

PREKINDERGARTEN FAMILY SCRAPBOOK: UNIT 3

CONCEPTS AND ENDURING UNDERSTANDINGS:

Unit: Family Scrapbook

Time Frame: Four Weeks

Key Concepts: Family composition; traditions and change

Concept Overview:

Families are special groups of people who live together and love and care for each other.

Families all over the world are alike in some ways and different in other ways. Each child is a special person in a family.

ENDURING UNDERSTANDINGS:

- I am special.
- A family is a group of people consisting of grown-ups and children. Family size and membership differs among families.
- People in families provide each other with a home, food, clothing, protection, education, recreation, and love. The type of home, food, recreation, clothing, and education families provide differs.
- Each person in a family has jobs to do. Rules and responsibilities differ among family members based on their age.
- Families have rules that help the members know how to behave and get along.
- Families share daily rituals, cultural traditions, and special celebrations unique to their family.
- Families change over time.

ESSENTIAL QUESTIONS:

1. What is a family?
2. How are families similar and different?

GUIDING QUESTIONS:

1. What is special about each individual person?
2. What is a family? What is a person?
3. Why do we need a family?
4. Who is in your family? How do you take care of each other?
5. What are some jobs/rules in your family?
6. What is a tradition? What are some different kinds of traditions? What are some special traditions you have in your family?
7. How do individuals/families change over time?

Lesson Sequence

1. Children will identify and describe what makes each person in the prekindergarten class an individual and important person.
2. Children will identify what parts make up a person and create a person.
3. Children will tell the names of members of their family to identify their relationship.
4. Children will describe families as adults and children who love and take care of each other. Children will relate to their own families.
5. Children will paint a family portrait.
6. Children will compare family members.
7. Children will tell how family members can be like one another in some ways and different in other ways.
8. Children will name jobs and responsibilities that each family member has to do.
9. Children will tell rules in their family and explain why the rules are important.
10. Children will demonstrate how to cooperate and solve conflicts within their family.
11. Children will define family traditions.
12. Children will participate in traditions. (*2 days)
13. Children will tell a story about a family tradition.
14. Children will show and tell how families change over time.
15. Children will identify and show that families change over time (as a normal part of life) as a result of situations that occur in life.
16. Children will show that as families change, different things happen in the family, but some parts of family life will always stay the same.
17. Children will identify that families have a past that is continued through stories family members tell. Children will tell a story about past events from their family.
18. Children will define and create a shelter.
19. Children will celebrate their family by sharing a family scrapbook.

Reading English Language Arts

[https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades PK K MCCR ELA%20Standards.pdf](https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf)

<p>Family Scrapbook 4 Weeks</p>	<p style="text-align: center;">Read Aloud/ Book and Print Daily Essential Question: How can we be star readers? Why do we read? What makes a great story? How do words and pictures help tell a story?</p>	<p style="text-align: center;">Phonological Awareness Daily (Heggerty)</p>	<p style="text-align: center;">Alphabetic Awareness Day 1 Identify and construct. Day 2 Letter Sound Essential Question: Why is it important to know about letters?</p>	<p style="text-align: center;">Writing 2 Days Essential Questions: How can we represent thoughts and ideas? How can we be star writers? Why are we writing and for whom? How do writers get their ideas?</p>	<p style="text-align: center;">Word Work/ Phonemic Awareness Day 5 Essential Question: Why is it important to identify the differences in sounds? • How are words made to convey meaning?</p>
	<ul style="list-style-type: none"> • Format of front cover • Title vs. Picture • Define author illustrator and photographer • Tell what book is about, gives clues to the story inside • Identify name in print. • Answer and ask questions about text • Participate in group reading activities • Gain exposure to common types of literary text. • Recall one or more details in a story • Connect text to life experiences • Define characters: A story is about someone or something Who they are? Describe them What did they do? How did they feel? What character would you like to be? Why? • Produces complete sentences • Develops and uses nouns and verbs 	<p style="text-align: center;">Heggerty Week 4-7</p>	<ul style="list-style-type: none"> • Identify, construct and tell sound of letter Ii • Identify, construct and tell sound of letter Hh • Identify, construct and tell sound of letter Ff • Identify, construct and tell sound of letter Ee 	<p>Shared Writing (Students contribute ideas but the teacher holds the pen and models writing habits explicitly)</p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic • Strengthen fine motor skills: coloring, tracing, and using correct grip • Build and Sing Mat Man p.36-37 • We will use shapes to draw a picture. • We will draw a picture that includes all major parts. 	<p>Snap Word see We will identify and build see.</p> <p>Snap Word I We will identify</p> <p>Identify and write name with capital letter.</p> <p>Recognize rhyming words in spoken language</p> <ul style="list-style-type: none"> • Knows that rhyming words are words that sound the same at the end; listens to a variety of series of three rhyming words, and a variety of series of three non-rhyming words, and to the explanations given for why each series does or does not rhyme • Identify two words that rhyme out of a group of three given words, objects, or pictures

