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Follow Me to Pre-K: Students Learning to Interact in Their New Environment

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Follow me to Pre-K: Students learning to interact in their new environment.

Stage 1 – Desired Results		
<p>Established Goals (Pre-Kindergarten Guidelines)</p> <p>I.B.1a Child follows classroom rules and routines with occasional reminders from teachers.</p> <p>1.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal</p> <p>II.B.2 Child engages in conversations in appropriate ways</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Explain how pictures of different scenarios show appropriate interactions for the school environment</p>	
	Meaning	
	<p>Understandings <i>Students will understand that...</i></p> <p>We interact with each other according to school expectations</p> <p>They can learn about their environment through interactions with each other and other school helpers such as teachers, administration, support staff and others</p>	<p>Essential Questions</p> <p>How do we interact with and learn from our new school environment?</p>
	Acquisition	
	<p>Knowledge <i>Students will know...</i></p> <p>Schools have rules and routines to keep us safe</p> <p>Play scenarios help us learn</p> <p>They can use a wide variety of words to label and describe people, places, things and actions</p>	<p>Skills <i>Students will be able to...</i></p> <p>Successfully navigate the classroom and the school</p> <p>Follow school-wide expectations in school common areas</p> <p>Interact appropriately with teachers and other students in the Pre-K classroom</p>
Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
		<p>Performance Task(s)</p> <p><i>Students will demonstrate meaning-making and transfer by...</i></p>

