



Unit 1: Creating a Community

August – October

School Age Curriculum Materials

Unit 1: Creating a Community

Unit Length: August – October (6-8 Weeks)	Major Themes: <ul style="list-style-type: none">• Building a Team/Teams• Establishing a Classroom Routine• Creating OUR Space• Defining My Personal Space		
Unit Description: Building a classroom community is essential in the establishment of a positive and enriching afterschool experience for young children. By building a community in the classroom, a common and predictable experience is created that helps children feel connected to one another. The opportunity to participate as a contributing member of a community is essential for children’s well-being and success. A positive classroom community works to address everyone’s basic needs, promotes morality and resiliency, teaches the values of respect and responsibility, and fosters social and emotional competence.			
Conceptual Unit Questions and Main Ideas: <ul style="list-style-type: none">• <i>What do we consider a “Team;” “Community?”</i>• <i>How do we build a positive team/community?</i>• <i>Where do I “fit” on a team?</i>• <i>How do I know I “belong”?</i>	Unit Objectives: <ul style="list-style-type: none">• Strengthening Self-Awareness• Defining Personal Space• Building a Cohort; Collaborating on a Team• Understanding How a Community Effectively Functions• Learning my Role within the Community• Adjusting to a New Environment• Developing Conflict Resolution Strategies		
21st Century Learning Targeted Standards & Skills: Learning and Innovation Skills: <i>Creativity & Innovation</i> <ul style="list-style-type: none">• Think Creatively Learning and Innovation Skills: <i>Critical Thinking & Problem Solving</i> <ul style="list-style-type: none">• Make Judgments & Decisions• Reason Effectively Learning and Innovation Skills: <i>Communication & Collaboration</i> <ul style="list-style-type: none">• Communicate Clearly Information, Media & Technology Skills: <i>Information Literacy</i> <ul style="list-style-type: none">• Use & Manage Information Life & Career Skills: <i>Flexibility & Adaptability</i> <ul style="list-style-type: none">• Adapt to Change Life & Career Skills: <i>Initiative & Self-Direction</i> <ul style="list-style-type: none">• Work Independently Life & Career Skills: <i>Productivity & Accountability</i> <ul style="list-style-type: none">• Manage Products	Integrated State Core Subject Standards:		
	Pennsylvania Approaches to Learning <ul style="list-style-type: none">• <i>Engagement & Persistence</i> Arts & Humanities <ul style="list-style-type: none">• <i>Production, Performance, & Exhibition of Dance, Music, Theatre, & Visual Arts</i>• <i>Aesthetic Response</i>• <i>Critical Response</i>• <i>Historical & Cultural Contexts</i> Health, Safety, & Physical Education <ul style="list-style-type: none">• <i>Physical Activity</i> Personal Social <ul style="list-style-type: none">• <i>Develop Self-Regulation</i> Reading, Writing, Speaking, & Listening <ul style="list-style-type: none">• <i>Speaking & Listening</i>• <i>Types of Writing</i> Social Studies <ul style="list-style-type: none">• <i>How Government Works</i>• <i>Rights & Responsibilities of Citizenship</i>	Ohio English Language Arts <ul style="list-style-type: none">• <i>Speaking & Listening</i>• <i>Vocabulary Acquisition & Use</i> Fine Arts <ul style="list-style-type: none">• <i>Drama/Theatre</i>• <i>Visual Arts</i> Physical Education Social Studies <ul style="list-style-type: none">• <i>Civics Participation & Skills</i>• <i>Heritage</i>• <i>Human Systems</i>• <i>Roles & Systems of Government</i>• <i>Rules & Laws</i>• <i>Scarcity</i>	New York English Language Arts <ul style="list-style-type: none">• <i>Knowledge of Language</i>• <i>Speaking & Listening</i>• <i>Text Types & Purposes</i>• <i>Vocabulary Acquisition & Use</i>

