**This Unit we will be introducing the Character Kids and talking about who they are and what they represent**

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| **Activities** |
| **Physical Development B-1- Benchmark A-Practice sitting, rolling, and crawling.B-2- Benchmark A-Explore environment and practice reaching for toys while sitting. Explore objects in hands to see what they do. We will practice pulling up on things to stand. Younger-tummy time- practice rolling from back to stomach and sitting with or without help and exploring objects and people to see what they do** |
| **Approaches to Learning B-1- Younger-continue tummy time and explore how things work and sound. Use different things to drop stuff in for sound effects. Floor time-explore toys and see what sounds they make and what they do. Do it over and over for repetition. C-1- shows interest in what people and objects can do and practices what they can do with their bodies. Clap hands -stack blocks -walk with toy. Sing a few songs about the body-Head shoulders knees and toes. Clap clap clap your hands. If you happy and you know it. Show them the motions as you do it.** |
| **Social and Emotional A-1 Benchmark A--Introduce character kids and tucker turtle-make facial expressions for each one and use pictures to show what it looks like to be Happy- sad- mad .Let them see that- smiling is happy -crying is sad-someone taking your toy makes you mad-Sing Happy and you know it and do the motions and the facial expressions. A-2-Younger Benchmark A-talk to them during routines and say your crying-you must be sad or need something. Your smiling-you must be happy and content. Your mad- someone must have crawled over you or hurt you. Do it repeatedly to introduce language to them. read the character kid book and introduce words like cooperative and kind. You could say things like I like how your lying still to change your diaper -that is being cooperative-or you gave your toy to them that is kind. Practice playing fill and dump and say can you put the ring in the bucket-(use child’s name) and so on.**  **Faith Formation Practice learning daily and table prayers-including sign of cross.** |
| **Language and Literacy C-1-Listens to you as you read and name all the objects in the book and the sounds they make. Books- God made animals, Baby’s First Bible, God is good all the time.C-2-They will begin to make sounds like babbling-laughing-crying. Younger-As you read let them touch and feel the book.**  **Books to Include-Goodnight Moon-Toes ,ears, nose -Thank you God for my family- My home and family-Smile pout-pout fish-My own little world-MOONBEAR- Look at me I can clap- Wish upon a star-Bible Songs** |
| **Mathematical Thinking A-1&2-Introduce numbers 1-5-Do finger plays and songs that have numbers 1-5 (here is the beehive-5 little monkeys-5 green and speckled frogs-use hand puppet.-B-1-While doing finger plays and songs put objects in their hands as you count 1-5.Put a variety of objects out and Let them explore the objects on their own using their hands to see what they do. Younger-introduce numbers 1-3-read books that have a few pictures and numbers. Let them explore the blocks in their hands while you stack them and count to 3.** |
| **Scientific Inquiry 1-B-Explores objects and their environment through their senses-mouths-shakes-drops-smells-touches and even listens to sounds. Play a little game such as can you shake this? feel this? Taste this? Smell this? Touch this? C-1- Benchmark A, B, C, D-Watches as an object moves and knows when it stops - roll cars across the floor when it stops, they will touch it to see what happened. Starts to show interest in textured materials and water. Let them play with touch and feel books. Younger-Let them explore the books with you and touch the different textures.** |
| **Social Studies E-1-Through repetition begins to know when it is time to go outside, play, have lunch, take a nap, go home. Use pictures to show them what time it is now. F-3- Starts to become familiar with family members, peers, and objects. Pick up different objects and name them. Play a game Where is ? Use the child’s name or the family member or peers. Younger-show pictures of different objects peers and family and name them.** |
| **Creative Expression B-1-responds and moves to music-listens to and enjoys the sounds.C-1-uses hands and feet and tries to copy what you do with your body as you move to the sound. Sing teddy bear, teddy bear turn around and do the motions. Younger-they can watch and explore while you move their hands and feet. While on the floor help them to lift their legs-reach for the sky-touch their toes-clap their hands.**  **Music to Include- Songs on creation-God made the world-If I were a butterfly-This little light of mine-Twinkle little star-Mr. Sun.** |

I PHYSICAL DEVELOPMENT

A. HEALTH AND SAFETY

a. Active Physical Play

1. Engages in physical activities with increasing balance, coordination, endurance and intensity

b. Safety- not typically observed

c. Personal Care Routines-not typically observed

d. Feeding and Nutrition

1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices

Benchmark a: Shows interest in the process of being fed (e.g., holds bottle, uses lips to take food off the spoon, attempts to grab or reaches for spoon while being fed)

a. Gross Motor Development

1. B. MOTOR DEVELOPMENT

Demonstrates use of large muscles for movement, position, strength and coordination

Benchmark a: Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects.

