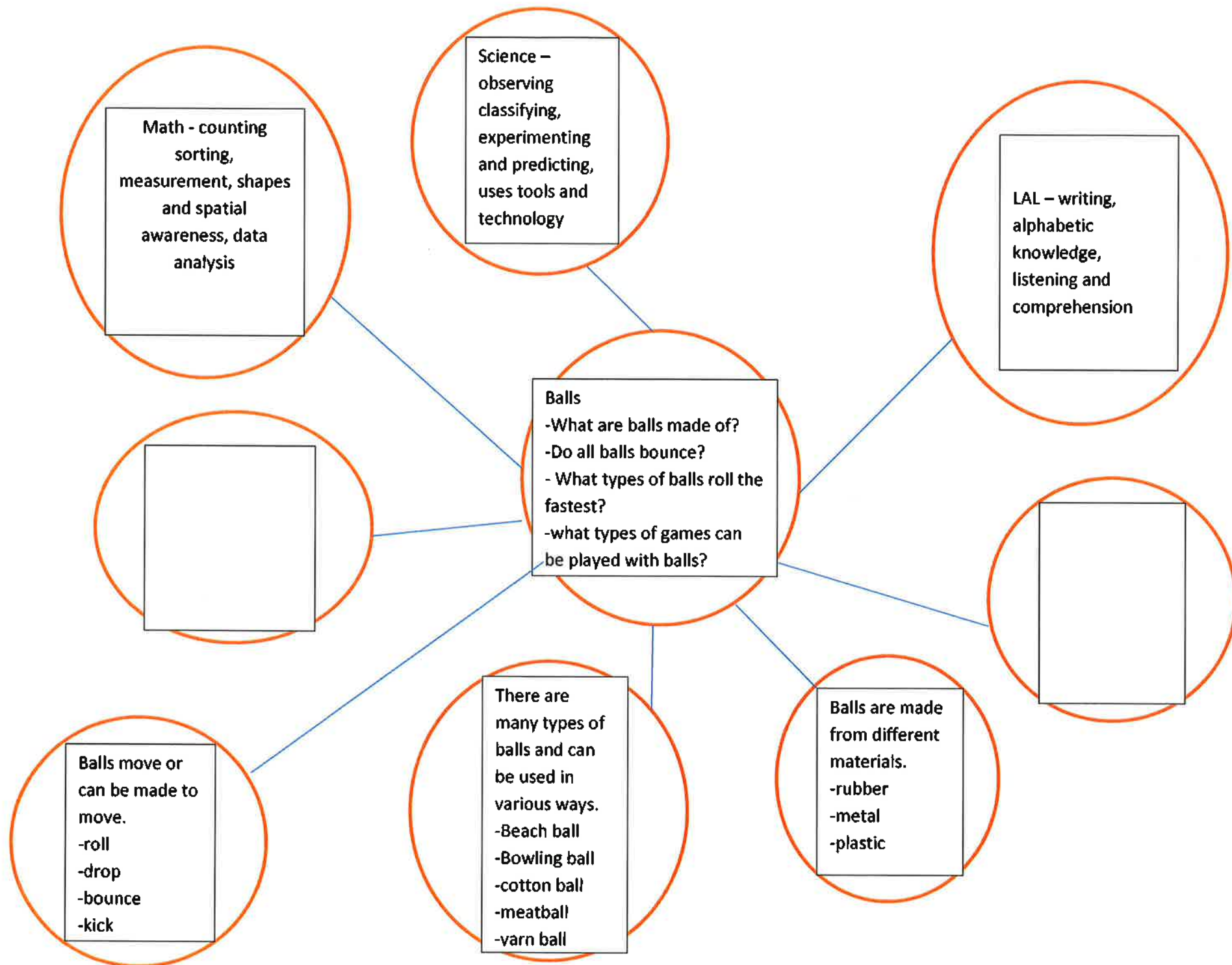




Ms. LaRure
Forest Street School
(2016-2017 SY)



OBOE Preschool Planning at a Glance

Teacher/Assistant:

Unit of Study: Balls

Date:

Originating Idea: *(reason for the topic)*

Length of Study:

Possible Unit Topics (add more weeks if necessary)

Week 1 What makes a ball a ball?

Week 2 What are balls made of?

Week 3 How can we make balls move?

Week 4 - What are different ways to use balls?

Week 5 - What kinds of people use balls?

Week 6

Focus books

Balls! - John E. Barrett

Hit the Ball Duck - Jez Alborough

Sam's Ball - Barbro Lindgren

Bear and Ball - C. Wright

The Story of Red Rubber Ball - Constance Kling Levy

Ball! - Ros Asquith

Beach Ball - Peter Sis

Kipper's Lost Ball - Mick Inkpen

Little Pig's Bouncy Ball - Alan Baron

Skills for Week 1	Skills for Week 2	Skills for Week 3	Skills for Week 4	Skills for Week 5	Skills for Week 6
Math - counting sorting, measurement, shapes and spatial	Math LAL Science	Math LAL Science	Math LAL Science	Math LAL Science	Math LAL Science

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.	Standard 5.2 Children observe and investigate matter and energy.	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
	Standard 5.5 Children gain experience in using technology.	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.
		Standard 8.5 Begin to use electronic devices to gain information.