Language of Instruction: <ul style="list-style-type: none"> • Community • Respect • Expectation • Communication • Identity 	Environmental Enhancement Options: <table> <tr> <td>Classroom Displays:</td><td>Pictures of local community landmarks (e.g. children's school(s), the police station, the post office, park); community maps; word/picture combinations of community helpers; area labels; classroom expectation (rules)</td></tr> <tr> <td>Meeting Area:</td><td>Assigned seats for the children</td></tr> <tr> <td>Mathematics Area/Writing Area:</td><td>Graph paper; community maps; pencils with erasers</td></tr> <tr> <td>Social Studies Area:</td><td>Laminated pictures of classroom children, academy staff; laminated language of instruction word cards</td></tr> <tr> <td>Art Exploration Area:</td><td>Magazines that include various pictures of community life</td></tr> <tr> <td>Science & Nature Area:</td><td>Scale with weights</td></tr> <tr> <td>Computer & Technology Area:</td><td>Sims City computer games; Social studies online games: (http://www.netrover.com/~kingskid/social.htm)</td></tr> </table>	Classroom Displays:	Pictures of local community landmarks (e.g. children's school(s), the police station, the post office, park); community maps; word/picture combinations of community helpers; area labels; classroom expectation (rules)	Meeting Area:	Assigned seats for the children	Mathematics Area/Writing Area:	Graph paper; community maps; pencils with erasers	Social Studies Area:	Laminated pictures of classroom children, academy staff; laminated language of instruction word cards	Art Exploration Area:	Magazines that include various pictures of community life	Science & Nature Area:	Scale with weights	Computer & Technology Area:	Sims City computer games; Social studies online games: (http://www.netrover.com/~kingskid/social.htm)
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<p><u>Gross Motor Play:</u></p> <ul style="list-style-type: none"> • Tug of War • Relay Race • Team Play (e.g. basketball, kickball, group jump rope) 	<p><u>Transition Options:</u></p> <ul style="list-style-type: none"> • Initial Recognition • Birthday Month Recognition • Don't Drop the Stick 	<p><u>Project-Based Learning Suggestions:</u></p> <ul style="list-style-type: none"> • Create and adopt a classroom "community" song; encourage the children to recreate and/or add to "The Respect Song." Have the children then perform the song. • Have the group create a bulletin board collage that relates to establishing a community (e.g. "Teamwork, Cooperation, and Community Life). • Provide jigsaw puzzles (of various skill levels); have the children work in pairs or teams to build the puzzles. Once finished, place the puzzles on sturdy paper and have the children glue the pieces together to create a "puzzle picture." Display all pictures to showcase the children' efforts. • Plan, prepare, and conduct a "welcome back" party at the end of the month. • Begin a classroom yearbook, starting this month with the establishment of a committee and work plan.
<p><u>Home Connections:</u></p> <ul style="list-style-type: none"> • Have the children and their families discuss their community. • Create maps of the neighborhood and highlight where the children can find community helpers and those who the family considers "family and friends." • Have the children bring in stamps from home (already used) and discuss how families communicate with others. 		
<p><u>Don't Forget!</u></p> <ul style="list-style-type: none"> • Label all of the children's cubbies with their name as well as picture. • Post classroom expectations in a visible location to frequently review. • Greet every child and caregiver as they enter and exit the classroom. • Establish a communication system with the children and families (e.g. classroom mailboxes, communication message boards). 		
<p><u>Supplemental Materials:</u></p> <ul style="list-style-type: none"> • Information: Definitions for Language of Instruction; Indirect & Direct Communication; United States Postal Service • Song Lyrics • Diorama Examples • Sample Bingo Board • "Trust Yourself" Scenarios • "The Bundle Sticks," Aesop Fables – Story and Questions • "Cooperation Police" Sample Reward System (Positive Behavior Support System) 		

Suggested Activities:

Title: Thank You!		Type of Activity: Small-group experience
Activity Objectives: <i>The children will:</i> <ul style="list-style-type: none"> Understand the importance of respecting one another and appreciating each other's efforts. Freely express themselves, communicating their thoughts through writing and visual art. Understand the importance of "good manners." Work and manage task independently. 	21st Century Standards & Skills: <ul style="list-style-type: none"> Learning & Innovation Skills: <i>Communication & Collaboration</i>-Communicate Clearly Life & Career Skills: <i>Productivity & Accountability</i>-Manage Products 	State Integrated Core Subject Standards: <p>PA:</p> <ul style="list-style-type: none"> YSA: 1.6.4 (K); 1.6.A (1st – 2nd) OSA: 1.6.3.A (3rd); 1.6.4.A (4th); 1.6.5.A (5th) <p>OH: ELA: Speaking & Listening:</p> <ul style="list-style-type: none"> YSA: SL.K2.5a OSA: SL.35.5b <p>NY: Language: Vocabulary Acquisition & Use</p> <ul style="list-style-type: none"> YSA: 5.c (K – 1st); 5.a (2nd) OSA: 5.b (3rd); 6 (4th-5th)
Activity Materials: <ul style="list-style-type: none"> Construction paper (various colors) Heavy paper (tag board, card stock) Markers and/or crayons Scissors Glue Decorating materials, such as ribbon, sparkles, cloth, felt, foam stickers 		
Activity Description: <p>Cut sheets of construction paper in half. Have the children fold each half once to make a card. Make the mentioned materials readily available and invite the group to decorate the outside of each card as they like. Encourage the children to write the word "Thank You" on the front of the card.</p> <p>Once the front of the card is dry, encourage the children to write short letters of thanks inside the card to someone, preferably someone within the classroom. The children can make as many cards as they like for immediate or later use. Throughout the activity, the teacher should discuss why and how thank you cards are given and the importance of being appreciative towards others.</p>		Activity Accommodations: <ul style="list-style-type: none"> Provide hand-hand assistance during cutting and folding and/or pre-cut/fold items as needed. Provide the written word 'thank you' on a visual cue card. Laminate and allow the children to trace the word before writing it on their card as practice. Assist the children in writing inside their card, and allow for the children to express themselves through pictures and decorations.
Activity Extensions Ideas: <ul style="list-style-type: none"> Allow for the children to create other types of "good manner" cards, such as "I'm sorry" and "Get well" notes. Discuss the meaning of forgiveness. 		