T		<p>Goal: Students identify an appropriate interaction in a chosen location. Role: The role the student plays in the scenario Audience: Working with a teacher and without other students' help or input Situation: One on one or small groups with student using pictures of their favorite or chosen location Performance: Student sorts photos into appropriate and inappropriate categories based on the interaction shown in certain locations: Students will be given several areas to choose from such as the block area, gym, cafeteria, etc. Using pictures of those specific areas, have the students look at the pictures and sort them according to whether the interactions shown are appropriate to the environment they have chosen Student should choose one safe photo and verbally explain how that interaction is appropriate for the school environment Standards: See rubric</p> <hr/> <p>Other Evidence (e.g., formative)</p> <p>Pre-assessment/Post assessment- Whole Group Response Sticks Mr. Potato Head Rules booklet Simon Says Red-Light Green-Light Good Choices vs. Bad Choices Sort Class Mural</p>
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Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i> Show photos of certain areas and interactions between students in the school. Have students using smiling or frowning face response sticks decide whether the interaction shown in the picture is appropriate for school or not.
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A/M/T	<p>Learning Activities These activities are best used for a morning meeting and short social skills lessons at the beginning of the school year</p> <p>Day One— DONE EQ Focus: How do we interact with and learn from our new school environment? Materials/Supplies: Response sticks- see attachment Time Estimate: 20 minutes, Eyes of Mr. Potato Head, ongoing anchor chart Procedure/Activity:</p>	Progress Monitoring (e.g., formative data) Pre-assessment (Whole group response sticks)
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<p>A</p>	<p>Pre-assessment: Show photos of certain areas and interactions between students in a school. Have students use smiling or frowning face response sticks decide whether the interaction shown in the picture is appropriate for school or not</p> <p>Ask for examples of safe and unsafe interactions they have had outside of school e.g., fighting with a sibling, running across the street, diving in the pool etc.</p> <p>Discuss how just like at home or at a pool or somewhere similar we have rules we have to follow to keep us safe. What are some rules they have at home?</p> <p>Make sure to introduce rules at a slow place. It's important for students to be able to maintain and internalize rules. Introduce a rule each day and focus on praising students using that particular rule.</p> <p>A great visual for these rules is the Mr. Potato Head. Here is a link to help visualize the idea https://www.teacherspayteachers.com/Product/Mr-Potato-Head-Rules-1963271</p> <p>Today we will introduce the "looking eyes". Use the eyes from Mr. Potato head and put the eyes and words "looking eyes" somewhere visible in the classroom.</p> <p>Create a book with the students that goes along with the rules as you introduce them.</p> <p>It will also help to have a hand motion or signal to go with the rules as an added visual cue e.g., pointing to your eyes.</p> <p>Day Two EQ Focus: How do we interact with and learn from our new school environment? Materials/Supplies: Ongoing Rules Anchor Chart, Mr. Potato Head Rule Booklet, Duckling Video Time Estimate: 15 minutes for the whole group or 20 minutes for a room mini-tour with 10 each for two groups Procedure/Activity: Review yesterday's commitment to "looking eyes," and discuss what went well and what needs to be worked on today.</p> <p>Introduce a booklet where the rules of Mr. Potato Head are illustrated. Have the students color the book page and trace the words while you read the word.</p> <p>Continue to point out students who show their "looking eyes"</p>	<p>Rules booklet</p>
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<p>A/M/T</p>	<p>Show a video of ducklings following their mom and talk about what they are doing and why it is important in the context of rules and safety at home and in the classroom https://m.youtube.com/watch?v=WS9GLbCd5wc</p> <p>Play follow the leader to solidify the ideas of walking in a line. Afterwards, discuss what happened when someone got out of line or wasn't doing what they were asked to do.</p> <p>Mini tour around the room while pointing out and asking about safe and unsafe behaviors in each place. Since this is the beginning of the year, it helps to only have a few areas open for students to use. This way students are able to truly get the hang of rules in certain areas. Once these areas are mastered, more centers and activities in those centers may be added. For the purpose of this plan, we will introduce the house center and blocks. This can be done with whole group or small groups depending on class size. The link below has some excellent ideas on what questions to ask students as you go to different stations. https://drive.google.com/file/d/0B4OtVd-_h6yobIVINWJ4cEI4MTg/view</p> <p>Day Three-DONE EQ Focus: How do we interact with and learn from our new school environment? Materials/Supplies: Mr. Potato Head's ears, Rules Anchor Chart David Goes to School Time Estimate: 20 minutes Procedure/Activity:</p> <p>Today we will introduce : "listening ears". Use the ears of Mr. Potato Head and discuss what we use our ears for in school. Ask students to close their eyes. Tell them that you will be making a noise (demonstrate the noise you choose). As you make the noise have students point to where they hear the sound. To increase the challenge, make the sound at different levels or talk loudly while making the noise to show them where or when certain noises and sound levels are appropriate. Make sure to add Mr. Potato Heads ears to an ongoing anchor chart displayed prominently in the classroom. Read the book <i>David Goes to School</i> . Stop at several pages to ask what David is doing and what better choices he could make.</p>	<p>Simon says- anecdotal notes on how rules are followed</p>
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M	<p>After reading play a few rounds of Simon Says. Discuss afterwards how the game helps us learn the rules and how we can use Simon Says to interact with our classmates and the environment.</p> <p>Day Four- DONE EQ Focus: How do we interact with and learn from our new school environment? Materials/Supplies: Mr. Potato Head Rule Booklet, Rules Anchor Chart Time Estimate: 30 minutes Procedure/Activity: Review yesterday's commitment to "listening ears," and discuss what went well and what needs to be worked on today.</p> <p>Continue the booklet where the rules of Mr. Potato Head are illustrated. Have the students color the book page and trace the words while you read the word. Continue to point out students using their "listening ears"</p> <p>As a class, play Red-Light Green-Light either carefully in the classroom or outside. First play without rules and have the teacher give the red and green light commands without discussion. Let the students keep running and send random people back without for rules they already know. After chaos ensues, bring the students together and ask how it felt playing a game without rules. Discuss how it could be better and give the game rules. Stop on red and Go on green! If you move on red you are sent back to the beginning and the first person to the instruction caller gets to call next. Play the game a few times until students get the hang of it. If outside, return to the classroom to debrief the student experience.</p> <p>Discuss how it was different with and without rules and how the students felt. Emphasize why the rules are important.</p>	<p>Rules booklet, red light green light- anecdotal notes on how behavior changed with/without rules.</p>
A/M/T	<p>Day Five- Done EQ Focus: How do we interact with and learn from our new school environment? Materials/Supplies: Mr. Potato Head's Feet, photos of good or bad choices in the classroom, Rules Anchor Chart Time Estimate: 20 minutes Procedure/Activity: Today introduce Mr. Potato Head's walking feet. Talk about where it is appropriate to use something other than our walking feet.</p>	<p>Good/bad choices sort</p>

