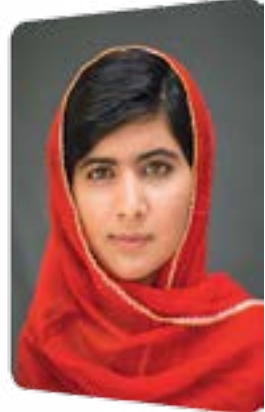




The MY HERO Project

Lesson Plans



INSIDE THIS GUIDE

Lesson Title:

- Do the Best You Can
- Sand Surfing
- Plastic Perils
- Wonderful World
- Happy Dance
- True Colors
- Let's Be Friends!
- Adventures with Shapes
- Make it Rain!
- All Lives are Precious

Standards addressed include Social and Emotional Development Foundation Skills; Communication, Language and Literacy Standards; Mathematics; Science; Social Studies; The Arts; and Technology Standards



1 Lesson Title: Do the Best You Can



Unit:

"All About Me" and "Community Helpers"

Themze:

Identity development

Class Description:

Full class, Prekindergarten (age 3-5) up to 25 children

Activities:

Opening discussion: Ask the class what are they good at? What makes us better at something? What does it feel like to do something that we aren't good at? Why is it important to try new things? What activities do you want to try that you aren't great at yet?



Watch the Short Film "Hummingbird" From Dirt! the Movie

<http://myhero.com/films/view.asp?film=dirt&res=high>

Discuss the film with the class. What happened in the movie? What did the hummingbird do? What did the other animals learn from the hummingbird? Was the hummingbird a community helper/hero? Why or why not?



Follow Up Activities:

1. Talent show to share with others things we are good at. Encourage the children to plan a talent show for later that week, and sing a song, do a dance, draw a picture, or show off another activity that they are good at. If children are not sure of what they are good at, encourage them to try something and give them praise for doing their best.
2. Discussion of community helpers and heroism. What are heroic acts? What are community helpers and why are they heroes? Who are important heroes? Working with students in small groups, explore the content in MY HERO's digital library (<http://myhero.com/search/index.asp?browse=1>). Consider creating a MY HERO Organizer page (<http://myhero.com/organizer/tutorial.asp>) for the class to collect images and stories about their favorite heroes and send this out to parents or share at a classroom meeting.



Standards Addressed:

Standards Addressed: Social and Emotional Development, Communication, Language and Literacy Standards, The Arts (if a talent show activity is completed), Technology Standards (If the MY HERO Project digital archive and web-authoring tools are used).

NYS Prekindergarten Foundations for Common Core:

Social and Emotional Development- Foundation Skills: 4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.).



Communication, Language and Literacy Standards:

1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for story telling, singing or finger plays. b) Asks questions. c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).
3. Demonstrates that he/she understand what they observe. a) Uses vocabulary relevant to observations. a) Understands and follows spoken directions. c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).



Speaking and Listening Standards:

1. With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups. a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Engage in extended conversations. c) Communicate with individuals from different cultural backgrounds. 2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.



The Arts:

1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts. a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.). b) Shows an interest in what can be created with tools, texture, color and technique. c) Uses materials to build and create "pieces" that represent another item (blocks become a castle; clay becomes a snake). 2. Responds and react to visual arts created by themselves and others. a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others. b) Identifies similarities and differences among samples of visual art. c) Shares opinions about visual arts, creations, and experiences. 3. Expresses oneself by engaging in musical activities. a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments. a) Observes a variety of musical performances, both vocal and instrumental. b) Moves and keeps rhythm to different kinds of music. 7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement.



Technology:

5. Uses the knowledge of technology to increase learning. a) Uses computer to write, draw and explore concepts. b) Learns basic skills by using age appropriate computer programs. c) Uses technology tools independently (e.g., instructional media games, digital cameras).

2 Lesson Title: Sand Surfing



Unit:

"All About Me", Science, Geography, Social Studies

Themze:

Identity development, Diversity, Science experimentation

Class Description:

Full class, Prekindergarten (age 3-5) up to 25 children

Activities:

Class Discussion: Ask the class where do we live? Describe the town/city we live in. What does it look like? What do people do for fun here? Has anyone been somewhere else? What was it like? How did you get there? How did you travel once you were there? Did you do anything different?

