



**Mrs. Tamasan**  
**Orange Early Childhood Center**  
**(2016-2017 SY)**

## OBOE Preschool Planning at a Glance

Teacher/Assistant: Mrs. Tamasan, Ms. Elias, Mrs. Romero

Unit of Study/Reason: Trees

Date: March 6, 2017

Length of Study: 6-8 Weeks

Possible Unit Topics (add more weeks if necessary) –

Weeks 1- What are trees? Parts of the tree.

Week 2 – What do trees need and where do we find them?

Week 3 – What are different kinds of trees?

Week 4 – Why are trees important?

Week 5 & 6- What comes from trees?

Week 7- Taking care of trees

Week 8- Planting

Field Trips: Arboretum / Nature walks/ Garden Center –walking trip

Skills for Week 1	Skills for Week 2	Skills for Week 3	Skills for Week 4	Skills for Week 5&6	Skills for Week 7&8
<p><b>Math:</b> measurement, 1 to 1 correspondence, sorting</p> <p><b>LAL:</b> writing, listening &amp; comprehension, alphabetic knowledge, phonological awareness.</p> <p><b>Science:</b> comparing/contrasting Sorting/classifying.</p>	<p><b>Math:</b> measurement, 1 to 1 correspondence, sorting</p> <p><b>LAL:</b> writing, listening &amp; comprehension, alphabetic knowledge, phonological awareness.</p> <p><b>Science:</b> comparing living and non-living things and their homes.</p>	<p><b>Math:</b> shapes , number recognition, counting, positional words</p> <p><b>LAL:</b> writing, building vocabulary, letter recognition</p> <p><b>Science:</b> observing and classifying</p>	<p><b>Math:</b> counting, one to one correspondence, <b>LAL:</b> writing, letter and letter sounds, listening and comprehension</p> <p><b>Science:</b> sorting and classifying, nutrition</p>	<p>Math: counting, one to one correspondence, LAL: writing, letter and letter sounds, listening and comprehension</p> <p>Science: sorting and classifying, nutrition</p>	<p><b>Math:</b> counting, one to one correspondence, <b>LAL:</b> writing, letter and letter sounds, listening and comprehension</p> <p><b>Science:</b> sorting and classifying, nutrition</p>

--	--	--	--	--	--

**Vocabulary:** grow, leaves, nutrients, botany, branch, bud, flower, dirt, food, fruit, petals, plant, pollen, rain, roots, seed, seedling, soil, sprinkler, sprout, stem, sunlight, trunk, vine, water, watering can, succulent, farmer, field, garden, nature, nursery, vegetation, lawn, bush, evergreen, grass, Oaktree, habitat, harvest, shade, shelter, wood, birch tree, cherry blossom, maple tree, landscape, palm tree, recycle, earth, reduce, reuse, nest,

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

House	Blocks	Writing	Art	Toy Area
Gardening tools Turn into a flower shop/nursery Plants Seeds Pretended fruits/vegetables	Toy trees, bushes/ flowers to add to their structures.	Making labels for the flower shop/nursery in the house area  Make a tree dictionary  Add gardening magazines	Make still art and draw/paint different types of flowers.  Hang different still art by famous artists  Add seed to make art representations  Paint with evergreen tree branches	Tree puzzles  Sorting seeds  Food/plant memory game  Part of the tree memory game

Featured Books			
Title: Be a Friend to Trees  Fiction or Non-Fiction	Title: The Tiny Seed  Fiction or Non-Fiction	Title: Planting a Rainbow  Fiction or Non-Fiction	

<p><b>Questions</b></p> <p><b>Level 1:</b> What is one way to care for a tree?</p> <p><b>Level 2:</b> Skill/Concept How do you plant a tree?</p> <p><b>Level 3:</b> Critical Thinking What do trees give us?</p> <p><b>Level 4:</b> Extended Thinking What happens to trees if they are cut down/not taken care of? What will happen to all the resources that trees give us?</p>	<p><b>Questions</b></p> <p><b>Level 1:</b> Recall Where did the seed come from?</p> <p><b>Level 2:</b> Skill/Concept How did the seed grow?</p> <p><b>Level 3:</b> Critical Thinking How did the flower begin its life?</p> <p><b>Level 4:</b> Extended Thinking Where can you find seeds? Did you ever eat a seed? What else can you do with a seed?</p>	<p><b>Questions</b></p> <p><b>Level 1:</b> Recall What is 1 flower in the book that you liked?</p> <p><b>Level 2:</b> Skill/Concept What do flowers need to grow?</p> <p><b>Level 3:</b> Critical Thinking What are some things that you need to grow that flowers need as well?</p> <p><b>Level 4:</b> Extended Thinking How do flowers get their nourishments?</p>	
---	---	--	--