MATHEMATICS

<https://www.ixl.com/standards/maryland/math/pre-k>

Counting and Cardinality	Operations and Algebraic Thinking	Measurement and Data	Geometry
<p>Essential Question:</p> <ul style="list-style-type: none"> • What is counting and how is it used? 	<p>Essential Questions:</p> <p>How can we represent quantities in different ways?</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we compare groups of objects? <p>Why and how can we sort objects?</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we create different shapes using different materials? • What whole can be made from these parts and what parts make this whole? <p>Is there a pattern?</p>
<p>For quantities of 0-4, demonstrates understanding of the following:</p> <ul style="list-style-type: none"> • Rote count to 10 (PK.CC.A.1) • Numerical order before/after (PK.CC.A.2) • Number recognition (PK.CC.A.2 PK.CC.A.3) • Match numbers and quantities (PK.CC.A.4 PK.CC.B.4) • 1:1 correspondence (PK.CC.B.4 PK.CC.B.4a) • Identify and count collections (PK.CC.B.4 PK.CC.B.4a PK.CC.B.4b PK.CC.B.4c) • Counting order (PK.CC.A.2 PK.CC.A.4) • Use a 5-frame to show and count quantities (PK.CC.B.4b, PK.CC.B5) • Construct collections (PK.CC.B.4 PK.CC.B.4a) 	<ul style="list-style-type: none"> • Represent simple addition and subtraction problems with objects, fingers, mental images, drawings, sounds acting out situations, or verbal explanations up to 5 (PK.OA.A.1) • For any quantity 1-5, use objects or drawings to find the quantity that must be added to make 5 (PK.OA.A.3) • Compare and order events 	<ul style="list-style-type: none"> • Describe and compare items by size and height (PK.MD.A.1) • Identify bigger/smaller, taller/shorter (PK.MD.A.2) • Sort objects 1 way (shape, color, and size) (PK.MD.B.3) <p>Compare groups of objects to determine same/more (PK.MD.B.4)</p>	<ul style="list-style-type: none"> • Match and identify 2-dimensional shapes: circle (PK.G.A.1) • Group the shapes by like attributes and distinguish between examples and non-examples of circles (PK.G.A.2) • Sort shapes by 1 attribute (PK.G.2) • Match, sort, and identify 3-dimensional shapes: sphere (PK.G.B.3) • Use real world examples to describe spheres (PK.G.B.4) • Construct and describe structures using 3-D shapes (PK.G.B.5) • Assemble up to a 10 piece puzzle

<p>PK.CC.B.4b PK.CC.B.4c PK.CC.B.5)</p> <ul style="list-style-type: none">• Recognize quantities/subitizing (PK.CC.A.4)• Compare collections to tell if same or greater than (PK.CC.C.6) <p>Counting on from a specified number (PK.CC.A.1 PK.CC.A.2 PK.CC.A.4)</p>			
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STANDARDS AND INDICATORS:

Reading English Language Arts

https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K/MCCR_ELA%20Standards.pdf

Reading: Literature

RL.PK.1. With modeling and prompting, answer questions about details in a text.

RL.PK.2. With modeling and support, retell familiar stories/poems.

RL.PK.3. With modeling and support, identify characters, settings and major events in a story.

RL.PK.4. With modeling and support, answer questions about unknown words in stories and poems.

RL.PK.5. Gain exposure to common types of literary texts (e.g., storybooks, poems).

RL.PK.6. With modeling and support, identify the role of author and illustrator.

RL.PK.7. With modeling and support, tell how the illustrations support the story.

RL.PK.9. With modeling and support, compare adventures and experiences of characters in familiar stories.

RL.PK.10. Actively engages in group reading activities with purpose and understanding.

Reading: Informational Text

RI.PK.1. With modeling and support, answer questions about details in an informational text.

RI.PK.2. With modeling and support, recall one or more detail(s) related to the main topic from an informational text.

RI.PK.3. With modeling and support, connect individuals, events, and pieces of information in text to life experiences.

RI.PK.4. With modeling and support, answer questions about unknown words in a text.

RI.PK.5. With modeling and support identify the front cover, and back cover of a book.

RI.PK.6. With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.

RI.PK.7. With modeling and support, tell how the illustrations/photographs support the text.

RI.PK.8. With modeling and support identify the reasons an author gives to support points in a text.

RI.PK.9. With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).

RI.PK.10. Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

RF.PK.1. Demonstrate understanding of basic features of print.

RF.PK.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.PK.4. Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.

Writing

W.PK.1. With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.

W.PK.2. Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.

W.PK.3. With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.

W.PK.5. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.

W.PK.6. With prompting and support from adults, explore a variety of digital tools to express ideas.

W.PK.8. With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.

Speaking and Listening

SL.PK.1. Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.

SL.PK.2. Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.

SL.PK.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PK.4. Describe familiar people, places, things, and events with modeling and support.

