

All About Me: June

Unit #:	APSDO-00043296	Duration:	2.0 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 focus on family members and the celebration of people in their family (i.e., Father's Day). 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.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
Connecticut Goals and Standards <i>PK4</i> <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 	T1 (T2) Communicate observations, ideas, feelings, and creations in a variety of ways using appropriate vocabulary. T2 (T3) Manage oneself through demonstrating flexibility when in predictable and unpredictable situations. T3 (T5) Recognize and take care of personal and functional needs in a classroom setting. T4 (T6) Effectively function in a classroom through following directions, routines, and social expectations.	
	Meaning	
	Understandings	Essential Questions
	U1 (U601) Ideas, needs, and feelings can be expressed using one's body, language, signs, or written communication. U2 (U604) Emotions and behaviors are	Q1 (Q604) How do I help others understand me? Q2 (Q605) How do others know what I think, feel, or need?

<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> 	<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 name the people in my family and identify their roles.</p> <p>S2</p> <p>I can participate in a conversation by initiating, asking questions (maintain conversation), and ending.</p> <p>S3</p> <p>I can persevere through a task, even when frustrated or disappointed.</p> <p>S4</p> <p>I can sustain attention for longer periods of time (preferred activities for 15 minutes or longer).</p> <p>S5</p> <p>I can recognize my own emotions and identify why I may be feeling a certain way.</p>

		<p>S6</p> <p>I can understand that my actions can cause certain emotions.</p> <p>S7</p> <p>I can appropriately grip and use a tool to draw, cut, or write.</p> <p>S8</p> <p>I can use a writing tool to form letters, words, or shapes.</p> <p>S9</p> <p>I can use a variety of tools to create art.</p>
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