2. Demonstrates use of large muscles to move in the environment

Benchmark a. Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects)

b. Gross Motor Perception (Sensorimotor)

1. Uses perceptual information to guide motions and interactions with objects and other people

Benchmark a. Exhibits body awareness and starts to move intentionally

c. Fine Motor Development

1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

Benchmark a: Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy. Displays beginning signs of strength, control and eye-hand coordination

II APPROACHES to LEARNING

A.EAGERNESS AND CURIOSITY

1.Shows awareness of and interest in the environment

B.PERSISTENCE

1.Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes

C.CREATIVITY AND INVENTIVENESS

1.Notices and shows interest in and excitement about familiar objects, people and events

D.PLANNING AND REFLECTION: Not yet typically observed

III SOCIAL AND EMOTIONAL DEVELOPMENT

1. EMOTIONAL FUNCTIONING

Expresses, identifies and responds to a range of emotions

Benchmark a: Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions

2. Demonstrates appropriate affect (emotional response) between behavior and facial expression

Benchmark a: Shows recognition of familiar adults and imitates their facial expressions

B. MANAGING EMOTIONS

1. Demonstrates ability to self-regulate a: Uses preferred adult to help soothe

2. Attends to sights, sounds, objects, people and activities Attends to sights, sounds and people for brief and increasing periods of time

C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS

1. Develops positive relationships with adults

Benchmark a:experiences and develops secure relationship with a primary caregiver

2. Develops positive relationships with peers

Benchmark a: Notices peers by looking, touching or making sounds directed toward the child

3. Develops increasing ability to engage in social problem solving

Benchmark a: Signals when there is a problem to seek adult attention and support

4. Exhibits empathy by demonstrating care and concern for others

Benchmark a: Cries when hearing other children cry

D. SENSE OF IDENTITY AND BELONGING

1. Develops sense of identity and belonging through play

Benchmark a: Eagerly bids for attention of adults

2. Develops sense of identity and belonging through exploration and persistence

Benchmark a: Shows interest and inclination to explore without adult direction

3. Develops sense of identity and belonging through routines, rituals and interactions

Benchmark a: Begins to respond positively to familiar routines and rituals initiated by familiar adult

4. Develops sense of self-awareness and independence

Benchmark a: Signals preferences related to objects and people (e.g., preferring one pacifier over another)

Benchmark b: Begins to recognize own abilities and preferences

IV. LANGUAGE AND LITERACY

A. LISTENING AND UNDERSTANDING

1. Demonstrates understanding when listening

Benchmark a: Begins to engage in multiple back and-forth emerging communicative interactions with adults as part of sensory, social and emotional experience Benchmark b: Responds to gestures of adults

Benchmark c:Responds to gestures that indicate understanding of what is being communicated

2. Increases knowledge through listening

Benchmark a: Reacts to environmental sounds and verbal communication Benchmark b: Turns head toward familiar sounds

Benchmark c: Responds to repeated words and phrases

3. Follows directions Benchmark a: Responds in varied ways to the speaker’s voice (e.g., turning head, making eye contact)

B. SPEAKING

1. Speaks and is understood when speaking

Benchmark a: Begins to vocalize by using speech-like sounds and communicates in various ways to indicate wants and needs

C. VOCABULARY

1. Shows an understanding of words and their meanings (receptive)

Benchmark a: Begins to look at familiar people, objects or animals when they are named Benchmark b: Begins orienting to own name and enjoys playful word games like peek-a-boo

2. Uses increased vocabulary to describe objects, actions and events (expressive) Benchmark a: Uses signs or verbalizations for familiar people or objects including babbling consonant-like sounds Benchmark b: Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss

D. SENTENCES AND STRUCTURE

1. Uses age‐appropriate grammar in conversations and increasingly complex phrases and sentences Benchmark a: Begins to play with speech sound

2. Connects words, phrases and sentences to build ideas: Not typically observed

E. CONVERSATION

1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems

Benchmark a: Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication

2. Asks questions, and responds to adults and peers in a variety of settings Benchmark a: Responds to changes in tone of voice

3. Demonstrates understanding of the social conventions of communication and language use Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues

Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble)

F. EMERGENT READING

1. Shows motivation for and appreciation of reading Benchmark a: Shows enjoyment of the sounds and rhythms of language

2. Shows age-appropriate phonological awareness 3. Shows alphabetic and print knowledge Not typically observed

4. Demonstrates comprehension of books read aloud Benchmark a: Responds to adult reading a book

G. EMERGENT WRITING 1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition Not typically observed

V. MATHEMATICAL THINKING

A. NUMBER SENSE

1. Attends to objects in play, such as reaching or looking for more than one object 2. Observes songs and finger plays that involve numbers and quantity

B. NUMBER AND OPERATIONS

1. Explores objects in hands

C. PATTERNS

1. Explores objects with different characteristics

D. GEOMETRY

1. Begins to notice shapes in the environment

E. SPATIAL RELATIONS1. Explores the properties of objects and watches how they move

2. Explores and experiments with objects and attends to events in the environment (e.g., shaking a rattle or ring of keys)

