

TPS Elementary Standard District Curriculum*

*** UNDER CONSTRUCTION!**



A new resource available to elementary schools is the Elementary Standard District Curriculum, a framework for teaching and learning in grades PreK – 5. The framework is a **SCAFFOLD** – a ‘construction platform’ for teachers to use, and the framework itself is still *‘under construction.’* The standards-based curriculum includes aligned skills, focal points to emphasize, and recommended resources.

EDUCATION IS AN EXCITING AND CHALLENGING BLEND OF ART AND SCIENCE! Creatively skilled teachers will use this platform to build monumental learning programs that offer meaningful and engaging learning experiences for ALL students!

Working in concert with the Tulsa Model for School Improvement, the Standard District Curriculum guides the TPS comprehensive curriculum. This is a **WORK IN PROGRESS** and will involve feedback and interaction with teachers and principals as we **FIELD TEST** it this year.

District grade level & department meetings will be held this year to support the district curriculum. Components of the Standard District Curriculum:

- A *suggested* daily (elementary) schedule for instruction with timing guidelines.
- An integrated curriculum framework for social studies & science. (A Sample follows)
- The Aligned Teaching Units (ATUs) for focused mastery of tested PASS skills.

Pacing calendars now align to the ATUs. Progress in 9 learning units for both reading and math will be monitored every 3 weeks (approximate) in order to inform teachers about instruction. Other subjects will remain on quarterly pacing calendars for the 05-06 school year.

SCAFFOLD

STANDARD

CURRICULUM

ALIGNMENT

FRAMEWORK

FOR

ORGANIZED

LEARNING

DEVELOPMENT

ELEMENTARY CURRICULUM OVERVIEW
PRE-KINDERGARTEN YEARLY OVERVIEW FOR SOCIAL STUDIES & SCIENCE

FIRST QUARTER	SECOND QUARTER
SOCIAL STUDIES: Self SCIENCE: Physical characteristics & properties/sorting	SOCIAL STUDIES: Family SCIENCE: Weather and Seasons
Overview: The focus of this quarter will be to have the students share things about themselves and get to know their other classmates. Students will learn and develop their roles and responsibilities as a friend and member of a school community.	OVERVIEW: The focus of this quarter will be to explore and compare families: family members, responsibilities, and activities. Students will explore kinds of homes within the local community and in various cultures.
CONCEPT: INDIVIDUALITY Each person is an individual with unique characteristics. Individuality is created from a person's likes/dislikes, interests, and other personal attributes.	CONCEPT: RELATIONSHIP When a bond is formed between two individuals or within a group a relationship is created.
TOPIC 1: I Am Special TOPIC 2: I Am a Friend TOPIC 3: I Am a Learner and a Member of My School	TOPIC 1: Many Kinds of Families TOPIC 2: Families At Home TOPIC 3: A Home is Special
THIRD QUARTER	FOURTH QUARTER
SOCIAL STUDIES: Understanding community and careers SCIENCE: Earth materials	SOCIAL STUDIES: Environment—growth SCIENCE: Characteristics & change of plants and animals
Overview: The focus of this quarter is to help students explore and develop an understanding of a community: the people, the careers, the places, and the natural materials (rocks, leaves, trees).	Overview: The focus of this quarter is to explore the characteristics and changes in the natural environment (plants and animals) and discover the roles and responsibilities we have as people in helping protect and preserve nature.
CONCEPT: COMMUNITY A community is an area where the people meet their needs through the places and things that are there. A city is a community where people live, work, and play.	CONCEPT: NATURE The living and non-living things that occur in the world without people creating them are referred to as "natural". Nature includes trees/plants, animals, insects, and many earth materials (rocks, water, soil).
TOPIC 1: Community: Where You Live, Work, and Play TOPIC 2: The World of Work TOPIC 3: Exploring the Nature of Things: Rock, Paper, Wood!	TOPIC 1: Everything Grows! Lifecycles of People/Plants/Animals TOPIC 2: Animals Here, There, and Everywhere! TOPIC 3: It's A Wonderful World—Let's Work to Keep it That Way! (Environment/Conservation)

FIRST QUARTER

SOCIAL STUDIES:	Self
SCIENCE:	Physical characteristics & properties/sorting
OVERVIEW:	The focus of this quarter will be to have the students share things about themselves and get to know their other classmates. Students will learn and develop their roles and responsibilities as a friend and member of a school community.
TOPIC 1:	I Am Special
TOPIC 2:	I Am a Friend
TOPIC 3:	I Am a Learner and a Member of My School

CONCEPT: INDIVIDUALITY-Each person is an individual with unique characteristics. Individuality is created from one's likes/dislikes, interests, and other personal attributes.

Possible Learning Experiences for Developing Conceptual Understanding - Throughout the unit, the teacher should help the students make the connection to the concept of **individuality**.

