

PREKINDERGARTEN HOORAY FOR PREK: UNIT 1

CONCEPTS AND ENDURING UNDERSTANDINGS:

Unit: Hooray for Pre-k

Time Frame: Five Weeks

Key Concepts: Rules, Procedures, Behaviors, Independence, Social Interaction

Concept Overview:

In the prekindergarten classroom, children learn and use routines, rules, manners, and work habits that keep them safe and focused on learning.

ENDURING UNDERSTANDINGS:

- In school prekindergarten children learn in the prekindergarten classroom.
- A learner knows and follows rules that keep him/her safe from harm.
- A learner stays focused on learning by carrying out routines independently, or asking for help when needed.
- A learner knows how to behave in order to learn. (S)he demonstrates behaviors and habits of mind that lead to successful learning.
- A learner interacts with others to acquire new ideas and ways of doing things and to check out the accuracy of his/her thinking.
- Prekindergarten children who know and understand how to be successful learners can model that information for others.

ESSENTIAL QUESTIONS:

1. How are you are member of a group?
2. Why and how can you self-regulate?

GUIDING QUESTIONS:

1. What is a learner?
2. What is a school?
3. What is a classroom? How is it different from home?
4. Who are the members of a class?
5. What rules and procedures do learners need to acquire to be safe from harm in a classroom and to and from school?
6. What procedures do learners follow to work independently?
7. How do learners interact with others in order to learn?
8. What behaviors do learners demonstrate that enable them to be successful?
9. Who can be a successful learner?
10. How can prekindergarten learners inform others about prekindergarten procedures and expectations?

Lessons can be taught in any order during the unit.

1. Prekindergarten children will know that everyone has a name and say each other's name.
2. Prekindergarten children will locate the bathroom and engage in using the bathroom and washing their hands unassisted.
3. Prekindergarten children will demonstrate good listening characteristics in order to be an active listener.
4. Prekindergarten children will select their written name.
5. Prekindergarten children will identify and apply the procedure for before school routines (expect children to practice and become independent from this point on).
6. Prekindergarten children will demonstrate how to line up and walk in a line in order to travel as a class.
7. Prekindergarten children will demonstrate the procedure for evacuation drills in order to be safe.
8. Prekindergarten children will demonstrate how to be safe on the playground.
9. Prekindergarten children will help create rules and practice rug manners.
10. Prekindergarten children will help create rules for getting along safely in the classroom.
11. Prekindergarten children will demonstrate how to take turns in order to work and play together.
12. Prekindergarten children will identify their Pre-K family.
13. Prekindergarten children will sort and tell how the Pre-K classroom is different from home.
14. Prekindergarten children will identify the Pre-K classroom is part of a school and locate other essential places in the school building (tour the school).
15. Prekindergarten children will demonstrate the procedure for choosing centers on the Hub chart (expect children to practice and become independent from this point on).
16. Prekindergarten children will tell and use kind words when playing and working together (please, thank you, can I, may I).
17. Prekindergarten children will demonstrate the importance of sticking to a task and not giving up.
18. Prekindergarten children will identify and practice the procedure for Book N Belly (expect children to practice and become independent from this point on).
19. Prekindergarten children will celebrate and invite parents to share in their new learning in Pre-k.

Reading English Language Arts

[https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades PK K MCCR ELA%20Standards.pdf](https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf)

