> <p><i>In order to reduce the amount of time that children spend in large group and ensure that children have enough time to engage in meaningful play, teachers should think strategically about other large group activities and whether they are essential to the day.</i></p>	<p>Write out the following poem on large chart paper. Read it at group time, pointing to the text as you read it.</p> <p><i>No one else looks the way I do I have noticed that it's true No one walks the way I walk No one talks the way I talk No one plays the way I play No one says the things I say I am special I am me There is no one I would rather be than me!</i></p> <p>Reread the poem several times throughout the week.</p> <p><i>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</i></p>	<p>Sing <i>Head, Shoulders, Knees and Toes</i> with the children, encouraging them to touch each part of their body as noted throughout the song. As children become familiar with the song, add another dimension to the activity by seeing how fast and/or slow you can sing the song while doing the movements.</p> <p><i>PK.PDH.2. Uses sensory information to plan and carry out movements</i></p>	<p>Give the children their name cards. Hold up, or write, a letter. Ask children to look at their name cards, raise their hand or stand up and say “I do” if they have that letter in their name.</p> <p><i>PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print</i></p>	<p>Place two objects (toys or pictures of objects) on the floor on either side of the group space. Ask children if they prefer ___ or ___ indicating each. Ask children to move so they are standing next to the object they prefer. Count the number of children by each object. Repeat with an assortment of other objects. Alternatively, children could each have a block and place it in a stack next to the object they prefer.</p> <p><i>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</i></p>	<p>Share the front covers of some of the books the class has read. Each book should include an interesting main character. Help the children recall a bit about each main character. Ask them to share some of the things that are special and/or unique about these characters. Then invite the children to share something important or unique about themselves. Chart children’s ideas under the heading, “What’s Important About Me?” highlighting the name of each child.</p> <p><i>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text</i></p>
<p>Foundational Text <i>This Is It</i> by Daria Peoples-Riley</p>					

Supporting Text	<i>I Like Myself!</i> by Karen Beaumont	<i>A Boy Like You</i> by Frank Murphy	<i>I Love My Hair!</i> by Natasha Anastasia Tarpley	<i>The Favorite Book</i> by Bethanie Deeney Murguia	<i>Daniel's Good Day</i> by Micha Archer
<p>Small Groups</p> <p>Implement at least two of the three small group activities per week.</p> <p>Small Groups</p> <p><i>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 centers.</i></p>	<p>LITERACY SMALL GROUP</p> <p>Read <i>I Like Myself!</i> by Karen Beaumont. After reading, invite the children to share something that they like or is very important to them and why. Invite children to record their ideas through their own writing, drawing a picture or dictation.</p> <p><i>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</i></p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p>	<p>MATH SMALL GROUP</p> <p>Sing, "Bubble Gum, Bubble Gum in a Dish" with the children. Tell them you wish to have ___ (number less than 10) pieces of bubble gum. Use counters to represent pieces of bubble gum and put them in a small dish in front of you. Ask the children to put the same number of pieces of bubble gum in their dish as you put in yours. Invite each child in the group to have a turn to be the leader. Be sure the children empty their bowls between turns.</p> <p><i>PK.MATH.4.a. [NY-PK.CC.4.a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered</i></p>	<p>SMALL GROUP #3</p> <p>Self Portraits (Foundational Learning Experience) Invite children to observe their faces in a mirror. Provide paper and writing utensils for them to draw what they see. Encourage them to look carefully at their faces and consider how to illustrate the features and details they see.</p> <p><i>PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts</i></p> <p>See page 42 for lesson plan</p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p>	<p>Between Monday and Thursday, implement two to three small group activities.</p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p>	<p>CATCH-UP DAY</p> <p>Use this as an opportunity to complete small groups with children you may have missed throughout the week.</p> <p>Children to work with today (initials):</p>

<p>integration of goals for children with IEPs</p>	
<p>Differentiation for children whose home language is a language other than English.</p>	<p>To be completed as needed by teachers.</p>

VIII. 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 NYSPLS standard. Some examples may fit under more than one standard and/or focus question.

