

## The Den Curriculum

June

Unit 8 Title: Summer

Length of Unit: 3-4 weeks

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

<b>Unit 8: Summer</b>	
<b>Unit Overview</b>	<p>The purpose of this unit is to continue to enhance student's prior knowledge of the similarities and differences in the environment during the various seasons. Students will learn to focus on the changes of the weather in summer, activities people do in the summer and how it is different than other times in the year. Much of this unit will focus on learning about water. We will focus on many foundational experiences such as drinking, bathing, swimming, and running through a sprinkler. Students will engage directly with materials and will explore and discover properties of water using inquiry, discovery, and exploration skills while using a variety of materials. We will develop student learning about water and it's importance during summer primarily through the learning domains from the Connecticut Early Learning and Development Standards: Science Domain and Literacy Domain.</p>
<b>ESSENTIAL QUESTIONS</b>	<p><b>SCIENCE DOMAIN</b></p> <ul style="list-style-type: none"><li>• Where does water come from?</li><li>• What do we use water for?</li><li>• What different ways can we make water move?</li><li>• What would you like to learn about water?</li><li>• Why does water move in that way?</li></ul> <p><b>LANGUAGE AND LITERACY DOMAIN</b></p> <ul style="list-style-type: none"><li>• What are the changes we see in the Summer weather?</li></ul>

	<ul style="list-style-type: none"> <li>● <b>What are the changes we see in animals and insects during the Summer?</b></li> <li>● <b>How is Summer similar and different from other seasons we have talked about?</b></li> <li>● <b>What activities do you get involved in during the Summer?</b> <ul style="list-style-type: none"> <li>○ <b>Are these the same or different from _____ ?</b></li> </ul> </li> </ul>
<p style="text-align: center;"><b>LEARNING PROGRESSIONS (STANDARDS)</b></p>	<p><b>SCIENCE DOMAIN</b></p> <ul style="list-style-type: none"> <li>● <b>Questioning and Defining Problems</b> <ul style="list-style-type: none"> <li>○ <b>S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationship.</b></li> <li>○ <b>S.60.1 Define a problem to be solved, including details and limitations to be considered</b></li> </ul> </li> <li>● <b>Investigating</b> <ul style="list-style-type: none"> <li>○ <b>S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials</b></li> <li>○ <b>S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and effect relationships</b></li> </ul> </li> <li>● <b>Using Evidence</b> <ul style="list-style-type: none"> <li>○ <b>S.48.3 Cite examples to support their ideas</b></li> <li>○ <b>S.60.4 Give evidence from observations or investigations</b></li> </ul> </li> <li>● <b>Energy, Force, and Motion</b> <ul style="list-style-type: none"> <li>○ <b>S.48.8 Investigate how objects' speed and direction can be varied</b></li> <li>○ <b>S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move</b></li> </ul> </li> <li>● <b>Matter and its Properties</b> <ul style="list-style-type: none"> <li>○ <b>S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength)</b></li> <li>○ <b>S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties</b></li> </ul> </li> </ul>

## **LANGUAGE AND LITERACY DOMAIN**

### **• Word Comprehension**

- **L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts**
- **L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts**
- **L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects**

### **• Language Comprehension**

- **L.48.2 Understand increasingly complex sentences that include 2 - 3 concepts (e.g., “Put the blue paper under the box.”)**
- **L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”)**

### **• Vocabulary**

- **L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts**
- **L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)**
- **L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog)**
- **L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts**
- **L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)**

### **• Expression of Ideas, Feelings and Needs**

- **L.48.6 Communicate about current or removed events and/or objects**
- **L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas**
- **L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such**