Unit	<p style="text-align: center;">Read Aloud/ Book and Print Daily</p> <p style="text-align: center;">Essential Question:</p> <p style="text-align: center;">• How can we be star readers?</p> <p style="text-align: center;">Essential Questions:</p> <p style="text-align: center;">Why do we read?</p> <p style="text-align: center;">What makes a great story?</p> <p style="text-align: center;">How do words and pictures help tell a story?</p>	<p style="text-align: center;">Phonological Awareness</p> <p style="text-align: center;">Daily</p> <p style="text-align: center;">(Heggerty)</p>	<p style="text-align: center;">Alphabetic Awareness</p> <p style="text-align: center;">Day 1 Identify and construct.</p> <p style="text-align: center;">Day 2 Letter Sound</p> <p style="text-align: center;">Essential Question:</p> <p style="text-align: center;">Why is it important to know about letters?</p>	<p style="text-align: center;">Writing</p> <p style="text-align: center;">2 Days</p> <p style="text-align: center;">Essential Questions:</p> <p style="text-align: center;">How can we represent thoughts and ideas?</p> <p style="text-align: center;">How can we be rising writers?</p> <p style="text-align: center;">Why are we writing and for whom?</p> <p style="text-align: center;">How do writers get their ideas?</p>	<p style="text-align: center;">Word Work/ Phonemic Awareness</p> <p style="text-align: center;">1 Day</p> <p style="text-align: center;">Essential Question:</p> <p style="text-align: center;">Why is it important to identify the differences in sounds?</p> <p style="text-align: center;">• How are words made to convey meaning?</p>
<p>Hooray For Pre-K</p> <p>5 Weeks</p>	Gradual Entrance				
<ul style="list-style-type: none"> • Define what a book is: • Book/not a book; why? • How to hold a book to read • Structure of a book • Front cover • Back cover • Spine • Identify name in print • Answer and ask questions about text • Gain exposure to common types of literary text. • Recall one or more details in a story • Connect text to life experiences • Participate in group reading activities • Produces complete sentences • Develops and uses nouns and verbs 	<p>Heggerty</p> <p>Weeks 1-3</p>	<ul style="list-style-type: none"> • Identify Name in Print <p>Recognize some uppercase and lowercase letters and their sounds; begin with straight line letters in this order:</p> <ul style="list-style-type: none"> • Identify what is a letter and what is not a letter. • Identify, construct and tell sound of letter Ll • Identify, construct and tell sound of letter Tt 	<p style="text-align: center;">HWT</p> <ul style="list-style-type: none"> • Recognize that thoughts and ideas can be represented in drawing and writing • Develop fine motor skills • Crayon Grip p.28 Self Portrait • Shake Hands p.23 • Wood Piece Pass Play p.34 • Build and Sing Mat Man p.36-37 • Animal Legs Lesson p. 184 • Aim and Scribble p. 67-38 • Color Lessons as needed. 72-80 • Draw Shapes p. 41 • Positions and Body Parts p. 90 • Scissor Control 	<ul style="list-style-type: none"> • Identify sounds as same or different. • Identify and differentiate environmental sounds • Knows sound comes from somewhere, identifies the source • of a sound (using their ears to listen) • Identifies familiar sounds when heard • Knows sounds convey information; identifies the information conveyed by sounds 	

MATHEMATICS

<https://www.ixl.com/standards/maryland/math/pre-k>

<p style="text-align: center;">Counting and Cardinality</p> <p style="text-align: center;">Essential Question:</p> <ul style="list-style-type: none"> • What is counting and how is it used? 	<p style="text-align: center;">Operations and Algebraic Thinking</p> <p style="text-align: center;">Essential Questions:</p> <p>How can we represent quantities in different ways?</p>	<p style="text-align: center;">Measurement and Data</p> <p style="text-align: center;">Essential Questions:</p> <ul style="list-style-type: none"> • How can we compare groups of objects? <p>Why and how can we sort objects?</p>	<p style="text-align: center;">Geometry</p> <p style="text-align: center;">Essential Questions:</p> <ul style="list-style-type: none"> • How can we create different shapes using different materials? • What whole can be made from these parts and what parts make this whole? <p>Is there a pattern?</p>
<p>For quantities of 0-2, demonstrates understanding of the following:</p> <ul style="list-style-type: none"> • Rote count to 5 (PK.CC.A.1) • Number recognition (PK.CC.A.2 PK.CC.A.3) • Match numbers and quantities (PK.CC.A.4 PK.CC.B.4) • 1:1 correspondence (PK.CC.B.4 PK.CC.B.4a) • Identify and count collections(PK.CC.B.4 PK.CC.B.4a PK.CC.B.4b PK.CC.B.4c) • Counting order (PK.CC.A.2 PK.CC.A.4) • Construct collections (PK.CC.B.5) • Recognize quantities/subitizing (PK.CC.A.4) • Compare collections to tell if same (PK.CC.C.6) 	<p>NA</p>	<ul style="list-style-type: none"> • Compare groups of objects to determine same/different (PK.MD.A.2) • Display data by answering a yes/no question (problem of the day/center grid) (PK.L.5.a,b) 	<ul style="list-style-type: none"> • Positional concepts: on/off; first/last; top/bottom; under/over; in/out; above/below; in front /behind, next to, beside • Assemble up to a 10 piece puzzle • Match similar 2 -dimensional shapes (PK.G.A.1) • Match similar 3-dimensional shapes (PK.G.B.3)

