

September/October: Coming to school/friendships

Theme: Friendship

Month: September/October

Purpose:

1. To foster each child's understanding of self as an individual and as a member of a group.
2. To develop a sense of community in the classroom.
3. To encourage respect for the feeling and rights of others.
4. To encourage social skills and behaviors, by demonstrating cooperation, negotiation of issues that occur and expression of feelings appropriately.

Key Frameworks:

Social and Emotional Health

Self Control

5.3

37. Recognize and verbalize emotions and respond appropriately with a range of emotions, including happiness and sadness.
38. Learn about attributes of character such as kindness, honesty, forgiveness, etc.

5.4

39. Follow rules and routines that are established for the good of the group.
43. Develop awareness of self and appreciation for others

5.5

40. Accept responsibility and begin to take some leadership roles.
41. Develop self-control and handle disagreement and conflict acceptably. (5.2)
42. Develop an understanding that actions have consequences.

Family Life and Interpersonal Relationships

7.1

44. Learn about the importance of communication to relationships with trusted adults and peers.

7.2

45. Interact with children using verbal and nonverbal communication skills.

7.3

46. Participate in experiences that build understandings about friendship.

7.4

47. Learn about acceptance, discrimination, kindness and empathy.

Assessment:

Observations of individual folders with file cards or checklists, work samples of individual and group work.

Early Childhood

September/October: Coming to school/friendships

Pre-School AM/PM

Month/Theme: September/October Coming to School/Friendships

Academic Area	AM Program	PM Program	Frameworks
Listening	<ul style="list-style-type: none"> ▪ Learning and imitating chart poems, finger plays, chants, songs, and stories/books (refer to list of Books in Reading section) ▪ Songs: <i>Jack In The Box, I Am Special, Wheels on the Bus, Weather, Hello Song</i> ▪ Poems: <i>Two Little Apples, Friend Poem, Just Me</i> ▪ Recognizing rhyme and rhythm ▪ Sharing in circle: individual family members, explain why you are a good friend, explain what friends like to do together, talk about turn-taking and practice with simple games 	<ul style="list-style-type: none"> ▪ Using context cues and recognizing patterns in stories, poems, and songs ▪ Discussing ideas and creating charts such as similarities and differences among their peers ▪ Sharing journals about first day of school with peers ▪ Begin to identify sounds that are alike and different (i.e. first and last names) ▪ Poems: <i>Two Little Apples, Five Apples, Friendship Poem (with handprint)</i> ▪ Songs: <i>Days of Week, Weather, Hello Song</i> 	<p><u>Language</u></p> <ul style="list-style-type: none"> 2 Contribute their own information or ideas to discussions, listen to ideas, ask and answer questions 3 Communicate information or ideas 6 Listen to and use formal and informal language 7 Listen to and enjoy a wide variety of age-appropriate literature
Speaking	<ul style="list-style-type: none"> ▪ Sharing of friends' feelings, describing objects (clothing) ▪ Imitating social courtesies (greeting songs) ▪ Oral motor activities in circle (bubbles) 	<ul style="list-style-type: none"> ▪ Describing objects and characteristics of friends (inside and outside attributes) ▪ Asking/Answering 'wh' questions and conducting peer interviews 	<p><u>Language</u></p> <ul style="list-style-type: none"> 1 Observe, interact, listening to peers, asking questions 3 Uses understandable oral language to communicate personal experiences or interest 4 Maintain focus on a topic in two-way conversations <p><u>Composition</u></p> <ul style="list-style-type: none"> 25 Generate questions and gather information to answer questions in a variety of ways
Fine Motor	<ul style="list-style-type: none"> ▪ Creating self-portraits ▪ Creating name necklaces, friendship necklaces with beads/clay beads/cereal/people cutouts ▪ Making Friendship Play dough ▪ Practice using scissors 	<ul style="list-style-type: none"> ▪ Friendship journals ▪ Self-portraits (labels) ▪ Making friendship cards (get well) ▪ Practicing holding writing utensils ▪ Using Tweezers 	<p><u>Composition</u></p> <ul style="list-style-type: none"> 21 Use own words and illustrations to describe experiences, communicate information 23 Use emergent writing skills to make letters in many settings and for many purposes

Early Childhood

September/October: Coming to school/friendships

<p>Reading</p>	<ul style="list-style-type: none"> ▪ Reading predictable books, flannel stories, nursery rhymes, and simple songs and chants ▪ Books: <i>Timothy Goes to School, Will I Have a Friend, Gus the Bus, My Nursery School, Wheels On the Bus, Friends, Best Friends</i> 	<ul style="list-style-type: none"> ▪ Identifying like and different letter sounds ▪ Segmenting sounds and words ▪ Alphabet letter sound knowledge ▪ Answering “wh” questions from text 	<p><u>Composition</u> 23 Use emergent writing skills to make letters in many settings and for many purposes</p> <p><u>Reading and Literature</u> 7 Listen to and enjoy age appropriate literature 10 Link letters with sounds in play activities 15 Discuss the plot, characters and setting in stories in simple terms. 9 Listen identify, distinguish among environmental sounds and language sounds for auditory discrimination</p> <p><u>Language</u> 6 Listen to and use formal and informal language</p>
<p>Movement</p>	<ul style="list-style-type: none"> ▪ Group activities such as movement to music, ribbon dancing, bean bag games, and Row Row Row Your Boat 	<ul style="list-style-type: none"> ▪ Organized games such as Musical Chairs, Wonder Ball, Duck Duck Goose, Octopus, and Doggie Doggie Where’s your Bone 	<p>1 Observe and begin to use appropriate ways of interacting in a group</p> <p><u>History and Social Sciences</u> 1 Follow established daily routines and identify the order for those routines</p> <p><u>Geometry and Spatial Sense</u> 13 Explore and identify space, direction, position, size and using body movement and concrete objects</p> <p><u>Physical Growth and Development</u> 2 Build body awareness, strength, and coordination through locomotion activities 4 Build awareness of directionality and position in space 5 Use both sides of the body to strengthen bilateral coordination 6 Alternate the left side and right sides of the body</p>
<p>Sensory</p>	<ul style="list-style-type: none"> ▪ Using play-doh, clay, shaving cream ▪ Finger-paint with texture (rice, sand, cornmeal, etc. added to paint) 	<ul style="list-style-type: none"> ▪ Making letters on trays using sand, shaving cream, and salt ▪ Mixing paint colors and creating group murals 	<p><u>Reading and Literature</u> 10 Link letters with sounds in play activities</p> <p><u>Composition</u> 23 Use emergent writing skills to make letters in many setting and for many purposes</p> <p><u>Language Arts</u> 18 Listen to, recognize, and use a broad vocabulary of sensory words</p> <p><u>Patterns and Relationships</u> 9 Explore and describe a wide variety of concrete objects by attribute, shape, color, size</p>

			<p><u>Living Things and Their Environment</u> 15 Use their senses of sight, hearing, taste, smell using sensory vocabulary</p> <p><u>Technology</u> 23 Explore and describe a wide variety of natural and man-made resources</p>
Art	<ul style="list-style-type: none"> ▪ Cooperative experiences like class murals ▪ Paper plate faces of individuals and friends ▪ Marble paint bus, apple ▪ “Hug” friendship bag ▪ Name quilt ▪ Quilt with children’s artwork ▪ Handprints for a friendship tree or wreath ▪ Sponge paint bus, apple, face ▪ “Friend” puppet ▪ Trace a friend on mural paper ▪ Paint with cookie cutters: bus, apple, person 	<ul style="list-style-type: none"> ▪ Friendship chains, tree, and wreaths ▪ “Hand print” poems ▪ Friendship face masks ▪ Water color illustrations of books read about friendships ▪ Self-portrait ▪ Making friendship beads out of salt dough ▪ Making people using clay ▪ Family Member necklace using people cutouts, beads, cereal, etc. ▪ Start journals (children decorate cover and fill pages with illustrations and words) 	<p><u>Health</u> 8 build upper body strength and stability to gain controlled movement of shoulders 9 Strengthen hand grasp and flexibility 10 Use thumb/forefinger in pincer grasp 15 Use a variety of tools and materials to build grasp/release skill</p>
Science/Tech	<ul style="list-style-type: none"> ▪ Cooking activities: yellow school bus graham crackers, cracker faces, friendship play dough, friendship “chex” mix ▪ Discuss how friends help each other 	<ul style="list-style-type: none"> ▪ Role play ways family and friends stay healthy ▪ Act out solutions to every day problems with friends ▪ Share photographs of themselves as babies and discuss changes ▪ Cooking activities: yellow school bus graham crackers, cracker faces, friendship play dough, friendship “chex” mix (involve more steps) 	<p><u>Science-Living Things</u> 8 Observe and describe plants, insects, and animals as they go through predictable life cycles.</p> <p><u>Physical Growth and Development</u> Practice personal hygiene and safety measures</p> <p><u>Inquiry/Experimentation</u> 3 Identify and use simple tools appropriately to extend observations (magnets)</p> <p><u>Composition</u> 25 Generate questions and gather information to answer questions in a variety of ways</p>
Social studies	<ul style="list-style-type: none"> ▪ Orientation to school routine and rules ▪ Discuss turn taking ▪ Discuss how to be a good friend 	<ul style="list-style-type: none"> ▪ Discuss Golden rule ▪ Discuss appropriate authority figures ▪ Assign classroom jobs and 	<p><u>History and Social Sciences</u> 1 Follow established daily routines and identify the order for those routines 5 Conduct and describe simple maps of their neighborhood, etc. 6 Discuss examples of rules, fairness, personal responsibility, and authority in personal</p>

September/October: Coming to school/friendships

	<ul style="list-style-type: none"> Introduce words that will help solve problems 	<p>discuss responsibility</p> <ul style="list-style-type: none"> Create graphics of home and neighborhood Understanding diversity and respecting similarities and differences Use magnets for cause/effect 	<p>experiences and stories</p> <p>7 Talk about the qualities we value in a person's character such as honesty courage, friendship, respect</p> <p>21 Handle disagreement and conflict in socially acceptable ways and discuss situations that illustrate actions have consequences</p>
Math	<ul style="list-style-type: none"> Graph characteristics of friends Graph how many boys/girls in the class Match pictures of friends Use bus manipulatives for graphing and sorting 	<ul style="list-style-type: none"> Graph characteristics of friends Graph how many boys/girls in the class Daily count how many boys/girls in school or at home Identifying patterns in friends clothing Human pattern: boy/girl/boy/girl, etc... Graphing family members 	<p><u>Number Sense and Operation</u></p> <p>1 Listen to and say the names of numbers in meaningful context</p> <p>4 Add to and take away concrete objects using comparative language</p> <p><u>Patterns and Relations</u></p> <p>9 Explore and describe a wide variety of concrete objects by their attribute such as shape, size, color</p> <p>10 Sort, categorize, and classify objects by multiple attribute as skills increase</p>
Resources	<ul style="list-style-type: none"> <u>The Mailbox Preschool Magazine</u> <u>Curriculum Press</u> 	<ul style="list-style-type: none"> Public Library: picture books, puppets, and stories on tape 	