F. MEASUREMENT AND DATA

1. Explores objects in various ways

VI SCIENTIFIC INQUIRY

THROUGH EXPLORATION AND DISCOVERY

1. Uses senses to explore and understand their social and physical environment Benchmark a: Responds to information received through the senses Benchmark b: Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping)

2. Uses tools in scientific inquiry Benchmark a: Responds to people and objects in simple ways s) 4 years-Kindergarten (48 months-Kindergarten)

3. Uses understanding of causal relationships to act on social and physical environments Benchmark a: Begins to explore/notice cause and effect (e.g., crying to get needs met)

B. LIFE SCIENCE

1. Demonstrates knowledge related to living things and their environments Benchmark a: Shows curiosity about own body structure (e.g., two legs, fingers for grasping)

C. PHYSICAL SCIENCE

1. Demonstrates knowledge related to physical science Benchmark a: Displays interest in movement of objects Benchmark b: Recognizes when a moving object has stopped (e.g., mobile)

Benchmark c: Uses senses to gain knowledge about objects

Benchmark d: Displays interest in various types of materials (e.g., water, soft fabric, textured carpet)

D. EARTH AND SPACE SCIENCE

1. Demonstrates knowledge related to the dynamic properties of earth and sky

Benchmark a: Touches water (e.g., plastic cups, sponge and wet washcloth) Benchmark b: Touches sand, soil and mud

Benchmark c: Begins to exhibit curiosity about objects in the sky and environment Benchmark d: Responds to changes in temperature and weather (e.g., cries when too warm or too cold)

E. ENVIRONMENT

1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment Benchmark a: Recognizes familiar people and objects in the immediate environment

F. ENGINEERING AND TECHNOLOGY

1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures Not yet typically observed

VII. SOCIAL STUDIES

A. CULTURE

1. Experiences own family practices (traditions, celebrations, songs, food or language)

B. INDIVIDUAL DEVELOPMENT AND IDENTITY

1. Begins to explore characteristics of self (eyes, nose and hair) C. INDIVIDUALS AND GROUPS

1. Begins to recognize family members

D. SPACES, PLACES AND ENVIRONMENTS1. Responds to people and objects

E. TIME, CONTINUITY AND CHANGE

1. Begins to respond to schedules

F. GOVERNANCE, CIVIC IDEALS AND PRACTICES

1. Responds to people and object

2. Uses senses to solve problems

3. Recognizes familiar people and objects

G. ECONOMICS AND RESOURCES

1. Begins to actively seek out responses

H. TECHNOLOGY AND OUR WORLD

1. Responds to people and objects

VIII. CREATIVE EXPRESSION THROUGH THE ARTS

A. SENSORY ART EXPERIENCE

1. Begins to experience the sensory qualities of a wide variety of open-ended, diverse and process-oriented sensory materials B. MUSIC

1. Responds to music in a variety of ways

C. CREATIVE MOVEMENT

1. Uses movement to show increasing body awareness in response to own environment

D. IMAGINATIVE AND CREATIVE PLAY

1. Imitates familiar experiences in own life

E. APPRECIATION OF THE ARTS

1. Responds spontaneously to different forms of art in the environment

**Faith Formation**

**Faith Development Concepts**

Plays, works and prays happily with others.

Develops a sense of awe and wonder, respect, gratitude and stewardship for God’s creation.

Develops a sense of community and worship.

Knows that God loves, protects and provides for them.

Recognizes that prayer is talking to God.

Learns traditional prayers including the Sign of the Cross, daily and table prayers.

Ask for and listens to Bible stories.

**Safe Environment Standards**

**Standard 1 -Cognitive Development**

SECD:1a the difference between “good Touch and “bad” touch

SECD:1b A sense that individuals are loved by important people in their lives

SECDCD:1d There are “good’ and “bad” choices

SECD:1e It is alright to say “NO”

SECD:1f How to say “I’m Sorry”

SECD:1g How to express forgiveness

SECD:1h Parts of their bodies are private and should be respected

SECD: 1i There should be no secrets and recognizes the importance of letting trusted adults know about uncomfortable situations or relationships with others until believed

SECD:1j The difference between harmful safe and harmful relationships

SECD:1k In case of sexual abuse, the child is never at fault-( when an adult makes a mistake it’s never the child’s fault

SECD:1l Families love and care for each other

SECD:1mThe uniqueness of each person

**Standard 2- Spiritual Development**

SESD:2a An appreciation of God’s goodness and personal love for them

SESD:2b The need to respect all forms of life

SESD:2c A sense of self worth

SESD:2d A spirit of prayer and sense of God’s presence

SESD:2e A sense that God loves all individuals and gives us families composed of members who help each other

SESD:2f An understanding that God calls us to forgive those who hurt us

SESD:2g A proper respect for the body as part of God’s creation

**Standard 3- Behavioral Development**

SEBD:3a Understanding that parts of the body should be respected

SEBD:3b Understanding that feelings can be managed

SEBD: 3c How friends treat each other with respect

SEBD:3d Ways to report to trusted adults uncomfortable situations or relationships with others until believed