

The Den Curriculum

October

Unit 2 Title: Fall

Length of Unit: 4-6 weeks

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

Unit 2: Fall	
Unit Overview	<p>The purpose of this unit is to learn how to observe the changes that take place in the environment during the season of fall. Through a variety of creative experiences, this unit will help to develop children’s logic and reasoning skills. Another focus of this unit is learning to express and represent their ideas through movement and a variety of creative art activities. Student learning for this unit will be developed primarily through two of the Connecticut Early Learning and Development Standards: Cognition Domain, Mathematics Domain, Science Domain, Social Studies Domain and Creative Arts Domain.</p>
ESSENTIAL QUESTIONS	<p>COGNITION DOMAIN</p> <ul style="list-style-type: none"> ● What are the changes we see outside in plants? ● How is the weather changing? ● How are these fall items (leaves, etc) similar and different? ● How did you sort these? Can you sort these another way? ● Explain the pattern.
	<p>CREATIVE ARTS DOMAIN</p> <ul style="list-style-type: none"> ● What can you make with the items you found on our fall walk? ● Use the materials on the craft table to create your own art. ● Can you make your body/scarf/fall object move like a _____ (leaf, etc)?
	<p>COGNITION DOMAIN</p> <ul style="list-style-type: none"> ● <i>Attributes, Sorting, and Patterns</i>

**LEARNING
PROGRESSIONS
(STANDARDS)**

- C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound)
- C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)
- C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language
- C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)

MATHEMATICS DOMAIN

- *Measurement*

- M.48.8 Recognize measurable attribute of an object such as length, weight or capacity
- M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
- M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

SCIENCE DOMAIN

- *Unity and Diversity of Life*

- S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults
- S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)

- *Living Things and Their Interactions with the Environment and Each Other*

- S.48.7 Explore how animals depend upon the environment for food, water and shelter
- S.60.9 Provide examples of how animals depend on plants and other animals for food

	<p>SOCIAL STUDIES DOMAIN</p> <ul style="list-style-type: none"> ● <i>Individuals, Groups, and Institutions</i> <ul style="list-style-type: none"> ○ SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play ○ SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers. <p>CREATIVE ARTS DOMAIN</p> <ul style="list-style-type: none"> ● <i>Music</i> <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.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song) ○ CA.48.2 Imitate or spontaneously sing an entire verse of song ○ CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.) ● <i>Drama</i> <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
FOCUS AREAS	<ol style="list-style-type: none"> 1. Change of Seasons (Compare and contrast; how the environment is affected) 2. Animals in Fall (Adaptation) 3. People in Fall (Changes in behavior, food, activities)
KEY VOCABULARY	<ol style="list-style-type: none"> 1. Plants (vine, tree, stem, leaves, rake, raking, bare, gourds, pumpkins) 2. Weather (cool, chilly, breezy) 3. Measurement (big, little, same, different, heavy, light) 4. Creative Arts (create, instrument, loud, soft, sway, shake, bend)

	<p>5. Autumn (gathering, orchard, patch, harvesting, picking, jack-o-lantern, carve, scarecrow)</p> <p>6. Community Helper (firefighter, farmer)</p>
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<p align="center">Key Knowledge My students will know. . .</p>	<p align="center">Key Skills My students will be able to (do). . .</p>
<ul style="list-style-type: none"> ● that weather is different in the fall (cold, windy, storms) compared to summer and winter ● that the environment is affected by the seasons ● pumpkins/apples grow and are harvested in fall ● how animals behave during the fall (e.g. gathering/storing food for winter) ● how people change their behavior during the fall (e.g. wearing heavier clothes, going apple picking) ● that there are different jobs in the community and each job has its own purpose 	<ul style="list-style-type: none"> ● identify relative attributes and use these attributes to compare ● identify patterns and then use these patterns to solve problems and/or reason ● question the accuracy of information based upon their prior knowledge and experiences ● use dramatic play (center) to express thoughts, ideas, and feelings ● use and/or create music and dance to express their ideas

[Unit Assessment Checklist](#)

<p align="center">TEACHING STRATEGIES AND EXPERIENCES (Multiple means of representation, expression and engagement)</p>
<ul style="list-style-type: none"> ● Provide facilitated tasks where the goal is trying different strategies rather than right or wrong answers <ul style="list-style-type: none"> ○ Sorting (allow students to pick what attributes they will sort by; have them explain their thinking) ● Use embedded instruction <ul style="list-style-type: none"> ○ For Example: Problem solving should be embedded into the daily routines (If X cannot zip his coat, what can he do to solve this problem?) ● Share in children's excitement about their discoveries <ul style="list-style-type: none"> ○ Ask them open-ended questions to further their interest and curiosity

