

Arc of Unit 2: Friends

In Unit 2, children will explore the concepts of friendship, how to be a good friend, and ways to resolve conflicts with friends. Through the Read Aloud texts, children will learn about the importance of being who you are, helping friends, enjoying special times together, and cooperating with each other. Recognizing that play is a primary vehicle for children to develop relationships with each other, teachers will provide opportunities for children to play with and learn from each other. They also support children as they practice social skills and build friendships by helping them: enter into play, sustain play, and enhance play. Children build on their problem-solving skills developed in Unit 1 in when resolving conflicts with opportunities to identify feelings, describe problems, and alternative solutions. Peer interactions for children who are socially reserved, withdrawn and/or bullied or excluded will be supported.

In addition to listening to stories, children will learn to identify rhyming words and beginning letters and sounds in words, as they build vocabulary and comprehension skills. In this unit, children will also have multiple opportunities to develop beginning writing skills in a variety of genres.

Big Ideas

- A friend is someone we care for and want to spend time with. Friends like to do things together and enjoy each other's company.
- We can have more than one good friend, and we might like to do some things with one friend and other things with other friends.
- Friends usually share and help one another.
- Friends may have conflicts that can cause feelings. Usually, friends work together to resolve these problems; a possible solution may be to spend time apart.
- We can make new friends and also keep old friends.

Guiding Questions

- How can you find the resources, strategies, and people to solve your problems?
- How do you deal with and express complex feelings in productive and creative ways?
- How do you maintain relationships and connections with others while exploring new ones?
- How do you relate and communicate your feelings, thoughts, and needs to others?
- How do you maintain your sense of self, while compromising and collaborating when necessary?

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<u>Classroom Examples</u>	<u>WEEK 1</u>	<u>WEEK 2</u>	<u>WEEK 3</u>	<u>WEEK 4</u>	<u>WEEK 5/6</u>
Centers	Art Table: Making Stationary (resource1/resource2) Easel: Pizza Painting Blocks: Building A Neighborhood (resource1/resource2) Dramatization: Celebration (resource) Library & Listening: Researching Recipes, Cookbooks & Menus Discovery Table: Washing Dishes Writing & Drawing: Writing on Stationary (resource) Puzzle & Manipulatives: Classroom Friends' Puzzles Sorting Objects into Groups Math: Make Number Pizzas	Art Table: Texture Rubbing Easel: Chalk Drawings Blocks: Constructing a Playground (resource) Dramatization: Grocery Store and Markets (resource) Library & Listening: Researching Recipes, etc Discovery Table: Molding Sand Writing & Drawing: Documenting a Process Writing on Stationary (resource) Puzzle & Manipulatives: Classroom Friends' Puzzles Sorting Objects into Groups	Art Table: Sorting Beautiful Stuff Easel: Collaborative Painting Blocks: Transporting Food Dramatization: Grocery Store and Markets (resource) Library & Listening: Researching Recipes, Cookbooks, and Menus Discovery Table: Roads and Sidewalks Writing & Drawing: Documenting a Process Puzzle & Manipulatives: Classroom Friends' Puzzles Sorting Objects into Groups Math: Compare Game Get Just Enough Find the Number Places Scenes	Art Table: Collaborative Creations with Beautiful Stuff Crayon Resist Easel: Celebration Posters Blocks: Adding Beautiful Stuff Dramatization: Barbershop (resource) Library & Listening: Researching Recipes, Cookbooks, and Menus Discovery Table: Roads and Sidewalks Writing & Drawing: A Class Book About Friendship Puzzle & Manipulatives: Classroom Friends' Puzzles Math: Is It or Not? Memory Geometry	<i>Revist centers children were interested or needed more support in.</i>

