

Unit Title	Friends	Date			
<b>Focus Learning Objectives:</b>		<b>Focus Standards Addressed in this Unit:</b>			
The children will be able to: <ol style="list-style-type: none"> <li>1. Make friends and follow rules</li> <li>2. Use new vocabulary words</li> <li>3. Attend to, listen to and comprehend stories when read aloud</li> <li>4. Understand the language of math</li> <li>5. Rote count</li> </ol>		LL 1 Comprehend or understand and use language (4.1, 4.4) LL 2 Comprehend and use increasingly complex and varied vocabulary. (4.1, 4.2) CSS 5 Develop an awareness of the importance of rules and responsibilities with their community and actions/behaviors necessary for effective citizenship. (4.1) SE 1 Develop healthy relationships and interactions with peers and adults. (4.1 to 4.10) CM 1 Understand numbers, ways of representing numbers, and relationships between number and quantities. (4.1, 4.7, 4.8)			
<b>Guiding Questions for Teachers:</b>			<b>Vocabulary Words /Sample Higher Order Questions to Ask Children:</b>		
<ol style="list-style-type: none"> <li>1. Do children understand what it means to be a friend?</li> <li>2. Can children identify qualities of a friend?</li> <li>3. Can children recognize a variety of feelings?</li> <li>4. Can the children follow the rules of the class?</li> </ol>			<b>Vocabulary:</b> friend, cooperate, share, kind, respect, polite, feelings, same, different, large, small  <b>Higher Order Questions:</b> See Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 1		
<b>Circle Time Activity</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	<i>My name is ___? What is your name?</i>	<i>My name is ___? What is your name?</i>	<i>My name is ___? What is your name?</i>	<i>My name is ___? What is your name?</i>	<i>My name is ___? What is your name?</i>
	<b>Possible Assessments:</b> <ul style="list-style-type: none"> <li>• Observe and document which children are able to use and understand new vocabulary words</li> <li>• Observe and document which children respond to their name verbally or in print</li> <li>• Anecdotal records of children’s identifying the characteristics of a friend</li> <li>• Observe and document the children who are able to follow the class rules</li> <li>• Checklist of the children’s ability to rote count</li> <li>• Anecdotal records of children’s understanding of math language</li> </ul>				

Unit Title	Friends		Date		
Small Group Activity	<p><b>Activity One:</b> <i>Friendship Chart</i> (focus activity) (in Appendix for Unit 1)  <b>Activity Two:</b> Counting Bears (from a bowl of 5 bears, a child will pull out some bears and the group will count how many)  <b>Activity Three:</b> Books and Puzzles</p>		<p><b>Activities conducted by paraprofessionals, speech therapists, early interventionists, volunteers, etc. :</b></p> <ul style="list-style-type: none"> <li>Assist with collecting and recording assessment information as children count</li> <li>Lead Small Group Activities (see: Activity Two)</li> </ul>		
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>Observe and document which children are able to use and understand new vocabulary words</li> <li>Observe and document which children respond to their name verbally or in print</li> <li>Anecdotal records of children's identifying the characteristics of a friend</li> <li>Observe and document the children who are able to follow the class rules</li> <li>Work samples of children copying the names of classmates and drawing pictures of their classmates</li> <li>Checklist of the children's ability to rote count</li> <li>Anecdotal records of children's understanding of math language</li> </ul>				
Story Time	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	<p><b><i>Do You Want To Be My Friend?</i></b> (Eric Carle)</p>	<p><b><i>My Best Friend</i></b> (Pat Hutchins)</p>	<p><b><i>Do You Want To Be My Friend?</i></b> (Eric Carle)</p>	<p><b><i>My Best Friend</i></b> (Pat Hutchins)</p>	<p>Picture walk through the two books read this week and fill in chart from the Shared Writing Activity for Unit 1</p>
<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>Observe and document which children are able to use and understand new vocabulary words</li> <li>Anecdotal records of children's identifying the characteristics of a friend</li> <li>Observe and document the children who are able to follow the class rules</li> <li>Checklist of the children's ability to rote count</li> <li>Anecdotal records of children's understanding of math language</li> </ul>					