<u>Title:</u> Build a House		<u>Type of Activity:</u> Small-group or pair task experience
<u>Activity Objectives:</u> <i>The children will:</i> <ul style="list-style-type: none"> • Work collaboratively to plan, prepare, and create an object. • Think creatively and methodically on how to build a sturdy structure. • Evaluate their work. 	<u>21st Century Standards & Skills:</u> <ul style="list-style-type: none"> • Learning & Innovation Skills: <i>Creativity & Innovation</i>-Think Creatively • Learning & Innovation Skills: <i>Critical Thinking & Problem Solving</i>-Make Judgments & Decisions 	<u>State Integrated Core Subject Standards:</u> PA: <ul style="list-style-type: none"> • YSA: 9.2.1 (K); 9.2.C (1st); 9.2.D (2nd) • OSA: 9.1.3.E (3rd – 4th); 9.1.5.D (5th) OH: FA: Historical, Cultural, and Social Contexts: <ul style="list-style-type: none"> • YSA: 3 (K); 1 (1st); 3 (2nd) • OSA: 3 (3rd - 4th); 5 (5th) NY: Language: <ul style="list-style-type: none"> • YSA: Vocabulary Acquisition and Use 4.a (K); 4.b (1st); 5.a (2nd) • OSA: Knowledge of Language 3.a (3rd-4th); Vocabulary Acquisition and Use 4.a (5th)
<u>Activity Materials:</u> <ul style="list-style-type: none"> • Craft sticks (approximately one package per pair (25-50 sticks) • Crayons, markers, or tempera paints (small amount) and fine-tipped paint brushes • Writing paper or graph paper and pencils with erasers • Glue • Other varied woodworking embellishments, such as cloth, tooth picks, paper scraps 		
<u>Activity Description:</u> <p>Give each small group or pair the listed materials and ask them to think about and discuss how they would like to build their houses. They must first draw their design ideas on paper. Then, using craft sticks, glue, and embellishments, the groups can work to create their distinctive houses. The teacher should remind the children that they must cooperate during this project.</p> <p>Upon completion, the teacher should ask the children how they worked together to create their house. Display the houses in the classroom.</p>		<u>Activity Accommodations:</u> <ul style="list-style-type: none"> • Assist children when drawing their house designs, in particular when thinking about the sturdiness of the design. • Assign roles within small groups to make task completion more methodical. • Allow flexible time to complete this project.
<u>Activity Extensions Ideas:</u> <ul style="list-style-type: none"> • Have the group create houses and design a “Neighborhood” to place in the block area. • Discuss architecture and construction. 		