Ask if anyone knows that the name of the country we live in is? Point to it on a picture of the world. What do people look like here? What do people like to eat here? What do people do for fun? Introduce the film: Now we're going to watch a cartoon about another place. Pay attention to how it's different.



Watch the short film "Mouk-the Cloud Catcher"

<http://myhero.com/films/view.asp?film=cloudcatcher&res=high>

Discuss the film with the class. Where were they in this film? Point to South America on a map. What did they do that is different from here? Why were they catching the clouds?



Follow Up Activities:

Catch a cloud! Take two cups and mark off on inch measurements on the side of each. Place one on the ground away from any objects and another under a gutter so it collects what pours out. Ask the class to predict which will catch the most water. Visit the cups each day for a week to see how much rain is collected. Talk about changes in the weather each day. Record the measurement each day. Tally the measurements at the end of the week. Talk about how a gutter works. Talk about why communities might harvest rainwater and the importance of not wasting water.



Standards Addressed:

Social and Emotional Development, Communication, Language and Literacy Standards, Math, Science, Social Studies, The Arts, and Technology Standards. NYS Prekindergarten Foundations for Common Core: Social and Emotional Development- Foundation Skills: 4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.).



Communication, Language and Literacy Standards:

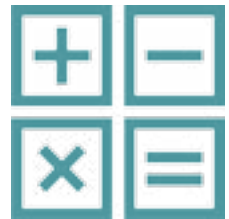
1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for story telling, singing or finger plays. b) Asks questions. c) Listens attentively for a variety of purposes

(e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions). 3. Demonstrates that he/she understand what they observe. a) Uses vocabulary relevant to observations. a) Understands and follows spoken directions. c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).



Speaking and Listening Standards:

1. With guidance and support, participate in collaborative conversations with diverse partners about pre- kindergarten topics and texts with peers and adults in small and large groups. a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Engage in extended conversations. c) Communicate with individuals from different cultural backgrounds. 2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.



Mathematics Standards:

1. Count to 20. 2. Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects). Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects. 1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).



Science Standards:

1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment. a) Uses senses to gather, explore, and interpret information. b) Manipulates and observes objects in his or her surroundings to develop conclusions. c) Makes observations and describes changes in objects, living things, and natural events in the environment. e) Asks “why,” “how,” and “what if” questions and seeks answers through experimentation and investigation. f) Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world. 2. Tests predictions through exploration and experimentation. a) Gives oral, written or graphic explanations of what he/she wants to learn. b) Uses a variety of tools and materials to test predictions through active experimentation (child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats.) c) Replicates or changes the experimental approach. d) Records and organizes data using graphs, charts, science journals, or other means of recording. e) Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations. d) Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, snowy, windy, cloudy, etc.). f) Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc 6. Acquires knowledge about the physical properties of the world. a) Describes, compares, and categorizes objects based on their properties. b) Uses senses to explore different environments (classroom, playground, field trips). e) Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).



Social Studies:

1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community. a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. b) Describes how each person is unique and important. f) Describes his own community and/or cultural group. g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).

2. Demonstrates awareness and appreciation of their own culture and other cultures.

a) Talks about and/or shows items related to his/her family and cultural traditions to others. b) Questions why and/or how people are similar/different. c) Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture. d) Demonstrates an understanding of similarities and differences between and among individual people and families.



The Arts:

2. Responds and react to visual arts created by themselves and others. a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.



Technology:

5. Uses the knowledge of technology to increase learning. a) Uses computer to write, draw and explore concepts.

3 Lesson Title: Plastic Perils



Unit:

Environmentalism

Themze:

Pollution Awareness

Class Description:

Full class, Prekindergarten (age 3-5) up to 25 children

Activities:

Introduce the film: We are going to watch a film about a very special crab. This film doesn't have any words, so we have to pay close attention to what the crab is doing. Narrate the film if you feel your class would understand it better.



Watch the Short Film "The Plastic Perils of the Pacific"

<http://myhero.com/films/view.asp?film=The%20Plastic%20Perils>

Discuss the film with the class. What was the film about? What is litter? Why is it important not to litter? What can we do about litter?



Follow Up Activities:

Park clean up day with parents. Bring gloves and have each parent and child pick up trash in the local park. Afterwards, wash hands and have a picnic.



