

## Prekindergarten Unit Lesson Plan Information

The following Sample Unit Lesson Plan Template provides guidance as you think through the design of a unit lesson. The unit lesson plans will integrate the Unit Plans for PreK ELA and PreK Math into the lessons. Therefore, it is important to develop the Unit Plan first, so that you will see the big picture of where you are and where you wish to go. This will make it easier to focus on the individual unit lesson plans.

### Organization of Unit Lessons

The Sample Unit Lesson Plans are comprised of ten (10) sample units. Each is divided into three-week units for a total of 30 weeks of instruction across all ten units. As you design your unit lesson plans, you may want to consider adding units or adjusting the sample units to meet the needs and interests of your children. Each Sample Unit Lesson is written to cover a 3 week period of time; however, you may decrease or increase the amount of time spent on each unit lesson.

Each unit lesson should have Focus Learning Objectives and Focus Standards emphasized within that particular unit. There are, however, many more supporting standards that should be incorporated throughout the units that are not addressed specifically on the unit lesson plan. For example, throughout the year, teachers will incorporate skills such as listening comprehension, letter knowledge, writing, phonemic awareness, color/shape recognition, etc. within the daily activities for every unit lesson.

### Unit Lesson Plans Include:

- **Focus Learning Objectives:** The content and skills to be taught and assessed.
- **Focus Standards:** The specific standards that are addressed that will be taught and assessed.
- **Guiding Questions:** Questions for teachers to consider that will increase children’s knowledge and understanding of the Unit Lesson theme.
- **Vocabulary and Higher Order Questions:** Questions teachers ask children to introduce new vocabulary and serve as examples of questions that encourage children to reason and explain their thinking.
- **Integrated Domain Concepts:** The general skills that can be integrated into the unit lesson that incorporate skills from all domains of the standards.
- **Focus Activities:** Unit-related activities that incorporate the focus skills and standards to be taught and assessed. It is assumed that these activities will be used more than once during the week along with other planned activities. Detailed descriptions of these activities can be found in the Appendix.
- **Focus Materials:** Specific materials that can be used in the various learning centers that relate to the focus skills and standards to be taught and assessed. These materials are an addition to the basic materials that are in each learning center.
- **Transition Activities:** The activities that are used to help children move from one activity to another. These activities should relate to the focus skill areas.
- **Additional Resources:** Any other materials, activities, websites, etc. that will be used that relate to the unit lesson.
- **Family Engagement:** Activities to involve families in activities at home that support what is being learned in the classroom
- **Appendix:** Contains detailed explanations of the circle time and whole or small group activities, as well as shared writing activities. These are samples, and teachers are encouraged to add additional activities or adjust these to meet the needs and interests of their children.
- **Assessment:** Documentation of skills and standards to be recorded by the teacher through observation, notes and anecdotal records, as well as child generated products. [This should occur throughout the day to monitor progress of children towards accomplishing the focus skills and standards throughout the unit lesson time frame. The teacher should assess the children using authentic assessment that involves a continual process of observing, listening, collecting and recording. The assessment process should concentrate on the focus skills and standards; however, progress towards other non-focus skills and standards may be observed and documented as well. The items for documentation should be dated and kept in the child’s portfolio (hard copies and/or electronic)].

## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 1

Unit Title		Friends		Length of Unit		3 weeks	
<b>Focus Learning Objectives:</b>			<b>Focus Standards Addressed in this Unit:</b>				
The children will be able to: <ol style="list-style-type: none"> <li>1. Make friends and follow rules</li> <li>2. Use new vocabulary words</li> <li>3. Attend to, listen to and comprehend stories when read aloud</li> <li>4. Understand the language of math</li> <li>5. Rote count</li> </ol>			LL 1 Comprehend or understand and use language (4.1, 4.4) LL 2 Comprehend and use increasingly complex and varied vocabulary. (4.1, 4.2) CSS 5 Develop an awareness of the importance of rules and responsibilities with their community and actions/behaviors necessary for effective citizenship. (4.1) SE 1 Develop healthy relationships and interactions with peers and adults. (4.1 to 4.10) CM 1 Understand numbers, ways of representing numbers, and relationships between number and quantities. (4.1, 4.7, 4.8)				
<b>Guiding Questions for Teachers:</b>				<b>Vocabulary Words/Sample Higher Order Questions to Ask Children:</b>			
<ol style="list-style-type: none"> <li>1. Do children understand what it means to be a friend?</li> <li>2. Can children identify qualities of a friend?</li> <li>3. Can children recognize and label a variety of feelings?</li> <li>4. Do children follow the rules of the class?</li> <li>5. Can children identify activities they enjoy doing with a friend?</li> </ol>				<b>Vocabulary:</b> friend, cooperate, share, kind, enjoy, activities, respect, polite, feelings, same, different, large, small <b>Higher Order Questions:</b> <ul style="list-style-type: none"> <li>• What can friends do to cooperate?</li> <li>• How can you be a good friend?</li> <li>• Why is it important for us to try to be friends?</li> </ul>			
<b>Integrated Domain Concepts:</b>	<b>Approaches to Learning</b>	<b>Cognitive (Creative Arts, Math, Science, Social Studies)</b>		<b>Language and Literacy</b>	<b>Physical</b>	<b>Social Emotional</b>	
	Attention, engagement and persistence	Participate in music activities Language of Math Rote Counting Explore and ask questions Learn class rules		Listen to stories Comprehend stories Language/vocabulary	Participate in movement activities	Develop healthy relationships Recognize a variety of feelings	
<b>Focus Activities:</b>	<b>Circle Time</b>	<b>Outdoor Time</b>	<b>Story Time</b>	<b>Music and Movement</b>	<b>Small Groups</b>		
<b>Week 1</b>	<i>My name is ___? What is your name?</i>	Parachute with Ball  Games - Practice moving from one location to the next varying the type of movement – jumping, hopping, running, crawling	<i>Do You Want To Be My Friend?</i> (Eric Carle) <i>My Best Friend</i> (Pat Hutchins) <i>How to be a Friend</i> (Laurie Krasney Brown and Marc Brown)	Songs- <i>The More We Get Together</i> <i>I Like Friends</i> (Learning Station-Tony Chestnut CD) The Wheels on the Bus)	<i>Friendship Chart</i>  <i>Review Class rules</i>		

Unit Title	Friends	Length of Unit	3 weeks	
Week 2	<p><b>Hickety, Pickety, Bumble Bee</b></p> <p>Roll, throw, and bounce balls of various sizes to our friends</p> <p>Use terms such as “large and small’ count bounces up to 5</p> <p>Game – <b>Geometry Jump</b></p>	<p><b>Rainbow Fish</b> (Marcus Pfister) – Draw attention to author and illustrator; Create a large fish and have children write their name on a scale</p> <p><b>Big Al</b> (Andrew Clements)</p> <p><b>Swimmy</b> (Leo Lionni)</p>	<p>CD-<b>Getting To Know Myself</b> (Hap Palmer)</p> <p><b>The Sneezing Song and other Contagious Tunes</b> (Jim Gill)</p> <p><b>The Name Game</b> (Jack Hartman)</p>	<p><b>Friendship Book</b></p>
Week 3	<p><b>Five Little Monkeys Jumping on the Bed</b></p> <p><b>Duck, Duck, Goose</b> Teach terms “same and different”</p>	<p><b>Corduroy</b> (Don Freeman)</p> <p><b>We are a Rainbow</b> (Nancy Maria Grande Tabor)</p> <p><b>The Kissing Hand</b> (Audrey Penn)</p>	<p>CD-<b>Playing Favorites</b> (Greg and Steve)</p> <p><b>The World is a Rainbow</b> (Greg and Steve)</p> <p><b>The Rules Rap</b> (Dr. Jean Feldman)</p>	<p><b>Friendship Handprint Circle</b></p> <p><b>Friendship Quilt</b></p>
Focus Materials in Learning Centers:	<b>Centers</b>	<b>Focus Materials</b>		
	<b>Fine Motor</b>	Friend puzzles, playdough and tools including uppercase letters on laminated 8 x 11 paper		
	<b>Dramatic Play</b>	Add phones, phone books, cameras, magazines – add restaurant prop box with menus, pens, note pads, etc.		
	<b>Art</b>	Paint pictures of friends, friend collage; encourage 2 or more children to create a collage together		
	<b>Nature/Science</b>	Balance scale with small plastic people figures to weigh, Student’s thumb prints on a poster for exploration with a magnifying glass		
	<b>Math/Number</b>	Friendship shape bracelet		
	<b>Music and Movement</b>	Add scarves, bells, and maracas, friendship songs		
	<b>Sand/Water</b>	Sand: Add scoops, cups, rakes, plastic people figures Water: Add coloring to water, plastic fish, cups		
	<b>Technology</b>	<a href="http://pbskids.org/mamamirabelle/funstuff_friends.html">http://pbskids.org/mamamirabelle/funstuff_friends.html</a>		
	<b>Blocks</b>	Add multicultural people, cut out photographs of children and tape to blocks		
	<b>Books and Listening</b>	Add books and recorded stories about friends, puppets, (flannel/magnetic/picture pieces to make up or retell stories)		
<b>Writing</b>	Draw pictures of friends, name cards, name rubbings			