	<p>as “bigger” or “longer”)</p> <ul style="list-style-type: none"> <li>● <b>Language Structure</b> <ul style="list-style-type: none"> <li>○ L.48.8 Use basic grammar rules including irregular past tense and questions</li> <li>○ L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults</li> <li>○ L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals Note: Variations in applying grammar rules may be due to dual language learning and/ or alternative grammar usage in home or community</li> <li>○ L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts</li> </ul> </li> </ul>
<b>FOCUS AREAS</b>	<ol style="list-style-type: none"> <li>1. Locations for Summer activities that include water (faucet, clouds, puddles, lake, beach, water park, yard, pond)</li> <li>2. Uses of water (drinking, cleaning, exercising, cooling off, growing plants)</li> <li>3. States of water (liquid, gas, solid)</li> <li>4. Weather (Summer vs. other seasons)</li> </ol>
<b>KEY VOCABULARY</b>	<ol style="list-style-type: none"> <li>1. Water (droplet, liquid, gas, steam, boiling, mist, spray, ice, solid, frozen, melt)</li> <li>2. Materials (pipette, baster, pump, pipes, tubing, funnel, faucet, hose, nozzle)</li> <li>3. Descriptions (damp, soaked, wet, dry, absorb)</li> <li>4. Places (puddle, lake, stream, waterfall, cloud)</li> <li>5. Weather (hot, sunny, muggy, humid, cloudy, rainy)</li> </ol>

<b>Key Knowledge</b> <b>My students will know. . .</b>	<b>Key Skills</b> <b>My students will be able to (do). . .</b>
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- how summer is the same/different from other seasons
- people have different activities and clothing in summer
- that water serves many purposes for people, animals, and plants
- that water comes from clouds
- that water can be found in many places
- that water takes the shape of its container
- that water can change its form from liquid to gas to solid

- identify and describe similarities and differences between summer and other seasons
- identify whether water is in its liquid, solid or gaseous state
- name various tools to move water (pipettes, basters, pumps)
- use a variety of tools to move water
- create questions about the concepts they want to know more about
- make verbal observations of what they see
- use appropriate and increasingly complex vocabulary
- use increasingly complex sentences and ideas to communicate ideas
- use age appropriate grammar (e.g. correct tense)
- understand increasingly complex sentences
- use context to determine unknown words/concepts

[Unit Assessment](#)

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

- Read texts that teach about summer
- Create lists of activities that children do in summer
- Activity sorts of summer activities vs. activities in other seasons (or clothes they can wear in summer vs. winter, etc.)
- Materials and Water
  - Use pipettes to put drops of water on different materials to observe absorption

- Move small amounts of water across a flat surface by blowing
- Explore how to move water using a hand held pump, a baster, a pipette, and a sponge
- Explore moving water through clear tubing using funnels / colanders / cups / scoops
- Observe how water moves through sealed containers such as capped plastic bottles or clear plastic tubing with plugs on both ends
- Count how many drops of water can be placed on a small object such as a penny
- Graphing/Charts (Create a chart of all the places where we find water- focus on places in summer)
- Forms of Water
  - Have child compare the differences and similarities between liquid water and ice
  - Compare water placed in a container in the refrigerator to water placed in a freezer
  - Make predictions about what will happen when water is put in the freezer. What will happen? How long will it take?
  - Create large chunks of ice with objects in them and observe how they change over time being left out in the classroom
- Rain
  - Discuss where rain comes from / previous experience with rain
  - Put out empty containers prior to a rainstorm and observe them afterwards
- Scientific Practices
  - As children explore objects and movement, encourage questioning by making statements, such as, “I wonder why it...”
  - Model and describe the process of making observations of objects using clear and specific vocabulary
  - Model asking open-ended questions to stimulate thinking and inquiry
  - Invite children to document and discuss their observations through drawing, sketching, sculpting with clay or play dough, writing, etc.
  - Encourage children to ask questions about objects, events and other phenomena in the indoor and outdoor environment. Scaffold how to act upon these questions
  - Encourage children to use descriptive words when discussing rain / water such as drizzle, shower, downpour, sprinkle
  - Provide children with personal materials to record their investigations
  - Ask children questions that help them compare, e.g., “How are they similar?”, “How are they different?”
- Read daily and pause to explain new vocabulary; model more complex language
- Play listening games, such as “Simon Says” or “Treasure Hunt”
- Choose stories or books with rich vocabulary and unfamiliar words
- Use children’s interests to identify new words

- Ask open-ended questions
- Allow children to dictate information, explanations and descriptions to their work / experiences
- Model a wide variety of rich, rare vocabulary words including nouns, adjectives and verbs
- Define new words for children by connecting them to what they already know
- Participate in whole-group reading through cloze technique (e.g. saying/repeating repetitive texts).