- Expand children's ideas by wondering out loud
 - Give children opportunities to work together to reach a goal, allow them to evolve the project.
 - Point out the many different ways that things get done; comment on the ways that students are doing things differently to achieve the same goal.
 - Encourage positive attitudes about mistakes
 - Allow time for children to share their experiences in their own way (e.g. Morning Meeting).
 - Comment on children's perseverance
 - Offer choices
 - Support children to find answers to their questions; suggest ways that can help them find answers (ask a friend, try an experiment, ask a teacher, try another way, etc..)
 - Apples
 - Graphing
 - Using red, green, and yellow apples have a "Taste-test"
 - Then graph everyone's favorite apple
 - Apple-prints
 - Cut each apple in half (horizontally to reveal the star or vertically to reveal the apples true shape).
 - You need to cut them as straight and flat as possible. If they are not flat, paint won't show up on the paper in certain spots.
 - Stick a popsicle stick in the apple to make a handle
 - Use red, green, and yellow paint (respectively), to paint the apples
 - Then make apple prints
 - Apple patterns
 - Use the apple-prints to make apple-patterns
 - Apple Life Cycle Painting
 - Have students use their arm as a tree (paint their arm/hand brown)
- Apple seed → Seedling → Tree → Bud → Flower → Fruit (apple)
- Cooking experiences
 - Applesauce (See appendix for recipes)
 - Pumpkin Bread (See appendix for recipes)
 - Pumpkin Seeds (See appendix for recipes)
- Leaves
 - Sort
 - Collect

- Painting - Use leaves (instead of a paintbrush)
- Colors, shapes, big/small, etc...
- Patterns
 - Use real leaves students have found, fake leaves, leaf stampers, etc...
- Leaf Rub
 - Have students gather a variety of leaves from around the school, from home, or provided by teacher
 - Use a variety of crayons to make a “rub” of the leaf
- Leaf Collage
 - Real, fake, or cut out leaves
 - Allows students to choose the paper they want to glue their leaves on
- Sorting
 - How do animals act in the fall?
 - Sorting by Adaptation / Migration / Hibernation
 - How do people act in the fall
 - Sort by clothes, food, activities, etc...
 - Summer vs. Fall
- Pumpkins
 - Pumpkin seeds counting activity (in a ten-frame)
 - Use real pumpkin seeds
 - Pumpkin Life Cycle
 - Seed → Sprout → Plant → Vine → Flower → Green Pumpkin → Pumpkin
 - Measuring a pumpkin (height, weight)
 - Making Jack-o-Lanterns
 - Hammer golf tees into pumpkin
 - Use sticker shapes to glue onto pumpkin
 - Trace and carve the Jack-o-Lantern
- Autumn-found objects
 - Teacher can provide objects, students can use objects they find on a walk, students can use items cut from magazines, etc.
 - Students could identify which items an animal might eat

- Which ones float, which ones sink?
- Movement
 - Play music that varies in tempo, rhythm and form
 - Ask children to move to the music
 - Ask students to describe **how** they moved and **why**.
 - Add movement to activities and transitions; for example, hop like a frog to line up to get your coat.
 - Encourage students to “move” their feelings
 - 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.
 - Try dancing “like the wind” to different music
 - Use props like streamers, scarves, leaves, etc
 - Provide space for moving to music in a variety of ways..
 - Movement songs with the Leaves
 - Provide students with different colored leaves (either real or fake) and move to a variety of songs
- *All The Leaves are Falling Down*
- *Autumn Leaves are Falling Down* (see link in “Websites/Videos”)
- *Going on a Leaf Hunt*
- Art / Visual Art
 - Use natural objects to create art
 - Find “Autumn” Objects on a class walk
- Students could identify which items an animal might eat
 - This could be done as a sort
- Hypothesize: Which ones float, which ones sink?
- Students could compare and contrast these to objects found in the summer
 - Finger paint
 - Use red and yellow to create orange and finger paint into a pumpkin (then cut the pumpkin out)
 - Finger paint with fall colors
 - View art with children and use descriptive words, such as flowing, delicate, bold, subtle, dramatic, rough, smooth, curvaceous, geometric, swirling, large, small, bold, pale, earthy.
 - Indian corn painting