	Other	Take a field trip around the school to meet new friends (librarian, cafeteria staff, custodial staff, etc.)
<b>Unit Title</b>	<b>Friends</b>	<b>Length of Unit</b> <b>3 weeks</b>
<b>Transition Activities:</b>	<p><b>Pick a Friend</b> – Teacher will call the name of a child to line up or move to the next activity and have that child choose a friend to line up or go to the next activity with them. Continue until each child has transitioned.</p> <p><b>Count to Five</b> – Teacher will count aloud five children to line up or move to the next activity, then five more children, until all children have transitioned.</p>	
<b>Additional Resources:</b>	<p><b>Mille’s Math House</b> Software  Dr. Jean Feldman CD- <i>Is Everybody Happy?</i>  Jack Hartman and Becky Bailey CD-<i>It Starts In The Heart</i></p>	
<b>Family Engagement:</b>	<p><b>Family Friends</b> – Ask families to make a “Family Friends” book (teacher can prepare sheets of paper stapled together to send home); children draw or paste photos of family friends into book. Have children share their Family Friends book with the class.</p>	
<b>Appendix:</b>	<p><b>Detailed explanations for:</b>  <b>Morning Circle Activities (Weeks 1-3)</b>  <b>Small Group Activities (Weeks 1-3)</b>  <b>Shared Writing Activity</b></p>	
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Observe and document which children are able to recall words to songs and participate in rhyming activities (songs, finger plays, rhymes, chants, etc.)</li> <li>• Observe and document which children are able to use and understand new vocabulary words</li> <li>• Observe and document which children respond to their name verbally or in print</li> <li>• Anecdotal records of children’s identification of the characteristics of a friend</li> <li>• Observe and document the children who are able to follow the class rules</li> <li>• Anecdotal records of children’s participation in rhyming activities</li> <li>• Work samples of children’s attempts to write/copy their names (e.g. sign in when they arrive, write name on center chart, etc.)</li> <li>• Observe and document children’s fine motor skills (e.g. cutting samples, puzzles, lacing, pencil grip, etc.)</li> <li>• Work samples in the form of illustrations of significant events in a text read aloud relating to friends</li> <li>• Checklist of the children’s ability to rote count</li> <li>• Anecdotal records of children’s understanding of math language</li> <li>• Audiotape of children retelling stories read aloud</li> </ul>	

## APPENDIX

The following are descriptions of activities within the Units. Teachers are encouraged to add additional activities or adjust these to meet the needs and interests of their children.

### Morning Circle Activities:

#### Week 1: My name is \_\_\_? What is your name? (Chant)

Materials List: name cards for each student that includes their picture and name

The teacher will arrange the children in the morning circle. The teacher will then sing the song while circulating around the circle, touching each student on their head as they are included in the song. As the teacher progresses around the circle, the name card is shown to the rest of the class. Continue until all children have been identified.

My name is (teacher's name)?

What is your name? (student's response with their name)

What is your name? (student's response with their name)

Accommodations: None needed

#### Week 2: Hickety, Pickety, Bumble Bee

Materials List: name cards for each student that includes their picture and name

The teacher will arrange the children in the morning circle. The teacher will sing the song while circulating around the circle, touching each student on their head as they are included in the song. As the teacher progresses around the circle, the name card is shown to the rest of the class. Continue until all children have been identified. Once children are comfortable singing their names, the teacher can place their name cards in the middle of the circle and have them find their names.

Hickety, pickety, bumble bee, Can you sing your name for me?

My name is \_\_\_\_\_, His name is \_\_\_\_\_.

Additional verses:

Hickety, pickety, bumble bee, can you say your name for me?

Hickety, pickety, bumble bee, can you find your name for me?