<u>Title:</u> Trust Yourself Scenarios		<u>Type of Activity:</u> Large group experience
<u>Activity Objectives:</u> <i>The children will:</i> <ul style="list-style-type: none"> Strengthen personal decision making skills. Strengthen self-awareness and social conflict resolution and/or negation skills. Communicate clearly with one another. 	<u>21st Century Standards & Skills:</u> <ul style="list-style-type: none"> Learning & Innovation Skills: <i>Communication & Collaboration</i>-Communicate Clearly Learning & Innovation Skills: <i>Critical Thinking & Problem Solving</i>-Reason Effectively 	<u>State Integrated Core Subject Standards:</u> PA: <ul style="list-style-type: none"> YSA: 15.1.2 (K); AL1.1 (1st); AL1.2 (2nd) OSA: 1.6.3.A(3rd); 1.6.4.A (4th); 1.6.5.A (5th) OH: Social Studies <ul style="list-style-type: none"> YSA: 4 (K); 5 (1st); 8 (2nd) OSA: 9 (3rd); 17 (4th); 12 (5th) NY: Language: <ul style="list-style-type: none"> YSA: Vocabulary Acquisition and Use 4.a (K); 4.b (1st); 5.a (2nd) OSA: Knowledge of Language 3.a (3rd-4th); Vocabulary Acquisition and Use 4.a (5th)
<u>Activity Materials:</u> <ul style="list-style-type: none"> Written scenarios (Refer to Supplemental Materials) 		
<u>Activity Description:</u> <p>Most people strongly feel what is right and what is wrong. The teacher should explain to the group that this feeling is about trusting themselves (being self-aware). The teacher should help the children understand that they need to trust their feelings when making decisions about what is right and wrong.</p> <p>With a partner, the children can select one of the scenarios from the Supplemental Materials to act out and/or discuss with the group. The teacher should help the pair think about ways to act out the scenes. Once the pair dramatizes the scenario, ask the group how the situations made them feel and what they would do.</p>		<u>Activity Accommodations:</u> <ul style="list-style-type: none"> The teacher may need to read and discuss the scenario with the pair prior to their dramatization. Younger children may need to work in a larger group, with older children or given a scenario that matches their comprehension level. This activity may need prior preparation in that the scenarios are given to pairs in advance to think about.
<u>Activity Extensions Ideas:</u> <ul style="list-style-type: none"> Create a list of what is 'right and wrong' with the group and display. Compare the list to the established classroom expectations, making adjustments as necessary. Define and discuss the term 'self-awareness.' 		

<u>Title:</u> Design a Postage Stamp		<u>Type of Activity:</u> Small group experience
<u>Activity Objectives:</u> <i>The children will:</i> <ul style="list-style-type: none"> Learn about various methods of direct and indirect communication. Freely express themselves through written communication and visual art. 	<u>21st Century Standards & Skills:</u> <ul style="list-style-type: none"> Information, Media, & Technology Skills: <i>Information Literacy</i>—Use and Manage Information Learning & Innovation Skills: <i>Creativity & Innovation</i> – Think Creatively 	<u>State Integrated Core Subject Standards:</u> PA: <ul style="list-style-type: none"> YSA: 9.2.1 (K); 9.2.C (1st); 9.2.D (2nd) OSA: 9.1.3.E (3rd – 4th); 9.1.5.D (5th) OH: FA: Historical, Cultural, and Social Contexts: <ul style="list-style-type: none"> YSA: 3 (K); 1 (1st); 3 (2nd) OSA: 3 (3rd - 4th); 5 (5th) NY: Language: <ul style="list-style-type: none"> YSA: Vocabulary Acquisition and Use 4.a (K); 4.b (1st); 5.a (2nd) OSA: Knowledge of Language 3.a (3rd-4th); Vocabulary Acquisition and Use 4.a (5th)
<u>Activity Materials:</u> <ul style="list-style-type: none"> Pre-Cut postage stamps (use basic writing paper) Markers, crayons 		
<u>Activity Description:</u> <p>Discuss various methods of communication with the group; be sure to discuss both direct and indirect styles (Refer to Supplemental Information) and why communication is vitally important when establishing a community and teams. An indirect method of communication is utilization of the postal service (Refer to Supplemental Information). Discuss how people send mail to communicate.</p> <p>The United State Postal Service has a variety of stamps for people to use. Often stamps are issued that reflect community and/or individual accomplishments. Provide the materials listed above and ask the children to create their own stamp that reflects something they are proud of about themselves, the classroom, and/or their community. The children may make as many stamps as they would like.</p>		<u>Activity Accommodations:</u> <ul style="list-style-type: none"> Provide visual models of stamps as references for the children.
<u>Activity Extensions Ideas:</u> <ul style="list-style-type: none"> Have the children make stamps to place in the writing area and use to “mail” each other notes, using the classroom mailboxes. Connect the “Thank You” activity, if possible. Display the children’s stamps on a large envelope, created by the children. Ask a postal worker to visit the classroom. 		

