

PREKINDERGARTEN

THE WAY I SEE IT: UNIT 2

CONCEPTS AND ENDURING UNDERSTANDINGS:

Unit: The Way I See It

Time Frame: Three Weeks

Key Concepts: Observation and discovery

Concept Overview:

Scientists and artists both look at the world around them but describe what they see in different ways. When scientists and artists look down, they see many different things on the ground to investigate and represent.

ENDURING UNDERSTANDINGS:

- People use their eyes to see.
- Observation is the process of looking at things very carefully, thinking about what is seen, and describing the properties.
- Properties are the important characteristics of things, including color, size, lines and form (shape), and texture.
- How something looks depends on the view(s) from which it is seen (perspective).
- Scientists are people who describe/write/draw diagrams of things as they really are based on evidence they gather through observation.
- Artists describe/create expressive works of art to show how they understand and feel about what they observed.
- Artists and scientists both make sketches of things they observe. A sketch is a rough, quickly drawn outline of something.
- Scientists and artists use a variety of tools to help them observe and record their findings. (Magnifying glasses, telescopes, microscopes, binoculars, camera, paintbrushes, pencils, crayons, paints, markers...)

ESSENTIAL QUESTIONS:

1. How do artists and scientists view the world?
2. How do we show what we see?

GUIDING QUESTIONS:

1. How do people use their eyes?
2. What do you do when you observe/ describe/ record something?
3. What is a scientist?

4. What is an artist?
5. What tools does an artist use?
6. What are some tools that help us see better?
7. How can you be a scientist?
8. How can you be an artist?

Lesson Sequence

1. Children will name eyes as a part of our body and use eyes to see.
2. Children will experiment with eyeglasses, magnifying glasses, telescopes, microscopes, and binoculars and learn that these tools help people see things better.
3. Children will use the describing process of telling all the details that are noticed.
4. Children will describe objects by size. Some things are big and some are small.
5. Children will describe objects by color.
6. Children will describe objects by form (shape).
7. Children will describe objects by texture.
8. Children will observe objects using the procedural chart.
9. Children will observe from different perspectives.
10. Children will observe and record what they see before and after a change.
11. Children will observe, describe, and record what they see as an artist.
12. Children will arrange and create a still life painting.
13. Children will create a sculpture using Play-Doh or clay.
14. Children will create a work of art through the use of photography.
15. Children will create a collage using objects found in nature.
16. Children will experiment with a variety of tools/methods to act like an artist and scientist.

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>The Way I See it 4 Weeks</p>	<p>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 picture</p>	<p>Phonological Awareness Daily (Heggerty)</p>	<p>Alphabetic Awareness Day 1 Identify and construct. Day 2 Letter Sound Essential Question: Why is it important to know about letters</p>	<p>Writing 2 Days Essential Questions: How can we represent thoughts and ideas? How can we be star writers? Why are we writing and sfor whom? How do writers get their ideas?</p>	<p>Word Work/ Phonemic Awareness 1 Day 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: <p>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?</p> <ul style="list-style-type: none"> • Produces complete sentences • Develops and uses nouns and verbs 	<p>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>Replicate series of 1-3 Sounds.</p> <p>Snap Word: Can We will identify and build can.</p>

MATHEMATICS

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

Counting and Cardinality	Operations and Algebraic Thinking	Measurement and Data	Geometry
<p style="text-align: center;">Essential Question:</p> <ul style="list-style-type: none"> • What is counting and how is it used? 	<p style="text-align: center;">Essential Questions:</p> <p>How can we represent quantities in different ways?</p>	<p style="text-align: center;">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 style="text-align: center;">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 0-3, demonstrates understanding of the following:</p> <ul style="list-style-type: none"> • Rote count to 5 (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) 	<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) 	<ul style="list-style-type: none"> • Describe and compare items by size (PK.MD.A.1) • Identify bigger/smaller (PK.MD.A.2) • Sort objects 1 way (shape, color, and size) (PK.MD.3) • Compare groups of objects to determine same/different (PK.MD.A.2) <p>Display data by answering a yes/no question (problem of the day/center grid) (PK.L.5.a,b)</p>	<ul style="list-style-type: none"> • Match similar 2 -dimensional shapes (PK.G.A.1) • Match similar 3-dimensional shapes (PK.G.B.3) • Group shapes by like attributes and distinguish between examples and non-examples of various 2-dimensional shapes (PK.G.A.2) • Positional concepts: on/off; first/last; top/bottom; under/over; in/out; next/beside; above/below; in front /behind(PK.G.5) • Identify and make figures formed by line and curves (straight, curved, round, wavy, slant, zigzag, and intersecting) <p style="text-align: center;">Copy and extend visual patterns</p>

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

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.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.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.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.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.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: Visual Arts**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.

2.0 Historical, Cultural, and Social Context

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

3.0 Creative Expression and Production

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

4.0 Aesthetics and Criticism

Students will demonstrate the ability to make aesthetic judgments.

Science

https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-appendix_2016.pdf

1.0 Skills and Processes

Students will demonstrate the thinking and acting inherent in the practice of science.

2.0 Earth/Space Science Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.

3.0 Life Science

The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.

4.0 Chemistry

Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.

FAMILY COMMUNICATION

Thematic Unit Parent Letter *The Way I See It*



Dear Parents/Guardians,

We are beginning a theme called *The Way I See It!* This unit will help your child learn how artists and scientists look at the world around them, describe it and record their ideas about it. By the end of the unit your child will know that scientists and artists are both observers, but they see *matter* in different ways. Since your child is an observer too, (s)he can also look at *matter* (stuff in our world) through the eyes of an artist and scientist.

During “*The Way I See It!*” your child will look at matter and observe and describe “stuff” in our world. Like a scientist (s)he will explore objects inside and outside, observe carefully and closely with tools of a scientist, describe parts in detail and record data from observations. Like an artist, your child will make lasting impressions of objects in nature by drawing, painting and creating landscapes of them. Your child will also paint a still life, decide how to sort of pile of objects and make a collection.

Below are the important learning goals for your child during *The Way I See It!*

- Hopping on two feet and galloping at different speeds with control.
- Constructing roads, towers and buildings.
- Sketching objects from different views.
- Making a collection.
- Recognizing numbers 0-3, counting to 3 and making groups of three objects.
- Identifying familiar sounds and their messages.
- Explaining the parts and uses of books.
- Recognizing, naming and constructing taught **letters Ee, Hh, Ii, and Tt.**
- Recognize and read sight words **I, can, see.**

You can help your child attain the learning goals for *The Way I See It!* by looking at books together, talking about stories, sorting household objects, finding letters that have been taught on cereal boxes, and making collections of things found in nature such as twigs, acorns, pebbles and leaves. Wouldn't it be relaxing to take a walk with your child to explore, observe and describe objects around your home?