Example 1: Self-Portrait

Activity Type: Small Group

NYSPLS Standard: PK.SCI.5. [P-LS1-2.] *Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment*

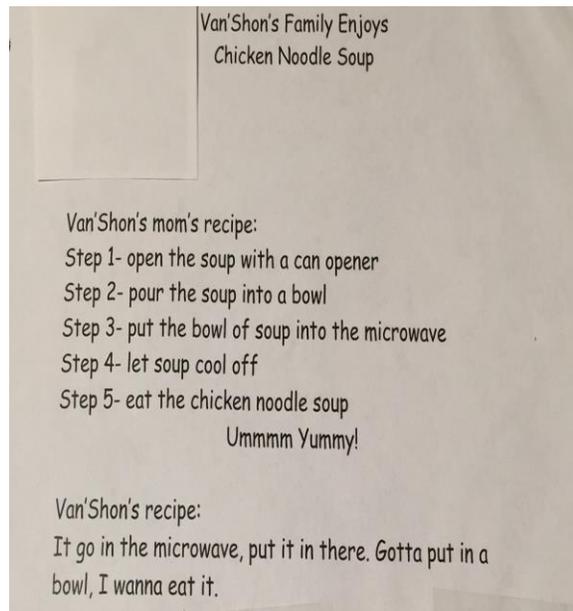


"This is me. I am smiling but you can't see my teeth. My hair is almost to my eyes."

Example 2: Classroom Cookbook: Family Recipes

Activity Type: Culminating Experience

NYSPLS Standard: *PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding*



IV. Supporting Resources

Teacher Texts

Keepsakes: Using Family Stories in Elementary Classrooms by Linda Winston

Unsmiling Faces by Lesley Koplow

The War Play Dilemma: What Every Parent and Teacher Needs to Know (Early Childhood Education Series) by Diane E. Levin, Nancy Carlsson-Paige

Rethinking Early Childhood Education Edited by Ann Pelo

Teacher Websites

Children’s Museum of the Arts New York
<http://cmany.org/>

Brooklyn Children’s Museum
<http://www.brooklynkids.org/>

Teaching Tolerance
<http://www.tolerance.org/kit/starting-small>

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.

The More We Get Together

The more we get together,
Together, together,
The more we get together,
The happier we’ll be.
Cause your friends are my friends
and my friends are your friends.
The more we get together, the happier we’ll be.

When I am _____

When I am sad, I feel like crying (rub eyes)
When I am proud, I feel like trying (head held high)
When I feel curious, I want to know (look up, wondering)
When I’m impatient, I want to go! (cross arms, tap foot)
When I feel angry, I look this way (angry look)
When I feel happy, I smile all day (big smile)
When I am puzzled, I make a shrug (shrug shoulders)
When I feel loving, I want to hug (hug yourself).

I am Special

I am special,
I am special (point to self)
Take a look
Take a look!
Someone very special
Someone very special
It is me It is me!! (Point to self)

Tune, Frere Jaques

Diddle, Diddle, Dumpling

Diddle, diddle, dumpling
My son, John
Went to bed With his trousers on
One shoe off And one shoe on!
Diddle, diddle, dumpling
My son, John!

Join Our Circle

I am waiting I am waiting
For all my friends
For all my friends
To come and join our circle
To come and join our circle
Sit right down
Sit right down.

In Spanish:

Estoy esperando
Estoy esperando
Para todos mis amigos
Para todos mis amigos
Vengan y júntense en nuestro circulo
Vengan y júntense en nuestro circulo
Siéntense
Siéntense.

I Like to Come To _____

I like to come to (class/program name/type)
I like to come to (class/program name/type)
With all the other boys and girls
I like to come to (class/program name/type)
Because (name) will be there,
and (name) will be there
(Keep on till you've named everyone)
And we're so glad that we're all here.

Tune, The Farmer in the Dell

Additional Song Titles

Friends, Friends, 1,2,3
Head, Shoulders, Knees and Toes
Hickety, Pickety Bumble Bee
If You're Happy and You Know It
Sammy
Under One Sky

X. 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. Please note the NYSPLS standards and assessment items listed in each lesson plan. Keep in mind that you may be addressing additional assessment items and standards.

Lesson: Self-Portraits

Type: Small Group Activity

Unit of Study: All About Us	Focus Question: What makes me special?
Objective: Children will look critically at themselves, noting details in their appearances.	
<p>NYSPLS Focus Standard: <i>PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment</i></p> <p>Additional NYSPLS Standard: <i>PK.SEL.1. Regulates responses to needs, feelings and events</i></p>	<p>Link to Authentic Assessment Systems</p> <p>WWS: VI.A.3: Uses a variety of art materials for tactile experience and exploration</p> <p>TSG: 33: Explores the visual arts</p> <p>COR: X: Art</p>
<p>Materials: Mirrors, paper, drawing utensils (pencils, crayons, markers, etc.)</p>	<p>Vocabulary: curly, favorite, portrait, self-portrait, short, special, straight, strength, tall, unique, wavy</p>
<p>Procedure:</p> <p>Hook: Show children drawings of a couple of children’s faces (consider using an online search engine to find pencil drawings of children’s faces).</p> <p>Beginning: Tell children people drew these pictures, or portraits (a picture drawing or painting of a person), with pencils. They looked at children and drew what they</p>	