<u>Title:</u> Getting to Know You Diorama		<u>Type of Activity:</u> Small-group or independent task experience
<u>Activity Objectives:</u> <i>The children will:</i> <ul style="list-style-type: none"> • Freely express themselves through visual art. • Learn about peer interests. • Strengthen hand-eye coordination. 	<u>21st Century Standards & Skills:</u> <ul style="list-style-type: none"> • Learning & Innovation Skills: <i>Innovation & Creativity</i>-Think Creatively • Life & Career Skills: <i>Productivity & Accountability</i>-Manage Products 	<u>State Integrated Core Subject Standards:</u> <p>PA:</p> <ul style="list-style-type: none"> • YSA: 9.1c.3 (K); 9.1.M (1st); 9.1.I (2nd) • OSA: 1.4.3 (3rd); 1.4.4 (4th); 1.4.5 (5th) <p>OH:</p> <ul style="list-style-type: none"> • YSA: VA: Creative Expression & Communication 1 (K-2nd) • OSA: VA: Creative Expression & Communication 1 (3rd-4th); 3 (5th) <p>NY:</p> <ul style="list-style-type: none"> • YSA: Text Types & Purposes 2.2 • OSA: Text Types & Purposes 2.2.a
<u>Activity Materials:</u> <ul style="list-style-type: none"> • Card board box (preferably a shirt-sized gift box or shoe box) • Heavy paper and/or additional card board • Scissors • Tape, glue • Thread • Markers, crayons, pencils • Various decorative embellishments, such as sequins, feathers, felt, foam stickers 		
<u>Activity Description:</u> <p>Explain to the group that a diorama is a type of visual art that depicts a statement, idea, thought through 3-dimensional figures. A diorama is a model.</p> <p>Ask the children to create a personal diorama that represents their interests and/or personal identity. The children should be free to express themselves, using the above listed materials. Upon completion, display the models near the children's established personal spaces within the classroom (e.g. cubbies, assigned meeting/eating seat, favorite interest area) to further define their space within the classroom.</p>		<u>Activity Accommodations:</u> <ul style="list-style-type: none"> • Provide hand-hand assistance during cutting, gluing, and figure attachment tasks. • Encourage the children to think about how to display figures within their dioramas in a 3-dimensional way. • Provide diorama models or pictures for visual references (Refer to Supplemental Materials) • Allow flexible time for project completion.
<u>Activity Extensions Ideas:</u> <ul style="list-style-type: none"> • Allow for the children to select the location of where to display their dioramas. Ask the children to compare and contrast peer dioramas, noting individual differences. • Allow for the children to further define their classroom identity by decorating personal spaces such as cubbies and meeting chairs. 		

<u>Title:</u> Peer Bingo (Older School Age ONLY!)		<u>Type of Activity:</u> Large group experience
<u>Activity Objectives:</u> <i>The children will:</i> <ul style="list-style-type: none"> Continue getting to know each other. Connect personal interests and experiences with peers' interests and experiences. Connect written language with verbal communication. 	<u>21st Century Standards & Skills:</u> <ul style="list-style-type: none"> Learning & Innovation Skills: <i>Critical Thinking & Problem Solving</i>-Make judgments and decisions Learning & Innovation Skills: <i>Critical Thinking & Problem Solving</i>-Communicate clearly 	<u>State Integrated Core Subject Standards:</u> PA: <ul style="list-style-type: none"> YSA: 5.2.4 (K); 5.3.A (1st); 5.3.C (2nd) OSA: 1.6.3.A (3rd); 1.6.4.A (4th); 1.6.5.A (5th) OH: Social Studies <ul style="list-style-type: none"> YSA: 9 (K); 10 (1st-2nd) OSA: 11 (3rd); 18 (4th); 15 (5th) NY: Language-Speaking & Listening <ul style="list-style-type: none"> YSA: 1.a (K-2nd) OSA: 1.b (3rd-5th)
<u>Activity Materials:</u> <ul style="list-style-type: none"> Bingo board (Refer to Supplemental Materials) 		
<u>Activity Description:</u> <p>During large group meetings, continue encouraging the children to get to know one another. It is important to know each other's personal interests and ideas when working together. One way for the children to get to know one another is to ask questions to each other.</p> <p>Distribute the bingo boards. The children should find others in the classroom that matches the descriptions in the bingo board. The children may ask the teachers questions as well. Whenever they find someone who matches the description, they should write their name in the box. Encourage the children to try and fill the board.</p> <p>Return to the activity in a few days and compare results. Discuss information shared among the group.</p>		<u>Activity Accommodations:</u> <ul style="list-style-type: none"> The teacher may need to assist children in reading the board descriptions. The teacher may need to remind children to continue working on the activity. The teacher should give the children a specific time frame for activity completion (e.g. three days). The teacher should participate in the activity to serve as a verbal and visual model to the children.
<u>Activity Extensions Ideas:</u> <ul style="list-style-type: none"> Ask the children to make bingo boards either reflecting different personal interests or create boards for the younger children to use- drawing pictures instead of writing descriptions. 		

