

Big Day

<p>Classroom: TK Month: January</p>	<p>Theme: Our Community Big Ideas: Places we go, people we meet, things that move, going green</p>		
<p>Knowledge Focus: Children learn about the role of the community in their lives and the importance of good citizenship.</p>	<p>Vocabulary: Community, Workers, Transportation, Environment</p>	<p>Habits of Mind/Social/Emotional Focus: Children learn and explore different roles and responsibilities they have as part of their classroom community in which they live (Responsibility)</p>	
<p>Guiding (Focus) Question: Who are the people in my community?</p>			
<p>Big Idea Weekly Projects: Make a community map, have we met?, try a pattern that moves, helping the earth</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity - CR • Critical Thinking - CT • Communication - COM • Collaboration - COL 		
<p>Week 1 January 7-10 – Places we go Additional Books:</p> <p>Domain: Social – Emotional Development, Strand: Social and Emotional Health, Sub-Strand: Empathy and Caring SS- Understand when others need help or are in distress and respond in a helpful way (4.1) Activities: CR: Sing the song, “Down by the Firehouse.” Page 21 CT: Science Poster #5. Page 21 COM: “To the Rescue” Social Studies. Page 21 COL: Let’s Stop, Drop, and Roll activity. Page 21</p> <p>Language and Literacy, Strand: Listening and speaking: Use of English Grammar SS- Demonstrate the use of complex sentences that communicate three to four concepts (3.1) Activities: CR: Make a community map. Children participate in community discussion. Page 39 CT: Find the Fire (Sentences with positional words). Page 21 COM: “Jiggety, Jig” song. Page 31 COL: “Our Stories” activity. Page 32</p>		<p>Physical Development, Strand: Fundamental Movement Skills, Sub-Strand – Locomotors Skills SS- Walk with balance, while walking forward and sideways on a narrow elevated surface (2.1) Activities: CR: Zoom with Me activity. Page 37 CT: Listen to directions from teacher (using positional back: forward, backwards, sideways, etc.) COM: Sing “Hokey, Pokey.” COL: Follow the leader on the curb in the playground.</p> <p>Health, Strand: Safety, Sub-Strand: Injury Prevention SS- Identify people who are strangers and how to avoid contact with strangers (2.7) Activities: CR: Draw a picture of yourself in a setting where you feel safe. CT: Circle Map: Who do you go to when you need help? COM: Think, Turn, Talk Discussion: How are ways that we stay safe? COL: Share your drawing with a partner, table members, or class.</p>	

Mathematics, Strand: Number Sense, Sub-Strand: Measurement and Data

SS- Classify objects and counts the number of each object in each category (3.5)

Activities:

CR: More or less. Make a Chore Chart. Page 27

CT: Syllable clap. Page 13

COM: Our Community Big Wall Chart #3. Count the vehicles, people, buildings, etc. Page 13

COL: Count the chores in each column of the chore chart. Page 27

Visual and Performing Arts, Strand: Drama, Sub-Strand: Creative Expression

SS- Engage in role playing situations with imagination and creativity (2.1)

Activities:

CR: Fine Arts: Helping Hands Page 27

CT: Daily Connections: Conduct a fire drill. What are the three things you have to do. Page 18

COM: Act out different community workers in the community.

COL: Pretend to welcome a new person to the community and provide a community tour. Page 11

History – Social Science, Strand: Sense of Time, Sub-Strand: Personal History

SS- Compare current abilities with skills at a younger age (3.1)

Activities:

CR: Fold a paper in half. Draw a picture when you were a baby on the left, and what you look like now on the right.

CT: Tree Map: Things you did as a baby vs. things you do now. Linguistic Pattern: “I used to _____, now I _____.”

COM: Think, Turn, Talk using Linguistic Pattern from Tree Map.

COL: Act out things they can do now and the class guesses.

Science, Strand: Science Inquiry, Sub-Strand: Statistics, Data Analysis, and Probability

SS- Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information (2.1)

Activities:

CR: Directed drawing of a bike using triangles and circles.

CT: Transportation Graph: Bike, Car, Walk

COM: Tally Chart from Transportation graph.

COL: Children cut out pictures from magazines and newspapers to add to different vehicle posters around the room (Similar to GLAD OBSERVATION CHARTS).

Week 2 January 13-17 People we meet

Additional Books:

Domain: Social – Emotional Development, Strand: Social and Emotional Health, Sub-Strand: Empathy and Caring

SS- Describe positive ways of showing care, consideration and concern for others (4.2) Dot the Fire Dog

Activities:

CR – Make your own dalmation. Use thumbprint to make spots, add hat.

COL – Dogs Day at the Firehouse - pg. 59

CT – Animal Workers - pg . 59

COM – Help Someone Today - pg. 59

Language and Literacy, Strand: Listening and speaking: Use of English Grammar

SS- Use age appropriate grammar, word forms, such as a subject verb agreement, progressive tense, regular past tense, irregular plurals, pronouns, and possessives (3.2)) Jobs

Activities:

CR – Children Draw and Write – pg. 67 (stick puppet or paper doll)

CT – Write Together – pg. 67

COM – Get Ready to Write – pg. 67

COL – Post and discuss the drawings.

Mathematics, Strand: Number Sense, Sub-Strand: Measurement and Data

SS- Describe measurable attributes of objects, such as length and weight (3.6)

Activities:

COM – Give and Follow Directions – pg. 49

COL – Sidewalk chalk drawing of partners, measuring with string, compare and graph

CT – Compare weight of community helper tools.

CR – Weave a Grid – pg. 49

Visual and Performing Arts, Strand: Drama, Sub-Strand: Creative Expression

SS- Engage in role playing situations with imagination and creativity (2.1)

Activities:

COM – Read and discuss story – pg. 55

COL – Play community helper “Freeze” game.

CT – What’s My Job? – pg. 55

Physical Development, Strand: Fundamental Movement Skills, Sub-Strand – Locomotor Skills

SS- Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop (2.2)

CR/COL – Play “A Day at the Firehouse” pg. 66

CT – We are Firefighters – pg. 59

COM – Brainstorm what a firefighter does...

Health, Strand: Safety, Sub-Strand: Injury Prevention

SS- Explain the importance of telling a trusted adult if you see or hear about someone having a weapon (2.10)

CR – Use playdough to make community helper tools.

CT – What is a weapon? What is it used for?

COM – Brainstorm Tools VS. Weapons chart and discuss importance of telling an adult if you find or see a weapon.

COL – Share playdough tool and role play.

History – Social Science, Strand: Sense of Time, Sub-Strand: Personal History

SS- Compare current abilities with skills at a younger age (3.1)

ABCDrive

CR – Create a puppet. pg. 73

CT – How do you know your old enough to

COM – Share the book pg. 71 / Stand for the Letter pg. 71

COL – Create a play pg. 73

Science, Strand: Science Inquiry, Sub-Strand: Statistics, Data Analysis, and Probability

SS- Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information (2.1)

Activities:

CR – Bring in pictures/cutouts of community helpers.

CT – Think/Turn/Talk – pair/share about pictures

COM – Discuss the Graph

COL – Sort, tally, and create graph with pictures.

CR – Community Helpers Parade – (Based on story-word parade) pg. 54

Week 3 January 20-24 Things that move

Domain: Social – Emotional Development, Strand: Social and Emotional Health, Sub-Strand: Empathy and Caring

SS- Strategize ways of helping family members at home (4.3)

Activities:

TE page 81 – Social-emotional Responsible Walkers activity:

Use wall chart, discuss how family and people are being responsible

COM – children discuss safety rules for walking in their community

CR – make STOP and GO signs

CT – why do we need to be safe walking in our communities?

COL – children take turns directing each other to walk across pretend streets in the classroom or outside

Language and Literacy, Strand: Listening and speaking: Use of English Grammar

SS- Able to print most upper and lower case letters (3.3)

Activities:

Language Arts - Listening & Speaking: Begin to write simple words drawing on knowledge of sound letter relationships

Book - Carlos Likes Counting, TE page 88 - Observe Activity

COM – read story, 2nd read – sound out words on page 2 and 3

CR – use sentence strip to draw a picture of the word chosen

CT – students will work together to sound out words and write them

COL – work with partner on the sentence strip to write a word that corresponds with the number on the sentence strip

Mathematics, Strand: Number Sense, Sub-Strand: Measurement and Data

SS- Make comparisons of objects for attributes (3.7)

Activities:

Book – Carlos Likes Counting, TE Page 88, Number Sense activity

COM – students choose a page in the book they like

CR – draw a picture of the same page they like from the book

CT – choose a magnetic number 1-5 from a bag and identify the numeral and match the number amount to quantity of items to their drawings

COL – share their pictures with their peers and explain their attributes they drew, create a class mural

Physical Development, Strand: Fundamental Movement Skills, Sub-Strand – Locomotor Skills

SS- Travel in straight, curved, and zigzag pathways (2.3)

Activities:

Book – Dig Dig Digging, TE page 93, Physical Dev. Activity

COL – students name the vehicles in the book

CR – act out the movement of the vehicles traveling in straight, curved, or zigzag lines

CT – how can we move like a vehicle with our body?

COL – students work in pair to create 2 motions a machine makes

Health, Strand: Safety, Sub-Strand: Injury Prevention

SS- Role-play what to do if a stranger at home, in a car, or on the street approaches you (2.12)

Activities:

Book – I'm Your Bus, TE page 94, Responsibility on the Street

COL – Students suggest ways to complete this sentence “I can be safe on the street by_____”

CR– students act out the scene of the car and stranger danger!

CT – what do we do to keep safe?

COL – chart responses and children can make a book

History – Social Science, Strand: Sense of Time, Sub-Strand: Personal History

SS- Share more detailed autobiographical stories about recent experiences (3.1)

Activities: **History-Social Science – Sense of Time:** Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences

Book – ABC Drive, TE page 104,

COL – discuss use of our car seats, booster seats, and seatbelts for safety

CR – draw a picture of self sitting in own car with safety features being used

CT – thinking about the safety used daily in the car

COL – create with the class a time line from baby seat to becoming a driver in their own car

Visual and Performing Arts, Strand: Drama, Sub-Strand: Creative Expression

SS- Perform pantomimes to retell a familiar story (2.3)

Activities:

Book – Dig Dig Digging, TE Page 93, Oral Language and English Lang. Dev.

COL – read the story and discuss the action words in the story

CR – students will select a word when the teacher says “GO” and they will act out their word

CT – talk about the vehicles in the book and how they make sounds specific to the story

COL – together chart the sounds the various vehicles make in the book

Science, Strand: Science Inquiry, Sub-Strand: Statistics, Data Analysis, and Probability

SS- Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail (2.2)

Activities:

Book – ABC Drive, TE page 101, Science and Health Activities

COL – discuss vehicle movement and motions, such as rolls and flies

CR – play the game under science and health on page 101

CT – what part of the vehicle helps it go fast, slow, or into the sky?

COL – chart findings and classify vehicles by rolls, flies, sails

Week 4 January 27-31 Going green

Domain: Social – Emotional Development, Strand: Social and Emotional Health, Sub-Strand: Empathy and Caring

SS- Strategize ways of helping family members at home (4.3)

Activities:

Cr- Make a “Trash” picture using materials. Discuss what do you recycle at home, what can recycle from your snack.

Ct- Make a coupon book for students to do at home and discuss ect- make bed, clean up your room.

Com- Make a list of how your students help at home.

Col- Tell your elbow partner about how you help at home.

Language and Literacy, Strand: Listening and speaking: Use of English Grammar

SS- Begin to use question words and prepositions (3.4)

Activities:

Cr- Sing “This old Earth” pg 44 Pg 123 Reread “The clean up surprise”. Ask question- How did Fred and others reuse materials?

Ct- Discuss” what is a question? “ What is a Preposition? Eg. on the tree, after school.

Com- A student shares in front of the class and students ask them 3 questions.

Col- Students work with elbow partner and think of 2 questions about the room, weather, family ect.

Mathematics, Strand: Number Sense, Sub-Strand: Measurement and Data

SS- Demonstrate concepts of time and days of the week (3.8)

Activities:

Cr- Sing Days of the Week song during calendar

Ct- Discuss the year 2013 and compare to the year 2014.

Com – Discuss students Winter break activities. (past)

Col – Tell your elbow partner 3 things you will do in the new year. (future)

Visual and Performing Arts, Strand: Drama, Sub-Strand: Creative Expression

SS- Portray in play activities various roles, family, teachers, and community helpers (2.5)

Activities:

Cr- Make a community helper puppet using lunch bags pg 128

Ct- match pictures/ items with community helpers jobs. ie rolling pin=baker

Com use “ home center” plastic people family and have student act out what people would say .ex- Father says....., Mother says....., Police say.....

Col-Share with the class what your parents do for a living.

Physical Development, Strand: Fundamental Movement Skills, Sub-Strand – Locomotor Skills

SS- Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping (2.5)

Activities:

Cr Animal Action- students can hop like a bunny, ect

Ct Teach students how to play hopscotch

Com- Tell partner an animal name and then ask them to move like the animal.

Col- Play follow the leader and walk, jump, gallop with students.

Health, Strand: Safety, Sub-Strand: Injury Prevention

SS- Show how to answer the phone in a safe way (2.11)

Activities:

Cr-Color pictures of phone and practice pointing to numbers to make a “call”.

Ct- Students practice their phone numbers.

Com- Practice good phone manners with an elbow partner.

Col= Use play cell phones and have students respond to questions you ask them.

History – Social Science, Strand: Sense of Time, Sub-Strand: Personal History

SS- Compare current abilities with skills at a younger age (3.1)

Activities:

Cr Sequence pictures of different ages of people- ex baby , toddler, adult, teenager

Ct Look at pictures of students from September and discuss what they know now compared the beginning of the year.

Com- Discuss what you can do that your little brother , sister or younger friend can’t do.

Col-compare a picture of a baby and a teenager and tell 2 things that are different to the class.

Science, Strand: Science Inquiry, Sub-Strand: Statistics, Data Analysis, and Probability

SS- Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail (2.2)

Activities:

Cr- Make a puppet using lunch bags and other materials. Discuss which materials are reusable pg. 128

Ct Pg. 115 We need Earth Downloads- match cutouts and discuss. – Science and earth
Com – Pg. 127- Share book “Big Earth, Little Earth”. Use picture clues on how the boy or girl in each picture is helping the earth.

Col- Have students talk to Clifford about how to be responsible and be good to earth.
Pg. 128