- Read the book, *I Like Me!* then have each student create a special page for a class book. Each student's page would have special information about what they like about themselves. (I like me because of my _____ --part of their physical appearance; I like me because I am good at _____ --sport/dance/talent; I like me because I am _____--identify a LIFESKILL such as caring, patient, etc.)
- With the help of a parent, have each child create a "ME" collage poster with photographs, magazine pictures, etc that represent their families, interests, likes/dislikes, etc. Display all the posters on a special day called "Getting to Know Us". Invite parents and/or other classes to join in the learning celebration.
- Celebrate each student (one per day) during the beginning weeks of school. Allow student to bring things to show and tell that help other classmates learn more about their families, hobbies, and favorite things.

TOPIC #1: I AM SPECIAL - Standards Addressed:

Process Standard 1: The child will investigate and experiment with objects to discover information.

- 1.1 Develops increasing abilities to classify, compare, and contrast objects, events and experiences.
1.4 Asks questions, makes predictions, and communicates observations orally and/or in drawings.

Physical Science: Content

Standard 1: The child will investigate and describe objects that can be sorted in terms of physical properties.

- 1.2 Develops an awareness of the properties of some objects (e.g., float-sink, heavy-light, rough, smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry).

Social Studies:

Standard 1: The child will demonstrate knowledge of basic geographic concepts.

- 1.1 Locates and describes familiar places (e.g., classroom, home, school, fast food restaurant).
1.2 Begins to develop an understanding of his/her community (e.g., home, school, city)

Mathematics:

Standard 3: Geometry and Spatial Sense – The child will identify common geometric shapes and explore the relationship of objects in the environment.

- 3.1 Begins to recognize, describe, compare, and name common shapes (e.g., circle, square, rectangle).

Standard 5: Data Analysis – The child will collect and analyze data in a group setting.

- 5.3 Describes similarities and differences between objects.

Social & Personal Skills:

Standard 2: The child will develop the skills necessary for participating in a variety of settings.

2. States his/her full name, age, and name of parent or guardian.

Essential Understandings:

1. I can observe and describe the physical characteristics of many people, places, and things.
2. I have many physical attributes that make me special. People have their own special size, hair/eye color, and facial features.
3. I have a special name, interests, and abilities. Others also have their own name, interests, and abilities.
4. I have a body with many body parts that are like the body parts of others. My body changes in weight, size, and abilities as I grow and change.
5. I can move in special ways. My body helps me move and change position.

Grade Pre-K, 1st Qtr., Topic 1: I AM SPECIAL

Cross Curricular Connections

ART/MUSIC

Creative skills are developed by engaging children in activities with play dough, sand, water, dramatic play, blocks, creative stories, art, music, movement, and a variety of other materials.

Standard 1: The child participates in activities that foster individual creativity.

1. Demonstrates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.
2. Thinks of new uses for familiar materials.
3. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.
4. Works creatively using a variety of self-expressive materials and tools to creatively express ideas
5. Moves freely in response to music and change of tempo.
6. Expresses thoughts and feelings through creative movement.
7. Experiments with a variety of musical instruments.

(Source: Oklahoma Early Learning Standards)

TECHNOLOGY (Reflects National Education Technology Standards – NETS)

Check Technology Skills Scope and Sequence for Kindergarten for assistance with Pre-Kindergarten technology standards

<http://www.tulsaschools.org/tr/TechskillsSS.htm>

PHYSICAL EDUCATION / HEALTH & WELLNESS

Large Motor Skill Development

Standard 1: The child will participate in activities that involve large motor skills.

1. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).
2. Demonstrates body and space awareness to move and stop with control over speed and direction.
3. Demonstrates non-locomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).
4. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
5. Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).
6. Develops coordination and balance through a variety of activities.

(Source: Oklahoma Early Learning Standards)

COMMUNITY GUIDELINES & LIFESKILLS

For learning experiences refer to TRIBES book, *Tools for Citizenship & Life*, and/or Teacher Resources page of TPS website.

Personal Best
Mutual Respect
Courage

Pride
Effort
Responsibility

Each topic offers opportunities to directly teach and/or use “teacher talk” to enhance understanding& use of Guidelines and Lifeskills.

ESSENTIAL UNDERSTANDINGS

1. I can observe and describe the physical characteristics of many people, places, and things.
2. I have many physical attributes that make me special. People have their own special size, hair/eye color, and facial features.
3. I have a special name, interests, and abilities. Others also have their own name, interests, and abilities.
4. I have a body with many body parts that are like the body parts of others. My body changes in weight, size, and abilities as I grow and change.
5. I can move in special ways. My body helps me move and change position.