<u>Title:</u> Communication Pictionary		<u>Type of Activity:</u> Large-group experience
<u>Activity Objectives:</u> <i>The children will:</i> <ul style="list-style-type: none"> • Understand the importance of communication and collaborative thought when working on a team. • Follow directions. • Think creatively. • Be able to rationalize decisions. 	<u>21st Century Standards & Skills:</u> <ul style="list-style-type: none"> • Learning & Innovation Skills: <i>Communication & Collaboration-</i> Communicate Clearly • Learning & Innovation Skills: <i>Critical Thinking & Problem Solving-</i> Reason effectively 	<u>State Integrated Core Subject Standards:</u> PA: <ul style="list-style-type: none"> • YSA: 25.2.1 (K); PS 2.B (1st-2nd) • OSA: 1.6.3.A (3rd); 1.6.4.A (4th); 1.6.5.A (5th) OH: Language-Vocabulary Acquisition & Use <ul style="list-style-type: none"> • YSA: L.K2.4a (K-2nd) • OSA: L.35.6b (3rd-5th) NY: Language-Vocabulary Acquisition & Use 6 (K-5th)
<u>Activity Materials:</u> <ul style="list-style-type: none"> • Large paper and/or dry erase board with markers • Simple figures drawn on index cards 		
<u>Activity Description:</u> <p><i>Prior to the Activity:</i> The teacher should draw simple figures on an index card, such as a circle, animal, flower, person.</p> <p>Divide the group into two groups. The groups should take turns relaying information to an elected “drawer” so that the other group can guess what the relaying team’s index card depicts.</p> <p>Ask the relaying team to first elect a “drawer”. The team should then select an index card and then begin to describe the picture depicted to the drawing team member. Both the drawer and the other team should not know what is depicted on the index card. The relaying team has one minute to describe what the drawer should draw on the large paper. Once the time is up, the other team must decide what is being drawn. If correct, the entire group gets a point. If incorrect, the score remains the same. The group should determine what the points mean. As a suggestion, the teacher should connect total points to the established positive behavior support system within the classroom.</p>		<u>Activity Accommodations:</u> <ul style="list-style-type: none"> • Provide a range of pictures for all ages and abilities to be able to draw and guess. • Provide more time for the children to describe the picture and draw.
<u>Activity Extensions Ideas:</u> <ul style="list-style-type: none"> • When finished with the activity, let the children color the picture and display their work. • Have the children continue the activity in smaller groups. 		
<u>Title:</u> Wait a Little Longer		<u>Type of Activity:</u> Large or small-group experience

<p>Activity Objectives: <i>The children will:</i></p> <ul style="list-style-type: none">• Develop skills used in problem solving• Adapt to change• Learn the importance of patience• Strengthen listening skills	<p>21st Century Standards & Skills:</p> <ul style="list-style-type: none">• Life & Career Skills: <i>Flexibility & Adaptability-</i> Adapt to change	<p>State Integrated Core Subject Standards:</p> <p>PA:</p> <ul style="list-style-type: none">• YSA: 9.1b.1 (K): 9.1.I (1st); 9.4.D (2nd)• OSA: 9.1.3.E (3rd-4th); 9.1.5.E (5th) <p>OH: FA – Drama/Theatre:</p> <ul style="list-style-type: none">• YSA: 1 (k); 5 (1st); 3 (2nd)• OSA: 4 (3rd); 5 (4th); 1 (5th) <p>NY: Language – Vocabulary Acquisition & Use 6 (K-5)</p>
<p>Activity Materials:</p> <ul style="list-style-type: none">• Bell or whistle		
<p>Activity Description:</p> <p>Help the children develop impulse control as they practice waiting. Explain that sometimes you have to wait. Give examples such as waiting for a turn, waiting for someone to stop talking, waiting in line.</p> <p>Tell the children that they are going to practice waiting. Say, ‘I am going to ask you to pretend to do something. Don’t start until I ring the bell.’ Give the children the direction, but wait a few seconds before ringing the bell.</p> <p>Have the children pretend any of the following actions: eating, tying shoes, skating, being a lion. Affirm the children’s behaviors by saying, ‘you can be good at waiting. You can stop and wait.’</p>		<p>Activity Accommodations:</p> <ul style="list-style-type: none">• Make the actions more challenging for older children, such as standing on one foot or tip-toeing.• To make sure the children are paying attention, raise the bell but do not ring it right away.• Let the children lead the activity and/or indicate when to begin.
<p>Activity Extensions Ideas:</p> <ul style="list-style-type: none">• Have the children create transition activities to do during classroom ‘wait times.’		

