

The Den Curriculum

March

Unit 6 Title: Get Moving

Length of Unit: 3-4 weeks

Adapted from New Fairfield Public Schools & Norwich Public Schools Preschool Curriculum

	Unit 6: Get Moving
Unit Overview	<p>The purpose of this unit is for children to understand how things move. They will learn that their bodies move in different ways, animals move in different ways and that people in different places use different types of transportation to move from one place to another. They will identify, experience, and create different ways their bodies, animals, and vehicles move in space. This unit will help to develop students' creativity using music, dramatic play and a variety of tools and materials to represent ideas. In addition, children will develop counting and cardinality skills. We will develop student learning of movement primarily through two learning domains from the Connecticut Early Learning and Development Standards: Creative Arts Domain and Mathematical Domain.</p>
ESSENTIAL QUESTIONS	<p>CREATIVE ARTS DOMAIN</p> <ul style="list-style-type: none">• How does your body move? How do different animals move? How do vehicles move?• How many different ways can we move our bodies and vehicles across the room?• Can you represent a type of animal or transportation using movement/ music?• Can you create/represent different vehicles that move using materials? (i.e. toys, art materials)• What materials, props and/or music can you use during play to pretend/act out how people, animals or transportation move?• What purposes do different vehicles serve? What purposes do different body parts serve?

	<p>MATHEMATICS DOMAIN</p> <ul style="list-style-type: none"> ● Which has more / less? (Graphing cars, trucks, planes, wheels, etc) ● How many students have ever used _____ mode of transportation/ridden on an animal? ● How many _____ ? (wheels on the bus, wings on a helicopter, legs and arms a human and animal has, etc.) ● Where do we find numerals on vehicles and can you identify them? (speed limit signs, numbers on a bus, license plates, room numbers: we walk to get there!) ● Can you count the _____? (number of legs animals have vs. people, number of steps/jumps, etc. it takes to get to a specific place, cars on the train, wheels on a car, planes on the runway, buses at the bus stop, etc.)
<p>LEARNING PROGRESSIONS (STANDARDS)</p>	<p>CREATIVE ARTS DOMAIN</p> <ul style="list-style-type: none"> ● Music <ul style="list-style-type: none"> ○ CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music ○ CA.48.2 Imitate or spontaneously sing an entire verse of song ○ CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance) ○ CA.48.4 Spontaneously sing songs and/or participate in songs with gestures ○ CA.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song) ○ CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.) ○ CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft) ○ CA.60.4 Create music using their voices and/or a variety of instruments and materials

	<ul style="list-style-type: none"> ● Visual Arts <ul style="list-style-type: none"> ○ CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge ○ CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts ● Drama <ul style="list-style-type: none"> ○ CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play ○ CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time) ○ CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play ● Dance <ul style="list-style-type: none"> ○ CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet) ○ CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground)
	<p>MATHEMATICS DOMAIN</p> <ul style="list-style-type: none"> ● Number Names <ul style="list-style-type: none"> ○ M.48.1 Say or sign the number sequence up to at least 10 ○ M.60.1 Say or sign the number sequence up to at least 20 ● Cardinality <ul style="list-style-type: none"> ○ M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set ○ M.48.3 Count out a set of objects up to four ○ M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set ○ M.60.3 Count out a set of objects up to five

	<ul style="list-style-type: none"> ● Written Numerals <ul style="list-style-type: none"> ○ M.48.4 Recognize written numerals up to at least five ○ M.60.4 Recognize written numerals up to at least 10 ● Recognition of Quality and Comparison <ul style="list-style-type: none"> ○ M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects ○ M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items
FOCUS AREAS	<ol style="list-style-type: none"> 1. Modes of transportation (types of transportation/vehicles) 2. How things move (people, animals, vehicles) 3. Commuting (how vehicles, animals, and people move from place to place) 4. Vehicle purposes (i.e. trucks transport materials, cars people, etc) 5. Where vehicles move (Water, Air, Space, Ground)
KEY VOCABULARY	<ol style="list-style-type: none"> 1. Modes (vehicle, caboose, engine, train car, ship, automobile, bicycle, canoe, kayak, yacht) 2. Animals (legs, arms, paws, hooves, fins, slither, jump, crawl, climb, fly) 3. Places (gas station/fuel, truck stop, airport, train station, dock, bus depot, launch pad) 4. People (bones, legs, feet, hands, arms, knees, driver, conductor, captain, engineer, passenger, pilot, astronaut) 5. Surfaces (roads, highway, curvy, back road, street, blacktop, track) 6. Movements (speed, fast, slow, big, little, steer, brake, accelerate)

Key Knowledge My students will know. . .	Key Skills My students will be able to (do). . .
<ul style="list-style-type: none"> ● that people, animals and vehicles move in different ways 	<ul style="list-style-type: none"> ● identify / experience / create different (dramatic play, music,

- that different people in different places will use different types of transportation
- people, animals, and vehicles move at different speeds
- that vehicles serve different purposes related to transportation
- animals move in different ways depending on their body parts
- that movement can be represented through various creative arts (music, dramatic play, art materials)

- art) ways their bodies , animal bodies, and vehicles move in space
- identify what makes a person, animal, or vehicle move
- rote count
- count with 1:1 correspondence
- identify / recognize some familiar numerals
- demonstrate quantity
- identify how many items are in a set (specific quantity)