Grade Pre-K, 1st Qtr., Topic 1: I AM SPECIAL

Possible Learning Experiences for Guided Practice / Independent Practice / Small Group Work

Emotional Hook/Engagement-----Common Group Experience-----Real World Involvement

- Locate pictures of people of different cultural backgrounds and individuals with physical challenges <http://office.microsoft.com/clipart/default.aspx>
Share with students that even though there are billions of people in the world, no two people look exactly alike, not even identical twins. Everyone in our class is a unique person; there are no two people who look, act, talk, or think exactly alike. In pre-K terms, explain that all of the different groups of people who have certain characteristics are representative of that culture. For example, most people from Asian countries generally have dark hair and dark eyes that have an elliptical shape, Caucasian people who have light or red hair generally have fair skin tones, most African American people have dark hair and dark eyes. Explain to students that these differences in appearance are what make our world beautiful. Show pictures of culturally diverse individuals and have students point out the similarities and differences in each person.
- Obtain several inexpensive hand mirrors and have students look in the mirror. Ask each child to think about one of their features that they like and share it with the class. Next, model for your class how to give positive comments about personal/cultural traits and then encourage students to do the same.
- Give children a copy of the hand mirror blackline master from TRIBES, p. 230 or other source.
Have students draw one feature about their physical appearance that they like. Circulate around the room and have them dictate a couple of sentences that describe this trait and what they liked about it. *Accommodation: Some children may have difficulty naming a feature that they like. Provide honest and positive suggestions and ask them to select one of the features to illustrate.*

Student will:

- Create a paper plate self portrait using multicultural colored markers, yarn for hair, and other materials. (S, BK)
- Sort and classify a group of collected items/pictures into 3 distinct categories such as food, clothing, and toys. (LM)
- Play the "Riddle Game" with a partner or small group. Place 4-5 objects in the center of the circle. Mentally select one item and give a clue about that object that might also apply to the other objects. Continue giving clues until they more specifically describe the object you mentally selected. (L)
- Play the "Person Game" by describing another child in the group. The large group tries to guess who it is based on physical description given. (L)
- Participate in eye color graphing activity with the class. Look in the mirror, decide on your eye color, select an eye color card, and then place it in the appropriate eye color column. With the class, count and analyze the information on the graph to determine the predominant eye color. (LM, BK, L)
- Play "What's In Between?" by naming the body part that is between two other parts such as "what is between your shoulder and hand—elbow/arm". (L)
- Review body parts by playing "People to People". Play the game with a partner and take turns calling out two parts of the body to touch together—elbow to knee—the two partners touch one of their elbows to the other person's knee. (L, BK)
- Play the game "Simon Says" with the class. "Simon" should instruct others to move in certain ways with their body (jump 2 times) or touch a particular part of their body. (L, BK)
- Play "Shadow Me" with a partner. Take turns moving your body and your partner has to follow with the same movements. (BK)
- Make a handprint and thumbprint using an ink and ink pad. Using a magnifying glass, compare and describe the differences in your hand or thumbprint to those of classmates.(S, BK, L)
- Create a "Measure Me" station where children can be weighed and measured regularly to document growth and change throughout the topic or year. (BK, LM)
Make a flower garden bulletin board using children's various sized handprints as flowers, the stems the measured length of child's arm from fingertip to shoulder, and the flower's leaves the traced size of their feet/shoe. Students will compare and discuss the height and sizes on the flower display. (S, BK, LM, L)

Grade Pre-K, 1st Qtr., Topic 1: I AM SPECIAL

Resources/Materials

BOOKS/VIDEOS/WEBSITES

Check with your school library/media specialist for these resources:

ME

Carlson, Nancy. *I Like Me*. New York: Viking; c1991.

Millios, Rita. *I Am*. Chicago: Children's Press. C1987.

Parsons, Alexandra. *I Am Special*. London: New York: Franklin Watts; c1997.

OBSERVING PROPERTIES

Fulvio, Testa. *If You Look Around You!* New York, Dial Books for Young Readers, c1981.

Gardner, Beau. *The Look again and again and again and again book*. New York; Lothrop, Lee & Shepard Books, c1984.

Hoban, Tana. *Look! Look! Look!* New York; Greenwillow, c1988.

Hoban, Tana. *Just Look!* New York, Greenwillow, c1996.

Hoban, Tana. *Look again!* New York, Macmillan, c1971.

Hoban, Tana. *Take Another Look!* New York, Greenwillow, c1981.

Marshall, Janet. *Look Once, Look Twice*. New York; Tricknor & Fields Books for Young Readers, c1995.

Wilson, April & Wood, A.J. *Look! The Ultimate Spot the Difference Book*. New York; Dial Books for Young Readers, c1990.

Blues Clues video: **Stop, Look, and Listen!** Hollywood, CA; Paramount, c2000.

BODY/PHYSICAL FEATURES/MOVEMENT

Arnold, Tedd. *More Parts*; New York, Dial Books for Young Readers, c2001.

Arnold, Tedd. *Parts*; New York, Dial Books for Young Readers, c1997.

Bauer, Marion Dane. *If you Had a Nose Like An Elephant's Trunk*; New York, Holiday House, c2001.

Cummings, Phil. *Goodness Gracious*; New York, Orchard Books, c1992.

Hindley, Judy. *Eyes, Nose, Fingers and Toes*; Cambridge, MA, Candlewick Press, c1999.

NAMES

Catalanotto, Peter. *Matthew A.B.C.*, New York, Atheneum Books for Young Readers, c2002.

Costanzo, Charlene. *A Perfect Name*, New York, dial Book for Young Readers, c2002.

Hinton, S.E. *Big David, Little David*; New York, Doubleday Books for Young Readers, c1995.

Henkes, Kevin. *Chrysanthemum*; New York, Greenwillow Books, c1991.

