

# Growing as a Friend: October

<b>Unit #:</b>	APSDO-00062883	<b>Duration:</b>	4.0 Week(s)	<b>Date(s):</b>	
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**Team:**  
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**Grades:**  
PK4

**Subjects:**  
Pre School

## Unit Focus

In this unit, students will learn how to work with others, share, make connections with peers, take turns, work cooperatively, and use language to convey their wants, needs, and desires. Students will demonstrate their ability to follow the social contract, class and school expectations, and begin to demonstrate friendship skills by sharing, taking turns, and maintaining appropriate behavior amongst peers. Student progress will be continually monitored through observation and analysis of student work, performance, and participation. Learning will take place in a variety of instructional formats and structures including center time, morning meeting, learning stations, and read aloud/second circle. Primary instructional materials for the unit include the TeachTown Social Skills Program.

## Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>None</b> <i>PK4</i></p> <ul style="list-style-type: none"> <li>(SE 60.9) Recognize and show acknowledgement of the feelings, needs, and rights of others through behavior (e.g. say "thank you", share with others, notice issues of fairness).</li> <li>CA2 I can take on a role in a pretend play environment and act out appropriate behavior with others based on that setting.</li> <li>CA3 I can create and/or use materials and props to stimulate actions in a pretend play environment.</li> <li>L. 60.10 Use language to share ideas and</li> </ul>	<p><b>T1</b> (T2) Communicate observations, ideas, feelings, and creations in a variety of ways using appropriate vocabulary.</p> <p><b>T2</b> (T3) Manage oneself through demonstrating flexibility when in predictable and unpredictable situations.</p> <p><b>T3</b> (T4) Collaborate with others when playing, creating, and/or problem solving.</p>	
	Meaning	
	Understandings	Essential Questions
	<p><b>U1</b> (U602) Effective collaboration values the perspectives of others in service to a common goal.</p> <p><b>U2</b> (U603) The power of collaboration has the potential to produce better results (clean up quicker, better solution or end-product).</p>	<p><b>Q1</b> (Q604) How do I help others understand me?</p> <p><b>Q2</b> (Q605) How do others know what I think, feel, or need?</p> <p><b>Q3</b> (Q608) What am I doing? What am I suppose to be doing?</p>

<p>gain information.</p> <ul style="list-style-type: none"> <li>• M1 I can appropriately grip and use a tool to draw, color, cut, glue, or write.</li> <li>• M2 I can use a writing tool to form letters, words, or shapes.</li> <li>• SE 60.10 Begin to understand that different people may have different emotional reactions.</li> <li>• SE 60.16 Cooperate with peers through sharing and taking turns.</li> <li>• SE 60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships.</li> <li>• SE 60.18 Seek help from peers and offer assistance with it is appropriate.</li> <li>• SE 60.19 Engage in developing solutions and work to resolve conflict with peers.</li> <li>• SE 60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.</li> <li>• SE 60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.</li> <li>• SE 60.8 Describe emotions and feelings to trusted adults and peers.</li> </ul>	<p><b>U3</b></p> <p>Being able to communicate using your body, language, signs, and written communication allows expression of ideas, needs, and feelings.</p> <p><b>U4</b></p> <p>Reflecting on my emotional state and how I am seeing the situation helps me decide on what appropriate strategies to try to regulate my emotions and behaviors.</p>	<p><b>Q4</b> (Q609)How do I feel right now? What can I do to feel better?</p> <p><b>Q5</b> (Q612)Where am I suppose to be right now? What am I suppose to be doing? How am I feeling about it?</p> <p><b>Q6</b> (Q613)What am I doing? What am I suppose to be doing? How can I get back on track?</p> <p><b>Q7</b></p> <p>What ideas/strategies do I have to make it better?</p> <p><b>Q8</b></p> <p>How can working together be helpful?</p> <p><b>Q9</b></p> <p>How can I learn from others?</p>
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>	<b>Skills</b>	
	<p><b>S1</b></p> <p>I can understand that my actions can cause certain emotions.</p> <p><b>S2</b></p> <p>I can use my manners when working and sharing with my friends (maintaining appropriate behavior, not restricted to "please/thank you").</p> <p><b>S3</b></p> <p>I can use language to make connections with my peers/friends.</p> <p><b>S4</b></p> <p>I can use language to convey my wants,</p>	
<p><b>Connecticut Goals and Standards</b> <i>PK4</i></p> <ul style="list-style-type: none"> <li>• Social &amp; Emotional Development <i>4006971</i></li> <li>• Language &amp; Literacy <i>4007063</i></li> <li>• Use a variety of tools and materials to represent ideas through the visual arts. <i>CA.60.5</i></li> <li>• Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time). <i>CA.60.6</i></li> <li>• Use materials and props in unique ways</li> </ul>		

<p>and are creative in finding and using materials as props desired for dramatic play. <i>CA.60.7</i></p>		<p>needs, and desires.</p> <p><b>S5</b></p> <p>I can help my peers/friends and my peers can help me.</p> <p><b>S6</b></p> <p>I can help my peers/friends and my peers can help me to achieve a common goal.</p> <p><b>S7</b></p> <p>I can recognize my peers/friends emotions.</p> <p><b>S8</b></p> <p>I can identify characteristics of a good friend.</p> <p><b>S9</b></p> <p>I can choose to play with a peer/friend based on a common interest. I can collaborate with peers/friends and adults to resolve a conflict.</p> <p><b>S10</b></p> <p>I can appropriately grip an use a tool to draw, color, cut, glue, or write.</p> <p><b>S11</b></p> <p>I can use a writing tool to form letters, words, or shapes.</p> <p><b>S12</b></p> <p>I can take on a role in a pretend play environment and act out appropriate behaviors with others based on that setting.</p> <p><b>S13</b></p> <p>I can create and or use materials and props to stimulate actions in a pretend play</p>
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