<p>saw.</p> <p>Ask children to look carefully at the pictures of the faces. What features do they notice on all of the children? Do they see eyes? Noses? Mouths? Ears? Eyebrows? Etc.</p> <p>Middle:</p> <p>Invite children to look at themselves in the mirror. What do they see? What features do they notice on their own faces? Where are their eyes? Noses? Mouths? Ears, Eyebrows? Etc. What do they notice about their features? What shapes are they?</p> <p>Reflect with the children on why these features are important. What do eyes do? Noses? Mouths? How could they draw these features?</p> <p>End:</p> <p>Remind children that a portrait is a picture drawing or painting of a person. Follow up by asking what they think a self-portrait is. If they are unable to answer correctly, share that this is what they are going to do today: make a portrait of themselves.</p> <p>After looking in the mirror and discussing their own features, ask children to draw their own face.</p> <p>Encourage children to include the details they noticed and discussed when they looked in the mirror.</p> <p>Invite the children to dictate their thoughts about their self-portraits to you with prompts such as, "Tell me about your self-portrait."</p>
<p>Assessment: What facial features does the child include in his/her self-portrait?</p>
<p>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.</p> <p>For children who need additional support: Help children focus on one or two facial features and ask questions about these features.</p> <p>For children who are ready for a challenge: Invite children to explore different expressions. Suggest an emotion and have children use their faces to express the emotion. What do they notice about their mouths, eyes, eyebrows, etc.? Can they draw their faces making these expressions? When might they experience these emotions?</p>
<p>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?</p>
<p>Children whose home language is a language other than English: What language is needed to understand the lesson and activity instructions and to</p>

participate in the activity and discussion?

Point to your own facial features and identify them by their names when you discuss them with the children.

Teacher Tip:

If possible, supply a mirror for each child. Children can also share mirrors or use one from dramatic play center.

Celebrate the appearance of each child in the class and the people in the pictures that you show. This is an opportunity to dispel stereotypes and promote positive self-image.

Teacher Reflection: 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: Self-Portraits

NYSPLS Focus Standard:

PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

Authentic Assessment Alignment:

WSS: VI.A.3: Uses a variety of materials for tactile experience and exploration

TSG: 33: Explores the visual arts

COR: X: Art

Child's name	Notices	Includes in portrait	Notes

Child's name	Notices	Includes in portrait	Notes

Lesson: Feelings Chart

Type: Whole Group Activity

<p>Unit of Study: All About Us</p>	<p>Focus Question: What feelings do I have and why?</p>
<p>Objective: Children will begin to understand emotions and why they might experience different emotions.</p>	
<p>NYSPLS Focus Standard: <i>PK.SEL.1. Regulates responses to needs, feelings and events</i></p> <p>Additional NYSPLS Standard: <i>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</i></p>	<p>Link to Authentic Assessment Systems:</p> <p>WSS: I.A.I: Demonstrates self-confidence</p> <p>TSG: 2g: Demonstrates knowledge about self</p> <p>COR: D: Emotions</p>
<p>Materials:</p> <p>Pictures of 4-10 real people making various expressions displayed on a large piece of paper or poster board. Consider using the pictures from Unit One to create the chart.</p> <p>Consider the specific needs of the children in the class when determining how many and which expressions to include, but be sure to include an "I don't know" option on the chart.</p>	<p>Vocabulary:</p> <p>afraid, angry, confused, ecstatic, excited, feelings, frustrated, gloomy, grumpy, happy, mad, nervous, sad, scared, shy, silly, surprised, worry</p>
<p>Procedure:</p> <p>Hook: Make various facial expressions or show pictures of people making various expressions.</p> <p>Beginning:</p> <p>Make one expression or show a picture of someone making one expression. Ask the children what feelings they think you (or the person in the picture) may be feeling and why?</p> <p>Ask children if they have ever experienced this emotion. What made them feel that way?</p> <p>Middle:</p>	

Show the children the chart. Point to the expressions on the chart and say the name for that feeling and ask, or give, an example of when they might feel that way.

Invite children to refer to the chart when they arrive at school in the morning to identify how they are feeling and may revisit it throughout the day if their feelings change as they work and play.

End:

Give children a moment to think about how they are feeling.

Ask them to share with a partner which expression on the chart best identifies how they are feeling now.

Assessment: What emotions is the child able to identify? Is the child able to connect their own feelings to the pictures on the chart?

Differentiation: Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

For children who need additional support: Consider creating an individual chart for each of these children.

For children who are ready for a challenge: Invite children to think of additional feelings to add to the chart.

Invite children to suggest colors that represent the various feelings on the chart.

Ask children how they could help make a friend feel better if a friend is feeling upset, sad, angry, mad, etc.

Children with IEPs: How will I incorporate 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?

As you discuss each emotion, model making that expression and invite children to do the same.

Teacher Tip:

There are many different ways to create a feelings chart. Consider the children and needs specific to your class and adapt as necessary. Some teachers prefer to use a pocket chart and picture cards for this activity or add Velcro to the back of children’s names so they can put their names on the chart.

Children experience a wide range of emotions; when children share the way they feel it is important to validate their emotions. Sometimes children are drawn to one picture and repeatedly use that to describe how they are feeling. Observe children’s choices and consider group or individual conversations to expand each

child's ability to notice and identify with multiple feelings.

Teacher Reflection: 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: Feelings Chart

NYSPLS Focus Standard
PK.SEL.1. Regulates responses to needs, feelings and events

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

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

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

Lesson: Job Chart

Type: Whole Group Activity

Unit of Study: All About Us	Focus Question: What makes my class important and unique?
Objective: Children will begin to understand the importance of jobs both in and out of the classroom.	
NYSPLS Focus Standard: <i>PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities</i> Additional NYSPLS Standard: <i>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</i>	Link to Authentic Assessment Systems: WSS: V.B.2: Identifies some people’s jobs and what is required to perform them TSG: 3a: Balances needs and rights of self and others COR: FF: Knowledge of self and others
Materials: Chart paper and markers Pictures of various classroom jobs Chart with means for children to insert/attach picture card with name to each job Picture cards for each child that include the children’s names.	Vocabulary: community, friends, kind, manners, polite, respect, teamwork, together
Procedure: Hook: Ask children what would happen if you stayed home and did not come to the classroom tomorrow and no other adults came either. What would they do all day? Who would teach them? Who would help with mealtime? Who would help with jackets, etc? Beginning: Discuss what jobs are, what your job is as the teacher and why people have jobs. Discuss some of the jobs children may be familiar with (i.e. teacher, cashier, mail carrier, etc.) and the jobs of their family members. Middle: Invite children to think about what things they do in the classroom that are helpful. Chart the responses. Help children narrow in on the jobs that best lend themselves to classroom helpers. Select these jobs for the job chart. If you already have a job chart, compare the list the children created to the existing chart. Are there jobs you should change? Discuss this with the children and modify the chart as	

necessary.

End:

For classrooms creating a new job chart: Demonstrate how the job chart works and where you will post it in the classroom.

For classrooms modifying an existing job chart: Discuss the changes you made to the chart and when the new jobs will go into effect.

Assessment: Does the child show interest in the jobs of their family members and/or community helpers? What does the child share about the job of a parent, relative or neighbor?

Differentiation: Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

For children who need additional support: Create additional opportunities for children to learn about their job, for example by modeling it for them.

For children who are ready for a challenge: Extend the discussion on jobs to include children's thoughts on the types of jobs they might like to have when they are older.

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?

Show some of the materials/supplies needed for different jobs to the children as you discuss them.

Teacher Tip:

Consider how many jobs will be manageable for the classroom and how frequently the jobs will change. Consider a weekly rotation so that children have the opportunity to do their jobs several times before changing.

Be sure the name cards for each child include their written names as well as a picture as this is an opportunity for children to make connections between their written and spoken name.