- Have students roll the Indian Corn in paint and then use it to create designs on paper
 - Or roll it around in a big box
 - View art with children and use descriptive words, such as flowing, delicate, bold, subtle, dramatic, rough, smooth, curvaceous, geometric, swirling, large, small, bold, pale, earthy.
 - Display children’s artwork.
- Fall nature walk
 - “I notice…”
 - “I wonder…”
 - “These are similar/different”
 - Small, medium, large
- Music
 - Model creating music by singing or tapping on a toy or table.
 - Respond to different rhythms by marching, clapping, finger tapping.
 - Observe people, objects, or animals in motion; describe how they are moving.
- Dramatic Play
 - Provide realistic and imaginative props that represent all cultures in the program or community helpers (firefighters).
 - Set up a stage and encourage children to perform.
 - Suggest that children develop a plan for their performance by drawing pictures or writing.
- Community Helpers
 - Learn about a fire truck and explore on one
 - Field trip to the local fire station

DIFFERENTIATION	<p>Children with Disabilities</p> <ul style="list-style-type: none"> ● Carefully observe children during routines to determine indications of interest in objects or experiences ● Offer choices that intentionally include a preference ● Provide toys that are multisensory ● Provide preferred toys ● For children who are blind or visually impaired, keep furniture arrangements the same ● For children who are blind or visually impaired, store preferred toys and snacks in the
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same locations

- Be sure children who are deaf or who have hearing loss can see you when interacting with them
- Station adults in high-interest areas to facilitate engagement of all children
- Use embedded instruction
- Provide adapted or individualized materials that can be used to learn about cause and effect, such as large cars that children with fine motor challenges can hold and push
- 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

Children who are Dual Language Learners

- Use gestures paired with language
- Learn small phrases in the child's home language
- Encourage parents to continue to speak to the child in the family's home language
- Describe your actions as you complete them
- Use exaggerated facial expressions and gestures
- Describe children's actions as they play
- Build relationships with families
- Create small groups that include peers with more English vocabulary
- Directly teach vocabulary that is linked to accomplishing the strand goal
- 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)

RESOURCES

Literature

Fiction

- The Biggest Leaf Pile (Steve Metzger)
- We're Going on a Leaf Hunt (Steve Metzger)
- I See Fall (Charles Ghigna)
- Apple Trouble (Ragnhild Scamell / Michael Terry)
- Harvest Party (Jennifer O'Connell)
- Up, Up, Up! It's Apple Picking Time (Jody Fickes Shapiro)
- Shivery Shades of Halloween: A Spooky Book of Colors (Mary McKenna Siddals)
- A Picnic with Monet (Julie Merberg)
- Giraffes Can't Dance (Giles Andreae)
- Caps for Sale (Esphyr Slobodkina)

Nonfiction

- Visit to An Apple Orchard (Melvin and Gilda Berger)
- Perfect Pumpkins (Jeff Bauer)
- A Tree Can Be.... (Judy Meyer)
- Animals in Fall (Melvin and Gilda Berger)
- It's Fall! (Linda Glaser)
- Fall Changes (Ellen B. Senisi)
- Hello Fall (A Discovering My World Book) (Melvin and Gilda Berger)
- I'm Going to be a Firefighter (Edith Kunhardt)
- What Will I Be? (James Levin)
- Firefighters (People in My Community) (Jacqueline Laks)

Websites / Videos

- [Chipmunk Emptying His Cheeks](#)
- [We're Going on a Leaf Hunt](#)
- [Scarecrow Scarecrow](#)
- [5 Little Pumpkins Sitting On A Gate](#)
- [5 Little Pumpkins](#)
- [Learn About Fall, Autumn - Learning Seasons for Children](#)
- [Autumn Leaves are Falling Down](#)

Songs

- [Fall songs: Leaves, apples, pumpkins and Halloween](#)
- [Firefighter Songs](#)

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ENGAGING FAMILIES	<ul style="list-style-type: none">● Send in a picture/video or information about: What does your family like to do in the fall?● Classroom Newsletter● Book lists● Share videos/pictures of fall activities done with class with families<ul style="list-style-type: none">○ Check-list for their fall walk (like a scavenger hunt)● Encourage families to go on a fall walk and share it
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