

Prekindergarten Program of Studies
Topic Organizer

Quarter 4: Who I Am in the World

Date: _____

<p style="text-align: center;"><u>Essential Understanding</u></p> <p>Children will gain:</p> <ul style="list-style-type: none"> • A sense of themselves in the world 	<p style="text-align: center;"><u>TOPIC</u></p> <p>Natural Resources: recycle, reuse</p>
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BENCHMARKS

<p>Language Arts:</p> <p>Demonstrate an understanding of concepts of print</p> <p>Learn conventional patterns of written language</p> <p>Focus on word meaning</p> <p>Use literary elements to construct meaning</p> <p>Develop an appreciation for literature</p> <p>Use, think about, and respond to stories</p> <p>Plan for literacy experiences</p> <p>Choose to interact with books and writing</p> <p>Learn to work with others for reading and writing</p> <p>Develop fine motor skills</p> <p>Explore technology</p>	<p>Social Studies:</p> <p>Understand land, air, water are natural resources</p> <p>Become aware of weather, climate, surroundings</p> <p>Understand self and family as part of community</p> <p>Learn about personal rights and responsibilities</p> <p>Learn economic concepts of needs and wants</p>
<p>Math:</p> <p>Begin to participate in collecting data</p> <p>Develop an understanding of beginning operations</p> <p>Begin to develop a sense of numbers</p> <p>Develop problem solving skills</p>	<p>Science:</p> <p>Discuss recycling, reusing conserving materials</p> <p>Use senses to gather information</p> <p>Describe objects in terms of physical properties</p> <p>Explore different effects of a variety of objects</p> <p>Develop procedural and thinking skills</p>
<p>Physical Education:</p> <p>Develop locomotor/non-locomotor/manipulative skill</p> <p>Develop motor skills and specialized movement form</p> <p>Participate in moderate-vigorous physical activity</p> <p>Use responsible behaviors during physical activity</p> <p>Participate in regular physical activity</p>	<p>Music:</p> <p>Perform</p> <p>Create</p> <p>Investigate</p> <p>Connect</p>
<p>Art:</p> <p>Visual Communications/Production: Content</p> <p>Visual Communication/Production:Skills</p> <p>Aesthetics</p> <p>Judgment/Criticism</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>recycling, reuse, reduce, land, air, water, natural resources, garbage, trash, litter, pollution, glass, paper, plastic, metal, responsibility, earth, world</p>

Guiding Questions

Distinctions:	What is trash and not-trash?
Systems:	Are there items of trash that we can reduce, reuse or recycle?

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Relationships:	What happens to the recycled items? What happens to the trash items? What are we doing with the reusable and reduced items? How are my actions recycling/reducing and reusing related to taking care of the earth?
Perspectives:	What does it look like to the trash man? What does it look like to the park or playground?

<u>On-Going Assessment</u>	<u>Next Steps</u>
K-W-L about: What is trash? What is recycling? Sorting & graphing recycling items	Life Cycle Plants - Natural Resources - Life Cycle Animals

<u>On-Going Learning Experiences</u>	<u>Differentiation and Individualization of Instruction</u>	<u>Source</u>
<input checked="" type="checkbox"/> Connections to prior knowledge <input type="checkbox"/> Book Walk <input checked="" type="checkbox"/> Read Aloud <input checked="" type="checkbox"/> Shared Reading (Big Books) <input type="checkbox"/> Props (puppets, felt board, coffee can theatre) <input checked="" type="checkbox"/> Class Books <input checked="" type="checkbox"/> Shared Writing <input checked="" type="checkbox"/> Music and Movement <input type="checkbox"/> Guest Speaker <input checked="" type="checkbox"/> Field Trip (In School/Out of School) <input checked="" type="checkbox"/> Morning Greeting <input checked="" type="checkbox"/> Outdoor/Indoor Games <input type="checkbox"/> Transitions <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Art Activities (murals, sculptures, constructions) Other: - Art Sculptures from recycled materials - Walk around the school to pick up trash - Home/School Letter & Activity: bring in items to sort for recycling Songs/Poems: - Reduce, Reuse, Recycle - Recycling Song - This Old Earth	Group Size <input checked="" type="checkbox"/> Small group <input checked="" type="checkbox"/> Individual instruction <input checked="" type="checkbox"/> Working in pairs Flexible Schedule <input type="checkbox"/> Extended time <input type="checkbox"/> Frequent breaks Setting/Environmental <input type="checkbox"/> Special Furniture <input type="checkbox"/> Preferential seating <input type="checkbox"/> Minimal distractions Alternative Communication <input type="checkbox"/> Individual picture schedule <input type="checkbox"/> Boardmaker pictures/photos/signs etc. Flexible Grouping: Adapted Materials: FCPS/ ATS Resources: http://fcpsnet.fcps.edu/SSSE/its/howtos/index.htm Look under E-Books for: Re-Use-Recycle ppt. Trashy Town ppt. http://pbs.kids-games-EEKOHOUSE-garbage & recycling www.starfall.com - "Earth Day" sorting activity for kids	Assessment Learning Profile Anecdotal Notes <hr/> <u>Resources</u> Professional Resources: Beautiful Stuff! Learning w/Found Materials Digital Camera Thinking with a Line Teacher's Guide Additional Resources: Saving Our Planet (FECEP Big Book) Where Does the Garbage Go? (K Big Bk) Caring for Mother Earth?(K Big Bk) I Stink! by: Kate & Jim McMullan The Dumpster Diver by: Janet S. Wong Recycle Everyday by:Nancy E. Wallace Why Should I Recycle? by: Jen Green Recycle-A Handbook for Kids by: Gail Gibbons Don't Pollute Anymore by: Berenstain Bears The Three R's-Reuse, Reduce, Recycle by: Nuria Roca Lorax by: Dr. Seuss