

ALL ABOUT

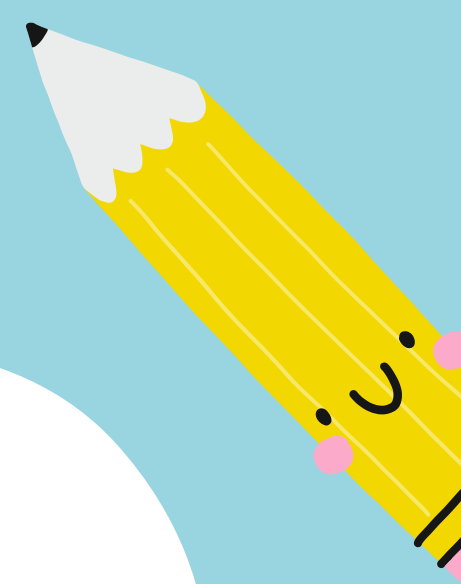
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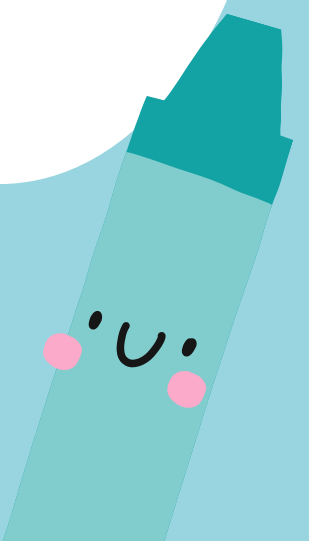
# All About Me

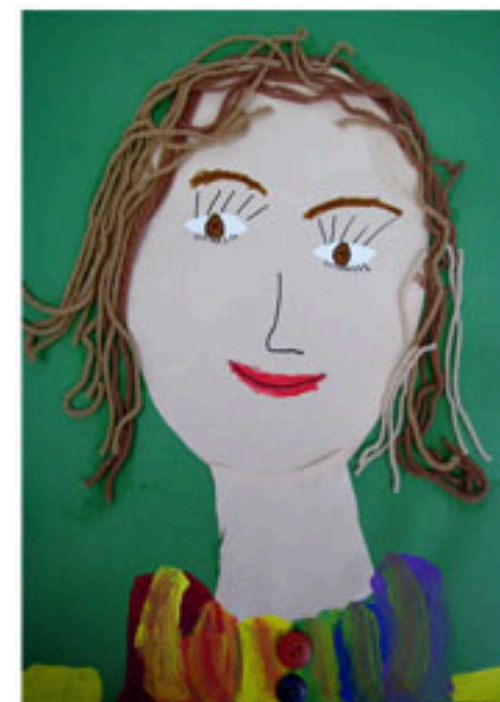


THIS CURRICULUM FOCUSES ON HELPING CHILDREN LEARN MORE ABOUT THEMSELVES AND THE PEOPLE AROUND THEM. IT IS GUIDED BY THE QUESTION, "WHO AM I AND HOW DO I CONNECT WITH OTHERS AND THE WORLD AROUND ME?" THROUGH EVERYDAY ACTIVITIES AND PLAY, CHILDREN WILL BEGIN TO UNDERSTAND THEIR OWN THOUGHTS, FEELINGS, AND EXPERIENCES.

THROUGHOUT THIS UNIT, CHILDREN WILL EXPLORE WHO THEY ARE, THEIR FEELINGS AND EMOTIONS, THEIR CLASSROOM COMMUNITY, THEIR FAMILIES, AND THEIR ENVIRONMENT. AS THEY TAKE PART IN THESE EXPERIENCES, THEY WILL START TO SEE WHAT MAKES THEM UNIQUE WHILE ALSO LEARNING TO NOTICE AND RESPECT OTHERS.

EACH PART OF THIS CURRICULUM SUPPORTS CHILDREN'S GROWTH IN TALKING, THINKING, AND BUILDING RELATIONSHIPS, WHILE ALSO GIVING THEM THE CHANCE TO SHARE THEIR OWN BACKGROUNDS AND EXPERIENCES IN A COMFORTABLE AND MEANINGFUL WAY.





# Who I am

**SELF-PORTRAIT COLLAGE:**  
CHILDREN WILL LOOK AT THEMSELVES IN A MIRROR AND CREATE A COLLAGE SHOWING THEIR FEATURES AND THINGS THEY LIKE. THEY WILL USE CRAYONS, MARKERS, AND OTHER MATERIALS TO EXPRESS WHO THEY ARE.

**MUSIC:**  
SING A SONG ABOUT BEING SPECIAL TO THE TUNE OF "TWINKLE, TWINKLE, LITTLE STAR" AND ADD CHILDREN'S NAMES INTO THE SONG TO MAKE IT MORE PERSONAL.