Standards Addressed:

Social and Emotional Development, Communication, Language and Literacy Standards, Science, The Arts, and Technology Standards
NYS Prekindergarten Foundations for Common Core:
Social and Emotional Development- Foundation Skills: 4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.).



Communication, Language and Literacy Standards:

1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for story telling, singing or finger plays. b) Asks questions. c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions). 3. Demonstrates that he/she understand what they observe. a) Uses vocabulary relevant to observations. a) Understands and follows spoken directions. c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).



Speaking and Listening Standards:

1. With guidance and support, participate in collaborative conversations with diverse partners about pre- kindergarten topics and texts with peers and adults in small and large groups. a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Engage in extended conversations. c) Communicate with individuals from different cultural backgrounds. 2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.



Science Standards:

f) Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc
The Arts
2. Responds and react to visual arts created by themselves and others. a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.



Technology:

5. Uses the knowledge of technology to increase learning. a) Uses computer to write, draw and explore concepts.

4 Lesson Title: Wonderful World



Unit:
Seasons

Themze:
Science Observation

Class Description:
Full class, Prekindergarten (age 3-5) up to 25 children

Activities:
Class discussion: Ask the class what the weather is like today? What was it like yesterday? What is this season? What is this season usually like? How do the animals and plants act during this season?



**Watch the Short Film
"Wonderful World"**

<http://myhero.com/films/view.asp?film=Wonderful%20World>

Discuss the film with the class. What are the seasons the film talks about? What is special about each one? What is your favorite season?



Follow Up Activites:

Art project to make a collage of your favorite season. Using different materials, help students create a collage that represents what the weather, plants and animals are like in their favorite season.



Standards Addressed:

Social and Emotional Development, Communication, Language and Literacy Standards, Science, The Arts, and Technology Standards
NYS Prekindergarten Foundations for Common Core:
Social and Emotional Development- Foundation Skills: 4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.).



Communication, Language and Literacy Standards:

1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for story telling, singing or finger plays. b) Asks questions. c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions). 3. Demonstrates that he/she understand what they observe. a) Uses vocabulary relevant to observations. a) Understands and follows spoken directions. c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).



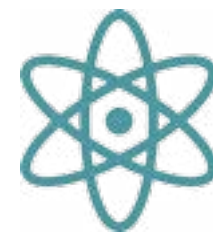
Speaking and Listening Standards:

1. With guidance and support, participate in collaborative conversations with diverse partners about pre- kindergarten topics and texts with peers and adults in small and large groups. a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Engage in extended conversations. c) Communicate with individuals from different cultural backgrounds. 2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.



The Arts:

1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts. a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.). b) Shows an interest in what can be created with tools, texture, color and technique. c) Uses materials to build and create "pieces" that represent another item (blocks become a castle; clay becomes a snake). d) Chooses materials and subjects with intent and purpose. e) Paints, draws and constructs models based on observations. 2. Responds and react to visual arts created by themselves and others. a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others. b) Identifies similarities and differences among samples of visual art. c) Shares opinions about visual arts, creations, and experiences. 3. Expresses oneself by engaging in musical activities. a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments. c) Engages in music activities having different moods, tempos, and rhythms. d) Uses and explores traditional and non-traditional sound sources including those that are electronic. 4. Responds and reacts during musical activities. a) Observes a variety of musical performances, both vocal and instrumental. c) Reacts to music through oral, written or visual expression.



Science:

1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment. c) Makes observations and describes changes in objects, living things, and natural events in the environment. d) Organizes his or her observations of objects and events by identifying, classifying, etc. e) Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations. d) Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, snowy, windy, cloudy, etc.). 5a) Observes and discusses similarities, differences, and categories of plants and animals. k) Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.



Technology:

5. Uses the knowledge of technology to increase learning. a) Uses computer to write, draw and explore concepts.

5 Lesson Title: Happy Dance



Unit:
Feelings

Themze:
Recognizing feelings, Music

Class Description:
Full class, Prekindergarten (age 3-5) up to 25 children

Activities:
Class discussion: Talk about feelings. What are feelings? What different types of feelings? How do we look and act when we feel each way?
Introduce the film. Now we are going to watch a film about being happy. Feel free to make up your own happy dance as we listen to this song!



**Watch the Short Film
"Mr. Blue Sky"**

<http://myhero.com/films/view.asp?film=happiness&res=high>



Follow Up Activites:

Encourage the children to dance! Afterwards ask the children what their happy dance looked like. Make up other dances for various feelings as a class.