## DIFFERENTIATION

### Children with Disabilities

- Ensure physical access to materials that promote the use of scientific practices including sensory tables, the outdoors, plant and animal life, etc.
- Provide visual supports during multistep activities.
- Ensure children have multiple ways to communicate about their observations, questions and growing knowledge.
- Use sensory experiences that promote touching, tasting, smelling and holding.
- Model scientific practices visually and verbally.
- Ensure children have opportunities to impact their environment in a variety of ways and observe the results.
- Design the environment so a wide variety of materials for exploration are accessible to all children.
- Use naturally occurring activities as sources of learning about physical science.
- Provide individualized support to assure engagement.
- Present information in multiple ways.
- Provide models.
- Encourage children with sensory issues to explore new objects in different ways while respecting their limits and boundaries
- Help children to learn key words or phrases prior to reading a story or before a group experience, e.g., pre-teach key vocabulary that will allow them to participate, use visuals to support the vocabulary
- Name items as you use them.
- Give children adequate time to respond to questions, directions, greetings, etc.
- Use concrete items to help children learn new vocabulary
- Provide opportunities throughout the day for language use and interaction with peers and

	<p>adults</p> <ul style="list-style-type: none"> <li>● Maintain a familiar routine and use consistent language during the routines</li> </ul> <p><b>Children who are Dual Language Learners</b></p> <ul style="list-style-type: none"> <li>● Use body language and facial expressions to encourage observation and investigation.</li> <li>● Use gestures paired with language, ask questions and model investigations.</li> <li>● Use simple language to build new vocabulary related to observations and investigations.</li> <li>● Use repetition of vocabulary and process.</li> <li>● Allow children to express their ideas and questions through drawings, gestures, phrases and whatever means available to them to communicate</li> <li>● Use body language and facial expressions to highlight observed differences and reactions of objects.</li> <li>● Use gestures paired with language to encourage children to engage in explorations related to force, motion and the properties of objects.</li> <li>● Repeat vocabulary and processes multiple times.</li> <li>● Allow children to express their questions through drawings, gestures, phrases and whatever means available to them to communicate their inquiries and ideas.</li> <li>● Provide the same information in multiple ways.</li> <li>● Use concrete materials that represent science concepts</li> </ul>
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RESOURCES	
<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>● What Can You See in Summer? (Sian Smith)</li> <li>● Ready for Summer (Marthe Jocelyn)</li> <li>● Llama Llama Sand and Sun (Anna Dewdney)</li> <li>● Water is Water: A Book About the Water Cycle (Miranda Paul)</li> </ul>	<p><b>Websites / Videos</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Water Cycle Song / Video</a></li> <li>● <a href="#">Water is Water Song with Motions (Miranda Paul)</a></li> <li>● <a href="#">Dr. Binocs Show - The Water Cycle</a></li> <li>● <a href="#">Water Cycle for Kids</a></li> <li>● <a href="#">How Does Rain Form?</a></li> </ul>



- Bringing the Rain to Kapiti Plain (Verna Aardema)
- Water in the Park: A Book About Water and the Times of the Day (Emily Jenkins)
- No More Water in the Tub! (Tedd Arnold)

**Nonfiction**

- Summer (Tanya Thayer)
- Exploring Summer (Terri DeGezelle)
- I Am Water (Jean Marzollo)
- All the Water in the World (George Ella Lyon)
- National Geographic Readers: Water (Melissa Stewart)
- Water (Little Scientist) (Martha E. H. Rustad)
- Water (Frank Asch)

- [Kids Water Cycle Video](#)
- [Water Uses Song](#)
- [Water Activities \(Teachers\)](#)

**Songs**

- [Summer Songs](#)
- [Water Songs and Poems](#)

**ENGAGING FAMILIES**

- Ask families to send in pictures of their child playing in water (water park, sprinkler, pool, etc.)
- Parent questionnaire about what they will be doing over the summer
- Send out a classroom newsletter about our unit, including pictures of children playing with water (to extend discussion)
- Ask families to talk with their child about their favorite summer activity
- Invite parents to come in for an end of the year celebration