

I. **Title:** All About Me

II. **Unit:** Where I live

III. **Grade:** **Preschool** - 3 & 4 Years Old

IV. **Goal/Aim/Purpose:** Students will be able to develop an understanding of their everyday surroundings. They will gain spatial awareness of where they fit in the world on both a micro and macro scale.

V. **Vocabulary:**

- |                     |                         |
|---------------------|-------------------------|
| 1. <b>House</b>     | 8. <b>Earth</b>         |
| 2. <b>Address</b>   | 9. <b>City</b>          |
| 3. <b>Street</b>    | 10. <b>Town</b>         |
| 4. <b>State</b>     | 11. <b>Space</b>        |
| 5. <b>Country</b>   | 12. <b>Universe</b>     |
| 6. <b>Continent</b> | 13. <b>Galaxy</b>       |
| 7. <b>World</b>     | 14. <b>Neighborhood</b> |

VI. **Motivation/Set/Hook:** Students will be asked where they live. Depending on their answer, questions will continue to get them to think either further “in” or “out”. If they say in a house, then they will be asked where the house lives and where the street lives, so on and so forth. If they respond with a state or a larger area, they will be asked to define more specifically.

VII. **Procedures (Combine or split up into days as needed in a 1 week time frame):**

1. Introduce the memory verse of the week. Proverbs 24:3-4 By wisdom a house is built, And by understanding it is established; And by knowledge the rooms are filled With all precious and pleasant riches.
2. Read [Where Do I Live](#) to give the big picture of where we as people fit into our world, universe, and galaxy. (This may take two setting to finish because it gets a little wordy)
3. Work on coloring and crafting a “My Place in the World” activity. This will show students where they live on the earth and as it folds up it gets smaller, as it folds they see the bigger picture.
4. Watch the Neighborhood video and song (in Spanish and English) [https://www.youtube.com/watch?v=M3\\_6qtuipA8](https://www.youtube.com/watch?v=M3_6qtuipA8).

5. Discuss what is in your neighborhood. And even make a map together of your neighborhood and the landmarks you can remember. Make a 3d map, use a light table, or however you want to creatively construct a map together.
6. Plan on taking a walk (at least 1 mile round trip) and record how many types of places you see.
7. Plan a "Neighbor Day". This can mean taking bagged goodies or notes to each house on the street, spending time on the patio waving to every person and car that goes by, or something else that involves neighbors.
8. Choose a neighborhood that is not your own that your child has experience with and compare them. Note both the similarities and differences in the surroundings, the people, the houses, etc..
9. Play with Maps. Discuss relationships between places and how we move between them. Start with a map of your street and a couple of blocks surrounding, slowly move out.
10. Go on an adventure to a new place. Extend the map play activities by showing student where this new place is on a map. Ask them to identify what they recognize and if they can find home.
11. Spend an afternoon at a nearby park or playground. Use the time for imaginative play to make up your own town or city and play the roles of the people in the city.
12. Write your address in dotted number and word form and have students trace the letters and numbers. Work on pencil grip as well as number and letter recognition.
13. Have a dedicated vocabulary time each day or as the last day's final assessment. Have students identify what's pictured and how it applies to where they live in the context of a complete sentence. Write their answer underneath and date it. Have them color or decorate it in some way. When finished, put each one in their Word Wallet Binder.

### **VIII. Instructional Objectives (SWBAT):**

1. Educational
  - A. Identify where they live both verbally and on a map.
  - B. Demonstrate spatial awareness.
  - C. Compare and contrast neighborhoods.
  - D. Assess their location based on identifying local landmarks.

- E. Demonstrate reasoning and comprehension when verbally discussing concepts.
  - F. Practice number recognition and life skills while helping bake neighbor treats.
  - G. Memorize the order of where they live from house to Earth in order.
2. Developmental
- A. Show progress holding pencil correctly.
  - B. Work on hand strength in coloring and folding.
  - C. Demonstrate gross motor skills by running, walking, hopping, etc. while on neighborhood walk.
  - D. Work on attention skills while sitting through reading materials.

**IX. Materials:**

- A. Paper and art supplies
- B. Maps
- C. Where Do I Live & Other books of your choice (Subjects pertaining to neighborhood, cities, and houses)
- D. Tablet, phone, or computer to watch video clip.
- E. Word Wallets

**X. Key Questions:**

1. Where do you live? (Level ONE)
2. What is the closest restaurant to your house? (Level ONE)
3. How does your neighborhood look different from (A friend's) neighborhood ? (Level TWO)
4. How do we get from our house to the grocery store? (Level TWO)
5. Compare & contrast stores, community center, parks, and houses. (LEVEL TWO)
6. How does where you live affect what you eat? (Level THREE)

**XI. Final Application/Conclusion/Assessment**

1. Readdress the initial question from the beginning of the unit. Ask the student where they live. See how their answer has changed.