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	Find the Number Draw Numbers Places Scenes	Math: Pizza Game 1 Places Scenes	Pizza Game 1		
Read Alouds	<u>Letter To Amy</u> (vocabulary cards) <u>The Little Red Hen Makes a Pizza</u> (vocabulary cards)	<u>Mathew and Tilly</u> (vocabulary cards)	<u>Dandelion</u> (vocabulary cards) <u>Hooray a Piñata</u> (Vocabulary cards)	Matthew and Tilly Dandelion Hooray a Piñata	Revisit stories children were interested in or needed more help understanding or utilize any supplemental books.
Transition guidance <u>Other resources</u>	Sing: Down around the corner at the bakery shop. There were _____ (number according to class size) little donuts with sugar on top. Along came _____ (chose 2 to 5 children) who didn't come alone And they bought & ate their donuts before heading home.	Dismiss children by the beginning sounds (not letters) of their names: If your name starts with /f/ like fetch...If your name starts with /m/ like in mommy or mozzarella...and so on.	Sing: Willoughby Wallaby Wee An elephant sat on me Willoughby Wallaby Woo, An elephant sat on you, Willoughby Wallaby wusten An elephant sat on Justin Willoughby Wallaby _____ an elephant sat on _____.	Tell children that you are going to pretend that everyone's name starts with the first sound in pinata /p/.	Revisit transitions children were interested in or transitions that focus on skills children need more support in (e.g. rhyming, letter ID)
Foundational Literacy	Heggerty Week 8 Nursery Rhyme: <u>Mix a Pancake</u> Letter ID: Mm, Nn <u>Concepts of Print:</u> Print (letter & words) holds meaning <u>Skills</u>	Heggerty Week 5 Nursery Rhyme: <u>Three Little Kittens</u> Letter ID: Oo, Pp <u>Concepts of Print:</u> Spaces between words <u>Skills</u>	Heggerty Week 9 Nursery Rhyme: <u>Baker's Truck</u> Letter ID: Qq, Rr <u>Concepts of Print:</u> One to one correspondence <u>Skills</u>	Heggerty Week 10 Nursery Rhyme: <u>Bingo</u> Letter ID: Ss, Tt <u>Concepts of Print:</u> Difference between a letter and a word <u>Skills</u>	Heggerty Weeks 11-12 Nursery Rhyme: <u>Five Little Owls</u> Letter ID: Uu, Vv <u>Concepts of Print:</u> Illustrations correspond to print <u>Skills</u>

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					Week 6 Letter ID: Ww, Xx Concepts of Print Skills
LFOAI / Problem Stories / SEL	Beautiful Stuff (resource) Cooking Pans and Utensils (resource) From Plow to Plate (resource) Problem Stories SEL	Grocery Store Jobs and Tasks - resource Markets Around the World - resource Road Builders - resource Problem Stories SEL	Advertisement Signs - resource Barbershop - resource Loveys - resource Problem Stories SEL	Celebration Expectations Celebration Invitations Celebration Jobs and Tasks Problem stories SEL	
Literacy SG	Dough Letters (record sheet) Friendship Pictures (record sheet) (resource) Making Pizzas (record sheet) (resource) Building Blocks Record Sheet	Sorting Groceries - (record sheet) (resource) Uppercase-Lowercase Letter Match (record sheet) Vocabulary Picture Word Match (record sheet) (resource) Building Blocks Record Sheet	Making Lemonade (record sheet) (resource) Pinata Papier Mache (record sheet) (resource1, resource2) Vocabulary Picture Card Memory (record sheet) (resource) Building Blocks Record Sheet	Celebration Invitations (record sheet) (resource) Celebration Nametags, etc (record sheet) Decorating Pinata (record sheet) Building Blocks Record Sheet	<i>Revisit any SG lesson based on student data or need.</i> Building Block Record Sheet
BB SG	Pizza Game 1 Make Number Pizzas	Get Just Enough Compare Game	Number Jump Number Race	Is It or Not? Memory Geometry	Guess my rule Shape step
Home links	Arabic , Cape Verde , Chinese , English , French , Haitian Creole Somali , Spanish ,	Arabic , Cape Verde , Chinese , English , French , Haitian Creole Somali , Spanish ,	Arabic , Cape Verde , Chinese , English , French , Haitian Creole Somali , Spanish ,	Arabic , Cape Verde , Chinese , English , French , Haitian Creole Somali , Spanish ,	Arabic , Cape Verde , Chinese , English , French , Haitian Creole Somali , Spanish ,

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	Portuguese, Vietnamese	Portuguese, Vietnamese	Portuguese, Vietnamese	Portuguese, Vietnamese	Portuguese, Vietnamese
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