NJ Teaching and Learning Standards: Check off (x) all the Standards that will be covered (**Gloria is working on a drop down version so that all the standards and indicators will be represented in this section – once it is completed, the revised template will be sent to you**)

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.	X	Standard 0.1 Children demonstrate self-confidence.
X	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.	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.	X	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 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.
X	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	

	<b>RI.PK.3</b> With prompting and support, make a connection between pieces of essential information in a familiar text.		<b>Standard 1.2</b> Children express themselves through and develop an appreciation of music.		<b>Standard 7.1</b> 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.
	<b>SPEAKING AND LISTENING</b> <b>KDI: LLC &amp; Social &amp; Emotional Dev.</b>		<b>Standard 1.3</b> Children express themselves through and develop an appreciation of dramatic play and storytelling		
<b>X</b>	<b>SL.PK.1,a,b</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.	<b>X</b>	<b>Standard 1.4</b> Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)		<b>READING FOUNDATIONAL SKILLS</b> <b>KDI: LLC</b>
	<b>SL.PK.2</b> Ask and answer questions about a text or other information read aloud or presented orally.		<b>WRITING</b> <b>KDI: LLC</b>		<b>RF.PK.1,a,b,c,d</b> 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.
	<b>SL.PK.3</b> Ask and answer questions to seek help, get information, or follow directions.	<b>X</b>	<b>W.PK.1</b> Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.		
	<b>SL.PK.4</b> Begin to describe familiar people, places, things, and events and sometimes with detail.		<b>W.PK.2</b> Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.		
	<b>SL.PK.5</b> Use drawings or visual displays to add to descriptions to provide additional detail.		<b>W.PK.3</b> (Begins in kindergarten)		<b>APPROACHES TO LEARNING</b> <b>KDI: Appr. to Learning</b>
	<b>LANGUAGE</b> <b>KDI: LLC</b>		<b>MATH</b> <b>KDI: Arts &amp; Sciences (math)</b>		<b>Standard 9.1</b> Children demonstrate initiative, engagement, and persistence.
<b>X</b>	<b>L.PK.1,a,b,c,d,e,f</b> 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.	<b>X</b>	<b>Standard 4.1</b> Children begin to demonstrate an understanding of number and counting.		<b>Standard 9.2</b> Children show creativity and Imagination.
			<b>Standard 4.2</b> Children demonstrate an initial understanding of numerical operations.	<b>X</b>	<b>Standard 9.3</b> Children identify and solve problems.
			<b>Standard 4.4</b> Children develop spatial and geometric sense.		<b>Standard 9.4</b> Children apply what they have learned to new situations.
			<b>SCIENCE</b> <b>KDI: Arts &amp; Sciences (Science &amp; Technology)</b>		<b>SOCIAL STUDIES, FAMILY, AND LIFE SKILLS</b> <b>KDI: Arts &amp; Sciences (Social Studies) &amp; Appr. to Learning</b>
	<b>L.PK.2,a,b,c,d</b> Begin to understand the simple conventions of standard English grammar through 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		<b>Standard 5.1</b> Children develop inquiry skills.		<b>Standard 6.1</b> Children identify unique characteristics of themselves, their families, and others.
			<b>Standard 5.2</b> Children observe and investigate matter and energy.	<b>X</b>	<b>Standard 6.2</b> Children become contributing members of the classroom community.
			<b>Standard 5.3</b> Children observe and investigate living things.		<b>Standard 6.3</b> Children demonstrate knowledge of neighborhood and community.
					<b>Standard 6.4</b> Children demonstrate awareness of the cultures within their classroom and community.

	writing activities throughout the day.	X	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.