

All About Me: January

Unit #:	APSDO-00043291	Duration:	4.0 Week(s)	Date(s):	
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Team:
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Grades:
PK4

Subjects:
Pre School

Unit Focus

In this unit, students will develop a sense of self by exploring their similarities and differences with others (e.g., family, friends, classmates). They will also learn how to be a member of a community outside of their home. Students will begin to explore the role of health care workers in our community. Learning will take place in a variety of instructional formats and structures including center time, table time, morning meeting, learning stations, and read aloud/second circle. Student progress will be continually monitored through observation and analysis of student work, performance, and participation. Primary instructional materials for the unit include the TeachTown Social Skills Program and experiences with health care workers.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Connecticut Goals and Standards <i>PK4</i></p> <ul style="list-style-type: none"> Seek help and approval from a wider array of adults in trusted roles. <i>SE.60.1</i> Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family. <i>SE.60.3</i> Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state. <i>SE.60.4</i> Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and 	<p>T1 (T2) Communicate observations, ideas, feelings, and creations in a variety of ways using appropriate vocabulary.</p> <p>T2 (T3) Manage oneself through demonstrating flexibility when in predictable and unpredictable situations.</p> <p>T3 (T5) Recognize and take care of personal and functional needs in a classroom setting.</p> <p>T4 (T6) Effectively function in a classroom through following directions, routines, and social expectations.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U601) Ideas, needs, and feelings can be expressed using one's body, language, signs, or written communication.</p> <p>U2 (U604) Emotions and behaviors are</p>	<p>Q1 (Q604) How do I help others understand me?</p> <p>Q2 (Q605) How do others know what I think, feel, or need?</p>

<p>support. <i>SE.60.5</i></p> <ul style="list-style-type: none"> Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity). <i>SE.60.6</i> Recall and follow daily routines with little support, including adapting to changes in rules and routines. <i>SE.60.7</i> Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors). <i>PH.60.3</i> Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar). <i>PH.60.4</i> Use a variety of tools and materials to represent ideas through the visual arts. <i>CA.60.5</i> Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time). <i>CA.60.6</i> Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play. <i>CA.60.7</i> Demonstrate an understanding that there are similarities and differences among people and families. <i>SS.60.1</i> Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation, shelter). <i>SS.60.2</i> 	<p>influenced by perception of control.</p> <p>U3 (U605) Taking care of oneself and one's belongings requires knowing what to do and how to do it.</p> <p>U4 (U606) Knowing the rules and responsibilities for each routine makes learning possible, safe, and enjoyable for everyone.</p> <p>U5 (U607) An effective classroom citizen follows expectations, demonstrates care for others, and appropriately expresses feelings.</p>	<p>Q3 (Q608)What am I doing? What am I suppose to be doing?</p> <p>Q4 (Q609)How do I feel right now? What can I do to feel better?</p> <p>Q5 (Q610)What do I need to do right now? How do I do it?</p> <p>Q6 (Q612)Where am I suppose to be right now? What am I suppose to be doing? How am I feeling about it?</p> <p>Q7 (Q613)What am I doing? What am I suppose to be doing? How can I get back on track?</p>
Acquisition of Knowledge and Skill		
Knowledge	Skills	
	<p>S1</p> <p>I can describe what I like and dislike.</p> <p>S2</p> <p>I can share my thoughts and feelings in an appropriate and relevant manner.</p> <p>S3</p> <p>I can participate in a conversation by initiating, asking questions (maintain conversation), and ending.</p> <p>S4</p> <p>I can follow the routines/expectations of my classroom.</p> <p>S5</p> <p>I can participate in both preferred and non-preferred activities.</p> <p>S6</p> <p>I can persevere through a task, even when</p>	

frustrated or disappointed.

S7

I can sustain attention for longer periods of time (preferred activities for 15 minutes or longer).

S8

I can recognize my own emotions and identify why I may be feeling a certain way.

S9

I can use language to convey my wants, needs, and desires.

S10

I can understand that my actions can cause certain emotions.

S11

I can seek a wider array of adult help when needed.

S12

I can use tools to assist with eating tasks (scissors to cut package, knife to spread butter, etc.)

S13

I can wait to respond within more structured settings (learning stations, circle time, morning meeting).

S14

I can appropriately grip and use a tool to draw, cut, or write.

S15

		<p>I can take on a role in a pretend play environment and act out appropriate behavior with others based on that setting.</p> <p>S16</p> <p>I can create and/or use materials and props to simulate actions in a pretend play environment.</p> <p>S17</p> <p>I can use a variety of tools to create art.</p>
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