[Unit Assessment](#)

TEACHING STRATEGIES AND EXPERIENCES
(Multiple means of representation, expression and engagement)

- Read books about how things move (people, animals, vehicles)
- Model creating music by singing or tapping on a toy or table
- Sing songs with repetition to encourage children to learn some of the words
- Observe people or vehicles, animals in motion; describe how they are moving
- Watch short clips of a variety of styles of dance musical and theatrical productions with children
- Read books that can be acted out
- Add movement to activities and transitions; for example, hop like a bunny to get to the carpet, fly like a plane to line up to get your coat or drive like a car to line up.
- Play music that varies in tempo, rhythm and form; ask children to move to the music and describe how they moved and why
- Pull feeling words or brief descriptions of action out of a box, read them to children and ask them to move in a way that represents that word or action, e.g., happy, excited, distressed, mad, float like a bubble, pop like popcorn, etc.

- Provide materials and toys for children to create, animals and modes of transportation
- Provide toys for children to create and role play animals in movement, modes of transportation, people that are transportation workers and/or transportation scenarios (i.e truck stop, train station or bus stop, airport, roads, gas station, drive thru, car wash) or places where people and animals go to keep their bones healthy (doctor's office, veterinarian's office)
- Provide opportunities for students to walk or ride tricycles to ride/transport themselves around school.
- Provide daily access to musical instruments and home-made musical instruments
- Set up a stage and encourage children to perform
- Give children opportunities to practice grouping objects and comparing quantities
- Count how many big and small steps it takes to get from one place to another
- Have children draw objects to represent a number
- Encourage children to use their fingers for counting

<p>DIFFERENTIATION</p>	<p>Children with Disabilities</p> <ul style="list-style-type: none"> ● Using adapted materials, such as large handled paint brushes. ● Providing visual cues for dramatic scenarios, such as using cue cards to indicate when a particular action should be performed ● Providing adequate space for children to move to music from a variety of positions, such as sitting down, standing or using a wheelchair ● Provide increased opportunities to count with adults and other children ● Combine counting with actions, such as marching or clapping ● Begin by counting a small number of objects with adult support ● Provide assistance to manipulate objects to count for children with motor impairments or use manipulatives that accommodate the child's specific access issues, such as thick counting chips with knobs ● Encourage children to identify how many are in a set by means other than pointing <p>Children who are Dual Language Learners</p>
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- Provide dramatic play materials, such as dolls, clothes or food containers from the cultures that are represented in the program.
- Play music that represents the music children hear in their homes.
- Display artwork from artists that are representative of children’s home cultures.
- Provide musical instruments that represent varied cultures.
- Use self-talk and parallel talk to describe the materials and your actions and the materials and actions of the child, e.g., “I am using the paintbrush and the red paint to paint my flower” or “Giza is using the blue marker to draw her house.”
- Learn basic vocabulary in a child’s home language to describe the arts (e.g., music, dance, painting).
- Focus on counting exercises in both languages.
- Build vocabulary, such as number words, related to counting and cardinality.
- Add increased opportunities to learn number words to the child’s day, such as during clean-up, snack, transitions, walking.
- Use manipulatives, objects and gestures when counting.
- Expand children’s statements by adding information, e.g., “You counted 6 cars,” after the child says “6.”

RESOURCES

Literature

- Dancing Feet! (Lindsey Craig)
- From Head to Toe (Eric Carle)
- The Little Engine That Could (Watty Piper)Fiction
- Pete the Cat Wheels on the Bus (Eric Litwin)

Websites / Videos

- [I Can Move My Body Like Anything](#)
- [Shake and Move Children’s Song](#)

<ul style="list-style-type: none"> ● Down by the Station (Jennifer Riggs Vetter) ● Truck Stop (Anne F. Rockwell) ● Scuffy the Tugboat (Gertrude Crampton) ● Busy Boats (Tony Mitton and Ant Parker) ● Dazzling Diggers (Tony Mitton and Ant Parker) ● Terrific Trains (Tony Mitton and Ant Parker) ● Amazing Airplanes (Tony Mitton and Ant Parker) ● Tough Trucks (Tony Mitton and Ant Parker) <p>Nonfiction</p> <ul style="list-style-type: none"> ● On the Go (Ann Morris) ● Transportation in My Neighborhood (Shelly Lyons) ● Whose Vehicle Is This?: A Look at Vehicles Workers Drive - Fast, Loud, and Bright (Sharon Katz Cooper) ● Move! (Robin Page) ● Baby Animals Moving (Suzi Eszterhas) ● Trains (Gail Gibbons) ● Transportation (Gail Gibbons) ● I've Got Feet!: Fantastical Feet of the Animal World (Julie Murphy) 	<ul style="list-style-type: none"> ● Animals In Action ● Moving Like the Animals ● Transportation Sounds <ul style="list-style-type: none"> ○ Ask students what type of transportation they are hearing; students with limited language will point to items and be prompted to verbalize. ● The Train On The Track ● Down By The Station ● Scuffy The Tugboat <p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> ● The Wheels on the Bus ● Head, Shoulders, Knees and Toes
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<p>ENGAGING FAMILIES</p>	<ul style="list-style-type: none"> ● Invite parents that use or work with types of transportation, doctors, and veterinarians to share pictures or come in to talk to the class. ● Newsletters with strategies and ideas to try at home ● Share websites related to movement (songs, sounds, stories)
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