Recorvits, Helen. *My Name is Yoon*; New York, Frances Foster Books, c2003.

Rubin, C.M. *Eleanor, Ellatony, Ellencake, and Me*. Columbus, OH, Gingham Dog Press, c2003.

Sanders, Eve. *What's Your Name?* New York, Holiday House, c1995.

Swanson, Susan Marie. *The First Thing My Mama Told Me*, San Diego, Harcourt, c2002.

TEACHER RESOURCES

Gibbs, Jeanne. *TRIBES: A New Way of Learning and Being Together*

Sausalito, CA; Center Source Systems, c1995.

MATERIALS/SUPPLEMENTS

Picture cards for 3 categories: food, clothing, and toys

Variety of objects for exploring and comparing

Photos/Books of different kinds of people: varied ethnicity, culture, appearance

Assorted Art materials

Hand mirror(s)

Magnifying glasses

Scales and measuring tape

Websites

www.glc.k12.ga.us/BuilderV03/LPTTools/LPShared

<http://www.everythingpreschool.com>

Assessment Opportunities

Teacher Observations

- Student is able to follow directions for movement of body (Ex: touch your shoulder, jump 3 times)
- Student can identify/describe the observed characteristics of a classmate (Ex: boy, brown hair, green shirt, etc.)

Checklists/rubrics

- Student can name their eye color, hair color, and one physical feature that they think makes them unique.
- Student can create drawing or art project that correctly reflects their physical features (brown eyes, red hair, etc.)

Group Discussion/Processing

- Student is able to communicate likes, dislikes, and abilities to classmates.

Teacher Notes:

UNDER CONSTRUCTION

FIRST QUARTER

SOCIAL STUDIES: Self **SCIENCE:**

TOPIC 1: I Am Special TOPIC 2: I Am a Friend TOPIC 3: I Am a Learner and a Member of My School

CONCEPT: INDIVIDUALITY - Each person is an individual with unique characteristics. Individuality is created from a person's likes/dislikes, interests, and other personal attributes.

Developing Conceptual Understanding - Throughout the unit, help the students make the connection to the concept of individuality. (Repeated from Topic 1)

- Read the book, *I Like Me!* then have each student create a special page for a class book. Each student's page would have special information about what they like about themselves. (I like me because of my _____ --part of their physical appearance; I like me because I am good at _____ --sport/dance/talent; I like me because I am _____--identify a LIFESKILL such as caring, patient, etc.)
- With the help of a parent, have each child create a "ME" collage poster with photographs, magazine pictures, etc that represent their families, interests, likes/dislikes, etc. Display all the posters on a special day called "Getting to Know Us". Invite parents and/or other classes to join in the learning celebration.
- Celebrate each student (one per day) during the beginning weeks of school. Allow student to bring things to show and tell about their families, hobbies, and favorite things.

TOPIC #2 : I Am a Friend: Standards Addressed:

III. Geography / Standard 1: The child will demonstrate knowledge of basic geographic concepts.

1.1 Locates and describes familiar places (e.g., classroom, home, school, fast food restaurant).

1.2 Begins to develop an understanding of his/her community (e.g., home, school, city)

Process Standard / Standard 1: The child will investigate and experiment with objects to discover information.

1.1 Develops increasing abilities to classify, compare, and contrast objects, events and experiences.

1.4 Asks questions, makes predictions, and communicates observations orally and/or in drawings.

Physical Science / Standard 1: The child will investigate and describe objects that can be sorted in terms of physical properties.

1.1 Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight

1.2 Develops an awareness of the properties of some objects (e.g., float-sink, heavy-light, rough, smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry).

1.3 Observes and describes how objects move (e.g. slide, turn, swirl, roll).

Social Studies/ Civics / Standard 1: The child will exhibit traits of good citizenship.

1.1 Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers).

1.2 Recognizes the importance of his/her role as a member of the family, the class, and the community.

1.3 Listens to others while in large and small groups.

1.4 Shows respect for others and their property.

Standard 2: The child will discuss how children in various communities and cultures are alike and different.

2.1 Explores how children have needs in common (e.g. food, clothing, shelter).

Personal & Social Skills / Standard 1: The child will participate in activities to develop the skills necessary for working and interacting with others

1.1 Plays, works and interacts easily with one or more children and/or adults.

1.2 Begins to develop relationships with others.

1.3 Recognizes the feelings of others and responds appropriately.

1.4 Develops confidence and stands up for own rights.

1.5 Shows respect for others and their property.

1.6 Recognizes and expresses own feelings and respond appropriately.

1.7 Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

1.10 Demonstrates emerging awareness and respect for culture, ethnicity, abilities, and disabilities.

Essential Understandings:

1. I am a friend when I use my LIFESKILLS and Community Guidelines and remember to be kind and respectful with my actions and words.

2. People have similar and different attributes, names, interests, and abilities. Friends appreciate and respect those similarities and differences.

