



Mrs. Hash
Montclair Child Development Center
(2016-2017 SY)

OBOE Preschool Planning at a Glance

Teacher/Assistant: Mrs. Hash & Ms. Celestine

Unit of Study/Reason: Dogs

Date: 2-4-17

Length of Study: 6-8 Weeks

Possible Unit Topics (add more weeks if necessary)

Week 1- Dog Introduction- *What are dogs? How would you describe a dog? (Characteristics) What are some breeds of dogs? What do dogs do? Why would you want a dog? Why do dogs bark?*

- Send letter home to family about new unit of study on dogs and ask for them to send in a picture of a dog that their child interacts with.
- Pictures of various breeds of dogs brought in for the children to observe.
- Create a bubble chart/ KWL graph/Create an I See, I think, I wonder...? Chart

Week 2- Growing Dogs: *What is a baby dog called? What do puppies do? What is a litter? How does a puppy grow? What do they eat?*

- Match puppy to parent chart
- Compare dog ages to human ages
- View live web cam about dogs

Week 3- Caring for Dogs. *How do you take care of a dog? What supplies do you need for dogs? What do dogs eat?*

- Watch a video showing how to take care of a dog
- View live web cam about dogs
- Create a recycled dog or have plastic dogs to clean

Week 4- Caring for Dogs: *How do you train a dog/puppy?*

- *Dog trainer will come in to speak to children.*
- View live web cam about dogs

Week 5- Dogs come in various sizes: *Compare small dogs to large dogs. What dogs are small/large? What is the smallest/largest dog? What size is your dog?*

- Dog size chart
- Comparing paw sizes

Week 6- Places that care for dogs (groomer, vet, and boarding) Where do you bring a dog when they are sick? What is grooming? What tools would you need to groom your dog? What do you do with your dog when you go away?

Week 7- Jobs for Dogs (Police dog, fire dog, seeing eye dog, service dog, therapy dog): Do dogs work? How are they helpful? What kind of jobs do they do? How would dogs communicate with humans when working?

- Dog Parade or Dog show or have the children explore each classroom dramatic play areas that were created
- Dog Bag Party

Field Trips: A trip to Petco, live cams

Special Visitors: a veterinarian, a dog groomer

Vocabulary: dog, puppy, breeds, coat, shed, allergy, litter, veterinarian

Dog, puppy, breed, coat, shed, allergy, litter, veterinarian, active, brave, loyal, chew, pant, panting, adopt, dam (mother), sire (father), mongrel (mutt), cross breed, pure breed

Body Parts: Muzzle, coat, paws, claws, withers, whiskers, fur,

Colors: Brindle, fawn, buff

Behaviors: Temperament, sassy, calm, spunky, obedient, alert, aggressive

Supplies: Bowls, food, leash, collar, harness, shampoo, brush, blanket, toothbrush, crate, bed, toys, dog biscuits, rawhide, nail clippers,

People who work with dogs: Veterinarian, Vet Tech., Groomer, Dog Bather, Dog Trainer

Working Dogs; Police dogs, fire dogs, service dogs, therapy dogs, rescue dogs, sled dogs, farm dogs

Work Time changes to the environment that will reflect the Unit of Study?

House	Blocks	Writing	Art	Discovery
<p>Dog food, dog bowls, leash, dog toys, will be added</p> <p>The children will vote on what they would like to turn House Area into</p> <ul style="list-style-type: none"> • Vet • Dog groomer • Pet store • Shelter • Dog Training, obedience, walking/daycare or school • Dog park 	<p>Pictures of dog houses, dog park</p> <p>Different dogs for play</p> <p>Dog bones</p> <p>Build dog homes or kennel</p>	<p>Picture and word cards about dogs will be added</p> <p>Stationery Boxes with cards that will hold the above.</p> <p>Stationary with dogs on it</p> <p>Paw stampers</p> <p>Dog stickers</p> <p>Dog books or journals</p>	<p>Making maps of where to walk dogs.</p> <p>Dog collage materials</p> <p>Paper Mache dog or plastic recycle dog.</p> <p>Furry Dog (Using yarn, goggle eyes, buttons, etc.</p> <p>Still Life...draw dogs (put plastic dogs o table for students to draw)</p> <p>Creating a dog house out of boxes</p> <p>Making dog hats, Paw prints</p> <p>Cookie cutter shaped dog bones and dog to make dog treats</p> <p>Paint with dog bones</p> <p>Cut pictures of dogs from magazines create a book</p>	<p>Pictures of dogs</p> <p>Books about dogs</p> <p>Weighing dogs</p> <p>Observing and drawing dogs</p> <p>Pet Sensory tub (coco-puffs, dog bones, small balls, measuring cups, tongs, feeding and water bowl)</p> <p>X-rays of dogs</p> <p>Build a Dog Kennel Water Area Cleaning/bathing the dogs</p>

Featured Books:

All about Pets: Dogs	Sled Dogs by Kim Hutmacher	Assistance Dogs by Mari Schuh
Dogs by Gail Gibbons	Therapy Dogs by Kim Hutmacher	Service Dogs by Linda Tagliaterro
Please, Puppy Please by Spike Lee	Dogs 101 by Kara Laughlin	Dog's Rule by Daniel Kirk
Dogs by Emily Gravett	Shelter Dogs by Meish Goldish	Veterinarians Help Us by Aaron R. Murray
Guide Dogs by Charles George	Doggone Dogs by Karen Beaumont	Dogs by Julie Murray
Helping Dogs by Marie Therese Miller	Fire Dogs by Donna Latham	Service Animals by Julie Murray
Watch Animals Grow: Puppies by Colleen Sexton	May I Pet Your Dog? by Stephanie Calmenson	Animals are Not Like Us: Dogs by Graham Meadows
My Dog by Sarah Hughes	Dogs by Jim Pipe	My First Dog by Linda Bozzo
A Kid's Best Friend by Maya Ajmera	We Work at the Vet's by Angela Aylmore	ABC Dogs by Kathy Darling
A Dog's Life by Nancy Dickmann	Your Pet Dog by Elaine Landau	Our Puppies Are Growing by Carolyn Otto
Anatomy of the Dog by Kerstin Mielke	One of Each by Mary Ann Hoberman	Cocker Spaniels by Donnie Miller
Harry the Dirty Dog by Gene Zion	Bulldogs by Jody Rake	Mutts by Jody Rake
Cool Dog, School Dog by Deborah	If You Give A Dog A Donut by Laura	I Love Dogs! by Sue Stainton & Bob

<p>family's house and not at a hospital?</p> <p>Level 4: Can you design a bed unique bed for the puppies. What would you recommend or create to keep them warm, safe, and happy?</p>		<p>dog who wasn't nice? What did you do?</p> <p>Level 4: What would you do if you were a dog and someone wanted to pet you? Would you show some tricks to that person and what tricks would you show?</p>	<p>some small/big dogs?</p> <p>Peter ran home to show his mother and father what he could do.why ???</p> <p>Do you show people what you can do ??</p>
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Teaching and Learning Standards: Check off (x) all the Standards that will be covered :

ELA –READING KDI: LLC	HEALTH, SAFETY, AND PHYSICAL EDUCATION KDI: Social & Emotional Dev.	SOCIAL/EMOTIONAL DEVELOPMENT KDI: S&E Dev. & Appr. to Learning
RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.		Standard 0.1 Children demonstrate self-confidence.
RL.PK.2 With prompting and support, retell familiar stories or poems.	X	Standard 0.2 Children demonstrate self-direction.
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.		Standard 0.3 Children identify and express feelings.
ELA-INFORMATIONAL TEXT KDI: LLC	Standard 2.4 Children develop competence and confidence in activities that require gross- and fine-motor skills.	Standard 0.4 Children exhibit positive interactions with other children and adults.
RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.	VISUAL & PERFORMING ARTS KDI: The Arts & Phys. Dev. Hlth & Well-Being	Standard 0.5 Children exhibit pro-social behaviors.

RI.PK.2 With prompting and support, recall important facts from a familiar text.	X	Standard 1.1 Children express themselves through and develop an appreciation of creative movement and dance.	WORLD LANGUAGES KDI: LLC		
RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.	X	Standard 1.2 Children express themselves through and develop an appreciation of music.		Standard 7.1 Children know that people use different languages (including sign language) to communicate, and express simple greetings, words, and phrases in a language other than their own.	
SPEAKING AND LISTENING KDI: LLC & Social & Emotional Dev.	X	Standard 1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling			
SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. A) Follow-agreed upon rules for discussions during group interactions. B) Continue a conversation through several back and forth exchanges.	X	Standard 1.4 Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)	READING FOUNDATIONAL SKILLS KDI: LLC		
SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.		WRITING KDI: LLC	X	RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print a) Follow words from left to right, top to bottom, page by page. B) Recognize that spoke words can be written and read. c) Recognize that words are separated by spaces, d) Recognize and name many upper and lower case letters of the alphabet.	
SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.	X	W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opining during play or other activities.			
SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.	X	W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.			
SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.		W.PK.3 (Begins in kindergarten)			
LANGUAGE KDI: LLC		MATH KDI: Arts & Sciences (math)		X	Standard 9.1 Children demonstrate initiative, engagement, and persistence.
L.PK.1,a,b,c,d,e,f Begins to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences. g) Understands and can follow simple multi-step directions.	X	Standard 4.1 Children begin to demonstrate an understanding of number and counting.	X	Standard 9.2 Children show creativity and Imagination.	
	X	Standard 4.2 Children demonstrate an initial understanding of numerical operations.	X	Standard 9.3 Children identify and solve problems.	
	X	Standard 4.4 Children develop spatial and geometric sense.	SOCIAL STUDIES, FAMILY, AND LIFE SKILLS KDI: Arts & Sciences (Social Studies) & Appr. to Learning		
		SCIENCE KDI: Arts & Sciences (Science & Technology)			Standard 6.1 Children identify unique characteristics of themselves, their families, and others.
L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. a) (Begins in kindergarten) b) (Begins in kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.	X	Standard 5.1 Children develop inquiry skills.		Standard 6.2 Children become contributing members of the classroom community.	
		Standard 5.2 Children observe and investigate matter and energy.	X	Standard 6.3 Children demonstrate knowledge of neighborhood and community.	
		Standard 5.3 Children observe and investigate living things.		Standard 6.4 Children demonstrate awareness of the cultures within their classroom and community.	
		Standard 5.4 Children observe and investigate Earth.	TECHNOLOGY KDI: Science & Technology		
	X	Standard 5.5 Children gain experience in using technology.	X	Standard 8.1 Navigate simple on screen menus.	

L.PK.3 (Begins in grade 2)			Standard 8.2 Use electronic devices independently.
			Standard 8.3 Begin to use electronic devices to communicate.
			Standard 8.4 Use common technology vocabulary.
			X Standard 8.5 Begin to use electronic devices to gain information.