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Music and Movement	<i>The More We Get Together</i>	<i>Is Everybody Happy?</i> (Dr. Jean Feldman)	<i>The More We Get Together</i>	<i>It Starts In The Heart</i> (Jack Hartman and Becky Bailey)	<i>The More We Get Together</i>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>• Observe and document which children are able to recall words to songs</li> <li>• Observe and document the children who are able to follow the class rules</li> <li>• Checklist of the children’s ability to rote count</li> <li>• Anecdotal records of children’s understanding of math language</li> </ul>				
Outdoor Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Parachute with Ball and Beanbags	Hula Hoops, Balls, Trikes	Hula Hoops, Balls, Trikes	Parachute with Ball and Beanbags	Hula Hoops, Balls, Trikes
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>▪ Observe and document the children who are able to follow the class rules</li> <li>▪ Checklist of the children’s ability to rote count</li> </ul>				
LEARNING CENTERS					
General Materials	Fine Motor	Dramatic Play	Art	Nature/Science	Math/Number
	<ul style="list-style-type: none"> <li>• Small building toys</li> <li>• Manipulatives</li> <li>• Puzzles (variety)</li> </ul>	<ul style="list-style-type: none"> <li>• Dress-up clothes</li> <li>• Kitchen set with dishes</li> <li>• Props for work, fantasy, or leisure</li> <li>• Dolls</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing materials</li> <li>• Paint materials</li> <li>• Collage materials</li> <li>• Art Tools (scissors, hole punch, stencils, rollers)</li> <li>• 3-D materials</li> </ul>	<ul style="list-style-type: none"> <li>• Collections of natural objects</li> <li>• Living things</li> <li>• Books/games or toys</li> <li>• Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Counting materials</li> <li>• Measuring materials</li> <li>• Comparing quantities</li> <li>• Recognizing shapes</li> <li>• Written number materials</li> </ul>
Focus Materials	Friend puzzles, playdough and tools	Add phones, phone books, cameras, magazines – add restaurant prop box with menus, pens, note pads, etc.	Paint pictures of friends, friend collage	Balance scale with small plastic people figures to weigh	<i>Friendship shape bracelet</i>

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<b>General Materials</b>	<b>Music and Movement</b> <ul style="list-style-type: none"> <li>• Music instruments</li> <li>• Tape player that children can use</li> </ul>	<b>Sand/Water</b> <ul style="list-style-type: none"> <li>• Containers for</li> <li>• Materials that easily pour</li> <li>• Variety of sand/water toys</li> </ul>	<b>Blocks</b> <ul style="list-style-type: none"> <li>• Unit blocks</li> <li>• Large hollow blocks</li> <li>• Homemade blocks</li> <li>• Accessories (toy people, animals, vehicles, road signs, etc.)</li> </ul>	<b>Books and Listening</b> <ul style="list-style-type: none"> <li>• Variety of books</li> <li>• Tape player/books on tape</li> <li>• Head phones</li> <li>• Language materials</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Writing implements</li> <li>• Paper</li> <li>• Chalk or dry erase boards</li> <li>• Scissors, tape, stencils</li> </ul>	
<b>Focus Materials</b>	Add scarves, bells, and maracas, friendship songs	Sand: Add scoops, cups, rakes, plastic people figures  Water: Add coloring to water, plastic fish, cups	Add multicultural people, cut out photographs of children and tape to blocks	Add books and recorded stories about friends, (puppets, flannel/magnetic/ picture pieces to make up or retell stories)	Draw pictures of friends, name cards, name rubbings	
<b>General Materials</b>	<b>Technology</b> <ul style="list-style-type: none"> <li>• Computer</li> <li>• iPod</li> <li>• CD/Cassette player</li> </ul>		<b>Other</b> <ul style="list-style-type: none"> <li>• Workbench center (nuts, bolts, pliers, wrenches)</li> </ul>		<b>Other</b>	
<b>Focus Materials</b>	<a href="http://pbskids.org/mamamirabelle/funstuff_friends.html">http://pbskids.org/mamamirabelle/funstuff_friends.html</a>  <b>Mille's Math House</b> Software					
<b>Transition Activities:</b>	<p><b>Pick a Friend</b> – Teacher will call the name of a child to line up or move to the next activity and have that child choose a friend to line up or go to the next activity with them. Continue until each child has transitioned.</p> <p><b>Count to Five</b> – Teacher will count aloud five children to line up or move to the next activity, then five more children, until all children have transitioned.</p>					

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<b>Accommodations:</b>	<ul style="list-style-type: none"> <li>• Add gripper scissors to center for use in making friendship bracelets</li> <li>• Add books on tape to centers ; include headphones</li> <li>• Ensure block center is enlarged to accommodate a walker</li> </ul>		
<b>Other:</b>	<p><b>Family visitor</b> – To read story <i>Frog and Toad are Friends</i> (Arnold Lobel)</p> <p>Field trip to neighborhood library</p>		