M	<p>Make sure to add Mr. Potato’s Head’s feet to the anchor chart displayed prominently in the classroom.</p> <p>As a group, discuss photos of different choices that students can make. After looking at the photos, decide whether the choice is a good choice or a bad choice. I have included two different examples below:</p> <ol style="list-style-type: none"> 1. Above the Line and Below the Line. A line is drawn on the board or put on the floor. Choices that are good for the classroom are put above the line- For more student interaction give the photos to a student and let them physically stand above or below the line. For choices that are not good, place a photo card below the line. An example for sale on teachers pay teachers is linked HERE. 2. Green and Red choices- For this activity choices are put on a green or red background according to the appropriateness of the activity depicted. An example for sale on TPT is linked HERE. <p>Day Six- EQ Focus: How do we interact with and learn from our new school environment? Materials/Supplies: Mr. Potato Head Rule Booklet, Rules Anchor Chart, student puzzle pieces, crayons and markers Time Estimate: 20 minutes Procedure/Activity: Review yesterday’s commitment to “walking feet” and discuss what went well and what needs to be worked on today.</p> <p>Continue the booklet where the rules of Mr. Potato Head are illustrated. Have the students color the book page and trace the words while you read the word. Continue to point out students showing “walking feet”</p> <p>To continue creating a community among students in your classroom complete a craft to show that while students are individual and unique, together we make a community that works well together. Today students will create their own puzzle piece that will, when completed, be put up around the classroom. It is the teacher’s discretion what materials are used during this project. Projects such as these are also important for developing basic skills such as putting on marker caps correctly or safely using scissors or glue.</p>	
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A/M	<p>Day Seven- DONE EQ Focus: How do we interact with and learn from our new school environment? Materials/Supplies: Mr. Potato Head’s mouth, appropriate length of butcher paper, computer, crayons or markers, PBS video. Time Estimate: 30 minutes Procedure/Activity: Today introduce Mr. Potato Head’s mouth and discuss different voice levels and where they are appropriately used. Make sure to add Mr. Potato Head’s mouth to an ongoing anchor chart displayed prominently in the classroom.</p> <p>Watch a short video on how to play together and then begin discussing the activity. https://klrn.pbslearningmedia.org/resource/e84ef3c0-7ca0-4562-80b2-ecaecce4ee631/</p> <p>Create a class mural by laying out butcher paper. Discuss how to best go about drawing so everyone can work together appropriately in their own personal space.</p> <p>Questions to ask and discuss: Should we all draw with the same theme e.g., zoo, beach, park etc? Where is everyone going to draw? Are we going to draw parts of the same picture or is everyone going to draw their own picture in their own space? After discussing options, give the students crayons and let them draw, stopping and discussing what happened and how to work it out if any arguments arise</p>	Class Mural
M	<p>Day Eight- DONE EQ Focus: How do we interact with and learn from our new school environment? Materials/Supplies: Rules booklet, PBS video. Time Estimate: 15 minutes Procedure/Activity: Review yesterday’s commitment to using our “quiet mouth” and discuss what went well and what needs to be worked on today. Continue the booklet where the rules of Mr. Potato Head are illustrated. Have the students color the book page and trace the words while you read the word. Continue to point out students showing their “quiet mouth”</p> <p>Watch video and use discussion questions to guide the discussion about how we play together (Very similar to yesterday’s video)</p>	Rules booklet

M/T	<p>https://klrn.pbslearningmedia.org/resource/a2955bcc-fb8b-46a9-a9a1-86c8d6b694fd/finding-a-way-to-play/</p> <ol style="list-style-type: none"> 1. What are some ways that you can invite others to join you in a work area? 2. What can you do if someone has a different idea of what to do in a work area? 3. What steps will you take to decide where or what to work on? <p>After discussion have students act out an unsafe or unkind play scenario. Then have them correct themselves after a brief discussion of what they were doing that was unsafe or inappropriate</p> <p>Day Nine DONE EQ Focus: How do we interact with and learn from our new school environment? Materials/Supplies: Rules anchor chart, smiling face response sticks, set of pictures for at least two different areas to complete performance task, copies of the rubric. Time Estimate: 30 minutes Procedure/Activity: For the purpose of this unit and time constraints I have chosen the four Mr. Potato Head rules I use most. If you have extra time and wish to add more, the "Helping Hands" and "Sitting on Your Bottom" are two extra classic rules to discuss if they are necessary for your class. I use this day to continue discussing voice levels because of our five different school wide voice expectations.</p> <p>Repeat the pre-assessment and note how student responses change Complete performance task: Student will sort photos into appropriate and inappropriate categories based on the interaction show in certain locations. Students will be given several areas to choose from such as the block area, gym, cafeteria etc. Using pictures of those specific areas, have students look at the pictures and sort them according to whether the interactions shown are appropriate to the environment chosen. Student should then choose one safe photo and verbally explain how that interaction is appropriate for the school environment Grade using the rubric above.</p>	Post assessment and performance task
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Response Sticks: Print faces on colored cardstock and glue back to back on popsicle stick