<u>Title:</u> Find Another Way		<u>Type of Activity:</u> Large or small-group experience
<u>Activity Objectives:</u> <i>The children will:</i> <ul style="list-style-type: none"> • Develop skills used in problem solving, such as critical thinking, perseverance and reframing (adapting to change). • Adjust to a new environment. • Strengthen conflict resolution skills. • Work collaboratively with others. 	<u>21st Century Standards & Skills:</u> <ul style="list-style-type: none"> • Learning & Innovation Skills: <i>Critical Thinking & Problem Solving</i>-Make judgments & decisions • Life & Career Skills: <i>Flexibility & Adaptability</i>-Adapt to change 	<u>State Integrated Core Subject Standards:</u> PA: <ul style="list-style-type: none"> • YSA: 10.4.1 (K); 10.4.K (1st); 10.4.M (2nd) • OSA: 10.4.3.A (3rd); 10.4.4.A (4th); 10.4.5.A (5th) OH: Physical Education S1.1 (K-5th) NY: Language-Vocabulary Acquisition & Use 4.a (K-5th)
<u>Activity Materials:</u> <ul style="list-style-type: none"> • Large building blocks • Barriers of any kind, such as dividers, blankets, large cardboard boxes • Tunnels or hoops • Other obstacle materials 		
<u>Activity Description:</u> <p>Practice divergent thinking by having the children develop an obstacle course that has more than one way to get through it. As they make the course, they should include a few spots in which the children can go more than one way and still get to the end.</p> <p>Upon completion, let the children explore the course materials and course. Allow for them to make choices about how they will move through and which way they will go. As each child goes through the course, ask the next child to try a different way. Encourage the group to help those going through the course. Upon completion, highlight how the group collaboratively built the course and helped each other maneuver through it.</p>		<u>Activity Accommodations:</u> <ul style="list-style-type: none"> • As the children build the course, have them create course maps for the younger children to follow. • If you cannot provide large obstacle course materials, build table top courses with dominos or building blocks and tubes.
<u>Activity Extensions Ideas:</u> <ul style="list-style-type: none"> • Design course maps after each time this activity is completed and keep a booklet of maps. 		

<u>Title:</u> Super Stars		<u>Type of Activity:</u> Small-group experience
<u>Activity Objectives:</u> <i>The children will:</i> <ul style="list-style-type: none"> Strengthen self-awareness. Continue getting to know their peers. 	<u>21st Century Standards & Skills:</u> <ul style="list-style-type: none"> Learning & Innovation Skills: <i>Creativity & Innovation</i>-Think Creatively Life & Career Skills: <i>Initiative & Self-Direction</i>-Work independently 	<u>State Integrated Core Subject Standards:</u> PA: <ul style="list-style-type: none"> YSA: 9.3.2 (K); 9.2.D (1st); 9.3.D (2nd) OSA: 9.1.3.A (3rd); 9.1.4.A (4th); 9.1.5.A (5th) OH:FA-Visual Arts: <ul style="list-style-type: none"> YSA: Historical, Cultural and Social Contexts 3 (K); 2 (1st); 2 (2nd) OSA: 1 (3rd); 2 (4th); 1 (5th) NY: Language-Speaking & Listening: <ul style="list-style-type: none"> YSA: Comprehension & Collaboration 1.a (K-2nd) OSA: Comprehension & Collaboration 1.b (3rd – 5th)
<u>Activity Materials:</u> <ul style="list-style-type: none"> Yellow paper Scissors & hole punch Crayons, markers String & paper clips 		
<u>Activity Description:</u> <p>Make a copy of the “super star” pattern (Refer to Supplemental Materials) and ask each child to cut out a star in yellow paper. Discuss how we all have characteristics that make us unique and special. Let the children share what they consider to be their special characteristics.</p> <p>Ask the children to draw their self-portrait in the middle of the star, and then let them dictate their special characteristics to you to write or have them write them in the points of the star.</p> <p>Hang the stars from the ceiling, reviewing each with the group as they are displayed.</p>		<u>Activity Accommodations:</u> <ul style="list-style-type: none"> Hang the stars close to the children’s personal space or use the stars to decorate children’s cubbies. Allow for the children to make more than one star.
<u>Activity Extensions Ideas:</u> <ul style="list-style-type: none"> Glue photographs of the child on the back of their stars to further emphasize their interests. Create a “Star Child” display in the classroom. 		

