



West Windsor-Plainsboro Regional School District  
Preschool Curriculum  
Summer 2023

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<b>Unit 1: Beginning the Year</b>	
<b>Content Area:</b> Social-Emotional, Language, Cognitive, Physical	
<b>Course &amp; Grade Level:</b> Preschool	
<b>Summary and Rationale</b>	
<p>In this unit students will learn the routines and procedures of the classroom. Students are introduced to classroom staff, peers, and learn what it means to be a student. They will participate in learning readiness activities that establish appropriate behavior. Students will learn to identify themselves and the characteristics that make them and their families unique.</p> <p>An extension of this unit could be Pets.</p>	
<b>Recommended Pacing</b>	
4 to 5 weeks at the beginning of the school year	
<b>New Jersey Preschool Teaching and Learning Standards</b>	
<b>State Standards</b>	
<b>NJ.0.-SOCIAL/EMOTIONAL DEVELOPMENT</b>	
<b>STRAND 0.1.-Children demonstrate self-confidence.</b>	
<b>CS # 0.1.2.</b>	Express ideas for activities and initiate discussions.
<b>CS # 0.1.3.</b>	Actively engage in activities and interactions with teachers and peers.
<b>STRAND 0.2.-Children demonstrate self-direction.</b>	
<b>CS # 0.2.2.</b>	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
<b>CS # 0.2.3.</b>	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
<b>STRAND 0.3.-Children identify and express feelings.</b>	
<b>CS # 0.3.1.</b>	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
<b>STRAND 0.4.-Children exhibit positive interactions with other children and adults.</b>	
<b>CS # 0.4.1.</b>	Engage appropriately with peers and teachers in classroom activities.
<b>CS # 0.4.2.</b>	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, and hold hands).
<b>CS # 0.4.3.</b>	Say “thank you,” “please,” and “excuse me.”
<b>CS # 0.4.5.</b>	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
<b>CS # 0.4.6.</b>	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
<b>STRAND 0.5.-Children exhibit prosocial behaviors.</b>	
<b>CS # 0.5.1.</b>	Play independently and cooperatively in pairs and small groups.
<b>CS # 0.5.2.</b>	Engage in pretend play.
<b>NJ.1.-VISUAL AND PERFORMING ARTS</b>	
<b>STRAND 1.1.-Children express themselves through and develop an appreciation of creative movement and dance.</b>	

CS # 1.1.4.	Define and maintain personal space, concentration, and focus during creative movement/dance performances.
CS # 1.1.5.	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
CS # 1.1.7.	Describe feelings and reactions in response to a creative movement/dance performance.
CS # 1.1.8.	Begin to demonstrate appropriate audience skills during creative movement and dance performances.
<b>STRAND 1.2.-Children express themselves through and develop an appreciation of music.</b>	
CS # 1.2.1.	Sing a variety of songs with expression, independently and with others.
CS # 1.2.3.	Clap or sing songs with repetitive phrases and rhythmic patterns.
CS # 1.2.4.	Listen to, imitate, and improvise sounds, patterns, or songs.
CS # 1.2.5.	Participate in and listen to music from a variety of cultures and times.
CS # 1.2.6.	Recognize and name a variety of music elements using appropriate music vocabulary.
CS # 1.2.7.	Describe feelings and reactions in response to diverse musical genres and styles.
CS # 1.2.8.	Begin to demonstrate appropriate audience skills during recordings and music performances.
<b>STRAND 1.3.-Children express themselves through and develop an appreciation of dramatic play and storytelling.</b>	
CS # 1.3.1.	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).
CS # 1.3.2.	Use memory, imagination, creativity, and language to make up new roles and act them out.
CS # 1.3.3.	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
CS # 1.3.5.	Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
CS # 1.3.8.	Begin to demonstrate appropriate audience skills during storytelling and performances.
<b>STRAND 1.4.-Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</b>	
CS # 1.4.1.	Demonstrate the safe and appropriate use and care of art materials and tools.
CS # 1.4.2.	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
CS # 1.4.3.	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, and photographer) and elements in the visual arts.
CS # 1.4.4.	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
CS # 1.4.5.	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
CS # 1.4.6.	Create more recognizable representations as eye-hand coordination and fine-motor skills develop.
CS # 1.4.7.	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
<b>NJ.2.-HEALTH, SAFETY, AND PHYSICAL EDUCATION</b>	
<b>STRAND 2.2.-Children begin to develop the knowledge and skills necessary to make nutritious food choices.</b>	
CS # 2.2.1.	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).

CS # 2.2.2.	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
<b>STRAND 2.3.-Children begin to develop an awareness of potential hazards in their environment.</b>	
CS # 2.3.3.	Identify community helpers who assist in maintaining a safe environment.
<b>STRAND 2.4.-Children develop competence and confidence in activities that require gross- and fine-motor skills.</b>	
CS # 2.4.1.	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
CS # 2.4.2.	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
CS # 2.4.3.	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).
<b>NJ ELA-ENGLISH LANGUAGE ARTS</b>	
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: KEY IDEAS AND DETAILS</b>	
CPI # RL.PK.1.	With prompting and support, ask and answer key elements in a familiar story or poem.
CPI # RL.PK.2.	With prompting and support, retell familiar stories or poems.
CPI # RL.PK.3.	With prompting and support, identify characters, settings, and major events in a familiar story.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: CRAFT AND STRUCTURE</b>	
CPI # RL.PK.4.	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
CPI # RL.PK.6.	With prompting and support, identify the role of author and illustrator in telling the story.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
CPI # RL.PK.7.	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
CPI # RL.PK.9..	With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
CPI # RL.PK.10.	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
<b>STRAND RL.PK.-READING: INFORMATIONAL TEXT</b>	
<b>CONTENT STATEMENT: KEY IDEAS AND DETAILS</b>	
CPI # RL.PK.1.	With prompting and support, ask and answer questions about key elements in a familiar text.

<b>CPI # RI.PK.2.</b>	With prompting and support, recall important facts from a familiar text.
<b>CPI # RI.PK.3.</b>	With prompting and support, make a connection between pieces of essential information in a familiar text.
<b>STRAND RI.PK.-READING: INFORMATIONAL TEXT</b> <b>CONTENT STATEMENT: CRAFT AND STRUCTURE</b>	
<b>CPI # RI.PK.4.</b>	With prompting and support, ask and answer questions about unfamiliar words in informational text.
<b>CPI # RI.PK.5.</b>	Identify the front and back cover of a book.
<b>CPI # RI.PK.6.</b>	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.
<b>STRAND RI.PK.-READING: INFORMATIONAL TEXT</b> <b>CONTENT STATEMENT: INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<b>CPI # RI.PK.7.</b>	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
<b>STRAND RE.PK.-READING: INFORMATIONAL TEXT</b> <b>CONTENT STATEMENT: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>CPI # RI.PK.10.</b>	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
<b>STRAND RE.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: PRINT CONCEPTS</b>	
<b>CPI # RE.PK.1.</b>	Begin to demonstrate understanding of basic features of print.
<b>I # RE.PK.1.a.</b>	Follow words from left to right, top to bottom, page by page.
<b>I # RE.PK.1.c.</b>	Recognize that words are separated by spaces.
<b>I # RE.PK.1.d.</b>	Recognize and name many upper and lower case letters of the alphabet.
<b>STRAND RE.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: PHONOLOGICAL AWARENESS</b>	
<b>CPI # RK.PK. 2.</b>	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
<b>I # RE.PK.2.a.</b>	Recognize and produce simple rhyming words.
<b>I # RE.PK.2.b.</b>	Segment syllables in spoken words by clapping out the number of syllables.
<b>I # RE.PK.2.c.</b>	Identify many initial sounds of familiar words.
<b>STRAND RE.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: PHONICS AND WORD RECOGNITION</b>	

<b>CPI # RF.PK.3.</b>	Demonstrate an understanding of beginning phonics and word skills.
<b>I # RF.PK.3.a.</b>	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: FLUENCY</b>	
<b>CPI # RF.PK.4.</b>	Begin to engage in a variety of texts with purpose and understanding.
<b>STRAND W.PK.-WRITING</b> <b>CONTENT STATEMENT: TEXT TYPES AND PURPOSES</b>	
<b>CPI # W.PK.1.</b>	Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share a preference or opinion during play or other activities.
<b>CPI # W.PK.2.</b>	Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share information during play or other activities.
<b>STRAND W.PK.-WRITING</b> <b>CONTENT STATEMENT: PRODUCTION AND DISTRIBUTION OF WRITING</b>	
<b>CPI # W.PK.5.</b>	With guidance and support, share a drawing with dictation, scribble writing, letter-strings, or invented spelling to describe an event real or imagined.
<b>CPI # W.PK.6.</b>	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).
<b>STRAND W.PK.-WRITING</b> <b>CONTENT STATEMENT: RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
<b>CPI # W.PK.7.</b>	With guidance and support, participate in shared research and shared writing projects.
<b>STRAND SL.PK.-SPEAKING AND LISTENING</b> <b>CONTENT STATEMENT: COMPREHENSION AND COLLABORATION</b>	
<b>CPI # SL.PK.1.</b>	Participate in conversations and interactions with peers and adults individually and in small and large groups.
<b>I # SL.PK.1.a.</b>	Follow-agreed upon rules for discussions during group interactions.
<b>I # SL.PK.1.b.</b>	Continue a conversation through several back and forth exchanges.
<b>CPI # SL.PK.2.</b>	Ask and answer questions about a text or other information read aloud or presented orally.
<b>CPI # SL.PK.3.</b>	Ask and answer questions to seek help, get information, or follow directions.
<b>STRAND SL.PK.-SPEAKING AND LISTENING</b> <b>CONTENT STATEMENT: PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
<b>CPI # SL.PK.4.</b>	Begin to describe familiar people, places, things, and events and sometimes with detail.
<b>CPI # SL.PK.5.</b>	Use drawings or visual displays to add to descriptions to provide additional detail.

<b>CPI # SL.PK.6.</b>	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
<b><i>STRAND L.PK. -LANGUAGE</i></b>	
<b><i>CONTENT STATEMENT: CONVENTIONS OF STANDARD ENGLISH</i></b>	
<b>CPI # L.PK.1.</b>	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.
<b>I # L.PK.1.a.</b>	Print many alphabet letters.
<b>I # L.PK.1.b.</b>	Use frequently occurring nouns and verbs.
<b>I # L.PK.1.d.</b>	Understand and use question words (e.g., who, what, where, when, why, how).
<b>I # L.PK.1.f.</b>	Begin to speak in complete sentences.
<b>I # L.PK.1.g.</b>	Understands and can follow simple multi-step directions.
<b>CPI # L.PK.2.</b>	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the 90 day.
<b>I # L.PK.2.c.</b>	Attempt to write a letter or letters by using scribble-writing, letterlike forms, letter-strings, and invented spelling during writing activities throughout the day.
<b><i>STRAND L.PK. -LANGUAGE</i></b>	
<b><i>CONTENT STATEMENT: VOCABULARY ACQUISITION AND USE</i></b>	
<b>CPI # L.PK.5.</b>	With guidance and support, explore word relationships.
<b>I # L.PK.5.a.</b>	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
<b>I # L.PK.5.c.</b>	Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
<b>CPI # L.PK. 6.</b>	Use words and phrases acquired through conversations, activities and read aloud.
<b>NJ.4.-MATHEMATICS</b>	
<b><i>STRAND 4.1.-Children begin to demonstrate an understanding of number and counting.</i></b>	
<b>CS # 4.1.1.</b>	Count to 20 by ones with minimal prompting.
<b>CS # 4.1.2.</b>	Recognize and name one-digit written numbers up to 10 with minimal prompting.
<b>CS # 4.1.3.</b>	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
<b>CS # 4.1.4.</b>	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):
<b>CPI # 4.1.4.a.</b>	Accurately counts quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration.
<b>CPI # 4.1.4.b.</b>	Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).
<b>CPI # 4.1.4.c.</b>	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).
<b>CS # 4.1.5.</b>	Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).

<b>STRAND 4.2.-Children demonstrate an initial understanding of numerical operations.</b>	
<b>CS # 4.2.1.</b>	Represent addition and subtraction by manipulating up to 5 objects:
<b>CPI # 4.2.1.a.</b>	Putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”).
<b>CPI. 4.2.1.b.</b>	Taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).
<b>STRAND 4.3.-Children begin to conceptualize measurable attributes of objects.</b>	
<b>CS # 4.3.1.</b>	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
<b>CS # 4.3.2.</b>	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
<b>CS # 4.3.3.</b>	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.
<b>STRAND 4.4.-Children develop spatial and geometric sense.</b>	
<b>CS # 4.4.1.</b>	Respond to and use positional words (e.g., in, under, between, down, behind).
<b>CS # 4.4.2.</b>	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).
<b>CS # 4.4.3.</b>	Manipulate, compare and discuss the attributes of:
<b>CPI # 4.4.3.a.</b>	Two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
<b>NJ.5.-SCIENCE</b>	
<b>STRAND 5.1.-Children develop inquiry skills.</b>	
<b>CS # 5.1.1.</b>	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
<b>CS # 5.1.2.</b>	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
<b>CS # 5.1.3.</b>	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, 96 screwdriver, awl, binoculars, stethoscope, magnifier]).
<b>CS # 5.1.4.</b>	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
<b>STRAND 5.2-Children observe and investigate matter and energy.</b>	
<b>CS # 5.2.1.</b>	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken

	apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
CS # 5.2.2.	Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).
CS # 5.2.3.	Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).
<b>STRAND 5.3.-Children observe and investigate living things.</b>	
CS # 5.3.1.	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).
<b>STRAND 5.4.-Children observe and investigate the Earth.</b>	
CS # 5.4.4.	Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).
<b>STRAND 5.5.-Children gain experience in using technology.</b>	
CS # 5.5.1.	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).
<b>NJ.6.-SOCIAL STUDIES, FAMILY AND LIFE SKILLS</b>	
<b>STRAND 6.2.-Children become contributing members of the classroom community.</b>	
CS # 6.2.1.	Demonstrate understanding of rules by following most classroom routines.
CS # 6.2.2.	Demonstrates responsibility by initiating simple classroom tasks and jobs.
CS # 6.2.3.	Demonstrate appropriate behavior when collaborating with others.
<b>STRAND 6.3.-Children demonstrate knowledge of neighborhood and community.</b>	
CS # 6.3.2.	Identify, discuss, and role-play the duties of a range of community workers.
<b>NJ.7.-WORLD LANGUAGES</b>	
<b>STRAND 7.1.- Children know that people use different languages (including sign language) to communicate, and will express simple greetings, 101 words, and phrases in a language other than their own.</b>	
CS # 7.1.4.	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.
<b>NJ.9.-APPROACHES TO LEARNING</b>	
<b>STRAND 9.2.- Children show creativity and imagination.</b>	
CS # 9.2.2.	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
CS # 9.2.3.	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

<b>STRAND 9.3.-Children identify and solve problems.</b>	
<b>CS # 9.3.1.</b>	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)
<b>CS # 9.3.2.</b>	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).
<b>CS # 9.3.4.</b>	Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Following classroom routines</li> <li>● Getting to know classmates and teachers</li> <li>● Following directions</li> <li>● Labeling classroom environmental objects</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What names do we need to know at school?</li> <li>● What should we do if we get sad or scared at school?</li> <li>● What are our rules?</li> <li>● When do things happen at school?</li> <li>● Who works at our school?</li> <li>● How do we make and keep friends? How can we be part of a group?</li> <li>● What sounds do we hear at school? Where do they come from? (ministudy)</li> </ul>	
<b>Objectives</b>	
<p><b>We are learning to/that:</b> school is a safe and fun place to learn with a structured routine to follow</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Begin to identify own unique qualities</li> <li>● Begin to take care of own belongings</li> <li>● Begin to manage own emotions</li> <li>● Begin to follow classroom rules and daily routines</li> <li>● Recognize their teacher(s) and peers</li> </ul>	
<b>Evidence of Learning</b>	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
<b>*Accommodations for this unit are as per IEP.</b>	
<b>Resources</b>	
<p><b>Core Texts:</b></p> <p><i>A Pocket for Corduroy, Love Is a Family, Quinito, Day and Night, Wemberly Worried, The Kissing Hand, Charlie Anderson, A World of Families, Peeny Butter Fudge, Jalapeño Bagels, Papi, How Many Stars Are in the Sky?, The Gingerbread Man, Neighborhood Song, Rice Is Nice, Too Many Tamales, Crazy Pizza Day, Hooray, a Piñata!, Llama Llama Misses Mama, The Daddy Book, My New Baby, Diversity Is A Superpower, The Hair Book, I Love My Haircut, The Thankful Book, Families Belong, Families Grow, Families Can, Making Faces, The Family Book, I Like Myself, The Peace Book, Is Your Mama A Llama, Little Blue Little Yellow, Love Makes A Family, Daddy</i></p>	

*Daughter Day, Warm Welcome, Where Are You From, All Moms, The Mommy Book, That's Not My Name, Our World Is A Family, The Family Book, How Do Dinosaurs Go To School, How Do Dinosaurs Play With Their Friends, The Pigeon Has To Go To School, Families Can, Families Grow, Hello World School Day*

Beginning of the Year Extension: Pets

**Instructional Focus**

**Essential Questions**

- What kind of animals are pets?
- Where do pets live?
- What do pets eat?
- How do we care for pets?

**Resources**

**Core Text:**

*Swimmy, The Stray Dog, The Story Of Ferdinand, The Stray Dog, The Thankful Book, My Home*

<b>Content Area:</b> Social-Emotional, Language, Cognitive, Physical	
<b>Course &amp; Grade Level:</b> Preschool	
<b>Summary and Rationale</b>	
<p>In this unit students will learn that buildings are built for specific purposes to serve the community. Students will be introduced to the steps of constructing a building, including the names and jobs of those who participate in the building process as well as the tools that they use to complete the build. Students will develop an understanding about the engineering process to create their own buildings.</p> <p>An extension of this unit could be Boxes, Roads, Signs, Simple Machines, Tubes and Tunnels, and/or Wheels.</p>	
<b>Recommended Pacing</b>	
4-5 weeks	
<b>New Jersey Preschool Teaching and Learning Standards</b>	
<b>State Standards</b>	
<b>NJ.0.-SOCIAL/EMOTIONAL DEVELOPMENT</b>	
<b>STRAND 0.1.-<i>Children demonstrate self-confidence.</i></b>	
<b>CS # 0.1.2.</b>	Express ideas for activities and initiate discussions.
<b>CS # 0.1.3.</b>	Actively engage in activities and interactions with teachers and peers.
<b>STRAND 0.2.-<i>Children demonstrate self-direction.</i></b>	
<b>CS # 0.2.3.</b>	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
<b>STRAND 0.3.-<i>Children identify and express feelings.</i></b>	
<b>CS # 0.3.1.</b>	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
<b>STRAND 0.4.-<i>Children exhibit positive interactions with other children and adults.</i></b>	
<b>CS # 0.4.3.</b>	Say “thank you,” “please,” and “excuse me.”
<b>CS # 0.4.5.</b>	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
<b>CS # 0.4.6.</b>	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
<b>STRAND 0.5.-<i>Children exhibit pro-social behaviors.</i></b>	
<b>CS # 0.5.1.</b>	Play independently and cooperatively in pairs and small groups.
<b>CS # 0.5.2.</b>	Engage in pretend play.
<b>NJ.1.-VISUAL AND PERFORMING ARTS</b>	
<b>STRAND 1.1.-<i>Children express themselves through and develop an appreciation of creative movement and dance.</i></b>	
<b>CS # 1.1.1.</b>	Move the body in a variety of ways, with and without music.
<b>CS # 1.1.2.</b>	Respond to changes in tempo and a variety of musical rhythms through body movement.
<b>CS # 1.1.3.</b>	Participate in simple sequences of movements.
<b>CS # 1.1.4.</b>	Define and maintain personal space, concentration, and focus during creative movement/dance performances.

CS # 1.1.5.	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
CS # 1.1.6.	Use movement/dance to convey meaning around a theme or to show feelings.
CS # 1.1.7.	Describe feelings and reactions in response to a creative movement/dance performance.
CS # 1.1.8.	Begin to demonstrate appropriate audience skills during creative movement and dance performances.
<b>STRAND 1.2.-<i>Children express themselves through and develop an appreciation of music.</i></b>	
CS # 1.2.1.	Sing a variety of songs with expression, independently and with others.
CS # 1.2.3.	Clap or sing songs with repetitive phrases and rhythmic patterns.
CS # 1.2.4.	Listen to, imitate, and improvise sounds, patterns, or songs.
CS # 1.2.5.	Participate in and listen to music from a variety of cultures and times.
CS # 1.2.6.	Recognize and name a variety of music elements using appropriate music vocabulary.
CS # 1.2.7.	Describe feelings and reactions in response to diverse musical genres and styles.
CS # 1.2.8.	Begin to demonstrate appropriate audience skills during recordings and music performances.
<b>STRAND 1.3.-<i>Children express themselves through and develop an appreciation of dramatic play and storytelling.</i></b>	
CS # 1.3.1.	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).
CS # 1.3.2.	Use memory, imagination, creativity, and language to make up new roles and act them out.
CS # 1.3.3.	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
CS # 1.3.5.	Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
CS # 1.3.8.	Begin to demonstrate appropriate audience skills during storytelling and performances.
<b>STRAND 1.4.-<i>Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</i></b>	
CS # 1.4.1.	Demonstrate the safe and appropriate use and care of art materials and tools.
CS # 1.4.2.	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
CS # 1.4.3.	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, and photographer) and elements in the visual arts.
CS # 1.4.4.	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
CS # 1.4.5.	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
CS # 1.4.6.	Create more recognizable representations as eye-hand coordination and fine-motor skills develop.
CS # 1.4.7.	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
<b>NJ.2.-HEALTH, SAFETY, AND PHYSICAL EDUCATION</b>	
<b>STRAND 2.3.-<i>Children begin to develop an awareness of potential hazards in their environment.</i></b>	
CS # 2.3.1.	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).

CS # 2.3.2.	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
CS # 2.3.3.	Identify community helpers who assist in maintaining a safe environment.
<b>STRAND 2.4.-Children develop competence and confidence in activities that require gross- and fine-motor skills.</b>	
CS # 2.4.1.	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
CS # 2.4.2.	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
CS # 2.4.3.	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).
<b>NJ ELA-ENGLISH LANGUAGE ARTS</b>	
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: KEY IDEAS AND DETAILS</b>	
CPI # RLPK.1.	With prompting and support, ask and answer key elements in a familiar story or poem.
CPI # RL.PK.2.	With prompting and support, retell familiar stories or poems.
CPI # RL.PK.3.	With prompting and support, identify characters, settings, and major events in a familiar story.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: CRAFT AND STRUCTURE</b>	
CPI # RL.PK.4.	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
CPI # RL.PK.6.	With prompting and support, identify the role of author and illustrator in telling the story.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
CPI # RL.PK.7.	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
CPI # RL.PK.9.	With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
CPI # RL.PK.10.	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
<b>STRAND RL.PK.-READING: INFORMATIONAL TEXT</b>	
<b>CONTENT STATEMENT: KEY IDEAS AND DETAILS</b>	
CPI # RL.PK.1.	With prompting and support, ask and answer questions about key elements in a familiar text.

<b>CPI # RI.PK.2.</b>	With prompting and support, recall important facts from a familiar text.
<b>CPI # RI.PK.3.</b>	With prompting and support, make a connection between pieces of essential information in a familiar text.
<b>STRAND RI.PK.-READING: INFORMATIONAL TEXT</b> <b>CONTENT STATEMENT: CRAFT AND STRUCTURE</b>	
<b>CPI # RI.PK.4.</b>	With prompting and support, ask and answer questions about unfamiliar words in informational text.
<b>CPI # RI.PK.5.</b>	Identify the front and back cover of a book.
<b>CPI # RI.PK.6.</b>	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.
<b>STRAND RI.PK.-READING: INFORMATIONAL TEXT</b> <b>CONTENT STATEMENT: INFORMATION OF KNOWLEDGE AND IDEAS</b>	
<b>CPI # RI.PK.7.</b>	With prompting and support, tell how the illustrations support the text (information or topic) in informational text
<b>STRAND RI.PK.-READING: INFORMATIONAL TEXT</b> <b>CONTENT STATEMENT: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>CPI # RI.PK.10.</b>	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: PRINT CONCEPTS</b>	
<b>CPI # RF.PK.1.</b>	Begin to demonstrate understanding of basic features of print.
<b>I # RF.PK.1.a.</b>	Follow words from left to right, top to bottom, page by page.
<b>I # RF.PK.1.b.</b>	Recognize that spoken words can be written and read.
<b>I # RF.PK.1.c.</b>	Recognize that words are separated by spaces.
<b>I # RF.PK.1.d.</b>	Recognize and name many upper and lower case letters of the alphabet.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: PHONOLOGICAL AWARENESS</b>	
<b>CPI # RF.PK.2</b>	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
<b>I # RF.PK.2.a.</b>	Recognize and produce simple rhyming words.
<b>I # RF.PK.2.b.</b>	Segment syllables in spoken words by clapping out the number of syllables.
<b>I # RF.PK.2.c.</b>	Identify many initial sounds of familiar words.

<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b>	
<b>CONTENT STATEMENT: PHONICS AND WORD RECOGNITION</b>	
<b>CPI # RF.PK.3.</b>	Demonstrate an understanding of beginning phonics and word skills.
<b>I # RF.PK.3.a.</b>	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b>	
<b>CONTENT STATEMENT: FLUENCY</b>	
<b>CPI # RF.PK.4.</b>	Begin to engage in a variety of texts with purpose and understanding.
<b>STRAND W.PK.-WRITING</b>	
<b>CONTENT STATEMENT: TEXT TYPES AND PURPOSES</b>	
<b>CPI # W.PK.1.</b>	Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share a preference or opinion during play or other activities.
<b>CPI # W.PK.2.</b>	Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share information during play or other activities.
<b>STRAND-W.PK.-WRITING</b>	
<b>CONTENT STATEMENT: PRODUCTION AND DISTRIBUTION OF WRITING</b>	
<b>CPI # W.PK.5.</b>	With guidance and support, share a drawing with dictation, scribble writing, letter-strings, or invented spelling to describe an event real or imagined.
<b>CPI # W.PK.6.</b>	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).
<b>STRAND W.PK.-WRITING</b>	
<b>CONTENT STATEMENT: RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
<b>CPI # W.PK.7.</b>	With guidance and support, participate in shared research and shared writing projects.
<b>CPI # W.PK.8.</b>	With guidance and support, recall information from experience or familiar topic to answer a question.
<b>STRAND SL.PK.-SPEAKING AND LISTENING</b>	
<b>CONTENT STATEMENT: COMPREHENSION AND COLLABORATION</b>	
<b>CPI # SL.PK.1.</b>	Participate in conversations and interactions with peers and adults individually and in small and large groups.
<b>I # SL.PK.1.a.</b>	Follow-agreed upon rules for discussions during group interactions.
<b>I # SL.PK.1.b.</b>	Continue a conversation through several back and forth exchanges.
<b>CPI # SL.PK. 2.</b>	Ask and answer questions about a text or other information read aloud or presented orally.
<b>CPI # SL.PK.3.</b>	Ask and answer questions to seek help, get information, or follow directions.
<b>STRAND SL.PK.-SPEAKING AND LISTENING</b>	
<b>CONTENT STATEMENT: PRESENTATION OF KNOWLEDGE AND IDEAS</b>	

<b>CPI # SL.PK.4.</b>	Begin to describe familiar people, places, things, and events and sometimes with detail.
<b>CPI # SLPK.5.</b>	Use drawings or visual displays to add to descriptions to provide additional detail.
<b>CPI # SL.PK.6.</b>	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
<b>STRAND L.PK.-LANGUAGE</b>	
<b>CONTENT STATEMENT: CONVENTIONS OF STANDARD ENGLISH</b>	
<b>CPI # L.PK.1.</b>	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.
<b>I # L.PK.1.a.</b>	Print many alphabet letters.
<b>I # L.PK.1.b.</b>	Use frequently occurring nouns and verbs.
<b>I # L.PK.1.d.</b>	Understand and use question words (e.g., who, what, where, when, why, how).
<b>I # L.PK.1.f.</b>	Begin to speak in complete sentences.
<b>I # L.PK.1.g.</b>	Understands and can follow simple multi-step directions.
<b>CPI # L.PK.2.</b>	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.
<b>I # L.PK.2.c.</b>	Attempt to write a letter or letters by using scribble-writing, letterlike forms, letter-strings, and invented spelling during writing activities throughout the day.
<b>STRAND LPK.-LANGUAGE</b>	
<b>CONTENT STATEMENT: VOCABULARY AND ACQUISITION AND USE</b>	
<b>CPI # L.PK.5.</b>	With guidance and support, explore word relationships.
<b>I # L.PK.5.a.</b>	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
<b>I # L.PK.5.c.</b>	Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
<b>CPI # L.PK.6.</b>	Use words and phrases acquired through conversations, activities and read aloud.
<b>NJ.4.-MATHEMATICS</b>	
<b>STRAND 4.1.-Children begin to demonstrate an understanding of number and counting.</b>	
<b>CS # 4.1.1.</b>	Count to 20 by ones with minimal prompting.
<b>CS # 4.1.2.</b>	Recognize and name one-digit written numbers up to 10 with minimal prompting.
<b>CS # 4.1.3.</b>	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
<b>CS # 4.1.4.</b>	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):

<b>CPI # 4.1.4.a.</b>	Accurately counts quantities of objects up to 10, using one-to-one correspondence, and accurately counts as many as 5 objects in a scattered configuration.
<b>CPI # 4.1.4.b.</b>	Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, 149 whether it is a group of 5 people, 5 blocks or 5 pencils).
<b>CPI # 4.1.4.c.</b>	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).
<b>CPI # 4.1.5.</b>	Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
<b>CPI # 4.1.6.</b>	Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).
<b>STRAND 4.2.-Children demonstrate an initial understanding of numerical operations.</b>	
<b>CS # 4.2.1.</b>	Represent addition and subtraction by manipulating up to 5 objects:
<b>CPI # 4.2.1.a.</b>	Putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”).
<b>CPI # 4.2.1.b.</b>	Taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).
<b>STRAND 4.3.-Children begin to conceptualize measurable attributes of objects.</b>	
<b>CS # 4.3.1.</b>	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
<b>CS # 4.3.2.</b>	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
<b>CS # 4.3.3.</b>	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.
<b>STRAND 4.4.-Children develop spatial and geometric sense.</b>	
<b>CS # 4.4.1.</b>	Respond to and use positional words (e.g., in, under, between, down, behind).
<b>CS # 4.4.2.</b>	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).
<b>CPI # 4.4.3.a.</b>	Two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
<b>CPI # 4.4.3.b.</b>	Three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).
<b>NJ.5.-SCIENCE</b>	
<b>STRAND 5.1.-Children develop inquiry skills.</b>	
<b>CS # 5.1.1.</b>	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
<b>CS # 5.1.2.</b>	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to

	questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
<b>CS # 5.1.3.</b>	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).
<b>CS # 5.1.4.</b>	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
<b>CS # 5.1.5.</b>	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).
<b>STRAND 5.2.-Children observe and investigate matter and energy.</b>	
<b>CS # 5.2.1.</b>	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
<b>CS # 5.2.2.</b>	Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).
<b>STRAND 5.3.-Children observe and investigate living things.</b>	
<b>CS # 5.3.1.</b>	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).
<b>CS # 5.3.3.</b>	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).
<b>STRAND 5.4.-Children observe and investigate living things.</b>	
<b>CS # 5.4.2.</b>	Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun’s light is blocked by objects).
<b>STRAND 5.5.-Children gain experience in using technology.</b>	
<b>CS # 5.5.1.</b>	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).
<b>NJ.6.-SOCIAL STUDIES, FAMILY AND LIFE SKILLS</b>	
<b>STRAND 6.2.-Children become contributing members of the classroom community.</b>	
<b>CS # 6.2.1.</b>	Demonstrate understanding of rules by following most classroom routines.
<b>CS # 6.2.2.</b>	Demonstrates responsibility by initiating simple classroom tasks and jobs.
<b>CS # 6.2.3.</b>	Demonstrate appropriate behavior when collaborating with others.
<b>STRAND 6.3.-Children demonstrate knowledge of neighborhood and community.</b>	

<b>CS # 6.3.2.</b>	Identify, discuss, and role-play the duties of a range of community workers.
<b>NJ.7.-WORLD LANGUAGES</b>	
<b>STRAND 7.1.-Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.</b>	
<b>CS # 7.1.4.</b>	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions To augment oral language.
<b>NJ.9.-APPROACHES TO LEARNING</b>	
<b>STRAND 9.2.-Children show creativity and imagination.</b>	
<b>CS # 9.2.2.</b>	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
<b>CS # 9.2.3.</b>	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).
<b>STRAND 9.3.-Children identify and solve problems.</b>	
<b>CS # 9.3.1.</b>	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)
<b>CS # 9.3.2.</b>	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).
<b>CS # 9.3.3.</b>	Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).
<b>CS # 9.3.4.</b>	Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Identifying features of the local community</li> <li>● Identifying features of the global community</li> <li>● Sequencing</li> <li>● Demonstrating spatial awareness</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What do we know about buildings? What do we want to find out?</li> <li>● What do buildings in our neighborhood and in other places look like?</li> <li>● Who builds buildings? What tools do they use?</li> <li>● What are buildings made of? What makes them strong?</li> <li>● What is special about our school building?</li> <li>● What happens inside buildings?</li> </ul>	
<b>Objectives</b>	
<b>We are learning to/that:</b> buildings in our local and global community were constructed and have distinct purposes.	
<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>● Identify common buildings</li> <li>● Discriminate between familiar buildings’ purposes</li> </ul>	

<ul style="list-style-type: none"> <li>• Identify who constructs buildings and common tools</li> <li>• Construct their own building</li> </ul>
<b>Evidence of Learning</b>
<input checked="" type="checkbox"/> <b>Formative Assessment</b>
<input checked="" type="checkbox"/> <b>Summative Assessment</b>
<input checked="" type="checkbox"/> <b>Alternative Assessment</b>
<input checked="" type="checkbox"/> <b>Benchmark</b>
<b>*Accommodations for this unit are as per IEP.</b>
<b>Resources</b>
<b>Core Text:</b> <i>The Three Little Pigs, Changes, Changes, Keep Counting, A Chair for My Mother, House, Sweet House, Buildings, Buildings, Buildings, Build It From A to Z, Building a House, The Three Little Javelinas, The True Story of the 3 Little Pigs, The Pot That Juan Built, Construction Site, Dig, Everybody In The Red Brick Building, Mixed A Colorful Story, Little Kids First Big Book Of How</i>

Buildings Extension: Boxes
<b>Instructional Focus</b>
<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• What are the characteristics of boxes?</li> <li>• Which jobs involve boxes?</li> <li>• How are boxes made?</li> <li>• How can we move boxes?</li> </ul>
<b>Resources</b>
<b>Core Text:</b> <i>Boxitects</i>

Buildings Extension: Roads
<b>Instructional Focus</b>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• What are some characteristics of roads?</li> <li>• How do roads help people in their everyday lives?</li> <li>• How are roads made? Who builds and repairs roads?</li> <li>• How can we make a road?</li> <li>• How do we stay safe in the road?</li> </ul>
<b>Resources</b>
<b>Core Text:</b> <i>I am Strong, Construction Site, Mixed A Colorful Story, Little Kids First Big Book Of How</i>

Buildings Extension: Signs
<b>Instructional Focus</b>

<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• What are the characteristics of signs?</li> <li>• Where are signs found?</li> <li>• How do signs help?</li> <li>• Who works with signs?</li> </ul>
<b>Resources</b>
<b>Core Text:</b> <i>Estela's Swap, Marisol McDonald Doesn't Match, Signs of All Kinds, The Dot, If I Had A Vampire Bat, Mixed A Colorful Story</i>

Buildings Extension: Simple Machines
<b>Instructional Focus</b>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• How do inclined planes help us move things?</li> <li>• How are levers used?</li> <li>• How do screws hold things together?</li> <li>• What are other types of simple machines? How do people use them?</li> <li>• Who works with simple machines?</li> </ul>
<b>Resources</b>
<b>Core Text:</b> <i>Don't Say a Word, Mama, Don't Say A Word Mama, My Neighbors And Their Simple Machines, Owen, Lola Loves Stories, Featherless, My Home, How Do Dinosaurs Play With Their Feelings, Little Kids First Big Book Of How</i>

Buildings Extension: Tubes and Tunnels
<b>Instructional Focus</b>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• What are the characteristics of tubes and tunnels?</li> <li>• Where can we find tubes and tunnels?</li> <li>• How do we use tubes and tunnels? How can we make them?</li> <li>• Who works with tubes and tunnels?</li> <li>• How can we make sounds with tubes?</li> </ul>
<b>Resources</b>
<b>Core Text:</b> <i>Ruby's Baby Brother, Off We Go To Mexico, The real Princess, If I Could, Tubes And Tunnels Through And Through, Harry The Dirty Dog</i>

Buildings Extension: Wheels
<b>Instructional Focus</b>
<b>Unit Essential Questions</b>

- What different types of wheels are there?
- How do wheels move? How can we make our own wheels?
- How do we use wheels? How do they help us?

#### **Resources**

#### **Core Text:**

*Wheels On The Go, Otis, Gathering The Sun, We All Went On Safari, The Lonely Mailman, My Steps, Bear On A Bike, I am Strong, Construction Site, Little Kids First Big Book Of How*

<b>Unit 3: Reduce, Reuse, Recycle</b>	
<b>Content Area:</b> Social-Emotional, Language, Cognitive, Physical	
<b>Course &amp; Grade Level:</b> Preschool	
<b>Summary and Rationale</b>	
<p>In this unit students will learn about sustainability and reducing waste by recycling and reusing. Students will learn about the impact of trash and jobs related to waste management. Students will identify habits that help to reduce waste. Additionally, they will be encouraged to think of different ways to reuse items and to advocate for sustainable practices at school and home.</p> <p>An extension of this unit could be Light, Sand, and/or Water.</p>	
<b>Recommended Pacing</b>	
4 to 5 weeks	
<b>New Jersey Preschool Teaching and Learning Standards</b>	
<b>State Standards</b>	
<b>NJ.0.-SOCIAL/EMOTIONAL DEVELOPMENT</b>	
<b>STRAND 0.1.-<i>Children demonstrate self-confidence.</i></b>	
<b>CS # 0.1.2.</b>	Express ideas for activities and initiate discussions.
<b>CS # 0.1.3.</b>	Actively engage in activities and interactions with teachers and peers.
<b>STRAND 0.2.-<i>Children demonstrate self-direction.</i></b>	
<b>CS # 0.2.3.</b>	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
<b>STRAND 0.3.-<i>Children identify and express feelings.</i></b>	
<b>CS # 0.3.1.</b>	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
<b>STRAND 0.4.-<i>Children exhibit positive interactions with other children and adults.</i></b>	
<b>CS # 0.4.5.</b>	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
<b>CS # 0.4.6.</b>	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
<b>STRAND 0.5.-<i>Children exhibit prosocial behaviors.</i></b>	
<b>CS # 0.5.1.</b>	Play independently and cooperatively in pairs and small groups.
<b>CS # 0.5.2.</b>	Engage in pretend play.
<b>NJ.1.-VISUAL AND PERFORMING ARTS</b>	
<b>STRAND 1.1.-<i>Children express themselves through and develop an appreciation of creative movement and dance.</i></b>	
<b>CS # 1.1.4.</b>	Define and maintain personal space, concentration, and focus during creative movement/dance performances.
<b>CS # 1.1.5.</b>	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
<b>CS # 1.1.7.</b>	Describe feelings and reactions in response to a creative movement/dance performance.
<b>CS # 1.1.8.</b>	Begin to demonstrate appropriate audience skills during creative movement and dance performances.

<b>STRAND 1.2.-<i>Children express themselves through and develop an appreciation of music.</i></b>	
<b>CS # 1.2.1.</b>	Sing a variety of songs with expression, independently and with others.
<b>CS # 1.2.2.</b>	Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.
<b>CS # 1.2.3.</b>	Clap or sing songs with repetitive phrases and rhythmic patterns.
<b>CS # 1.2.4.</b>	Listen to, imitate, and improvise sounds, patterns, or songs.
<b>CS # 1.2.5.</b>	Participate in and listen to music from a variety of cultures and times.
<b>CS # 1.2.6.</b>	Recognize and name a variety of music elements using appropriate music vocabulary.
<b>CS # 1.2.7.</b>	Describe feelings and reactions in response to diverse musical genres and styles.
<b>CS # 1.2.8.</b>	Begin to demonstrate appropriate audience skills during recordings and music performances.
<b>STRAND 1.3.-<i>Children express themselves through and develop an appreciation of dramatic play and storytelling.</i></b>	
<b>CS # 1.3.1.</b>	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).
<b>CS # 1.3.2.</b>	Use memory, imagination, creativity, and language to make up new roles and act them out.
<b>CS # 1.3.3.</b>	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
<b>CS # 1.3.4.</b>	Differentiate between fantasy/pretend play and real events.
<b>CS # 1.3.5.</b>	Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
<b>CS # 1.3.8.</b>	Begin to demonstrate appropriate audience skills during storytelling and performances.
<b>STRAND 1.4.-<i>Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</i></b>	
<b>CS # 1.4.1.</b>	Demonstrate the safe and appropriate use and care of art material and tools.
<b>CS # 1.4.2.</b>	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
<b>CS # 1.4.3.</b>	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, and photographer) and elements in the visual arts.
<b>CS # 1.4.4.</b>	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
<b>CS # 1.4.5.</b>	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
<b>CS # 1.4.7.</b>	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
<b>NJ.2.-HEALTH, SAFETY, AND PHYSICAL EDUCATION</b>	
<b>STRAND 2.3.-<i>Children begin to develop an awareness of potential hazards in their environment.</i></b>	
<b>CS # 2.3.3.</b>	Identify community helpers who assist in maintaining a safe environment.
<b>STRAND 2.4.-<i>Children develop competence and confidence in activities that require gross- and fine-motor skills.</i></b>	
<b>CS # 2.4.1.</b>	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).

<b>CS # 2.4.3.</b>	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).
<b>NJ. ELA.-ENGLISH LANGUAGE ARTS</b>	
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: KEY IDEAS AND DETAILS</b>	
<b>CPI # RL.PK.1.</b>	With prompting and support, ask and answer key elements in a familiar story or poem.
<b>CPI # RL.PK.2.</b>	With prompting and support, retell familiar stories or poems.
<b>CPI # RL.PK.3.</b>	With prompting and support, identify characters, settings, and major events in a familiar story.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: CRAFT AND STRUCTURE</b>	
<b>CPI # RL.PK.4.</b>	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
<b>CPI # RL.PK.6.</b>	With prompting and support, identify the role of author and illustrator in telling the story.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<b>CPI # RL.PK.7.</b>	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
<b>CPI # RL.PK.9.</b>	With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>CPI # RL.PK.10.</b>	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
<b>STRAND RL.PK.-READING: INFORMATIONAL TEXT</b>	
<b>CONTENT STATEMENT: KEY IDEAS AND DETAILS</b>	
<b>CPI # RL.PK.1.</b>	With prompting and support, ask and answer questions about key elements in a familiar text.
<b>CPI # RL.PK.2.</b>	With prompting and support, recall important facts from a familiar text.
<b>CPI # RL.PK.3.</b>	With prompting and support, make a connection between pieces of essential information in a familiar text.
<b>STRAND RL.PK.-READING: INFORMATIONAL TEXT</b>	
<b>CONTENT STATEMENT: CRAFT AND STRUCTURE</b>	
<b>CPI # RL.PK.4.</b>	With prompting and support, ask and answer questions about unfamiliar words in informational text.
<b>CPI # RL.PK.5.</b>	Identify the front and back cover of a book.

<b>STRAND RI.PK.-READING: INFORMATIONAL TEXT</b>	
<b>CONTENT STATEMENT: INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<b>CPI # RI.PL.7.</b>	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
<b>STRAND RI.PK.-READING: INFORMATIONAL TEXT</b>	
<b>CONTENT STATEMENT: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>CPI # RI.PK.10.</b>	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b>	
<b>CONTENT STATEMENT: PRINT CONCEPTS</b>	
<b>CPI # RF.PK.1.</b>	Begin to demonstrate understanding of basic features of print.
<b>I # RF.PK.1.a.</b>	Follow words from left to right, top to bottom, page by page.
<b>I # RF.PK.1.b.</b>	Recognize that spoken words can be written and read.
<b>I # RF.PK.1.c.</b>	Recognize that words are separated by spaces.
<b>I # RF.PK.1.d.</b>	Recognize and name many upper and lower case letters of the alphabet.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b>	
<b>CONTENT STATEMENT: PHONOLOGICAL AWARENESS</b>	
<b>CPI # RF.PK.2.</b>	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
<b>I # RF.PK.2.a.</b>	Recognize and produce simple rhyming words.
<b>I # RF.PK.2.b.</b>	Segment syllables in spoken words by clapping out the number of syllables.
<b>I # RF.PK.2.c.</b>	Identify many initial sounds of familiar words.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b>	
<b>CONTENT STATEMENT: PHONICS AND WORD RECOGNITION</b>	
<b>CPI # RF.PK.3.</b>	Demonstrate an understanding of beginning phonics and word skills.
<b>I # RF.PK.3.a.</b>	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
<b>STRAND RF.PK.-READING: FOUNDATION SKILLS</b>	
<b>CONTENT STATEMENT: FLUENCY</b>	
<b>CPI # RF.PK.4.</b>	Begin to engage in a variety of texts with purpose and understanding.
<b>STRAND W.PK.-WRITING</b>	
<b>CONTENT STATEMENT: TEXT TYPES AND PURPOSES</b>	

<b>CPI # W.PK.1.</b>	Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share a preference or opinion during play or other activities.
<b>CPI # W.PK.2.</b>	Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share information during play or other activities.
<b>STRAND W.PK.-WRITING</b>	
<b>CONTENT STATEMENT: PRODUCTION AND DISTRIBUTION OF WRITING</b>	
<b>CPI # W.PK.5.</b>	With guidance and support, share a drawing with dictation, scribble writing, letter-strings, or invented spelling to describe an event real or imagined.
<b>CPI # W.PK.6.</b>	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).
<b>STRAND W.PK.-WRITING</b>	
<b>CONTENT STATEMENT: RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
<b>CPI # W.PK.7.</b>	With guidance and support, participate in shared research and shared writing projects.
<b>STRAND SL.PK.-SPEAKING AND LISTENING</b>	
<b>CONTENT STATEMENT: COMPREHENSION AND COLLABORATION</b>	
<b>CPI # SL.PK.1.</b>	Participate in conversations and interactions with peers and adults individually and in small and large groups.
<b>I # SL.PK.1.a.</b>	Follow-agreed upon rules for discussions during group interactions.
<b>I # SL.PK.1.b.</b>	Continue a conversation through several back and forth exchanges.
<b>CPI # SL.PK.2.</b>	Ask and answer questions about a text or other information read aloud or presented orally.
<b>CPI # SL.PK.3.</b>	Ask and answer questions to seek help, get information, or follow directions.
<b>STRAND SL.PK.-SPEAKING AND LISTENING</b>	
<b>CONTENT STATEMENT: PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
<b>CPI # SL.PK.4.</b>	Begin to describe familiar people, places, things, and events and sometimes with detail.
<b>CPI # SL.PK.5.</b>	Use drawings or visual displays to add to descriptions to provide additional detail.
<b>CPI # SL.PK.6.</b>	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
<b>STRAND L.PK.-LANGUAGE</b>	
<b>CONTENT STATEMENT: CONVENTIONS OF STANDARD ENGLISH</b>	
<b>CPI # L.PK.1.</b>	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.
<b>I # L.PK.1.a.</b>	Print many alphabet letters.
<b>I # L.PK.1.b.</b>	Use frequently occurring nouns and verbs.

<b>I # L.PK.1.d.</b>	Understand and use question words (e.g., who, what, where, when, why, how).
<b>I # L.PK.f</b>	Begin to speak in complete sentences.
<b>I # L.PK.g.</b>	Understands and can follow simple multi-step directions.
<b>CPI # L.PK.2.</b>	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.
<b>CPI # L.PK.2.c.</b>	Attempt to write a letter or letters by using scribble-writing, letterlike forms, letter-strings, and invented spelling during writing activities throughout the day.
<b>STRAND L.PK.-LANGUAGE</b>	
<b>CONTENT STATEMENT: VOCABULARY ACQUISITION AND USE</b>	
<b>CPI # L.PK.5.</b>	With guidance and support, explore word relationships.
<b>I # L.PK.5.a.</b>	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
<b>I # L.PK.5.c.</b>	Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
<b>CPI # L.PK.6.</b>	Use words and phrases acquired through conversations, activities and read aloud.
<b>NJ..4.-MATHEMATICS</b>	
<b>STRAND 4.1.-Children begin to demonstrate an understanding of number and counting.</b>	
<b>CS # 4.1.1.</b>	Count to 20 by ones with minimal prompting.
<b>CS # 4.1.2.</b>	Recognize and name one-digit written numbers up to 10 with minimal prompting.
<b>CS # 4.1.3.</b>	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
<b>CS # 4.1.4.</b>	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):
<b>CPI # 4.1.4.a.</b>	Accurately counts quantities of objects up to 10, using one-to one correspondence, and accurately count as many as 5 objects in a scattered configuration.
<b>CPI # 4.1.4.b.</b>	Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).
<b>CPI # 4.1.4.c.</b>	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).
<b>CS # 4.1.5.</b>	Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
<b>CS # 4.1.6.</b>	Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).
<b>STRAND 4.2.-Children demonstrate an initial understanding of numerical operations.</b>	
<b>CS # 4.2.1.</b>	Children demonstrate an initial understanding of numerical operations:
<b>CPI # 4.2.1.a.</b>	Putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”).

<b>CPI #</b> <b>4.2.1.b.</b>	Taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).
<b>STRAND 4.3.-Children begin to conceptualize measurable attributes of objects.</b>	
<b>CS # 4.3.1.</b>	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
<b>CS # 4.3.2.</b>	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
<b>CS # 4.3.3.</b>	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.
<b>STRAND 4.4.-Children develop spatial and geometric sense.</b>	
<b>CS # 4.4.1.</b>	Respond to and use positional words (e.g., in, under, between, down, behind).
<b>CS # 4.4.2.</b>	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).
<b>CS # 4.4.3.</b>	Manipulate, compare and discuss the attributes of:
<b>CPI #</b> <b>4.4.3.a.</b>	Two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
<b>NJ.5.-SCIENCE</b>	
<b>STRAND 5.1.-Children develop inquiry skills.</b>	
<b>CS # 5.1.1.</b>	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
<b>CS # 5.1.2.</b>	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
<b>CS # 5.1.3.</b>	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).
<b>CS # 5.1.4.</b>	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
<b>CS # 5.1.5.</b>	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).
<b>STRAND 5.2.-Children observe and investigate matter and energy.</b>	
<b>CS # 5.2.1.</b>	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or

	objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
<b>CS # 5.2.2.</b>	Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).
<b>CS # 5.2.3.</b>	Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).
<b>STRAND 5.4.-Children observe and investigate the Earth.</b>	
<b>CS # 5.4.1.</b>	Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).
<b>CS # 5.4.4.</b>	Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).
<b>STRAND 5.5.-Children gain experience in using technology.</b>	
<b>CS # 5.5.1.</b>	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).
<b>NJ.6.-SOCIAL STUDIES, FAMILY AND LIFE SKILLS</b>	
<b>STRAND 6.2.-Children become contributing members of the classroom community.</b>	
<b>CS # 6.2.1.</b>	Demonstrate understanding of rules by following most classroom routines.
<b>CS # 6.2.2.</b>	Demonstrates responsibility by initiating simple classroom tasks and jobs.
<b>CS # 6.2.3.</b>	Demonstrate appropriate behavior when collaborating with others.
<b>STRAND 6.3.-Children demonstrate knowledge of neighborhood and community.</b>	
<b>CS # 6.3.2.</b>	Identify, discuss, and role-play the duties of a range of community workers.
<b>NJ.7.-WORLD LANGUAGES</b>	
<b>STRAND 7.1.-Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.</b>	
<b>CS # 7.1.4.</b>	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.
<b>NJ.9.-APPROACHES TO LEARNING</b>	
<b>STRAND 9.2.-Children show creativity and imagination.</b>	
<b>CS # 9.2.2.</b>	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
<b>CS # 9.2.3.</b>	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).
<b>STRAND 9.3.-Children identify and solve problems.</b>	

<b>CS # 9.3.1.</b>	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)
<b>CS # 9.3.2.</b>	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).
<b>CS # 9.3.3.</b>	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).
<b>CS # 9.3.4.</b>	Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).

### **Instructional Focus**

#### **Unit Enduring Understandings**

- Sorting based on feature
- Understanding cause and effect

#### **Unit Essential Questions**

- What do we know about reducing, reusing, and recycling? What do we want to find out?
- What do people throw away?
- Where does trash go? What do the workers do there?
- How does trash and garbage affect our community?
- How can we reuse junk?
- How can we create less trash?

#### **Objectives**

**We are learning to/that:** our environment is impacted by our choices.

**Students will be able to:**

- Sort items into distinct categories
- Identify simple cause and effect
- Reframe their thinking to include novel purposes for standard objects
- Demonstrate an awareness of sustainable practices

### **Evidence of Learning**

**Formative Assessment**

**Summative Assessment**

**Alternative Assessment**

**Benchmark**

**\*Accommodations for this unit are as per IEP.**

### **Resources**

**Core Text:**

*Don't Lose It—Reuse It!, The Adventures of Gary & Harry, Peter's Chair, Hush! A Thai Lullaby, Sam Helps Recycle, Radio Man, Something From Nothing, I Stink!, Dinosaur Woods, Don't Lose It—Reuse It!, The Paper Bag Princess, The Peace Book, Leaders, Big Ideas for little Environmentalists*

<b>Reduce, Reuse, Recycle Extension: Light</b>
<b>Instructional Focus</b>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>● What objects make light? How do we turn lights on and off?</li> <li>● How do we use light?</li> <li>● What happens when we block light?</li> <li>● What kinds of things does light shine through?</li> </ul>
<b>Resources</b>
<b>Core Text:</b> <i>My First 100 Weather Words</i>

<b>Reduce, Reuse, Recycle Extension: Sand</b>
<b>Instructional Focus</b>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>● What are the characteristics of sand?</li> <li>● Where is sand found?</li> <li>● What do we make with sand?</li> <li>● Who works with sand?</li> <li>● How can we make our own sand?</li> </ul>
<b>Resources</b>
<b>Core Text:</b> <i>The Gigantic Turnip, Sand Dwellers: From Desert to Sea, Xochitl and the Flowers, Where the Wild Things Are, I Know the River Loves Me, Little Chanclas, Dig</i>

<b>Reduce, Reuse, Recycle Extension: Water</b>
<b>Instructional Focus</b>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>● What are the different ways we use water?</li> <li>● How can water change?</li> <li>● How does water help people and the environment?</li> </ul>
<b>Resources</b>
<b>Core Text:</b> <i>Those Shoes, Colors! ¡Colores!, The Water Princess, Llama Llama Red Pajama, Water Wonders: Connect the Clues, Guacamole, Goldilocks and the Three Bears, My First 100 Weather Words, Tadpole To Frog, Dig, The Big Umbrella, Love Makes A Family, Plants, Little Kids First Big Book Of How, Ali And The Sea Stars, Charlie makes a splash</i>

<b>Unit 4: Trees</b>	
<b>Content Area:</b> Social-Emotional, Language, Cognitive, Physical	
<b>Course &amp; Grade Level:</b> Preschool	
<b>Summary and Rationale</b>	
In this unit students will learn the life cycle and parts of trees. Students will develop an understanding of the features of trees in our community. Students will be introduced to jobs related to trees and the use of trees, including trees as habitats and consumable tree products.	
An extension of this unit could be Gardening and/or Insects.	
<b>Recommended Pacing</b>	
4-5 weeks	
<b>New Jersey Preschool Teaching and Learning Standards</b>	
<b>State Standards</b>	
<b>NJ.0.-SOCIAL/EMOTIONAL DEVELOPMENT</b>	
<b>STRAND 0.1.-Children demonstrate self-confidence.</b>	
<b>CS # 0.1.2.</b>	Express ideas for activities and initiate discussions.
<b>CS # 0.1.3.</b>	Actively engage in activities and interactions with teachers and peers.
<b>STRAND 0.2.-Children demonstrate self-direction.</b>	
<b>CS # 0.2.3.</b>	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
<b>STRAND 0.3.-Children identify and express feelings.</b>	
<b>CS # 0.3.1.</b>	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
<b>STRAND 0.4.-Children exhibit positive interactions with other children and adults.</b>	
<b>CS # 0.4.5.</b>	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
<b>CS # 0.4.6.</b>	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
<b>STRAND 0.5.-Children exhibit pro-social behaviors.</b>	
<b>CS # 0.5.1.</b>	Play independently and cooperatively in pairs and small groups.
<b>CS # 0.5.2.</b>	Engage in pretend play.
<b>NJ.1.-VISUAL AND PERFORMING ARTS</b>	
<b>STRAND 1.1.-children express themselves through and develop an appreciation of creative movement and dance.</b>	
<b>CS # 1.1.1.</b>	Move the body in a variety of ways, with and without music.
<b>CS # 1.1.2.</b>	Respond to changes in tempo and a variety of musical rhythms through body movement.
<b>CS # 1.1.3.</b>	Participate in simple sequences of movements.
<b>CS # 1.1.4.</b>	Define and maintain personal space, concentration, and focus during creative movement/dance performances.
<b>CS # 1.1.5.</b>	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.

<b>CS # 1.1.6.</b>	Use movement/dance to convey meaning around a theme or to show feelings.
<b>CS # 1.1.7.</b>	Describe feelings and reactions in response to a creative movement/dance performance.
<b>CS # 1.1.8.</b>	Begin to demonstrate appropriate audience skills during creative movement and dance performances.
<b>STRAND 1.2.-Children express themselves through and develop an appreciation of music.</b>	
<b>CS # 1.2.1.</b>	Sing a variety of songs with expression, independently and with others.
<b>CS # 1.2.3.</b>	Clap or sing songs with repetitive phrases and rhythmic patterns.
<b>CS # 1.2.4.</b>	Listen to, imitate, and improvise sounds, patterns, or songs.
<b>STRAND 1.3.-Children express themselves through and develop an appreciation of dramatic play and storytelling.</b>	
<b>CS # 1.3.1.</b>	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).
<b>CS # 1.3.2.</b>	Use memory, imagination, creativity, and language to make up new roles and act them out.
<b>CS # 1.3.3.</b>	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
<b>CS # 1.3.4.</b>	Differentiate between fantasy/pretend play and real events.
<b>CS # 1.3.5.</b>	Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
<b>CS # 1.3.8.</b>	Begin to demonstrate appropriate audience skills during storytelling and performances.
<b>STRAND 1.4.-Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</b>	
<b>CS # 1.4.1.</b>	Demonstrate the safe and appropriate use and care of art materials and tools.
<b>CS # 1.4.2.</b>	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
<b>CS # 1.4.3.</b>	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, and photographer) and elements in the visual arts.
<b>CS # 1.4.4.</b>	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
<b>CS # 1.4.5.</b>	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
<b>CS # 1.4.6.</b>	Create more recognizable representations as eye-hand coordination and fine-motor skills develop.
<b>CS # 1.4.7.</b>	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
<b>NJ.2.-HEALTH, SAFETY, AND PHYSICAL EDUCATION</b>	
<b>STRAND 2.2.-Children begin to develop the knowledge and skills necessary to make nutritious food choices.</b>	
<b>CS # 2.2.1.</b>	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
<b>CS # 2.2.2.</b>	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
<b>STRAND 2.4.-Children develop competence and confidence in activities that require gross- and fine-motor skills.</b>	

<b>CS # 2.4.2.</b>	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
<b>CS # 2.4.3.</b>	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).
<b>NJ.ELA.-ENGLISH LANGUAGE ARTS</b>	
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: KEY IDEAS AND DETAILS</b>	
<b>CPI # RL.PK.1.</b>	With prompting and support, ask and answer key elements in a familiar story or poem.
<b>CPI # RL.PK.2.</b>	With prompting and support, retell familiar stories or poems.
<b>CPI # RL.PK.3.</b>	With prompting and support, identify characters, settings, and major events in a familiar story.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: CRAFT AND STRUCTURE</b>	
<b>CPI # RL.PK.4.</b>	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
<b>CPI # RL.PK.6.</b>	With prompting and support, identify the role of author and illustrator in telling the story.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: INTEGRATION OF KNOWLEDGE</b>	
<b>CPI # RL.PK.7.</b>	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
<b>CPI # RL.PK.9.</b>	With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>CPI # RL.PK.10.</b>	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
<b>STRAND RL.PK.-READING: INFORMATIONAL TEXT</b>	
<b>CONTENT STATEMENT: KEY IDEAS AND DETAILS</b>	
<b>CPI # RL.PK.1.</b>	With prompting and support, ask and answer questions about key elements in a familiar text.
<b>CPI # RL.PK.2</b>	With prompting and support, recall important facts from a familiar text.
<b>CPI # RL.PK.3.</b>	With prompting and support, make a connection between pieces of essential information in a familiar text.
<b>STRAND RL.PK.-READING: INFORMATIONAL TEXT</b>	
<b>CONTENT STATEMENT: CRAFT AND STRUCTURE</b>	

<b>CPI # RI.PK.4.</b>	With prompting and support, ask and answer questions about unfamiliar words in informational text.
<b>CPI # RI.PK.5.</b>	Identify the front and back cover of a book.
<b>CPI # RI.PK.6.</b>	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.
<b>STRAND RI.PK.-READING: INFORMATIONAL TEXT</b> <b>CONTENT STATEMENT: INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<b>CPI # RI.PK.7</b>	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
<b>STRAND RI.PK.-READING: INFORMATIONAL TEXT</b> <b>CONTENT STATEMENT: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>CPI # RI.PK.10.</b>	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: PRINT CONCEPTS</b>	
<b>CPI # RF.PK.1.</b>	Begin to demonstrate understanding of basic features of print.
<b>I # RF.PK.1.a.</b>	Follow words from left to right, top to bottom, page by page.
<b>I # RF.PK.1.b.</b>	Recognize that spoken words can be written and read.
<b>I # RF.PK.1.c.</b>	Recognize that words are separated by spaces.
<b>I # RF.PK.1.d.</b>	Recognize and name many upper and lower case letters of the alphabet.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: PHONOLOGICAL AWARENESS</b>	
<b>CPI # RF.PK.2</b>	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
<b>I # RF.PK.2.a.</b>	Recognize and produce simple rhyming words.
<b>I # RF.PK.2.b.</b>	Segment syllables in spoken words by clapping out the number of syllables.
<b>I # RF.PK.2.c.</b>	Identify many initial sounds of familiar words.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: PHONICS AND WORD RECOGNITION</b>	
<b>CPI # RF.PK.3.</b>	Demonstrate an understanding of beginning phonics and word skills.
<b>I # RF.PK.3.a.</b>	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.

<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b>	
<b>CONTENT STATEMENT: FLUENCY</b>	
<b>CPI # RF.PK.4.</b>	Begin to engage in a variety of texts with purpose and understanding.
<b>STRAND W.PK.-WRITING</b>	
<b>CONTENT STATEMENT: TEXT TYPES AND PURPOSES</b>	
<b>CPI # W.PK.1.</b>	Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share a preference or opinion during play or other activities.
<b>CPI # W.PK.2.</b>	Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share information during play or other activities.
<b>STRAND W.PK.-WRITING</b>	
<b>CONTENT STATEMENT: PRODUCTION AND DISTRIBUTION OF WRITING</b>	
<b>CPI # W.PK.5.</b>	With guidance and support, share a drawing with dictation, scribble writing, letter-strings, or invented spelling to describe an event real or imagined.
<b>CPI # W.PK.6.</b>	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).
<b>STRAND W.PK.-WRITING</b>	
<b>CONTENT STATEMENT: RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
<b>CPI # W.PK.7.</b>	With guidance and support, participate in shared research and shared writing projects.
<b>STRAND SL.PK.-SPEAKING AND LISTENING</b>	
<b>CONTENT STATEMENT: COMPREHENSION AND COLLABORATION</b>	
<b>CPI # SL.PK.1.</b>	Participate in conversations and interactions with peers and adults individually and in small and large groups.
<b>I # SL.PK.1.a.</b>	Follow-agreed upon rules for discussions during group interactions.
<b>I # SL.PK.1.b.</b>	Continue a conversation through several back and forth exchanges.
<b>CPI # SL.PK.2.</b>	Ask and answer questions about a text or other information read aloud or presented orally.
<b>CPI # SL.PK.3.</b>	Ask and answer questions to seek help, get information, or follow directions.
<b>STRAND SL.PK.-SPEAKING AND LISTENING</b>	
<b>CONTENT STATEMENT: PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
<b>CPI # SL.PK.4.</b>	Begin to describe familiar people, places, things, and events and sometimes with detail.
<b>CPI # SL.PK.5.</b>	Use drawings or visual displays to add to descriptions to provide additional detail.
<b>CPI # SL.PK.6.</b>	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
<b>STRAND L.PK.-LANGUAGE</b>	
<b>CONTENT STATEMENT: CONVENTIONS OF STANDARD ENGLISH</b>	

<b>CPI # L.PK.1.</b>	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.
<b>I # L.PK.1.a.</b>	Print many alphabet letters.
<b>I # L.PK.1.b.</b>	Use frequently occurring nouns and verbs.
<b>I # L.PK.1.d.</b>	Understand and use question words (e.g., who, what, where, when, why, how).
<b>I # L.PK.1.f.</b>	Begin to speak in complete sentences.
<b>I # L.PK.1.g.</b>	Understands and can follow simple multi-step directions.
<b>CPI # L.PK.2.</b>	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.
<b>I # L.PK.2.c.</b>	Attempt to write a letter or letters by using scribble-writing, letterlike forms, letter-strings, and invented spelling during writing activities throughout the day.
<b>STRAND L.PK.-LANGUAGE</b>	
<b>CONTENT STATEMENT: VOCABULARY ACQUISITION AND USE</b>	
<b>CPI # L.PK.5.</b>	With guidance and support, explore word relationships.
<b>I # L.PK.5.a.</b>	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
<b>I # L.PK.5.c.</b>	Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
<b>CPI # L.PK.6.</b>	Use words and phrases acquired through conversations, activities and read aloud.
<b>NJ.4.-MATHEMATICS</b>	
<b>STRAND 4.1.-Children begin to demonstrate an understanding of number and counting.</b>	
<b>CS # 4.1.1.</b>	Count to 20 by ones with minimal prompting.
<b>CS # 4.1.3.</b>	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
<b>CS # 4.1.4.</b>	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):
<b>CPI # 4.1.4.a.</b>	Accurately counts quantities of objects up to 10, using one-to one correspondence, and accurately count as many as 5 objects in a scattered configuration.
<b>CPI # 4.1.4.b.</b>	Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).
<b>CPI # 4.1.4.c.</b>	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).
<b>CS # 4.1.6.</b>	Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).
<b>STRAND 4.2.-Children demonstrate an initial understanding of numerical operations.</b>	
<b>CS # 4.2.1.</b>	Represent addition and subtraction by manipulating up to 5 objects:

<b>CPI # 4.2.1.a.</b>	Putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”).
<b>CPI # 4.1.2.b.</b>	Taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).
<b>STRAND 4.3.-Children begin to conceptualize measurable attributes of objects.</b>	
<b>CS # 4.3.1.</b>	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
<b>CS # 4.3.2.</b>	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
<b>CS # 4.3.3.</b>	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.
<b>STRAND 4.4.-Children develop spatial and geometric sense.</b>	
<b>CS # 4.4.1.</b>	Respond to and use positional words (e.g., in, under, between, down, behind).
<b>CS # 4.4.2.</b>	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).
<b>CS # 4.4.3.</b>	Manipulate, compare and discuss the attributes of:
<b>CPI # 4.4.3.a.</b>	Two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
<b>NJ.5.-SCIENCE</b>	
<b>STRAND 5.1.-Children develop inquiry skills.</b>	
<b>CS # 5.1.1.</b>	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
<b>CS # 5.1.2.</b>	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
<b>CS # 5.1.3.</b>	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).
<b>CS # 5.1.4.</b>	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
<b>CS # 5.1.5.</b>	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).
<b>STRAND 5.2.-Children observe and investigate matter and energy.</b>	

<b>CS # 5.2.1.</b>	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
<b>CS # 5.2.2.</b>	Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).
<b>CS # 5.2.3.</b>	Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).
<b>STRAND 5.3.-Children observe and investigate living things.</b>	
<b>CS # 5.3.1.</b>	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).
<b>CS # 5.3.2.</b>	Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).
<b>CS # 5.3.3.</b>	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).
<b>CS # 5.3.4.</b>	Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).
<b>STRAND 5.4.-Children observe and investigate the Earth.</b>	
<b>CS # 5.4.2.</b>	Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun’s light is blocked by objects).
<b>CS # 5.4.4.</b>	Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).
<b>STRAND 5.5.-Children gain experience in using technology.</b>	
<b>CS # 5.5.1.</b>	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).
<b>NJ.6.-SOCIAL STUDIES, FAMILY, AND LIFE SKILLS</b>	
<b>STRAND 6.2.-Children become contributing members of the classroom community.</b>	
<b>CS # 6.2.1.</b>	Demonstrate understanding of rules by following most classroom routines.
<b>CS # 6.2.2.</b>	Demonstrates responsibility by initiating simple classroom tasks and jobs.

<b>CS # 6.2.3.</b>	Demonstrate appropriate behavior when collaborating with others.
<b>NJ.7.-WORLD LANGUAGES</b>	
<b>STRAND 7.1.-Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own</b>	
<b>CS # 7.1.4.</b>	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.
<b>NJ.9.-APPROACHES TO LEARNING</b>	
<b>STRAND 9.2.-Children show creativity and imagination.</b>	
<b>CS # 9.2.2.</b>	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
<b>CS # 9.2.3.</b>	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).
<b>STRAND 9.3.-Children identify and solve problems.</b>	
<b>CS # 9.3.1.</b>	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)
<b>CS # 9.3.2.</b>	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).
<b>CS # 9.3.4.</b>	Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Life cycle sequencing</li> <li>● Sorting</li> <li>● Categorizing</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What do we know about trees? What do we want to find out?</li> <li>● What are the characteristics of the trees in our community?</li> <li>● Who lives in trees?</li> <li>● What food comes from trees?</li> <li>● Who takes care of trees?</li> <li>● How do trees change?</li> <li>● What can we do with parts of trees?</li> </ul>	
<b>Objectives</b>	
<p><b>We are learning to/that:</b> understand the life cycle and that trees have different purposes and products.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Detail characteristics of trees</li> <li>● Name animals who live in trees</li> <li>● Identify parts and products from trees</li> <li>● Demonstrate an understanding of a tree’s life cycle</li> <li>● Demonstrate an awareness of plant care</li> </ul>	

<b>Evidence of Learning</b>
<input checked="" type="checkbox"/> <b>Formative Assessment</b>
<input checked="" type="checkbox"/> <b>Summative Assessment</b>
<input checked="" type="checkbox"/> <b>Alternative Assessment</b>
<input checked="" type="checkbox"/> <b>Benchmark</b>
<b>*Accommodations for this unit are as per IEP.</b>
<b>Resources</b>
<p><b>Core Text:</b>  <i>Henny Penny, Who Lives in Trees?, Trees Count, Chicka Chicka Boom Boom, Our Tree Named Steve, Abiyoyo, Growing Trees, Charlie Anderson, The Grouchy Ladybug, When the Monkeys Came Back, A Tree Is For..., A Grand Old Tree, Pablo's Tree, Spot the Animals, Same But Different, Tree: A Peek-Through Board Book, 1-2-3 Predators Bite, Leaves, Camouflage, Tree Alphabet, Mrs. Peanuckles's Tree Alphabet</i></p>

<b>Trees Extension: Gardening</b>
<b>Instructional Focus</b>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do we plan and care for our garden?</li> <li>● What grows in gardens?</li> <li>● Who helps gardens grow?</li> <li>● How do gardens help people and the environment?</li> <li>● How can we harvest our garden?</li> </ul>
<b>Resources</b>
<p><b>Core Text:</b>  <i>Grandpa's Garden, Harvesting Friends, The Book Tree, My Foodie ABC, My Garden, Dig, My Home, Hello World Garden Time, In My Garden, Las Fresas Son Rojas</i></p>

<b>Trees Extension: Insects</b>
<b>Instructional Focus</b>
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What are the characteristics of insects?</li> <li>● Where do insects live? How do they live?</li> <li>● What insects are in our community?</li> <li>● How do insects change?</li> <li>● Who works with insects?</li> <li>● How do insects help the earth?</li> </ul>
<b>Resources</b>
<p><b>Core Text:</b>  <i>Under the Lemon Moon, A Spoon for Every Bite, The Grouchy Ladybug, Bravo, Chico Canta! Bravo!, Insect Quest: Hide and Seek, My Foodie ABC, My Garden, Dig, My Home, Hello World Garden Time, In My Garden, Las Fresas Son Rojas</i></p>

<b>Unit 5: Balls</b>	
<b>Content Area:</b> Social-Emotional, Language, Cognitive, Physical	
<b>Course &amp; Grade Level:</b> Preschool	
<b>Summary and Rationale</b>	
<p>In this unit students will identify characteristics of balls. Students will explore two-and three-dimensional shapes and the physics of movement. Students will investigate the construction and role of balls, including materials and use of balls in different environments and occupations.</p> <p>An extension of this unit could be Exercise.</p>	
<b>Recommended Pacing</b>	
3 to 4 weeks	
<b>New Jersey Preschool Teaching and Learning Standards</b>	
<b>State Standards</b>	
<b>NJ.0.-SOCIAL/EMOTIONAL DEVELOPMENT</b>	
<b>STRAND 0.1.-Children demonstrate self-confidence.</b>	
<b>CS # 0.1.2.</b>	Express ideas for activities and initiate discussions.
<b>CS # 0.1.3.</b>	Actively engage in activities and interactions with teachers and peers.
<b>STRAND 0.2.-Children demonstrate self-direction.</b>	
<b>CS # 0.2.3.</b>	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
<b>STRAND 0.3.-Children identify and express feelings.</b>	
<b>CS # 0.3.1.</b>	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
<b>STRAND 0.4.-Children exhibit positive interactions with other children and adults.</b>	
<b>CS # 0.4.3.</b>	Say “thank you,” “please,” and “excuse me.”
<b>CS # 0.4.5.</b>	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
<b>CS # 0.4.6.</b>	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions.
<b>STRAND 0.5.-Children exhibit pro-social behaviors.</b>	
<b>CS # 0.5.1.</b>	Play independently and cooperatively in pairs and small groups.
<b>CS # 0.5.2.</b>	Engage in pretend play.
<b>NJ.1.-VISUAL AND PERFORMING</b>	
<b>STRAND 1.1- Children express themselves through and develop an appreciation of creative movement and dance.</b>	
<b>CS # 1.1.4.</b>	Define and maintain personal space, concentration, and focus during creative movement/dance performances.
<b>CS # 1.1.5.</b>	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
<b>CS # 1.1.7.</b>	Describe feelings and reactions in response to a creative movement/dance performance.

<b>CS # 1.1.8.</b>	Begin to demonstrate appropriate audience skills during creative movement and dance performances.
<b>STRAND 1.2.-Children express themselves through and develop an appreciation of music.</b>	
<b>CS # 1.2.1</b>	Sing a variety of songs with expression, independently and with others.
<b>CS # 1.2.3.</b>	Clap or sing songs with repetitive phrases and rhythmic patterns.
<b>CS # 1.2.4.</b>	Listen to, imitate, and improvise sounds, patterns, or songs.
<b>CS # 1.2.5.</b>	Participate in and listen to music from a variety of cultures and times.
<b>CS # 1.2.6.</b>	Recognize and name a variety of music elements using appropriate music vocabulary.
<b>CS # 1.2.7.</b>	Describe feelings and reactions in response to diverse musical genres and styles.
<b>CS # 1.2.8.</b>	Begin to demonstrate appropriate audience skills during recordings and music performances.
<b>STRAND 1.3.-Children express themselves through and develop an appreciation of dramatic play and storytelling.</b>	
<b>CS # 1.3.1.</b>	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).
<b>CS # 1.3.2.</b>	Use memory, imagination, creativity, and language to make up new roles and act them out.
<b>CS # 1.3.3.</b>	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
<b>CS # 1.3.5.</b>	Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
<b>STRAND 1.4.-Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</b>	
<b>CS # 1.4.1.</b>	Demonstrate the safe and appropriate use and care of art materials and tools.
<b>CS # 1.4.2.</b>	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
<b>CS # 1.4.3.</b>	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, and photographer) and elements in the visual arts.
<b>CS # 1.4.4.</b>	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
<b>CS # 1.4.5.</b>	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
<b>CS # 1.4.7.</b>	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
<b>NJ.2.-HEALTH, SAFETY AND PHYSICAL EDUCATION</b>	
<b>STRAND 2.4.-Children develop competence and confidence in activities that require gross- and fine-motor skills.</b>	
<b>CS # 2.4.3.</b>	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).
<b>NJ. ELA.-ENGLISH LANGUAGE ARTS</b>	
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: KEY IDEAS AND DETAILS</b>	
<b>CPI # RL.PK.1.</b>	With prompting and support, ask and answer key elements in a familiar story or poem.

<b>CPI # RL.PK.2.</b>	With prompting and support, retell familiar stories or poems.
<b>CPI # RL.PK.3.</b>	With prompting and support, identify characters, settings, and major events in a familiar story.
<b>STRAND RL.PK.-READING: LITERATURE CONTENT STATEMENT: CRAFT AND STRUCTURE</b>	
<b>CPI # RL.PK.4.</b>	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
<b>CPI # RL.PK.6.</b>	With prompting and support, identify the role of author and illustrator in telling the story.
<b>STRAND RL.PK: READING: INFORMATIONAL TEXT CONTENT STATEMENT: KEY IDEAS AND DETAILS</b>	
<b>CPI # RL.PK.1.</b>	With prompting and support, ask and answer questions about key elements in a familiar text.
<b>CPI # RL.PK.2.</b>	With prompting and support, recall important facts from a familiar text.
<b>CPI # RL.PK.3.</b>	With prompting and support, make a connection between pieces of essential information in a familiar text.
<b>STRAND RL.PK: READING: INFORMATIONAL TEXT CONTENT STATEMENT: CRAFT AND STRUCTURE</b>	
<b>CPI # RL.PK.4.</b>	With prompting and support, ask and answer questions about unfamiliar words in informational text.
<b>CPI # RL.PK.5.</b>	Identify the front and back cover of a book.
<b>CPI # RL.PK.6.</b>	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.
<b>STRAND RL.PK.- READING: INFORMATIONAL TEXT CONTENT STATEMENT: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>CPI # RL.PK.10.</b>	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS CONTENT STATEMENT: PRINT CONCEPTS</b>	
<b>CPI # RF.PK.1.</b>	Begin to demonstrate understanding of basic features of print.
<b>I # RF.PK.1.a.</b>	Follow words from left to right, top to bottom, page by page.
<b>I # RF.PK.1.b.</b>	Recognize that spoken words can be written and read.
<b>I # RF.PK.1.c.</b>	Recognize that words are separated by spaces.
<b>I # RF.PK.1.d.</b>	Recognize and name many upper and lower case letters of the alphabet.

<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b>	
<b>CONTENT STATEMENT: PHONOLOGICAL AWARENESS</b>	
<b>CPI #</b> <b>RF.PK.2.</b>	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
<b>I #</b> <b>RF.PK.2.a.</b>	Recognize and produce simple rhyming words.
<b>I #</b> <b>RF.PK.2.b.</b>	Segment syllables in spoken words by clapping out the number of syllables.
<b>I #</b> <b>RF.PK.2.c.</b>	Identify many initial sounds of familiar words.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b>	
<b>CONTENT STATEMENT: PHONICS AND WORD RECOGNITION</b>	
<b>CPI #</b> <b>RF.PK.3.</b>	Demonstrate an understanding of beginning phonics and word skills.
<b>I #</b> <b>RF.PK.3.a.</b>	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b>	
<b>CONTENT STATEMENT: FLUENCY</b>	
<b>CPI #</b> <b>RF.PK.4.</b>	Begin to engage in a variety of texts with purpose and understanding.
<b>STRAND W.PK.-WRITING</b>	
<b>CONTENT STATEMENT: TEXT TYPES AND PURPOSES</b>	
<b>CPI #</b> <b>W.PK.1.</b>	Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share a preference or opinion during play or other activities.
<b>CPI #</b> <b>W.PK.2.</b>	Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share information during play or other activities.
<b>STRAND W.PK.-WRITING</b>	
<b>CONTENT STATEMENT: PRODUCTION AND DISTRIBUTION OF WRITING</b>	
<b>CPI #</b> <b>W.PK.5.</b>	With guidance and support, share a drawing with dictation, scribble writing, letter-strings, or invented spelling to describe an event real or imagined.
<b>CPI #</b> <b>W.PK.6.</b>	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).
<b>STRAND W.PK.-WRITING</b>	
<b>CONTENT STATEMENT: RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
<b>CPI #</b> <b>W.PK.7.</b>	With guidance and support, participate in shared research and shared writing projects.
<b>STRAND SL.PK.-SPEAKING AND LISTENING</b>	
<b>CONTENT STATEMENT: COMPREHENSION AND COLLABORATION</b>	
<b>CPI #</b> <b>SL.PK.1.</b>	Participate in conversations and interactions with peers and adults individually and in small and large groups.
<b>I #</b> <b>SL.PK.1.a.</b>	Follow-agreed upon rules for discussions during group interactions.

<b>I # SL.PK.1.b.</b>	Continue a conversation through several back and forth exchanges.
<b>CPI # SL.PK.2.</b>	Ask and answer questions about a text or other information read aloud or presented orally.
<b>CPI # SL.PK.3.</b>	Ask and answer questions to seek help, get information, or follow directions.
<b>STRAND SL.PK.-SPEAKING AND LISTENING</b> <b>CONTENT STATEMENT: PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
<b>CPI # SL.PK.4.</b>	Begin to describe familiar people, places, things, and events and sometimes with detail.
<b>CPI # SL.PK.5.</b>	Use drawings or visual displays to add to descriptions to provide additional detail.
<b>CPI # SL.PK.6.</b>	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
<b>STRAND L.PK.-LANGUAGE</b> <b>CONTENT STATEMENT: CONVENTIONS OF STANDARD ENGLISH</b>	
<b>CPI # L.PK.1.</b>	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.
<b>I # L.PK.1.b.</b>	Use frequently occurring nouns and verbs.
<b>I # L.PL.1.d.</b>	Understand and use question words (e.g., who, what, where, when, why, how).
<b>I # L.PK.1.f.</b>	Begin to speak in complete sentences.
<b>I # L.PK.1.g.</b>	Understands and can follow simple multi-step directions.
<b>STRAND L.PK.-LANGUAGE</b> <b>CONTENT STATEMENT: VOCABULARY ACQUISITION AND USE</b>	
<b>CPI # L.PK.5.</b>	With guidance and support, explore word relationships.
<b>I # L.PK.5.a.</b>	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
<b>I # L.PK.5.c.</b>	Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
<b>CPI # L.PK.6.</b>	Use words and phrases acquired through conversations, activities and read aloud.
<b>NJ.4.-MATHEMATICS</b>	
<b>STRAND 4.1.-Children begin to demonstrate an understanding of number and counting.</b>	
<b>CS # 4.1.1.</b>	Count to 20 by ones with minimal prompting.
<b>CS # 4.1.2.</b>	Recognize and name one-digit written numbers up to 10 with minimal prompting.
<b>CS # 4.1.3.</b>	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

<b>CS # 4.1.4.</b>	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):
<b>CPI # 4.1.4.a.</b>	Accurately counts quantities of objects up to 10, using one-to one correspondence, and accurately count as many as 5 objects in a scattered configuration.
<b>CPI # 4.1.4.b.</b>	Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).
<b>CPI # 4.1.4.c.</b>	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).
<b>CS # 4.1.5.</b>	Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
<b>CS # 4.1.6.</b>	Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).
<b>STRAND 4.2.-Children demonstrate an initial understanding of numerical operations.</b>	
<b>CS # 4.2.1.</b>	Represent addition and subtraction by manipulating up to 5 objects:
<b>CPI # 4.2.1.a.</b>	Putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”).
<b>CPI # 4.2.1.b.</b>	Taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).
<b>STRAND 4.3.-Children begin to conceptualize measurable attributes of objects.</b>	
<b>CS # 4.3.1.</b>	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
<b>CS # 4.3.2.</b>	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
<b>CS # 4.3.3.</b>	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.
<b>STRAND 4.4.-Children develop spatial and geometric sense.</b>	
<b>CS # 4.4.1.</b>	Respond to and use positional words (e.g., in, under, between, down, behind).
<b>CS # 4.4.2.</b>	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).
<b>CS # 4.4.3.</b>	Manipulate, compare and discuss the attributes of:
<b>CPI # 4.4.3.a.</b>	Two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
<b>NJ.5.-SCIENCE</b>	
<b>STRAND 5.1.-Children develop inquiry skills.</b>	
<b>CS # 5.1.1.</b>	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).

<b>CS # 5.1.2.</b>	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
<b>CS # 5.1.3.</b>	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).
<b>CS # 5.1.4.</b>	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
<b>CS # 5.1.5.</b>	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).
<b>STRAND 5.2.-Children observe and investigate matter and energy.</b>	
<b>CS # 5.2.1.</b>	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
<b>STRAND 5.3.-Children observe and investigate living things.</b>	
<b>CS # 5.3.1.</b>	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).
<b>STRAND 5.5.-Children gain experience in using technology.</b>	
<b>CS # 5.5.1.</b>	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).
<b>NJ.6.-SOCIAL STUDIES, FAMILY, AND LIFE SKILLS</b>	
<b>STRAND 6.2.-Children become contributing members of the classroom community.</b>	
<b>CS # 6.2.1.</b>	Demonstrate understanding of rules by following most classroom routines.
<b>CS # 6.2.2.</b>	Demonstrates responsibility by initiating simple classroom tasks and jobs.
<b>CS # 6.2.3.</b>	Demonstrate appropriate behavior when collaborating with others.
<b>NJ.7.-WORLD LANGUAGES</b>	
<b>STRAND 7.1.-Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.</b>	
<b>CS # 7.1.4.</b>	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.
<b>NJ.9.-APPROACHES TO LEARNING</b>	
<b>STRAND 9.2.-Children show creativity and imagination.</b>	

<b>CS # 9.2.2.</b>	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
<b>CS # 9.2.3.</b>	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).
<b>STRAND 9.3.-Children identify and solve problems.</b>	
<b>CS # 9.3.1.</b>	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)
<b>CS # 9.3.2.</b>	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).
<b>CS # 9.3.3.</b>	Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).
<b>CS # 9.3.4.</b>	Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Identifying and describing shapes</li> <li>● Characterizing objects based on features</li> <li>● Using scientific inquiry techniques</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What do we know about balls? What do we want to find out?</li> <li>● Do all balls bounce?</li> <li>● Do all balls roll?</li> <li>● What makes balls move?</li> <li>● Who uses balls?</li> <li>● What are balls made of?</li> </ul>	
<b>Objectives</b>	
<b>We are learning to/that:</b> the shape and material of objects impacts the use of the object.	
<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>● Describe characteristics of objects</li> <li>● Explore movement</li> <li>● Develop scientific inquiry skills</li> </ul>	
<b>Evidence of Learning</b>	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
<b>*Accommodations for this unit are as per IEP.</b>	

Resources
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<b>Core Text:</b>
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<i>The Three Billy Goats Gruff, Bounce, The Little Red Hen, Have a Ball, The Three Little Pigs, The Doorbell Rang, A Birthday Basket for Tia, Just Like Josh Gibson, Play Ball!, Yes We Will, This Is How We Do It, Except When They Don't, Dolls and Trucks Are For Everyone</i>
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Balls Extension: Exercise
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Instructional Focus
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<b>Unit Essential Questions</b>
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| <ul style="list-style-type: none"><li>● What are different kinds of exercise?</li><li>● How do our bodies work when we exercise?</li><li>● What do our bodies need in order to move and exercise?</li><li>● What jobs are related to exercise?</li><li>● How do people stay safe when they exercise?</li></ul> |
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Resources
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<b>Core Text:</b>
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<i>Bear Feels Sick, Max, The Happiest Tree: A Yoga Story, We All Went on Safari, Rah, Rah, Radishes!, Guacamole, JoJo's Flying Side Kick, Hop, Hop, Jump!, My Steps, Soccer Counts, Bear on a Bike, This Is How We Do It, The Leaping Laddoo, Dolls And Trucks Are For Everyone, You Are Here, How Do Dinosaurs Play With Their Feelings</i>
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<b>Unit 6: Clothes</b>	
<b>Content Area:</b> Social-Emotional, Language, Cognitive, Physical	
<b>Course &amp; Grade Level:</b> Preschool	
<b>Summary and Rationale</b>	
In this unit, students will explore features of clothes. Students will explore how clothing is made and cared for, as well as different ways to acquire clothes. Students will recognize the purpose and use of specialized clothing for specific seasons, careers, cultures, and/or geographical locations.	
An extension of this unit could be Bread and Music Making.	
<b>Recommended Pacing</b>	
5 to 6 weeks	
<b>New Jersey Preschool Teaching and Learning Standards</b>	
<b>State Standards</b>	
<b>NJ.0.-SOCIAL/EMOTIONAL DEVELOPMENT</b>	
<b>STRAND 0.1.-<i>Children demonstrate self-confidence.</i></b>	
<b>CS # 0.1.2.</b>	Express ideas for activities and initiate discussions.
<b>CS # 0.1.3.</b>	Actively engage in activities and interactions with teachers and peers.
<b>STRAND 0.2.-<i>Children demonstrate self-direction.</i></b>	
<b>CS # 0.2.3.</b>	Move through classroom routines and activities with minimal; teacher direction and transition easily from one activity to the next.
<b>STRAND 0.3.-<i>Children identify and express feelings.</i></b>	
<b>CS # 0.3.1.</b>	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
<b>STRAND 0.4.-<i>Children exhibit positive interactions with other children and adults.</i></b>	
<b>CS # 0.4.1.</b>	Engage appropriately with peers and teachers in classroom activities.
<b>CS # 0.4.2.</b>	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, and hold hands).
<b>CS # 0.4.3.</b>	Say “thank you,” “please,” and “excuse me.”
<b>CS # 0.4.5.</b>	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy.Stop!”).
<b>CS # 0.4.6.</b>	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
<b>STRAND 0.5.-<i>Children exhibit pro-social behaviors.</i></b>	
<b>CS # 0.5.1.</b>	Play independently and cooperatively in pairs and small groups.
<b>CS # 0.5.2.</b>	Engage in pretend play.
<b>NJ.1.-VISUAL AND PERFORMING ARTS</b>	
<b>STRAND 1.1.-<i>Children express themselves through and develop an appreciation of creative movement and dance.</i></b>	
<b>CS # 1.1.1.</b>	Move the body in a variety of ways, with and without music.

<b>CS # 1.1.2.</b>	Respond to changes in tempo and a variety of musical rhythms through body movement.
<b>CS # 1.1.3.</b>	Participate in simple sequences of movements.
<b>CS # 1.1.4.</b>	Define and maintain personal space, concentration, and focus during creative movement/dance performances.
<b>CS # 1.1.5.</b>	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
<b>CS # 1.1.6.</b>	Use movement/dance to convey meaning around a theme or to show feelings.
<b>CS # 1.1.7.</b>	Describe feelings and reactions in response to a creative movement/dance performance.
<b>CS # 1.1.8.</b>	Begin to demonstrate appropriate audience skills during creative movement and dance performances.
<b>STRAND 1.2.-Children express themselves through and develop an appreciation of music.</b>	
<b>CS # 1.2.1.</b>	Sing a variety of songs with expression, independently and with others.
<b>CS # 1.2.3.</b>	Clap or sing songs with repetitive phrases and rhythmic patterns.
<b>CS # 1.2.4.</b>	Listen to, imitate, and improvise sounds, patterns, or songs.
<b>CS # 1.2.5.</b>	Participate in and listen to music from a variety of cultures and times.
<b>CS # 1.2.6.</b>	Recognize and name a variety of music elements using appropriate music vocabulary.
<b>CS # 1.2.7.</b>	Describe feelings and reactions in response to diverse musical genres and styles.
<b>CS # 1.2.8.</b>	Begin to demonstrate appropriate audience skills during recordings and music performances.
<b>STRAND 1.3.-Children express themselves through and develop an appreciation of dramatic play and storytelling.</b>	
<b>CS # 1.3.1.</b>	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).
<b>CS # 1.3.2.</b>	Use memory, imagination, creativity, and language to make up new roles and act them out.
<b>CS # 1.3.3.</b>	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
<b>CS # 1.3.4.</b>	Differentiate between fantasy/pretend play and real events.
<b>CS # 1.3.5.</b>	Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).
<b>CS # 1.3.8.</b>	Begin to demonstrate appropriate audience skills during storytelling and performances.
<b>STRAND 1.4.-Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).</b>	
<b>CS # 1.4.1.</b>	Demonstrate the safe and appropriate use and care of art materials and tools.
<b>CS # 1.4.2.</b>	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
<b>CS # 1.4.3.</b>	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, and photographer) and elements in the visual arts.
<b>CS # 1.4.4.</b>	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
<b>CS # 1.4.5.</b>	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
<b>CS # 1.4.6.</b>	Create more recognizable representations as eye-hand coordination and fine-motor skills develop.

<b>CS # 1.4.7.</b>	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
<b>NJ.2.-HEALTH, SAFETY, AND PHYSICAL EDUCATION</b>	
<b>STRAND 2.3.-Children begin to develop an awareness of potential hazards in their environment.</b>	
<b>CS # 2.3.3.</b>	Identify community helpers who assist in maintaining a safe environment.
<b>STRAND 2.4.-Children develop competence and confidence in activities that require gross- and fine-motor skills.</b>	
<b>CS # 2.4.1.</b>	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).
<b>CS # 2.4.2.</b>	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
<b>CS # 2.4.3.</b>	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).
<b>NJ.ELA.-ENGLISH LANGUAGE ARTS</b>	
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: KEY IDEAS AND DETAILS</b>	
<b>CPI # RL.PK.1.</b>	With prompting and support, ask and answer key elements in a familiar story or poem.
<b>CPI # RL.PK.2.</b>	With prompting and support, retell familiar stories or poems.
<b>CPI # RL.PK.3.</b>	With prompting and support, identify characters, settings, and major events in a familiar story.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: CRAFT AND STRUCTURE</b>	
<b>CPI # RL.PK.4.</b>	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
<b>CPI # RL.PK.6.</b>	With prompting and support, identify the role of author and illustrator in telling the story.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<b>CPI # RL.PK.7.</b>	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
<b>CPI # RL.PK.9.</b>	With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
<b>STRAND RL.PK.-READING: LITERATURE</b>	
<b>CONTENT STATEMENT: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>CPI # RL.PK.10.</b>	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
<b>STRAND RL.PK.-READING: INFORMATIONAL TEXT</b>	
<b>CONTENT STATEMENT: KEY IDEAS AND DETAILS</b>	

<b>CPI # RI.PK.1.</b>	With prompting and support, ask and answer questions about key elements in a familiar text.
<b>CPI # RI.PK.2.</b>	With prompting and support, recall important facts from a familiar text.
<b>CPI # RI.PK.3.</b>	With prompting and support, make a connection between pieces of essential information in a familiar text.
<b>STRAND RI.PK.-READING: INFORMATIONAL TEXT</b> <b>CONTENT STATEMENT: CRAFT AND STRUCTURE</b>	
<b>CPI # RI.PK.4.</b>	With prompting and support, ask and answer questions about unfamiliar words in informational text.
<b>CPI # RI.PK.5.</b>	Identify the front and back cover of a book.
<b>CPI # RI.PK.6.</b>	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.
<b>STRAND RI.PK.-READING: INFORMATIONAL TEXT</b> <b>CONTENT STATEMENT: INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<b>CPI # RI.PK.7.</b>	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
<b>STRAND RI.PK.-INFORMATIONAL TEXT</b> <b>CONTENT STATEMENT: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>CPI # RI.PK.10.</b>	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: PRINT CONCEPTS</b>	
<b>CPI # RF.PK.1.</b>	Begin to demonstrate understanding of basic features of print.
<b>I # RF.PK.1.a.</b>	Follow words from left to right, top to bottom, page by page.
<b>I # RF.PK.1.b.</b>	Recognize that spoken words can be written and read.
<b>I # RF.PK.1.c.</b>	Recognize that words are separated by spaces.
<b>I # RF.PK.1.d.</b>	Recognize and name many upper and lower case letters of the alphabet.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: PHONOLOGICAL AWARENESS</b>	
<b>CPI # RF.PK.2.</b>	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
<b>I # RF.PK.2.a.</b>	Recognize and produce simple rhyming words.
<b>I # RF.PK.2.b.</b>	Segment syllables in spoken words by clapping out the number of syllables.

<b>I #</b> <b>RF.PK.2.c.</b>	Identify many initial sounds of familiar words.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: PHONICS AND WORD RECOGNITION</b>	
<b>CPI #</b> <b>RF.PK.3.</b>	Demonstrate an understanding of beginning phonics and word skills.
<b>I #</b> <b>RF.PK.3.a.</b>	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
<b>STRAND RF.PK.-READING: FOUNDATIONAL SKILLS</b> <b>CONTENT STATEMENT: FLUENCY</b>	
<b>CPI #</b> <b>RF.PK.4.</b>	Begin to engage in a variety of texts with purpose and understanding.
<b>STRAND W.PK.-WRITING</b> <b>CONTENT STATEMENT: TEXT TYPES AND PURPOSES</b>	
<b>CPI #</b> <b>W.PK.1.</b>	Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share a preference or opinion during play or other activities.
<b>CPI #</b> <b>W.PK.2.</b>	Use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share information during play or other activities.
<b>STRAND W.PK.-WRITING</b> <b>CONTENT STATEMENT: PRODUCTION AND DISTRIBUTION OF WRITING</b>	
<b>CPI #</b> <b>W.PK.5.</b>	With guidance and support, share a drawing with dictation, scribble writing, letter-strings, or invented spelling to describe an event real or imagined.
<b>CPI #</b> <b>W.PK.6.</b>	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).
<b>STRAND W.PK.-WRITING</b> <b>CONTENT STATEMENT: RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
<b>CPI #</b> <b>W.PK.7.</b>	With guidance and support, participate in shared research and shared writing projects.
<b>STRAND SL.PK.-SPEAKING AND LISTENING</b> <b>CONTENT STATEMENT: COMPREHENSION AND COLLABORATION</b>	
<b>CPI #</b> <b>SL.PK.1.</b>	Participate in conversations and interactions with peers and adults individually and in small and large groups.
<b>I #</b> <b>SL.PK.1.a.</b>	Follow-agreed upon rules for discussions during group interactions.
<b>I #</b> <b>SL.PK.1.b.</b>	Continue a conversation through several back and forth exchanges.
<b>CPI #</b> <b>SL.PK.2.</b>	Ask and answer questions about a text or other information read aloud or presented orally.
<b>CPI #</b> <b>SL.PK.3.</b>	Ask and answer questions to seek help, get information, or follow directions.
<b>STRAND SL.PK.-SPEAKING AND LISTENING</b> <b>CONTENT STATEMENT: PRESENTATION OF KNOWLEDGE AND IDEAS</b>	

<b>CPI # SL.PK.4.</b>	Begin to describe familiar people, places, things, and events and sometimes with detail.
<b>CPI # SL.PK.5.</b>	Use drawings or visual displays to add to descriptions to provide additional detail.
<b>CPI # SL.PK.6.</b>	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
<b>STRAND L.PK.-LANGUAGE</b>	
<b>CONTENT STATEMENT: CONVENTIONS OF STANDARD ENGLISH</b>	
<b>CPI # L.PK.1.</b>	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.
<b>I # L.PK.1.a.</b>	Print many alphabet letters.
<b>I # L.PK.1.b.</b>	Use frequently occurring nouns and verbs.
<b>I # L.PK.1.d.</b>	Understand and use question words (e.g., who, what, where, when, why, how).
<b>I # L.PK.1.f.</b>	Begin to speak in complete sentences.
<b>I # L.PK.1.g.</b>	Understands and can follow simple multi-step directions.
<b>CPI # L.PK.2.</b>	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.
<b>I # L.PK.2.c.</b>	Attempt to write a letter or letters by using scribble-writing, letterlike forms, letter-strings, and invented spelling during writing activities throughout the day.
<b>STRAND L.PK.-LANGUAGE</b>	
<b>CONTENT STATEMENT: VOCABULARY ACQUISITION AND USE</b>	
<b>CPI # L.PK.5.</b>	With guidance and support, explore word relationships.
<b>I # L.PK.5.a.</b>	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
<b>I # L.PK.5.c.</b>	Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
<b>CPI # L.PK.6.</b>	Use words and phrases acquired through conversations, activities and read aloud.
<b>NJ.4.-MATHEMATICS</b>	
<b>STRAND 4.1.-Children begin to demonstrate an understanding of number and counting.</b>	
<b>CPI # 4.1.1.</b>	Count to 20 by ones with minimal prompting.
<b>CPI # 4.1.2.</b>	Recognize and name one-digit written numbers up to 10 with minimal prompting.
<b>CPI # 4.1.3.</b>	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
<b>CPI # 4.1.4.</b>	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):

<b>I # 4.1.4.a.</b>	Accurately counts quantities of objects up to 10, using one-to one correspondence, and accurately count as many as 5 objects in a scattered configuration.
<b>I # 4.1.4.b.</b>	Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).
<b>I # 4.1.4.c.</b>	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).
<b>CPI # 4.1.5</b>	Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
<b>CPI # 4.1.6.</b>	Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).
<b>STRAND 4.2.-Children demonstrate an initial understanding of numerical operations.</b>	
<b>CPI # 4.2.1.</b>	Represent addition and subtraction by manipulating up to 5 objects:
<b>I # 4.2.1.a.</b>	Putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”).
<b>I # 4.2.1.b.</b>	Taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).
<b>STRAND 4.3.-Children begin to conceptualize measurable attributes of objects.</b>	
<b>CPI # 4.3.1.</b>	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
<b>CPI # 4.3.2.</b>	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
<b>CPI # 4.3.3.</b>	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.
<b>STRAND 4.4.-Children develop spatial and geometric sense.</b>	
<b>CPI # 4.4.3.</b>	Manipulate, compare and discuss the attributes of:
<b>I # 4.4.3.a.</b>	Two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes fromN materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
<b>NJ.5.-SCIENCE</b>	
<b>STRAND 5.1.-Children develop inquiry skills.</b>	
<b>CPI # 5.1.1.</b>	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
<b>CPI # 5.1.2.</b>	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
<b>CPI # 5.1.3.</b>	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).

<b>CPI # 5.1.4.</b>	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
<b>CPI # 5.1.5.</b>	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).
<b>STRAND 5.2.-Children observe and investigate matter and energy.</b>	
<b>CPI # 5.2.1.</b>	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
<b>CPI # 5.2.2.</b>	Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).
<b>STRAND 5.3.-Children observe and investigate living things.</b>	
<b>CPI # 5.3.1.</b>	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).
<b>STRAND 5.5.-Children gain experience in using technology.</b>	
<b>CPI # 5.5.1.</b>	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).
<b>NJ.6.-SOCIAL STUDIES, FAMILY, AND LIFE SKILLS</b>	
<b>STRAND 6.2.-Children become contributing members of the classroom community.</b>	
<b>CS # 6.2.1.</b>	Demonstrate understanding of rules by following most classroom routines.
<b>CS # 6.2.2.</b>	Demonstrates responsibility by initiating simple classroom tasks and jobs.
<b>CS # 6.2.3.</b>	Demonstrate appropriate behavior when collaborating with others.
<b>STRAND 6.3.-Children demonstrate knowledge of neighborhood and community.</b>	
<b>CS # 6.3.2.</b>	Identify, discuss, and role-play the duties of a range of community workers.
<b>NJ.7.-WORLD LANGUAGES</b>	
<b>STRAND 7.1.-Children know that people use different languages (including sign Language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.</b>	
<b>CS # 7.1.4.</b>	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.
<b>NJ.9.-APPROACHES TO LEARNING</b>	
<b>STRAND 9.2.-Children show creativity and imagination.</b>	
<b>CS # 9.2.2.</b>	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
<b>CS # 9.2.3.</b>	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).
<b>STRAND 9.3.-Children identify and solve problems.</b>	

<b>CS # 9.3.1.</b>	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)
<b>CS # 9.3.2.</b>	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).
<b>CS # 9.3.3.</b>	Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).
<b>CS # 9.3.4.</b>	Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).

### **Instructional Focus**

#### **Unit Enduring Understandings**

- Categorizing items based on feature and use
- Following directions
- Understanding sequence
- Identifying unique characteristics of themselves and their families

#### **Unit Essential Questions**

- What do we know about clothes?
- What are the features of clothes?
- How do we take care of our clothes?
- How do people make clothes?
- How is cloth made?
- Where do we get our clothes?
- What special clothes do people wear for work?
- What other special clothes do people wear?

#### **Objectives**

**We are learning to/that:** everyday objects have discernible features that impact our use and can tell a story about our identities.

**Students will be able to:**

- Follow directions
- Sequence steps to complete a task
- Name and describe clothes and clothing features
- Match clothing to specific purposes including uniforms and seasonal choices

### **Evidence of Learning**

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

**\*Accommodations for this unit are as per IEP.**

<b>Resources</b>
<p><b>Core Text:</b>  <i>The Mitten, Llama Llama Red Pajama, The Mitten, Wash and Dry, The Paper Bag Princess, Button, Button, Who's Got the Button?, Uncle Nacho's Hat, A Pocket for Corduroy, Button, Button, Who's Got the Button?, Something From Nothing, Goldilocks and the Three Bears, Little Red Riding Hood, Who Wears What?, The Girl Who Wore Too Much, The Quinceañera, Caps for Sale, Abuela's Weave, Same but Different, My Home, The Big Umbrella, Except When They Don't, There's Only One You, The Color Monster</i></p>

Clothes Extension: Bread
<b>Instructional Focus</b>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How is bread made?</li> <li>● What kinds of bread do we like?</li> <li>● Who works with bread?</li> <li>● How do we eat bread? When do we eat bread?</li> <li>● Can we create our own new recipe for bread?</li> </ul>
<b>Resources</b>
<p><b>Core Text:</b>  <i>Doña Flor, Stone Soup, This Is How We Do It</i></p>

Clothes Extension: Music Making
<b>Instructional Focus</b>
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What instruments can we play by hitting, tapping, or shaking?</li> <li>● What other musical instruments are there? How do people play them?</li> <li>● How can we make music with our voices?</li> <li>● What different styles of music are there? How do they make us feel?</li> <li>● Who works with music for their jobs? What tools do they use?</li> </ul>
<b>Resources</b>
<p><b>Core Text:</b>  <i>Artists: My Name Is Celia, Chrysanthemum, Whistle for Willie, My Name Is Celia, My first Artists, Yes We Will, Daddy Daughter Day, Dolls And Trucks Are For Everyone</i></p>