3. I can observe, describe and compare the movement of people and objects.

UNDER CONSTRUCTION

Grade PreK, 1st Qtr., Topic #2: I AM A FRIEND

Cross Curricular Connections

ART

TECHNOLOGY (Reflects National Education Technology Standards – NETS)

ART/MUSIC

Creative skills are developed by engaging children in activities with play dough, sand, water, dramatic play, blocks, creative stories, art, music, movement, and a variety of other materials.

Standard 1: The child participates in activities that foster individual creativity.

1. Demonstrates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.
2. Thinks of new uses for familiar materials.
3. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.
4. Works creatively using a variety of self-expressive materials and tools to creatively express ideas
5. Moves freely in response to music and change of tempo.
6. Expresses thoughts and feelings through creative movement.
7. Experiments with a variety of musical instruments.

TECHNOLOGY

Check Technology Skills Scope and Sequence for Kindergarten for assistance with Pre-Kindergarten technology standards

<http://www.tulsaschools.org/tr/TechskillsSS.htm>

PHYSICAL EDUCATION / HEALTH & WELLNESS

HEALTH/PHYSICAL EDUCATION

Large Motor Skill Development

Standard 1: The child will participate in activities that involve large motor skills.

1. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).
2. Demonstrates body and space awareness to move and stop with control over speed and direction.
3. Demonstrates non-locomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).
4. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.

COMMUNITY GUIDELINES & LIFESKILLS

For learning experiences refer to TRIBES book, *Tools for Citizenship & Life*, and/or Teacher Resources page of TPS website.

Mutual Respect
Attentive Listening
Trustworthiness
Truthfulness

Appreciations/ No Put-Downs
Caring
Cooperation
Flexibility

Friendship
Patience
Problem Solving
Sense of Humor

ESSENTIAL UNDERSTANDINGS

Each topic offers many opportunities to directly teach and/or use "teacher talk" to enhance student understanding and use of Community Guidelines

Essential Understandings:

1. A friendship is a bond or relationship created when two or more people have similar interests, treat each other with respect, and enjoy spending time together.
2. I am a friend when I use my LIFESKILLS and Community Guidelines and remember to be kind and respectful with my actions and words.
3. People have similar and different attributes, names, interests, and abilities. Friends appreciate and respect those similarities and differences.
4. I can observe, describe and compare the movement of people, animals, and objects.

Possible Learning Experiences for Guided Practice / Independent Practice / Small Group Work

Emotional Hook/Engagement-----Common Group Experience-----Real World Involvement

- Discover how people use LIFESKILLS during their day by interviewing teachers and school staff to ask which LIFESKILL is most important to their work at the school. Create a LIFESKILL book with photos of the school staff person and the information about their LIFESKILL use. (L, S, BK)
- **My Friend-** Divide children into two equal groups (if odd number, teacher joins); one group joins hands and stretches to make circle wide as possible, second group moves to center, joins hands facing outer group. Play lively music and have children in outer circle rotate in one direction while those in inner circle close their eyes. When music stops, outer circle stops, drops hands while those in inner circle open eyes, drop hands and run to stand in front of person facing them. Each will have only one partner. ...inner circle *names* the person facing them and states, "Allie, you are my friend." When music starts again, children who were in outer circle go to center, join hands, close eyes and those who were in the center turn to face inward, join hands and rotate in one direction. Repeat
- **Knock, Knock, My Friend-**Recommended for fourteen or fewer students at one setting; arrange two chairs one in front of other, front chair is "home" and back chair is "the visitor." Class sits behind chairs as a volunteer sits in home chair and remains facing straight ahead away from the other children. Next, point to a student who will quietly take the visitor chair. Second child knocks on back of home child's chair while saying, "Knock, knock, my friend!" The child at home answers, without turning around, "Who's there?" Second child says: *Listen real well, now you can't see. Listen to my voice and then guess me.* Child at home names the visitor without turning around; visitor then moves to home chair and another child is selected to become the visitor.
- Create a class book **WHO'S THAT FRIEND?** using the "Knock, Knock Who's there?" phrase and digital photos of each child in the class. On each child's page the following phrase accompanies their picture:

Knock, Knock
 Who's there?
 _____ (first name)
 _____ who?
 _____ (first and last name)
 Hello _____
 Glad to meet you!

Students will:

- Discover more about classmates by playing "Buddy Beanbag". Toss a beanbag back and forth between partners and with each catch of the beanbag name something you like or something you enjoy doing. (L, BK)
- Create a "quilt square" for a class Friendship quilt. On the quilt square draw a picture of something you can do to be a good friend or something related to friends. (S, BK)
- Share stories involving friendship. Following each story, identify 2-3 qualities of the character(s) that showed how they were friends to others. (L)
- Create a T-chart listing the qualities of a good friend. On one side of the chart list characteristics of what a friend does and on the other side list what a friend does not do. (L, S)
- Role play various situations of friendship and use of LIFESKILLS. Role play can be initiated by teacher suggested scenarios on strips of paper. (BK)
- Use a Venn diagram to organize information shared as partners share what interests, abilities, and attributes they have in common. (S, L, BK)
- Bring fresh and canned fruit from home to mix together to make a Friendship Fruit salad. (BK)
- Play "I Like My Friends" (TRIBES-I Like My Neighbor) to explore the similarities and differences in classmates. Sit in chairs in large circle, one person calls out a sentence (I like my friend who has a pet), classmates who match the statement move to new places in the circle—one person without a chair becomes the next caller. (L, BK)
- Play "Roll the Ball Name Game" by sitting in a circle, roll the ball to a classmate and say their name as you roll it. Sing this song (tune: Mary Wore a Red Dress) as you prepare to roll the ball: I have a good friend, a good friend, a good friend. I have a good friend and their name is _____. (BK, L, M)
- Teacher places matching pairs of sticker on students. Then play Musical Friends by dancing around to music. When the music stops students find their "musical friend" by matching stickers. Introduce yourself to new friend and tell something about yourself. (M, BK, L)
- Create a page for a "Things That Move" class book. Choose a slip of paper with a sentence to complete and write on your page such as "A _____ rolls." Or "A _____ crawls." Put everyone's book page together to explore ideas about movement. (BK, S, L)

Grade PreK, 1st Qtr., Topic #2: I AM A FRIEND

Resources/Materials

BOOKS/VIDEOS/WEBSITES

Check with your school library/media specialist for these resources:

FRIENDSHIP

Hoberman, Mary Ann. *And To Think We Thought That We'd Never Be Friends*. New York: Crown Publishers; c 1999.
 Joosse, Barbara M. *Better Than Two*. New York: Harper & Row; c 1988.
 King, Larry L. *Because of Lozo Brown*. New York: Viking Kestrel; c 1988.
 Parr, Todd. *The Best Friends Book*. Boston, Mass.: Little, Brown; c2000.
 Reiser, Lynn. *Best Friends Think Alike*. New York: Greenwillow Books; c1997.
 Russo, Marisabina. *Alex Is My Friend*. New York: Greenwillow Press; c1992.
 Sharmat, Marjorie Weinman. *The 329th Friend*. New York: Four Winds Press; c1992.
 Smalls, Irene. *Because You Are So Lucky*. Boston: Little, Brown; c1997.
 Stevenson, James (1986) *No Friends*
 Ziefert, Harriet. *39 Uses for a Friend*. New York: Putnam Books; c2001.

SIMILARITIES/DIFFERENCES

Gainer, Cindy. *I'm Like You, You're Like Me: A Child's Book about Understanding & Celebrating Each Other*. Minne., MN.: Free Spirit Publishers; c1998.
 Namm, Diane. *My Best Friend*. New York: Children's Press; c2004.
 Parr, Todd. *It's Okay to be Different*. Boston: Little, Brown; c2001
 Scheunemann, Pam. *Learning About Differences*. Edina, MN: Abdo Publishers; c2004.
 Walsh, Melanie. *My Nose, Your Nose*. Boston: Houghton-Mifflin; c2002.
 Waters, Jennifer. *All Kinds of People: What Makes Us Different?*. Minne., MN: Compass Print Books; c2003.

MOVEMENT

Ayliffe, Alex. *Slither, Swooop, Swing*. Puffin Books
 Blake, Robert J. (1992) *The Perfect Spot*
 Cauley, Lorinda Bryan. *Clap Your Hands* Scholastic Inc.

Teacher Resources

Gnojewski, Carol. *Music and Dramatics at Circle Time*. Torrance, CA; Totline Publications, c1999.
 Smith, Charles. *The Peaceful Classroom*. Beltsville, Maryland; Gryphon House, c1993.

Websites

For more poems and songs
<http://www.theteachersroom.com/gettingtoknowyou.htm>

MATERIALS/SUPPLEMENTS

Poems:

EVERYBODY HAS A NAME
 Everybody has a name.
 Some are different, some the same.
 Some are short, some are long.
 All are right, none are wrong.
 My name is _____
 It's special to me.
 It's exactly who I want to be!

I'M GLAD I'M ME
 No one 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's no one else I'd rather be!

LIFESKILL posters

Access to digital camera, computer, and printer

Beanbags

Ball

Matching stickers

Assessment Opportunities

Teacher Observations

- Student will interact with other children in appropriate ways demonstrating understanding of friendship and LIFESKILLS.

Checklists/rubrics

- Student is able to identify and describe 2-3 characteristics that indicate their understanding of the similarities and differences between themselves and other student.

Group Discussion/Processing

- Student participates in discussion of characters in children's literature and how that character's behavior relates to qualities of friendship.

Teacher Notes:

UNDER CONSTRUCTION

FIRST QUARTER

SOCIAL STUDIES: I AM A LEARNER AND A MEMBER OF MY SCHOOL

SCIENCE:

TOPIC 1: I Am Special

TOPIC 2: I Am a Friend

TOPIC 3: I Am a Learner and a Member of My School

CONCEPT: INDIVIDUALITY - Each person is an individual with unique characteristics. Individuality is created from a person's likes/dislikes, interests, and other personal attributes.**Developing Conceptual Understanding** - Throughout the unit, help the students make the connection to the concept of individuality. (Repeated from Topic 1)

- Read the book, *I Like Me!* then have each student create a special page for a class book. Each student's page would have special information about what they like about themselves. (I like me because of my _____ --part of their physical appearance; I like me because I am good at _____ --sport/dance/talent; I like me because I am _____ --identify a LIFESKILL such as caring, patient, etc.)
- With the help of a parent, have each child create a "ME" collage poster with photographs, magazine pictures, etc that represent their families, interests, likes/dislikes, etc. Display all the posters on a special day called "Getting to Know Us". Invite parents and/or other classes to join in the learning celebration.
- Celebrate each student (one per day) during the beginning weeks of school. Allow student to bring things to show and tell about their families, hobbies, and favorite things.