Pictures of students misbehaving (Pre-Assessment)



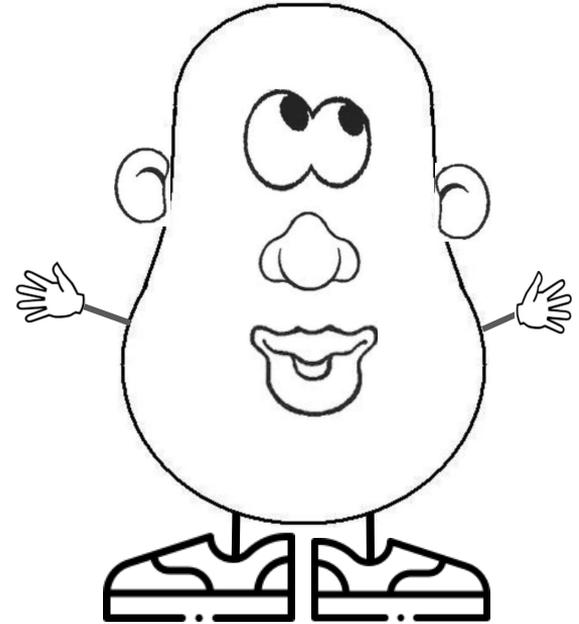
http://www.vancitybuzz.com/wp-content/uploads/2015/02/shutterstock_182183843-984x500.jpg





Pictures for appropriate student interactions
(Pre-Assessment)

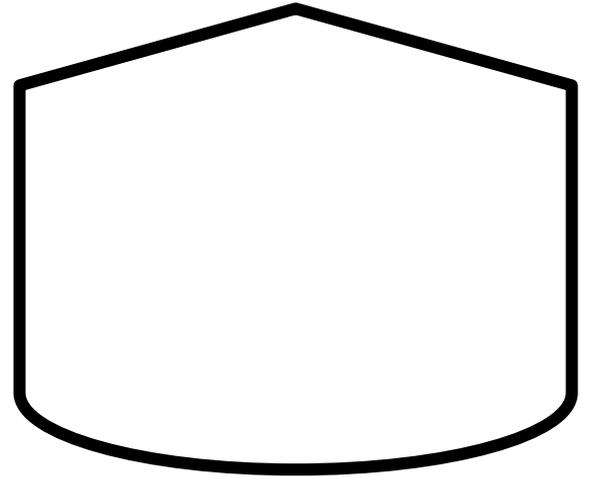
Mr. Potato Head



Knows the Rules



I can use my
looking eyes



I can sit on
my bottom



I can use my
helping hands



I can use my
listening ears



I can use my
walking feet



I can use my
quiet mouth



Student sorts students into two groups based on whether the situation shown is appropriate or not

Student sorts all photographs into correct groups

Student sort all photographs but one or two into correct groups

Student needs prompting to sort photographs into correct groups

Student needs prompting to to sort photographs into correct groups

I can sort all my pictures

I can sort some of my pictures

I need help to sort my pictures

I can't sort my pictures yet

Student can choose a photo and explain how/why the situation shown is an appropriate interaction

Student can explain why a certain situation is safe or not

Student can begin to explain why the situation is safe

Student can explain with promoting the situation is safe

Student cannot explain why the situation is safe or describes an unsafe situation

I can tell the teacher why I sorted all the photos the way I did

I can tell the teacher why I sorted one of the pictures the way I did

I need help finding the words to explain what i'm thinking

I can't explain what I am thinking yet