

Unit Title: Caring About Myself and Others
Week 1
Kindergarten

Sample Center Activities

With the students, establish general expectations and routines for working in learning centers.

Phonemic Awareness and Phonics:

- Use letter tiles or stamps to spell names, content vocabulary, and sight words.
- Provide word cards for vocabulary from texts used for Interactive Read Alouds for sorting based upon skills being acquired. (ex: initial letter, number of letters, syllables)

Writing/Bookmaking:

- Provide access to a wide range of materials to allow for, and encourage, a variety of student products based on the texts they have engaged with during Interactive Read Alouds and hands on activities related to the unit. Pre-assembled blank books, various types/sizes of blank paper, hole punch, string, clips, pencils, markers, pictionaries, a writing rubric, thematic vocabulary, and pictures to prompt or illustrate ideas represent the tools that invite production.
- Use a variety of writing formats to extend and enrich learning experiences (stories, poetry, scripts, diaries, etc.).
- Designate space to store “works in progress” in order to encourage opportunities for extended thinking and writing, as well as providing a platform for student/teacher conferencing and goal setting.
- Provide authentic props to prompt writing from source.
- Publish and display final products in an appropriate manner.

Art:

- Provide access to a wide range of materials to allow for, and encourage a variety of student products based on the texts they have engaged with during Interactive Read Alouds and hands on activities related to the unit. Blank paper, chalk, markers, paint, ribbon, yarn, construction paper, etc. represent a sampling of the tools that invite creativity and expression.
- Use artistic avenues to extend and enrich ideas or information from texts. Provide pictures and text to ignite and support self-expression.
- Designate space to store “works in progress” in order to encourage opportunities for extended thinking and writing, as well as providing a platform for student/teacher conferencing and goal setting.
- Display final products. Promote oral and written language by talking/writing about artistic work.

Science:

- Provide access to a wide variety of authentic materials that invite exploration. For this unit create a Sensory Station that encourage students to use the five senses at the *concrete developmental level* such as pine cones, hand lotion, flavored water, small bell) and at the *representational developmental level* by matching pictures to a sense icon posted on a category board. Encourage students to match with more than one icon/sense, explain their thinking, and pose questions for future exploration.



- Provide access to a wide variety of scientific tools such as a hand lens, microscope, phonics phone, tweezers, eye droppers, etc. Consider keeping an “outside science backpack” with similar items ready for outdoor explorations.
- Keep a class Science Journal/Log to model ways to date and record questions, observations, explorations, predictions, and outcomes. Provide students with Science Journals that they may use for their personal experiences.
- Designate space to store “works in progress” in order to encourage opportunities for extended thinking and writing, as well as providing a platform for student/teacher conferencing and goal setting.

Pocket Chart:

- Write and display sentence patterns on a pocket chart with corresponding pictures of body parts from the text. Have children match pictures to word cards and read the sentences to retell familiar stories. Remember to include key details. Example: *Here are my ____.*
- Manipulate an interactive pocket chart using picture/word cards that correspond to a text about the senses.
Example: *I use my sense of _____ to learn about _____.*

Poetry:

- Compile a class poetry folder throughout the year.
- Make copies of the class poems for individual student poetry folders. Students may read and highlight selected words, illustrate the poetry, and write responsive poems.
- Encourage students to write original poems using various conventions and formats.
- Invite the dramatization of poetry and songs through the manipulation of shadow puppets, stick puppets, and acting.