TOPIC #3: I AM A LEARNER AND A MEMBER OF MY SCHOOL / Standards Addressed:**Civics / Standard 1: The child will exhibit traits of good citizenship.**

1.5 Develops awareness of how people positively affect the environment.

Geography / Standard 1: The child will demonstrate knowledge of basic geographic concepts.

1.1 Locates and describes familiar places (e.g., classroom, home, school, fast food restaurant).

1.2 Begins to develop an understanding of his/her community (e.g., home, school, city)

Economics / Standard 1: The child will explore various careers.

1.1 Develops growing awareness of jobs and what is required to perform them.

1.2 Identifies various school and community personnel.

Process Standard / Standard 1: The child will investigate and experiment with objects to discover information.

1.2 Selects and becomes familiar with simple scientific tools.

Personal & Social Skills / Standard 1: The child will participate in activities to develop the skills necessary for working and interacting with others

1.1 Plays, works and interacts easily with one or more children and/or adults.

1.2 Begins to develop relationships with others.

1.3 Recognizes the feelings of others and responds appropriately.

1.4 Develops confidence and stands up for own rights.

1.5 Shows respect for others and their property.

1.6 Recognizes and expresses own feelings and respond appropriately.

1.7 Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

Essential Understandings:

1. I am a learner. I learn best by using my brain and my body. I learn by listening, thinking, and exploring.
2. I have 5 senses that help me discover and learn about my surroundings. My five senses are seeing, hearing, smelling, tasting, and touching.
3. School is a place for working, playing, and learning with others. I am an important part of my class and part of my school.
4. There are many special people at school with different jobs and responsibilities. There are also different places to work, learn, and play with others.

Grade PreK, 1st Qtr., Topic 3: I AM A LEARNER & A MEMBER OF MY SCHOOL

Cross Curricular Connections			
<p>ART & MUSIC</p> <p>Creative skills are developed by engaging children in activities with play dough, sand, water, dramatic play, blocks, creative stories, art, music, movement, and a variety of other materials.</p> <p>Standard 1: The child participates in activities that foster individual creativity.</p> <ol style="list-style-type: none"> 1. Demonstrates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances. 2. Thinks of new uses for familiar materials. 3. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. 4. Works creatively using a variety of self-expressive materials and tools to creatively express ideas 5. Moves freely in response to music and change of tempo. 6. Expresses thoughts and feelings through creative movement. 7. Experiments with a variety of musical instruments. 		<p>TECHNOLOGY (Reflects National Education Technology Standards – NETS)</p> <p>TECHNOLOGY Check Technology Skills Scope and Sequence for Kindergarten for assistance with Pre-Kindergarten technology standards http://www.tulaschools.org/tr/TechskillsSS.htm</p>	
PHYSICAL EDUCATION / HEALTH & WELLNESS			
<p>Large Motor Skill Development</p> <p>Standard 1: The child will participate in activities that involve large motor skills.</p> <ol style="list-style-type: none"> 1. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows. 2. Demonstrates body and space awareness to move and stop with control over speed and direction. 3. Demonstrates non-locomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting). 4. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing. 5. Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing). 6. Develops coordination and balance through a variety of activities. 			
COMMUNITY GUIDELINES & LIFESKILLS			
<p>For learning experiences refer to TRIBES book, <i>Tools for Citizenship & Life</i>, and/or Teacher Resources page of TPS website.</p>	<p>Mutual Respect Trustworthiness Right to Pass Personal Best</p>	<p>Common Sense Curiosity Effort Initiative</p>	<p>Organization Perseverance Pride Resourcefulness</p>
	<p>Each topic offers many opportunities to directly teach and/or use “teacher talk” to enhance student understanding and use of Community Guidelines and</p>		
ESSENTIAL UNDERSTANDINGS			

Essential Understandings:

5. I am a learner. I learn best by using my brain and my body. I learn by listening, thinking, and exploring.
6. I have 5 senses that help me discover and learn about my surroundings. My five senses are seeing, hearing, smelling, tasting, and touching.
7. School is a place for working, playing, and learning with others. I am an important part of my class and part of my school.
8. There are many special people at school with different jobs and responsibilities. There are also different places to work, learn, and play with others

Grade PreK, 1st Qtr., Topic 3: I AM A LEARNER & A MEMBER OF MY SCHOOL

Possible Learning Experiences for Guided Practice / Independent Practice / Small Group Work

Emotional Hook/Engagement-----Common Group Experience-----Real World Involvement

- Play "I Spy with My Little Eye" using a fun telescope or binoculars. Students take turns describing an object in the classroom for others to guess.
- Take a Special Senses Walk each day focusing on one of the 5 Senses: Touch and feel the textures around the school--inside and out, Listening Walk, I Spy Walk, etc.
- Five Senses Day: Create learning stations or learning experiences for the day to explore each of the 5 senses. (Tasting Table, Sightseeing Table, Smell Jars, Listening/Sound Exploration Center, etc.)