CONTENT STANDARDS:

Reading English Language Arts

https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf

Reading: Literature

RL.PK.1. With modeling and prompting, answer questions about details in a text.

RL.PK.3. With modeling and support, identify characters, settings and major events in a story.

RL.PK.4. With modeling and support, answer questions about unknown words in stories and poems.

RL.PK.5. Gain exposure to common types of literary texts (e.g., storybooks, poems).

RL.PK.6. With modeling and support, identify the role of author and illustrator.

RL.PK.10. Actively engage in group reading activities with purpose and understanding.

Reading: Informational Text

RI.PK.1. With modeling and support, answer questions about details in an informational text.

RI.PK.2. With modeling and support, recall one or more detail(s) related to the main topic from an informational text.

RI.PK.3. With modeling and support, connect individuals, events, and pieces of information in text to life experiences.

RI.PK.4. With modeling and support, answer questions about unknown words in a text.

RI.PK.5. With modeling and support identify the front cover, and back cover of a book.

RI.PK.6. With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.

RI.PK.7. With modeling and support, tell how the illustrations/photographs support the text.

RI.PK.8. With modeling and support identify the reasons an author gives to support points in a text.

RI.PK.10. Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

RF.PK.1. Demonstrate understanding of basic features of print.

RF.PK.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.PK.4. Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.

Writing

W.PK.1. With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.

W.PK.2. Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.

W.PK.3. With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.

W.PK.5. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.

W.PK.8. With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.

Speaking and Listening

SL.PK.1. Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.

SL.PK.2. Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.

SL.PK.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood

SL.PK.4. Describe familiar people, places, things, and events with modeling and support.

SL.PK.5. Add drawings or visual displays to descriptions as desired to provide additional detail.

SL.PK.6. With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.

Language

L.PK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.PK.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.PK.5. With modeling and support from adults, explore word relationships and nuances in word meanings.

L.PK.6. Use words and phrases acquired through conversation, being read to, and responding to text.

Mathematics <https://www.ixl.com/standards/maryland/math/pre-k>

Operations and Algebraic Thinking

PK.OA.3. For any given quantity from 0 to 5, use objects or drawings to find the quantity that must be added to make 5.

Measurement and Data

PK.MD.3. Sort objects into self-selected and given categories.

Geometry

PK.G.1. Match like (congruent and similar) shapes.

Fine Arts

https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf

Fine Arts: Dance

1.0 Perceiving, Performing, and Responding: Aesthetic Education Students will demonstrate the ability to perceive, perform, and respond to dance.

2.0 Historical, Cultural, and Social Context Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

3.0 Creative Expression and Production Students will demonstrate the ability to create and perform dance.

Fine Arts: Music

1.0 Perceiving, Performing, and Responding: Aesthetic Education Students will demonstrate the ability to perceive, perform, and respond to music.

2.0 Historical, Cultural, and Social Context Students will demonstrate an understanding of music as an essential aspect of history and human experience.

3.0 Creative Expression and Production Students will demonstrate the ability to organize musical ideas and sounds creatively.

4.0 Aesthetics and Criticism Students will demonstrate the ability to make aesthetic judgments.

Fine Arts: Theater

1.0 Perceiving and Responding: Aesthetic Education Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

2.0 Historical, Cultural, and Social Context Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.

Fine Arts: Visual Arts

1.0 Perceiving and Responding: Aesthetic Education Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

2.0 Historical, Cultural, and Social Context Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.

3.0 Creative Expression and Production Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Health

https://marylandpublicschools.org/about/Documents/DCAA/Health/Health_Education_Framework_July_2022.pdf

5.0 Safety and Injury Prevention Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Physical Education

https://www.marylandpublicschools.org/about/Documents/DCAA/PE/Physical_Education_Framework_August_2022.pdf

1.0 Skillfulness Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.

2.0 Biomechanical Principles Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

3.0 Motor Learning Principles Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

5.0 Physical Activity Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

6.0 Social Psychological Principles Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

Science

https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-appendix_2016.pdf

1.0 Skills and Processes

Students will demonstrate the thinking and acting inherent in the practice of science.

2.0 Earth/Space Science Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.

Social Studies

https://mgaleg.maryland.gov/cmte_testimony/2021/wam/1dgxxW3s6ALH8aZOW2oPG11b9CDVppQ__.pdf

1.0 Political Science Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

2.0 Peoples of the Nation and World Students will understand how people in Maryland, the United States and around the world are alike and different.

3.0 Geography Students will use geographic concepts and processes to understand location and its relationship to human activities.

5.0 History Students will use historical thinking skills to understand how individuals and events have changed society over time.

6.0 Social Studies Skills and Processes Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

FAMILY COMMUNICATION

Dear Parents,

It is a pleasure to welcome you and your family to _____Elementary School. We are proud of our school and our program and know that your child will have an exciting year. Our program is designed to meet the needs of all children. Parents are also an important part of our program. We believe that children are more successful when parents and teachers cooperate for their benefit. In prekindergarten, we will work with all children to nurture their intellectual, social, emotional, and physical growth.

Help us celebrate the joy of learning! We look forward to a new year of challenges and the excitement that only children can bring.

Your partners in education,

The Pre-k Team



Thematic Unit Parent Letter
Hooray for Pre-k!



Dear Parents/Guardians,

We are beginning the school year with a theme called *Hooray For Pre-k*. It will help your child learn about prekindergarten, including what to do when (s)he comes to school, how to get along in a group, and how to work and play safely outside and during learning centers. During *Hooray For Pre-k* your child will build towers and tunnels, find out what happened when Timothy went to school, dance the *Tooty Ta*, and think about what it means to be the “Best Pre-k Student.” (S)he will join the Book and Belly Club, learn how to listen, and how to meet his or her self-care needs independently. Does your child know when to say “please” and “thank you?” Listed below are the key learning goals for your child during *Hooray for Pre-k*. Throughout the next five weeks, please engage your child in activities to see if (s)he has met the goals.

1. Identifies a book and its parts: front cover, back cover, spine, pages.
2. Shows how to hold a book and turn the pages from front to back to read it.
3. Names familiar sounds in the environment and identifies them as the same or different.
4. Names, describes, discriminates, and constructs L, T, E, F, and H.
5. Recognizes 0, 1 and 2, and make sets and counts 0-2.
6. Shows positional concepts: on/off; up/down; in/out; under/over.
7. Assembles 5-7 piece puzzles.
8. Sorts a group of objects by one feature or characteristic and tells how (s)he sorted the objects.
9. Uses the bathroom, washes hands, zips pants, and buttons and snaps independently.
10. Follows group, classroom and playground rules, and rules for using classroom materials.
11. Uses at least 3-4 words to express needs, shares experiences, and approaches others to work and play.
12. Listens to stories and relates them to his or her own experiences.

During *Hooray For Pre-k* ,you can help us promote your child’s success by encouraging independence in self-care activities at home, reading books together, encouraging your child to tell the story from the pictures, and by asking your child to show and tell you what (s)he learns in school each day. Remember, manners count and your child feels proud when (s)he knows some expressions of courtesy and can use them.

We would love to have you visit our classroom. Look for the date of our thematic unit celebration!