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

Balls to collect: baseball, basketball, beach ball, dog ball, football, golf ball, kick ball, koosh ball, marble, ping-pong ball, soccer ball, volley ball, wiffle ball, lacrosse ball, ball of yarn, magic 8 ball, beads, globe, cotton ball

House	Blocks	Writing	Art	Discovery
Wk 1	Wk 1 balls and dump trucks	Wk 1 pom poms to make their names	Wk 1 marble painting	Wk 1 balls and scales, Balls that have been cut open, magnifying glasses.
Wk 2	Wk 2 tubes and ramps	Wk 2 ball pictures and words	Wk 2 materials to make balls	Wk 2 balls in the water table to explore sink and

				float
Wk 3 create a sports store	Wk 3	Wk 3 materials to make books	Wk 3 photos of balls for easel	Wk 3 use a bike pump to inflate balls
Wk 4 sports store	Wk 4 marble run	Wk 4	Wk 4 paper mache to make balls	Wk 4 magnetic balls
Wk 5 sports store	Wk 5	Wk 5	Wk 5	Wk 5
Wk 6	Wk 6	Wk 6	Wk 6	Wk 6

Outside:

Beach balls and pool noodles, baskets and balls, bowling, hoppy balls to sit on, bike pumps to inflate balls, chart to record what balls bounce the highest, how many times can you bounce a ball and which balls roll the fastest or farrest.

Music/Songs:

Take me out to the Ball Game

Take me out to the ballgame. (Pretend to be swinging a baseball bat.)

Take me out with the crowd.

Buy me some peanuts and Cracker Jack. (Use one hand to motion like you are popping a piece of popcorn into your mouth.)

I don't care if I never get back. (Shake your head back and forth like you are saying *no*.)

Oh it's root, root, root for the home team. (Pump your fist three times like you are cheering.)

If they don't win it's a shame. (Hold both hands out with the palms facing up.)

For it's 1, 2, 3 strikes - you're out (Count to three on your fingers and then point out to the side like a baseball umpire.)
at the old, ball game!

Sock Ball

Let's throw the sock ball up and down.

Let's throw the sock ball up and down.

Let's throw the sock ball up and down.

Let's throw the sock ball up and down.

Let's roll the sock ball round and round.

Let's roll the sock ball round and round.

Let's roll the sock ball round and round.
Let's roll the sock ball round and round.

Let's squeeze the sock ball, squeeze, squeeze, squeeze.
Let's squeeze the sock ball, squeeze, squeeze, squeeze.
Let's squeeze the sock ball, squeeze, squeeze, squeeze.
Let's squeeze the sock ball, squeeze, squeeze, squeeze.

Put the sock ball on your head.
Put the sock ball on your head.
Put the sock ball on your head.
Put the sock ball on your head.

Kick the sock ball around the room.
Kick the sock ball around the room.
Kick the sock ball around the room.
Kick the sock ball around the room.
Kick the sock ball around the room.

Kick it over here - **(Repeat)**
Kick it over there - **(Repeat Kick it back here)**
Kick it anywhere - **(Repeat)**
I love my sock ball, yes I do,
(Repeat three more times)

A tisket, a tasket

A tisket, a tasket
Throw your ball in the basket
Throw your ball, throw your ball
Throw your ball in the basket

The Magic Ball

The magic ball goes round and round.

Pass it quickly if you are around.

If you're the one to hold it last.

That means it's time for you to _____ (sing activity here..get jacket on, go to interest centers, wash your hands, etc.)

And you are out!

questions about key elements in a familiar text.	KDI: The Arts & Phys. Dev. Hlth & Well-Being	
RI.PK.2 With prompting and support, recall important facts from a familiar text.	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.	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.	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.	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	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.	W.PK.1 Use a combination of drawings, dictation, scribe writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	
SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.	W.PK.2 Use a combination of drawings, dictation, scribe 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)	APPROACHES TO LEARNING KDI: Appr. to Learning
LANGUAGE KDI: LLC	MATH KDI: Arts & Sciences (math)	Standard 9.1 Children demonstrate initiative, engagement, and persistence.
		Standard 9.2 Children show creativity and imagination.
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.	Standard 4.1 Children begin to demonstrate an understanding of number and counting.	Standard 9.3 Children identify and solve problems.
	Standard 4.2 Children demonstrate an initial understanding of numerical operations.	Standard 9.4 Children apply what they have learned to new situations.
	Standard 4.4 Children develop spatial and geometric sense.	SOCIAL STUDIES, FAMILY, AND LIFE SKILLS KDI: Arts & Sciences (Social Studies) & Appr. to Learning
L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading	SCIENCE KDI: Arts & Sciences (Science & Technology)	Standard 6.1 Children identify unique characteristics of themselves, their families, and others.
	Standard 5.1 Children develop inquiry skills.	Standard 6.2 Children become contributing members of the classroom community.

awareness, data analysis LAL – writing, alphabetic knowledge, listening and comprehension Science – observing, classifying, experimenting and predicting, uses tools and technology					
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NJ 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 2.1 Children develop self-help and personal hygiene skills.		Standard 0.1 Children demonstrate self-confidence.	
RL.PK.2 With prompting and support, retell familiar stories or poems.		Standard 2.2 Children begin to develop the knowledge and skills necessary to make nutritious food choices.		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 2.3 Children begin to develop an awareness of potential hazards in their environment.		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		VISUAL & PERFORMING ARTS		Standard 0.5 Children exhibit pro-social behaviors.	