Students will:

- Explore the classroom, playground, or other areas with specific purpose in mind: explore for shapes, certain colors of objects, etc. (BK, LM)
- Explore and describe the places and things in different areas/centers in the room. (BK, L)
- Play a game of "I Spy" in the room to describe and identify objects in the room. (L, BK)
- Play a "thinking" game of Things that Go Together. Identify and match items that belong together such as sock/shoe, birthday cake/candles, bird/nest, etc. (LM, BK, L)
- Explore the sense of hearing and touch by taking a "bubble wrap walk". Walk across bubble wrap, listen to the sounds and feel the sensation of the bubble wrap popping. Think/pair/share with a classmate about the experience and what your role your senses played in the experience. (BK, L)
- Fingerpaint with Jello (one part water to 2 parts Jello) to explore sense of smell and taste. (BK, L)
- Brainstorm with the class what a good classroom citizen looks like and sounds like when they use the Community Guidelines. Create drawings related to the ideas shared in group. Label your drawing with the Community Guideline and actions of the classroom citizen. (L, BK, S)
- Explore different locations in the school: office, cafeteria, library, and playground. Create a word web related to places in the school. On each web, identify the school location (office) and name all the different objects you see. (BK, L, S)
- Participate in guessing game about people who work in the school by listening attentively to teacher clues about a person that works in the school. (Ex: This worker is very important to our school. This person works inside and outside the school building. This person keeps the building comfortable and safe for us. This person helps keep our school clean and healthy. – Custodian) (L)
- With a partner, match the picture of a person that works in the school with the picture of the location in the school where you would find them doing most of their work. (BK, L)

Grade PreK, 1st Qtr., Topic 3: I AM A LEARNER & A MEMBER OF MY SCHOOL



Resources/Materials	
<p>BOOKS/VIDEOS/WEBSITES Check with your school library/media specialist for these resources:</p> <p><u>LEARNING</u> Millman, Isaac. <i>Moses Goes to School</i>. New York: Frances Foster Books; c2000.</p> <p><u>SENSES</u> Aiki, <i>My Five Senses</i>, Harper Row Books. Brown, Marc, <i>Arthur's Eyes</i>, Scholastic. Faulkner, Keith. <i>The Five Sense</i>, New York; Scholastic; c2000. Garelli, Cristina. <i>Forest Friends' Five Senses</i>; New York; Knopf: Random House; c2001. McMillan, Bruce. <i>Sense Suspense: A Guessing Game for the Five Senses</i>, New York; Scholastic, c1994. Murphy, Mary. <i>You Smell and Taste and Feel and See and Hear</i>, New York; DK Inc.; c1997. Zarin, Cynthia. <i>What Do You See When You Shut Your Eyes?</i>, Boston, Houghton Mifflin, c1998.</p> <p><u>SCHOOL/SCHOOL PERSONNEL</u> Creech, Sharon. <i>A Fine, Fine School</i>. New York: Joanna Cotler Books/Harper Collins; c2001. Danneberg, Julie. <i>First Day Jitters</i>. Watertown, MA: Whispering Coyote; c2000. Morris, Ann. <i>That's Our Custodian</i>. Brookfield, Conn.: Milbrook Press; c2003. Pattou, Edith. <i>Mrs. Spitzer's Garden</i>. San Diego: Harcourt; c2001. Stadler, Alexander. <i>Beverly Billingsly Borrows a Book</i>. San Diego: Silver Whistle/Harcourt; c2002. Thompson, Lauren. <i>Mouse's First Day of School</i>. New York: Simon & Schuster, c2003.</p> <p>Teacher Resources</p>	<p>MATERIALS/SUPPLEMENTS</p> <p>Binoculars and/or toy telescopes</p> <p>Materials for 5 Senses stations</p> <p>Objects and/or picture cards of things that "go together" (pencil/paper, shoe/sock, dog/bone)</p> <p>Sheets of bubble wrap</p> <p>Fruit flavored Jello</p>

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Grade PreK, 1st Qtr., Topic 3: I AM A LEARNER & A MEMBER OF MY SCHOOL

Assessment Opportunities

Teacher Observations

- Student actively engages in learning with enthusiasm and curiosity.
- Student functions as part the classroom community with their role and responsibilities in mind.

Checklists/rubrics

- Student can identify the Five Senses and the primary body part used in exploration using senses.
- Student can identify locations in the school building and the school personnel that work in that location.
- Student can identify school personnel and describe their role and responsibility in the school community.

Group Discussion/Processing

- Student can communicate what they see, hear, smell, taste, and touch when participating in group learning experiences.

Teacher Notes: