

There are 8 students in my preschool class between the ages of 3 and 5. All are identified with a disability, including ASD, epilepsy, general developmental delay, and speech impediment. They receive intervention services through a part-time academic year school program with push-in therapy services.

Unit Title		Tunnels and Bridges: How We Are Connected			Length of Unit	2 Weeks
Focus Learning Objectives:		Focus Standards Addressed in this Unit:				
<p>The children will be able to:</p> <ol style="list-style-type: none"> 1. Compare and contrast tunnels and bridges using knowledge gained from informational texts 2. Use prepositions and directional words 3. Measure height and width using nonstandard methods of measurement 4. Understand that text has many diverse purposes and create diverse text 5. Collaborate with peers and adults to complete shared writing 		<p>LL 22 With modeling and support, describe, categorize and compare and contrast information in informational text. LL 8d Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). CGN 22 Measure length and volume (capacity) using non-standard or standard measurement tools. LL 45 With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books). AL 4 Develop, initiate and carry out simple plans to obtain a goal. LL With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.</p>				
Vocabulary Words:						
tunnel, bridge, over, under, though, cylinder, investigate, engineer, blueprint, mountain, river, stream, bay, to, from, in, out, on, off, for, of, by, with						
Integrated Domain Concepts:	Approaches to Learning	Cognitive	Physical	Language and Literacy	Social/Emotional	
	Attention, engagement and persistence	Measure Make inferences, generalizations and explanations based on evidence	Participate in movement activities	Use an increasingly expressive vocabulary Engage with informative texts Understand the diverse uses of print Write to convey meaning	Develop healthy relationships Work collaboratively	
Focus Activities:	Intentional Experience	(Emergent)	(Mastery)	Planning / Recall	Read Aloud	
Week 1	Day 1: What is a tunnel? Adding to Our Class Dictionary	Select 2 images of tunnels from a group to add to dictionary	With modeling and support complete the definition "A tunnel is a _____ that goes _____"	Spelling name with clothes pins; Writing current days' letter on chalkboard	Tunnels by Paige V. Polinsky Count on the Subway by Jacobs, Swender, &	

			water or ____.	Counting Ducks; Simon Says	Yaccarino Bridges by Paige V. Polinsky Cross a Bridge by Ryan Ann Hunter Underground by Denise Fleming
	Day 2: Where are tunnels? Working with Sensory Bins and Tubes	Whole Class			
	Day 3: What is a bridge? Adding to Our Class Dictionary	Select 2 images of bridges from a group to add to dictionary	With modeling and support complete the definition "A bridge is a _____ that goes _____ water or ____.		
	Day 4: Where are bridges? Working with Sensory Bins and Blocks Together	Whole Class			
	Day 5: Measuring Tunnels and Bridges	Measuring 2D diagrams of bridges and tunnels using unifix cubes.	Measuring 3D bridges and tunnels from classroom using unifix cubes.		
Week 2	Day 1: Who makes tunnels and bridges? A Special Visit from a Parent Engineer	Whole Class			This Bridge Will Not Be Gray by Dave Eggers A Book of Bridges: Here to There and Me to You by Cheryl Keely Tunnels by Paige V. Polinsky Bridges by Paige V. Polinsky Children's Choice
	Day 2: Do other animals make tunnels and bridges? Investigating Photos of Animal Habitats	Precut photos to glue down to create animal collage of bridges and tunnels.	Ranger Ricks to search through for examples of animal tunnels and bridges and cut out to make collage.		
	Day 3: How are bridges and tunnels made? Step 1 Designing	Drafting blueprints by gluing down shapes and dictating labels to teacher.	Drafting blueprints using writing utensils and rulers; copying common labels from poster.		
	Day 4: How are bridges and tunnels made? Step 2 Building	Building bridges out of unit blocks. Driving trains over and under structures.	Building bridges out of unit blocks and construction paper.		

	Day 5: What's the difference between tunnels and bridges? Engaging in Shared Writing	Placing images with labels of concepts on a venn diagram (i.e. cars, water, engineer, under, through, etc.)	Dictate concepts for teacher to write down onto a venn diagram.		
Focus Materials in Learning Centers:	Centers	Focus Materials			
	Art	Blueprint paper			
	Writing	Paper with letterhead			
	Sensory	A variety of tubes to be added to the water table			
	Dramatic Play	Toy fishing items			
	Blocks	Pictures of different jobs related to bridges or tunnels			
	Toys and Games	Marble runs			
	Library	Class made book of tubes and tunnels in our community			
Family Engagement:	Send home a letter introducing the unit and encouraging parents/guardians to point out bridges/tunnels as they see them with their children. Invite families to send in pictures they may have at bridges or tunnels (i.e. on hike, golden gate bridge, road to nowhere). Invite families to contribute building materials (cardboard, cardboard tubes, masking tape, etc.)				
Assessment:	<ul style="list-style-type: none"> ● Observations during shared writing of Venn Diagram of bridges and tunnels ● Checklist of prepositional words used during small group lesson ● Anecdotal notes of measurement skills during small group measurement lessons ● Observation of engagement in drafting tunnel/bridge blueprint with labels ● Checklist of participation in adult led activities and play with peers based on IEP ● Observations will be recorded and entered into COR Advantage assessment tool, the assessment companion to the primary curriculum, HighScope to be compared with prior observations to analyze growth and make data-based instructional decisions. 				

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