**SENSORY PLAY:**  
CHILDREN WILL EXPLORE A SENSORY BIN AND SORT ITEMS AS "ME" OR "NOT ME" BASED ON THEIR OWN INTERESTS AND PREFERENCES

**BOOK:**  
THIS STORY IS FOR YOU BY GREG PIZZOLI

# Family and Traditions

## FAMILY DRAWING:

CHILDREN WILL DRAW OF THEIR FAMILY, SHOWING WHO IS IN THEIR FAMILY AND THINGS THEY LIKE TO DO TOGETHER.

## DRAMATIC PLAY:

CHILDREN WILL PRETEND TO COOK, EAT, AND SPEND TIME TOGETHER, ACTING OUT FAMILY ROLES AND ROUTINES.

## MUSIC / MOVEMENT:

CHILDREN WILL LISTEN TO MUSIC AND DANCE TOGETHER LIKE THE FAMILY IN THE STORY, SWAYING THEIR ARMS AND MOVING THEIR FEET AS THEY CELEBRATE.

## BOOK:

DINNER ON DOMINGOS BY ALEXANDRA KATONA (ENGLISH & SPANISH)



# Feelings and Emotions



## PLAYDOUGH EMOTIONS:

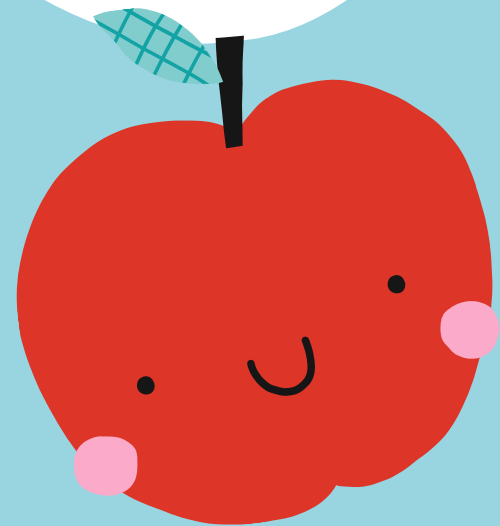
CHILDREN WILL CREATE DIFFERENT FACES AND OBJECTS WITH PLAYDOUGH THAT EXPRESS EMOTIONS FROM THE MOOD METER AND PLACE THEM ON THE MATCHING SECTION OF THE MOOD METER CHART.

DRAMATIC PLAY: CHILDREN WILL ROLE-PLAY DIFFERENT EMOTIONS AND SITUATIONS USING PUPPETS, MIRRORS, AND CLASSROOM PROPS TO PRACTICING WAYS TO EXPRESS AND MANAGE FEELINGS.

MUSIC/MOVEMENT : CHILDREN WILL PASS AROUND SCARVES WHILE MUSIC PLAYS AND MOVE THE SCARVES IN DIFFERENT WAYS TO SHOW EMOTIONS SUCH AS CALM, EXCITEMENT, ANGER, OR HAPPINESS.

## BOOK:

BIG FEELINGS BY ALEXANDRA PENFOLD



# Classroom Community



COMMUNITY POSTER : CHILDREN WILL DECORATE PAPER PEOPLE CUTOUTS TO REPRESENT THEMSELVES AND PLACE THEM TOGETHER ON A LARGE CLASSROOM COMMUNITY POSTER.

SENSORY PLAY :CHILDREN WILL WORK TOGETHER TO BUILD AND EXPLORE A PRETEND "SCHOOL GARDEN" SENSORY BIN WITH SOIL, FLOWERS, AND CLASSROOM FIGURES WHILE PRACTICING SHARING AND CARING FOR THEIR CLASSROOM COMMUNITY.

MUSIC / MOVEMENT: CHILDREN WILL SING A CLASSROOM WELCOME SONG WHILE WALKING AROUND THE ROOM AND GREETING CLASSMATES WITH WAVES, SMILES, OR HIGH-FIVES.

BOOK: ALL ARE WELCOME BY ALEXANDRA PENFOLD AND SUZANNE KAUFMAN



# The world around me

## OUR WORLD MAP MURAL :

CHILDREN WILL WORK TOGETHER TO CREATE A LARGE COMMUNITY MAP MURAL SHOWING PLACES IN THEIR NEIGHBORHOOD, SUCH AS HOMES, SCHOOLS, PARKS, LIBRARIES, STORES, AND STREETS.

## BLOCK PLAY:

CHILDREN WILL USE BLOCKS, CARS, TREES, AND PEOPLE FIGURES TO BUILD PARTS OF THEIR COMMUNITY FROM THE STORY, SUCH AS HOMES, SCHOOLS, LIBRARIES, PARKS, AND STREETS.

MOVEMENT: CHILDREN WILL PRETEND TO MOVE THROUGH THEIR COMMUNITY LIKE IN THE STORY BY MARCHING LIKE CONSTRUCTION WORKERS, FLAPPING LIKE BIRDS, STRETCHING LIKE TALL TREES, AND WALKING QUIETLY THROUGH THE LIBRARY.

BOOK: MY COMMUNITY AND ME BY JANE GOODALL