SL.PK.5. Add drawings or visual displays to descriptions as desired to provide additional detail.

SL.PK.6. With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.

Language

L.PK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.PK.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.PK.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.PK.5. With modeling and support from adults, explore word relationships and nuances in word meanings.

L.PK.6. Use words and phrases acquired through conversation, being read to, and responding to text.

Mathematics <https://www.ixl.com/standards/maryland/math/pre-k>

Mathematics: Counting and Cardinality

PK.CC.1. Count verbally to 10 by ones.

PK.CC.2. Recognize the concept of just after or just before a given number in the counting sequence up to 10.

PK.CC.3. Identify written numerals 0-10.

PK.CC.4. Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality.

PK.CC.5. Represent a number (0-5, then to 10) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).

PK.CC.6. Recognize the number of objects in a set without counting (Subitizing). (Use 1-5 objects)

PK.CC.7. Explore relationships by comparing groups of objects up to 5 and then 10. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects).

Mathematics: Operations and Algebraic Thinking

PK.OA.3. For any given quantity from 0 to 5, use objects or drawings to find the quantity that must be added to make 5.

Mathematics: Measurement and Data

PK.MD.1. Describe measurable attributes of objects, such as length or weight.

PK.MD.2. Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.

PK.MD.3. Sort objects into self-selected and given categories.

PK.MD.4. Compare categories using words such as more or same.

Mathematics: Geometry

PK.G.1. Match like (congruent and similar) shapes.

PK.G.2. Group the shapes by attributes.

PK.G.3. Match and sort three-dimensional shapes.

PK.G.4. Describe three-dimensional objects using attributes.

PK.G.5. Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.

Fine Arts

https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf

Fine Arts: Dance

1.0 Perceiving and Responding: Aesthetic Education

Students will demonstrate the ability to perceive, perform, and respond to dance.

2.0 Historical, Cultural, and Social Context

Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

3.0 Creative Expression and Production

Students will demonstrate the ability to create and perform dance.

4.0 Aesthetics and Criticism

Students will demonstrate the ability to make aesthetic judgments in dance.

Fine Arts: Music

1.0 Perceiving, Performing, and Responding: Aesthetic Education

Students will demonstrate the ability to perceive, perform, and respond to music.

2.0 Historical, Cultural, and Social Context

Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Fine Arts: Theater

1.0 Perceiving and Responding: Aesthetic Education

Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

2.0 Historical, Cultural, and Social Context

Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.

3.0 Creative Expression and Production

Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

4.0 Aesthetics and Criticism

Students will demonstrate the ability to make aesthetic judgments.

Fine Arts: Visual Art

1.0 Perceiving and Responding: Aesthetic Education

Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

3.0 Creative Expression and Production

Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Social Studies

https://mgaleg.maryland.gov/cmte_testimony/2021/wam/1dgxxW3s6ALH8aZOW2oPG11b9CDVppQ_.pdf

1.0 Political Science

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

2.0 Peoples of the Nation and World

Students will understand how people in Maryland, the United States and around the world are alike and different.

3.0 Geography

Students will use geographic concepts and processes to understand location and its relationship to human activities.

4.0 Economics

Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

5.0 History

Students will use historical thinking skills to understand how individuals and events have changed society over time.

6.0 Social Studies Skills and Processes

Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

FAMILY COMMUNICATION

Thematic Unit Parent Letter Family Scrapbook



Dear Parents/Guardians,

We are beginning a new theme called *Family Scrapbook*. This unit will help your child learn about the composition of different families and their roles and responsibilities. We will discuss our own families and learn that all families have basic needs and responsibilities. Many families celebrate cultural traditions and special holidays. Since your child is part of a family, (s)he will be able to tell us about members in the family and how people in each family help, work together, and share special times with each other.

During *Family Scrapbook* your child will work in the housekeeping center to dramatize the roles and responsibilities of a family. Your child will build different types of houses in the block center. The Art Hub will allow your child to create pictures of his/her own family. Your child will listen to many family stories and learn that families all over the world are alike in some ways and different in others.

Below are the important learning goals for your child during Family Scrapbook:

- Climbing and jumping down from playground equipment using two feet
- Experimenting with different paintbrush techniques to paint a family portrait
- Recognizing and describing circles and spheres
- Identifying rhyming words
- Showing how to turn pages in a book to read
- Recognizing, naming, and constructing taught letters **Cc, Oo, Qq, and Uu**
- Recognizing and reading sight words you/play
- Identifying, sequencing and making sets 0-4
- Rote counting to 10
- Listening to stories and then connecting to personal experiences

You can help attain the learning goals for *Family Scrapbook* by encouraging your child to do simple jobs around the house, define rules and responsibilities and follow through with them, count dinnerware when setting the table, identify sounds inside and outside and find letters _____. It would be a wonderful experience for you and your child to sit together and look at photographs of family members.

It is always a pleasure to have our families visit the classroom. Our thematic celebration is _____. Come and join us to share some of your special family traditions and cultures.