<u>Title:</u> Class News and Views		<u>Type of Activity:</u> Small-group experience
<u>Activity Objectives:</u> <i>The children will:</i> <ul style="list-style-type: none"> • Freely express themselves through written communication and visual art. • Communicate clearly to the large group. • Work collaboratively. • Plan and create a classroom project. 	<u>21st Century Standards & Skills:</u> <ul style="list-style-type: none"> • Life & Career Skills: <i>Productivity & Accountability</i> – Manage products • Information, Media, & Technology Skills: <i>Information Literacy</i> – Use & manage information 	<u>State Integrated Core Subject Standards:</u> <p>PA:</p> <ul style="list-style-type: none"> • YSA: 15.1.2 (K); AL1.1 (1st); AL1.2 (2nd) • OSA: 1.6.3.A(3rd); 1.6.4.A (4th); 1.6.5.A (5th) <p>OH: Social Studies</p> <ul style="list-style-type: none"> • YSA: 4 (K); 5 (1st); 8 (2nd) • OSA: 9 (3rd); 17 (4th); 12 (5th) <p>NY: Language</p> <ul style="list-style-type: none"> • YSA: Vocabulary Acquisition and Use 4.a (K); 4.b (1st); 5.a (2nd) • OSA: Knowledge of Language 3.a (3rd-4th); Vocabulary Acquisition and Use 4.a (5th)
<u>Activity Materials:</u> <ul style="list-style-type: none"> • Newspaper • Tape & stapler • Large paper • Scissors • Markers, crayons, & colored pencils 		
<u>Activity Description:</u> <p><i>Prior to the Activity:</i> Create a booklet of paper (using the large paper) that resembles a newspaper.</p> <p>Explain to the children that a newspaper is another form of communication used within communities. Show the blank booklet(s) to the group and ask if they would create a classroom newspaper to share news, ideas, and accomplishments with the class. The children must work together to complete the newspaper. They may decide amongst the group how to divide the work and what work will be included within the newspaper. Upon completion, place the newspaper in the Writing or Library area.</p>		<u>Activity Accommodations:</u> <ul style="list-style-type: none"> • Assign specific tasks for the group that will help to manage the project. • Allow flexible time for project completion.
<u>Activity Extensions Ideas:</u> <ul style="list-style-type: none"> • Assign “class reporters” to continue adding to the newspaper as part of the classroom roles, or actually establish a newspaper committee. 		

Title: “Let it All Out” Area		Type of Activity: Large and small-group experience
Activity Objectives: <i>The children will:</i> <ul style="list-style-type: none"> Strengthen self-regulatory skills. Discuss emotions and emotional expression. Continue defining personal space and identify within the classroom Establishing the classroom environment and routines. 	21st Century Standards & Skills: <ul style="list-style-type: none"> Life & Career Skills: <i>Flexibility & Adaptability-</i> Adapt to change Learning & Innovation Skills: <i>Critical Thinking & Problem Solving-</i>Reason effectively 	State Integrated Core Subject Standards: PA: <ul style="list-style-type: none"> YSA: 25.2.1 (K); PS 2.1 (1st – 2nd) OSA: 1.6.3.A (3rd); 1.6.4.A (4th); 1.6.5.A (5th) OH: Language-Speaking & Listening (Presentation of Knowledge & Ideas) <ul style="list-style-type: none"> YSA: SL.K2.6b OSA: SL.35.5c NY: Language-Speaking & Listening 3 (K-5th)
Activity Materials: <ul style="list-style-type: none"> Large basket or box Scrap paper Pillow Play dough Socks tied in knots 		
Activity Description: <p>Prior to the Activity: The teacher should place the mentioned items in the basket/box and label it “Let it All Out.”</p> <p>Discuss with the children things that make people angry. Ask the children to name things they can do whenever they are angry; ask if they “should hit or hurt others. Why/why not?”</p> <p>Show the children the different items in the box. Explain to the children that the group is going to select an area in the classroom to label the “Let it All Out” zone and the box of items will be placed there. Children will be permitted to freely go to the zone whenever they begin to feel frustrated or angry. Demonstrate with them how to use the items in the box appropriately. For example, punch the pillow, pinch the play dough, pull the knots out of the socks, and crumple the paper. The teacher should also discuss ways in which NOT to use the materials, establishing expectations for the zone (Suggestion: Teachers may even want to write the zone expectations as a chart to place in the area to serve as a visual reminder to the children).</p>		Activity Accommodations: <ul style="list-style-type: none"> During the large group discussion, the teacher and children should role play what typically happens during frustrating times and how the “Let it All Out” zone could be used. Ask the children to draw pictures of things that make them mad. The teacher should collect the pictures and then show them whenever children become angry and are unable to verbalize their feelings. (Be sure to laminate the pictures-make a booklet if possible!) The pictures will serve as visual reminders/cues for the children.

Ask the group to select an area of the room to create the zone. DO NOT place the basket in an already established interest area or the cozy/soft area! This would cause disruption for other children who may want to use those areas appropriately. Also, do not use this area as a means of punishment. Children should be encouraged to express their anger and the “Let it All Out” zone is an area that will allow for them do so safely.

Activity Extensions Ideas:

- Have the children continue adding to the zone. They should brainstorm additional materials and displays as well as ways in which to define the space and decorate the area.
- Attach a large piece of blank paper to a wall/back of shelf in the area and allow for the children to further express their emotions by using it as doodle/scribble board. The teacher can even write on the top of the paper “The Scribble Wall.”