Standards Addressed:

Social and Emotional Development, Communication, Language and Literacy Standards, The Arts, and Technology Standards
NYS Prekindergarten Foundations for Common Core:
Social and Emotional Development- Foundation Skills: 4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.).



Communication, Language and Literacy Standards:

1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for story telling, singing or finger plays. b) Asks questions. c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions). 3. Demonstrates that he/she understand what they observe. a) Uses vocabulary relevant to observations. a) Understands and follows spoken directions. c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).



Speaking and Listening Standards:

1. With guidance and support, participate in collaborative conversations with diverse partners about pre- kindergarten topics and texts with peers and adults in small and large groups. a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Engage in extended conversations. c) Communicate with individuals from different cultural backgrounds. 2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.



The Arts:

2. Responds and react to visual arts created by themselves and others. a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others. c) Shares opinions about visual arts, creations, and experiences. 3. Expresses oneself by engaging in musical activities. a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments. b) Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings. c) Engages in music activities having different moods, tempos, and rhythms. d) Uses and explores traditional and non-traditional sound sources including those that are electronic. 4. Responds and reacts during musical activities. a) Observes a variety of musical performances, both vocal and instrumental. b) Moves and keeps rhythm to different kinds of music. c) Reacts to music through oral, written or visual expression. f) Repeats, responds and/or reacts to lyrics and/or melodies. 7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement. a) Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.



Technology:

5. Uses the knowledge of technology to increase learning. a) Uses computer to write, draw and explore concepts.

6 Lesson Title: True Colors (Part 1)



Unit:
"All about me"

Theme:
Identity development, Social Studies

Class Description:
Full class, Prekindergarten (age 3-5) up to 25 children



**Watch the Short Film
"The Chameleon's True Colors"**

<http://myhero.com/films/view.asp?film=chameleonstruecolors&res=high>

Discuss the film with the class. Ask, What is the film about? What color is your skin? Hair? Eyes? Are your friends the same color? We are all different. All colors are beautiful.

Follow up activity: Paint or draw a picture of your face and chose the colors that match you. Talk about how each person is special and unique.



Standards Addressed:

Social and Emotional Development, Communication, Language and Literacy Standards, Social Studies, The Arts, and Technology Standards

NYS Prekindergarten Foundations for Common Core:

Social and Emotional Development- Foundation Skills: 4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.).



Communication, Language and Literacy Standards:

1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for story telling, singing or finger plays. b) Asks questions. c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions). 3. Demonstrates that he/she understand what they observe. a) Uses vocabulary relevant to observations. a) Understands and follows spoken directions. c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).



Social Studies:

1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community. a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. b) Describes how each person is unique and important. f) Describes his own community and/or cultural group. g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).
2. Demonstrates awareness and appreciation of their own culture and other cultures. a) Talks about and/or shows items related to his/her family and cultural traditions to others. b) Questions why and/or how people are similar/different. d) Demonstrates an understanding of similarities and differences between and among individual people and families.



The Arts:

1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts. a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.). b) Shows an interest in what can be created with tools, texture, color and technique. c) Uses materials to build and create "pieces" that represent another item (blocks become a castle; clay becomes a snake). d) Chooses materials and subjects with intent and purpose. e) Paints, draws and constructs models based on observations.
2. Responds and react to visual arts created by themselves and others. a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others. b) Identifies similarities and differences among samples of visual art. c) Shares opinions about visual arts, creations, and experiences.
3. Expresses oneself by engaging in musical activities. a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments. c) Engages in music activities having different moods, tempos, and rhythms. d) Uses and explores traditional and non-traditional sound sources including those that are electronic.

4. Responds and reacts during musical activities. a) Observes a variety of musical performances, both vocal and instrumental. b) Moves and keeps rhythm to different kinds of music. c) Reacts to music through oral, written or visual expression. f) Repeats, responds and/or reacts to lyrics and/or melodies.



Technology:

5. Uses the knowledge of technology to increase learning. a) Uses computer to write, draw and explore concepts.

7 Lesson Title: Let's Be Friends

(Part 2 of True Colors)



Unit:
"All about me"

Themze:
Identity development, diversity, friendship

Class Description:
Full class, Prekindergarten (age 3-5) up to 25 children



Watch the Short Film
"Mig Said Series - Let's be Friends"

<http://myhero.com/films/view.asp?film=community&res=high>

Discuss the film with the class. We are all different in this class and we are all friends. What are some things about you that are different from your friends? Why is it important to have friends who are different than we are?