Accommodations: none

### **Week 3: Five Little Monkeys Jumping on the Bed**

Materials list: finger puppet monkeys or laminated cards with monkeys and numbers on the monkeys

The teacher will call five children to the front of the morning circle area and give each child a finger puppet or monkey number card. The remaining children will be instructed to sing until it is their turn to hold one of the finger puppets or monkey number cards. While the teacher and all children sing the song, the teacher will point to each student holding a number card (in numerical order) and that child will step forward until all five children have stepped forward and the song ends. Repeat song with other children, until all have had a turn, or choose different children each day until all have had a turn.

Accommodations: Assist children who do not recognize their numbers.

### Shared Writing Activity:

Involve children in a shared writing experience about what characteristics they would want in a friend. Choose some select books that are to be read over the unit lesson time frame (3 weeks). Make a comparison chart and place a picture of each selected book at the top of the chart. After a selected book is read, have children list words that relate to friendship and being a friend. The teacher will write under the picture of the book the words that the children suggest. The charting of friend characteristics can continue over the three-week period. At the end of the time frame, the teacher will review the books and the chart with the children. Have the children find words that match on the chart and circle those words with a marker. Count how many times the same words appear on the chart. Once the matching activity is over, ask the children if they remember the words that are characteristics of a friend.

### Small Group Activities:

#### Week 1: Friendship Chart

Materials List: poster board and markers, *Bright Eyes, Brown Skin* (Cheryl Willis Hudson, George Ford)

The teacher will read and discuss the text, *Bright Eyes, Brown Skin*, with the children. The teacher will tell the children that, “We are going to make a chart about friendship.” The teacher will then create the chart by placing the word “friends” in the middle of a poster board. The children will then be asked to provide examples of what friends do for each other (e.g., share, care, play, listen, and help). These examples will be written around the word ‘friends’ on the poster board. When all children have had the opportunity to contribute, the teacher will summarize and discuss the chart with the class. Post the chart where children can see and refer to it later.

Accommodations: Assist children who have difficulty identifying appropriate examples.

### Week 2: Friendship Book

Materials List: teacher made learning log page, crayons, and markers

Discuss the qualities of friendship during small group. Ask the children to identify a new friend that they have made at school. The teacher will tell the children that, “We’re going to make a class book on friendship.” The teacher will give each student a piece of paper to create a *learning log*. A *learning log* is a literacy strategy in which the children write or draw about a teacher prompt. The *learning log* page states “(another student’s name) is my friend because (state the reason for the friendship).” When the children have completed their drawings, they will state their friend’s name and why he/she is considered to be their friend. The teacher will record the children’s responses on the *learning log* page. Compile the pages into a class book to be placed in the book center.

Accommodations: Assist children who do not know the name of their friend or who do not know a reason for wanting them to be their friend.

### Geometry Jump

The teacher draws different colored shapes on the sidewalk and calls out a shape or color for children to hop to. As the year progresses, this game can include more advanced shapes such as octagon, hexagon, etc. A variation of this is to have children put one foot in one shape and their other foot in another. The shapes can also be used as a different version of hopscotch.

### Week 3: Friendship Handprint Circle

Materials List: chart paper, poster board, markers, paint, water, soap, and paper towels

The teacher will brainstorm with the children about the qualities of friendship. Ask the children what makes a good friend. The teacher will list the qualities of friendship suggested by the children on the chart. When the list has been completed, the teacher will read and discuss the qualities of friendship that have been identified.

The teacher will state that, “We are all friends in our classroom, in our school. To demonstrate how this works, we are going to create a **friendship handprint circle**. When the circle has been completed, we’ll all see how our hands work together to build a circle.”

Have each child dip their hand in paint and stamp their hands going around the poster board in a circular fashion. Immediately after the student has stamped his/her handprint, the teacher will write the name of each student below the palm print. Send the children to wash their hands upon completion of their handprint. Bring the children together to read their names around the handprint circle and display the circle in the classroom for further review.

Accommodations: Assist the children who have difficulty putting their hands in the paint or keeping their hands to themselves.

To extend this activity, teachers could set up a role play about how friends share by pretending that there is one preferred toy that more than one child wants to play with. The teacher would model how they could share or take turns playing with the toy using terms such as “please” and “thank you”.

A friendship quilt can also be made using a variety of materials. Children can design a picture of themselves and a friend and teachers can post the pictures on a bulletin board much like a quilt. Small pieces of cloth and markers can also be used and sewn together as a quilt.