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

Whole Group Experience: Job chart

NYSPLS Focus Standard
PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities

Authentic Assessment Alignment

WSS: V.B.2: Identifies some people’s jobs and what is require to perform them
 TSG: 3a: Balances needs and rights of self and others
 COR: FF: Knowledge of self and others

Child’s name	Shows interest in jobs	What did they share about the job of a parent, relative, or neighbor?	Notes

Child's name	Shows interest in jobs	What did they share about the job of a parent, relative, or neighbor?	Notes

Lesson: Family Books

Type: Family Engagement (Introduced in Whole Group)

<p>Unit of Study: All About Us</p>	<p>Focus Question: What makes my family important and unique?</p>
<p>Objective: Children will understand that families differ yet each is special, important and unique.</p>	
<p>NYSPLS Focus Standard: <i>PK.SOC.2. Demonstrates and awareness and appreciation of their own culture and other cultures</i></p> <p>Additional NYSPLS Standard: <i>PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities</i></p>	<p>Link to Authentic Assessment Systems: WWS: V.B.1: Begins to understand family needs, roles and relationships TSG: 2g: Demonstrates knowledge of self COR: FF: Knowledge of self and others</p>
<p>Materials: Personal books created by teaching staff about their own families Blank book for each child</p>	<p>Vocabulary: adopted, aunt, big, brother, cousin, culture, family, father, grandfather, grandmother, mother, older, siblings, sister, small, together, uncle, younger</p>
<p>Procedure:</p> <p>Hook: In advance, teaching staff create books about their own families. Share a teacher book with the children.</p> <p>Beginning: Ask children recollection questions from the book such as, “How many people are in my family?” “What is something special my family likes to do together?” or “Where does my family live?”</p> <p>Middle: Tell children they get to make their own family books with their families at home. Ask children to start thinking about what special things they would like the class to know about their families.</p> <p>End:</p>	

<p>Read the books aloud as children return them.</p> <p>LATER: When children return their books to school, place the books in the classroom library for children to read independently. Children who did not create books with their families can make a book in the writing center with support from teaching staff.</p>
<p>Assessment: Does the child identify as a member of a family? What family members, family characteristics, and functions do they share?</p>
<p>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.</p> <p>For children who need additional support: Highlight a couple of pages from the teacher family book rather than reading the whole book. Preview the book 1:1 with these children.</p> <p>For children who are ready for a challenge: Invite these children to reread their books to a friend.</p>
<p>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?</p>
<p>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?</p> <p>Invite families to create their books in their family’s home language or include words from their home language in the books.</p>
<p>Teacher Tip:</p> <p>Books for children can be made from half sheets of paper stapled together, a file folder with sheets of paper inserted or any other blank book available.</p> <p>Send home blank books along with guidance around things families might want to include in their books such as members of the family, things the family likes to do together, family traditions, etc.</p> <p>Some children may not make a book with their family. Have supplies and an adult in the writing center during center time for children who did not make a book with their families but would like to.</p> <p>Additionally, to encourage family participation, have the book materials available at a time when families will be on site such as at a family event, family night or parent teacher conferences and invite families to make a book at that time.</p>
<p>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?</p>

Assessment Opportunity

Family Engagement/Whole Group Experience: Family Books

NYSPLS Focus Standard
PK.SOC.2. Demonstrates and awareness and appreciation of their own culture and other cultures

Authentic Assessment Alignment

WSS: V.B.1: Begins to understand family needs, roles and relationships
 TSG: 2g: Demonstrates knowledge about self
 COR: FF: Knowledge of self and others

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

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

XI. Appendices

Appendix A

Slime Recipe

Ingredients:

½ cup non-toxic glue

½ cup water

Several drops food coloring

½ cup non-toxic liquid starch

Directions:

Mix water and glue really well until thoroughly combined.

Add color.

Pour ½ cup liquid starch into a separate bowl.

Slowly mix the glue/water mixture into the starch with a spoon being careful to add all of the glue.

Mix with hands for a short time until the slime is formed.

Store in a clean and dry container.

Possible emotion-color combinations:

Joy: yellow

Love: pink

Anger: red (use a lot of food coloring so the slime does not look pink)

Sadness: light blue

Grumpy: green

Curious: orange

Fear: Purple

Appendix B

Fingerprint Cookies

Ingredients:

- ¾ cup all purpose flour
- ¼ tsp baking powder
- ¼ tsp baking soda
- ¼ cup white sugar or other sweetener
- ½ tsp vanilla extract
- 1 ½ tablespoons milk
- ¼ cup butter
- 1 tsp fruit preserves

Directions:

Preheat oven to 325°F.

Combine dry ingredients and mix well.

In separate bowl, melt butter then stir in vanilla and milk.

Pour dry ingredients into the wet ingredients and mix again.

Form dough into balls. Invite children to push a finger into a ball.

Fill each fingerprint with fruit preserves.

Bake for 9 minutes.

The cookies will look underdone when removed from the oven. Let cool for 5 minutes before touching.