Follow Up Activities:

Make a friendship mural cut out stencils of children's bodies. Have each child color in a face with colors to match their hair, eyes and skin (See Lesson Plan True Colors). Glue the bodies on a large board to make a mural so that they are holding hands. Write "Let's be friends!" at the top. Consider submitting a picture of your mural to the MY HERO Gallery (<http://myhero.com/gallery/>)!



Standards Addressed:

Social and Emotional Development, Communication, Language and Literacy Standards, Social Studies, The Arts, and Technology Standards

NYS Prekindergarten Foundations for Common Core:

Social and Emotional Development- Foundation Skills: 4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.).



Communication, Language and Literacy Standards:

1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for story telling, singing or finger plays. b) Asks questions. c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions). 3. Demonstrates that he/she understand what they observe. a) Uses vocabulary relevant to observations. a) Understands and follows spoken directions. c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).



Speaking and Listening Standards:

1. With guidance and support, participate in collaborative conversations with diverse partners about pre- kindergarten topics and texts with peers and adults in small and large groups. a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Engage in extended conversations. c) Communicate with individuals from different cultural backgrounds. 2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.



Social Studies:

1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community. a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. b) Describes how each person is unique and important. f) Describes his own community and/or cultural group. g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages). 2. Demonstrates awareness and appreciation of their own culture and other cultures. a) Talks about and/or shows items related to his/her family and cultural traditions to others. b) Questions why and/or how people are similar/different. d) Demonstrates an understanding of similarities and differences between and among individual people and families.



The Arts:

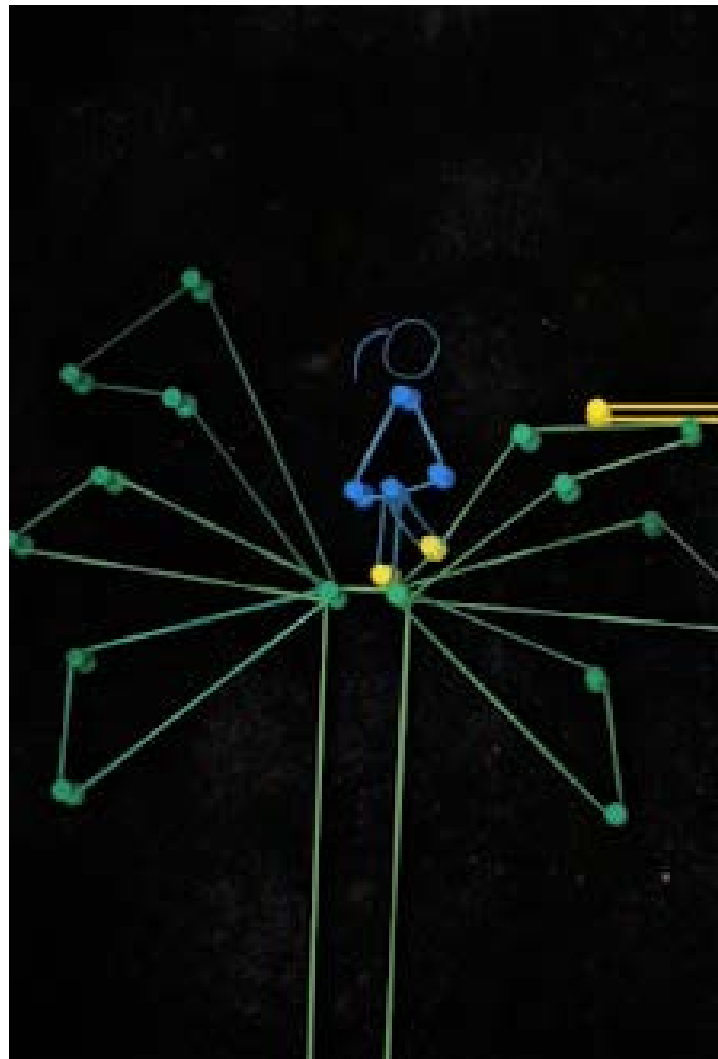
1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts. a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.). b) Shows an interest in what can be created with tools, texture, color and technique. c) Uses materials to build and create "pieces" that represent another item (blocks become a castle; clay becomes a snake). d) Chooses materials and subjects with intent and purpose. e) Paints, draws and constructs models based on observations. 2. Responds and react to visual arts created by themselves and others. a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others. b) Identifies similarities and differences among samples of visual art. c) Shares opinions about visual arts, creations, and experiences. 3. Expresses oneself by engaging in musical activities. a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments. c) Engages in music activities having different moods, tempos, and rhythms. d) Uses and explores traditional and non-traditional sound sources including those that are electronic. 4. Responds and reacts during musical activities. a) Observes a variety of musical performances, both vocal and instrumental. b) Moves and keeps rhythm to different kinds of music. c) Reacts to music through oral, written or visual expression. f) Repeats, responds and/or reacts to lyrics and/or melodies.



