

Unit Overview

Unit: Welcome to School

Grade Level	PK 4/5 (-1)	Duration	20 days
Unit Summary			
This unit is designed to welcome students to a new year at the Friendship School. In this unit students will learn the rules and routines of their classroom while building a community of learners. Students will engage in a variety of activities to foster their ability to form connections to peers and teachers while exploring learning and play activities. Students will be active participants in the formation of a Responsive Classroom community through interactive modeling, guided discovery, and the participation of morning meeting.			
Unit Objectives			
At the end of this unit, students will be able to... - Engage in classroom rules and routines with prompting and support - Use classroom materials and supplies appropriately with prompting and support - Develop trusting relationships with adults and peers - Participate in learning and play activities with peers and adults			
Magnet Details			
Essential Questions	- How do I learn at school? - How can I use tools and supplies at school? - What rules do we follow at school? - How can I be a friend?		
Magnet Standards	Students will Notice Deeply by: - Observing and communicating details. - Making connections between observations and experiences. - Asking questions about observations and connections with adult support. Students will Explore Boldly by: - Collaborating with peers and adults - Interacting with new environments and experiences - Expressing ideas and opinions about these explorations Students will Create Joyfully by: - Engaging in creative, purposeful activities - Creating artifacts that demonstrate their learning - Reflecting on and recognizing their accomplishments		

Magnet Connection	This unit focuses on introducing our instructional framework of Notice Deeply, Explore Boldly, and Create Joyfully into the daily practices and routines of school. As students explore new spaces, topics, and expectations they will be doing so through the lens of museum thinking. Through practices such as guided discovery, students will observe and notice new tools, explore what they can do with the tools, and then use this new learning to create with the tools. Students will also explore the school setting as a museum and how their behavior is a key part of making the school museum successful. As students build class rules and routines they are learning how to work together to help everyone learn successfully in a museum setting.
Primary ELDS Covered	
PreK (4/5)	
Literacy	
• Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts (L.60.4) • Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs) (L.60.5) • Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts (L.60.8) • Initiate, maintain and end conversations by repeating what other person says and/or by asking questions (L.60.9) • Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language) (L.60.15)	
Cognition	
• Model or teach peers how to use materials or complete a task (C.60.6) • Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, “My mom used a screwdriver to fix our shelf.”) (C.60.18) • Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool) (C.60.20)	
Social Emotional	
• Recall and follow daily routines with little support, including adapting to changes in rules and routines (SE.60.7) • Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials (SE.60.13)	

Social Studies	
• Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom (SS.60.3) • Demonstrate awareness that people have a responsibility to take care of the environment (classroom) through active participation (SS.60.4) • Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (SS.60.6)	
Content Connections	
Literacy	
Interactive Read Alouds	• How Do I Sit on the carpet? • 1 Turn and Talk Lesson • 2 Turn and Talk Lesson • 3 Turn and Talk Lesson • 4 Turn and Talk Lesson • Lola Goes to School • My Preschool • Know and Follow the Rules • Safe at School • All Are Welcome • Show Respect
Shared Reading	• The Friendship School Alphabet (Poem)
Museum Studies	
Museum Lessons	• Routines • Launch • School Tour • Guided Discovery • Interactive Modeling • Creating Rules Part 1 • Creating Rules Part 2 • Creating Rules Part 3 • Creating Rules Part 4 • School Rules Lesson • Creating Rules Part 5

	• Baking up a Good Friend • Show Respect
Vocabulary	
Key Words	• turn: to move in a different direction • talk: to share your thinking using your voice • listen: to hear someone's words when they talk • school: place where kids go to learn • teacher: one whose job is teaching; the person who leads the classroom • friend: a person you know and like to be with • rules: a direction that tells us how to act or behave • follow: to understand; to pay attention to closely • directions: information on which way to go or how to do something • safe: free from the risk of harm • welcome: to invite others and be happy people are here; accepting other people • community: a group of people working together • routines: a routine, rarely-changing activity • journal: a collection of our thoughts, feelings, and what we have learned in a book • expectations: something that is certain to happen