Technology:

5. Uses the knowledge of technology to increase learning. a) Uses computer to write, draw and explore concepts.

8 Lesson Title: Adventures with Shapes



Unit:
Mathematics

Themze:
Creative math class

Class Description:
Full class, Prekindergarten (age 3-5) up to 25 children



**Watch the Short Film
"A Girl Named
Elastika"**

<http://myhero.com/films/view.asp?film=elastika&res=high>

Discuss the film with the class. What was the film about? How do you think the film was made? What kind of objects were used? If you were going to make a film like this, what would you use?

Play parts of the film again, pausing to ask the class what kind of shapes they can see. Count the dots or thumb tacks. What colors are used?



Follow Up Activities:

Make an adventure film using shapes! Take colored dot stickers and put them on a white board. Use rulers and dry erase markers to connect the dots into shapes. Take a picture, then change it slightly so that it looks like the image has moved. Take another photo, then change it again and repeat. Create a slideshow/stop motion film with the images using Photoshop or these free online resources (<https://www.videomaker.com/video/watch-external/648>). Screen it for the class and for parents at the next classroom meeting. Consider submitting it to the MY HERO Project International Film Festival (<http://myhero.com/films/>)!



Standards Addressed:

Social and Emotional Development, Communication, Language and Literacy Standards, Mathematics, The Arts, and Technology Standards
NYS Prekindergarten Foundations for Common Core:
Social and Emotional Development- Foundation Skills: 4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.).



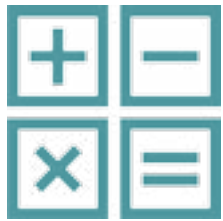
Communication, Language and Literacy Standards:

1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for story telling, singing or finger plays. b) Asks questions. c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions). 3. Demonstrates that he/she understand what they observe. a) Uses vocabulary relevant to observations. a) Understands and follows spoken directions. c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).



Speaking and Listening Standards:

1. With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups. a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Engage in extended conversations. c) Communicate with individuals from different cultural backgrounds. 2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.



Mathematics Standards:

1. Count to 20. 2. Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects). Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects. 1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light). Identify and describe shapes (squares, circles, triangles, rectangles). 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. 2. Correctly name shapes regardless of size. 1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape). 2. Create and build shapes from components (e.g., sticks and clay balls)



The Arts:

1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts. a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.). b) Shows an interest in what can be created with tools, texture, color and technique. c) Uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake). d) Chooses materials and subjects with intent and purpose. e) Paints, draws and constructs models based on observations. 2. Responds and react to visual arts created by themselves and others. a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others. b) Identifies similarities and differences among samples of visual art. c) Shares opinions about visual arts, creations, and experiences. 3. Expresses oneself by engaging in musical activities. a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments. c) Engages in music activities having different moods, tempos, and rhythms. d) Uses and explores traditional and non-traditional sound sources including those that are electronic. 4. Responds and reacts during musical activities. a) Observes a variety of musical performances, both vocal and instrumental. c) Reacts to music through oral, written or visual expression. f) Repeats, responds and/or reacts to lyrics and/or melodies.



Technology:

5. Uses the knowledge of technology to increase learning. a) Uses computer to write, draw and explore concepts.

9 Lesson Title: Make It Rain!



Unit:
Music Composition

Themze:
Exploration with Music

Class Description:
Full class, Prekindergarten (age 3-5) up to 25 children



**Watch the Short Film
"Composition for
Sustained Rain"**

<http://myhero.com/films/view.asp?film=Composition%20For%20Sustained%20Rain>

Discuss the film with the class. What was the film about? Why were they making the music? Have you ever heard of a rain dance? A rain dance is a special song and dance to change the weather. Native Americans used to perform this ritual to try to bring rain for their crops when the weather was too dry.



Follow Up Activities:

Today we're going to make our own song like this one! Should we make the music to try to bring rain or for another purpose? What do we want to dedicate our song to?

Collect objects from around the classroom that could be used as musical instruments. You may want to bring in a few others for this purpose, for example some metal spoons or pans or beans in a coffee can/jar. Let the children follow a beat and then explore on their own. Film the performance and play it back to the class and at the next classroom meeting.



Standards Addressed:

Social and Emotional Development, Communication, Language and Literacy Standards, The Arts, and Technology Standards

NYS Prekindergarten Foundations for Common Core:

Social and Emotional Development- Foundation Skills: 4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.).



Communication, Language and Literacy Standards:

1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for story telling, singing or finger plays. b) Asks questions. c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions). 3. Demonstrates that he/she understand what they observe. a) Uses vocabulary relevant to observations. a) Understands and follows spoken directions. c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).



Speaking and Listening Standards:

1. With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups. a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Engage in extended conversations. c) Communicate with individuals from different cultural backgrounds. 2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.



The Arts:

2. Responds and react to visual arts created by themselves and others. a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others. b) Identifies similarities and differences among samples of visual art. c) Shares opinions about visual arts, creations, and experiences. 3. Expresses oneself by engaging in musical activities. a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments. b) Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings. c) Engages in music activities having different moods, tempos, and rhythms. d) Uses and explores traditional and non-traditional sound sources including those that are electronic. e) Creates sounds using traditional instruments (bells, drums, recorders, etc) and non-traditional instruments (tin cans, oatmeal boxes, containers filled with water). 4. Responds and reacts during musical activities. a) Observes a variety of musical performances, both vocal and instrumental. b) Moves and keeps rhythm to different kinds of music. c) Reacts to music through oral, written or visual expression. f) Repeats, responds and/or reacts to lyrics and/or melodies. 7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement. a) Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.



Technology:

5. Uses the knowledge of technology to increase learning. a) Uses computer to write, draw and explore concepts.

10 Lesson Title: All Lives are Precious



Unit:
Science Observations

Themze:
Respect life when making observations

Class Description:
Full class, Prekindergarten (age 3-5) up to 25 children



**Watch the Short Film
"Red Bird Saves Corn"**

<http://myhero.com/films/view.asp?film=NavajoLegend>

Discuss the film with the class. What was the film about? Why were they making the music? Have you ever What was the film about? Did you notice how the boy spoke? What was he saying about the community he is from? How is it different from where we live?

Why didn't Spider Woman want to help the boy at first? What do you think she was trying to teach him? Stress the importance of respecting life and being careful observers.



Follow Up Activities:

Go on a nature walk! Bring binoculars and magnifying glasses and see if you can find Spider Woman or any other insects and animals. Be very careful not to step on or hurt any plants and animals you see.



Standards Addressed:

Social and Emotional Development, Communication, Language and Literacy Standards, Mathematics, The Arts, and Technology Standards

NYS Prekindergarten Foundations for Common Core:

Social and Emotional Development- Foundation Skills: 4. Develops positive relationships with their peers. b) Interacts with other children (e.g., in play, conversation, etc.).



Communication, Language and Literacy Standards:

1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for story telling, singing or finger plays. b) Asks questions. c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions). 3. Demonstrates that he/she understand what they observe. a) Uses vocabulary relevant to observations. a) Understands and follows spoken directions. c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).



Speaking and Listening Standards:

1. With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups. a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Engage in extended conversations. c) Communicate with individuals from different cultural backgrounds. 2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.



Social Studies:

1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community. a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. b) Describes how each person is unique and important. f) Describes his own community and/or cultural group. g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).



Science:

f) Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc)



The Arts:

2. Responds and react to visual arts created by themselves and others. a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.



Technology:

5. Uses the knowledge of technology to increase learning. a) Uses computer to write, draw and explore concepts.

The MY HERO Project

Lesson Plans

