

## 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 6

Unit Title	Rhymes and Poems	Length of Unit	3 Weeks
<b>Focus Learning Objectives:</b>		<b>Focus Standards Addressed in this Unit:</b>	
<p>The children will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and develop rhyme and rhythm of language, song, and poetry</li> <li>2. Identify and create rhymes</li> <li>3. Identify with the role of buyers and sellers and distinguish the differences between the two roles</li> <li>4. Demonstrate one-to-one correspondence</li> <li>5. Demonstrate an understanding of new vocabulary words and apply these new words in everyday conversations</li> <li>6. Develop fine motor skills through writing activities</li> <li>7. Identify written numerals</li> </ol>		<p>AL 4 Demonstrate creative thinking when using materials, solving problems and learning new information. (4.1, 4.2)</p> <p>CC 3 Explore roles and experiences through dramatic art and play. (4.1, 4.2, 4.3)</p> <p>CM 1 Understand numbers, ways of representing numbers, and relationships between number and quantities. (4.3, 4.4, 4.5, 4.6)</p> <p>CSS 6 Demonstrate an awareness of basic economic concepts. (4.1, 4.2, 4.3)</p> <p>LL 1 Comprehend or understand and use language. (4.1 to 4.6)</p> <p>LL 2 Comprehend and use increasingly complex and varied vocabulary. (4.1, 4.2)</p> <p>LL 3 Develop an interest in books and their characteristics. (4.1, 4.2)</p> <p>LL 4 Comprehend stories and information from books and other print materials. (4.1 to 4.9)</p> <p>LL 6 Demonstrate understanding of different units of sound in language (words, syllables, phonemes). (4.1)</p> <p>LL 7 Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. (4.1, 4.2, 4.3)</p>	
<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. Can children recite a nursery rhyme or rhyming poem/song?</li> <li>2. Do children understand what a rhyming word consists of?</li> <li>3. Can children maintain rhythm and beat of nursery rhyme?</li> <li>4. Can children recognize and differentiate words that rhyme and words that do not?</li> <li>5. Are children able to categorize Nursery Rhymes that are real and make-believe?</li> <li>6. Can children distinguish between the roles of a buyer and a seller?</li> </ol>		<p><b>Vocabulary:</b> buyer, seller, store, market, grocer, dollars, coins, symbols, cents, checks, purchase, rhyme, rhythm, poem, nursery rhyme, Mother Goose, reality, fantasy, make-believe, pretend, characters, recite, shop</p> <p><b>Higher Order Thinking Questions:</b></p> <ul style="list-style-type: none"> <li>• How do you know if two words rhyme?</li> <li>• If you worked at a store, what type of store would it be and why?</li> <li>• How do we get money to go shopping at the market?</li> <li>• What could you do if you did not have enough money to buy something that you really wanted?</li> </ul>	

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Unit Title	Rhymes and Poems		Length of Unit	3 Weeks	
Integrated Domain Concepts:	Approaches to Learning	Cognitive (Creative Arts, Math, Science, Social Studies)	Language and Literacy	Physical	Social Emotional
	Curiosity, attention, and engagement in learning new ideas and concepts	Participate in nursery rhymes, rhythm of language, song, and poetry; one-to-one correspondence; counting activities; understand relationships between numbers and quantities; rhyming games; explore and demonstrate the role of buyers and sellers through dramatic play.	Listen to stories; ask and answer questions about a story; develop pre-writing/writing skills, expand language and vocabulary; retell stories/nursery rhymes/songs/finger plays; demonstrate understanding of language by recognizing and producing rhyming words	Participate in a variety of indoor and outdoor small and large motor activities; develop and expand small and large muscle control and coordination	Work cooperatively with peers; develop healthy relationships; increase confidence levels in new and challenging situations
Focus Activities:	Circle Time	Outdoor Time	Story Time	Music and Movement	Small Groups
Week 1	<i>Five Little Ducks</i> (see Appendix)	Activity: <i>The Outdoor Market</i> - Set up an outdoor market on the playground area. Children can take on the roles of buyers and sellers at the market. Provide children with tricycle's, scooters, and wagons. These can be used as means of transportation to get to the market.	<i>To Market, To Market</i> (Anne Miranda)  <i>5 Little Piggies</i> (David Martin)	Songs: <i>Money Song</i> (Dr. Jean Feldman)  CD: <i>Nursery Rhymes and Good Ol' Times</i> (Dr. Jean Feldman)  CD: <i>Sing to Read</i> (Dr. Mike Longoria)	<i>Erase the Rhyme</i> (see Appendix)  <i>Duck Pond</i> (see Appendix)

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Unit Title	Rhymes and Poems		Length of Unit	3 Weeks	
Focus Activities:	Circle Time	Outdoor Time	Story Time	Music and Movement	Small Groups
Week 1 (Continued)		<p>Game: <b>Grocery Bag Race</b>- The playground is set up as an outdoor farmer’s market. Plastic fruits and vegetables are provided in large labeled containers. The children are divided into two teams. Each team is lined up in a straight line and is given a grocery bag with a number on it. Each team also has a large crate or grocery cart at the end of their line to put groceries in. When the teacher says go, the children have to run to the farmer’s market with their grocery bag and put the correct amount of groceries in their bag that corresponds with the number on their bag. When they get back to the line, they dump their groceries into their team’s cart and the next person in line goes. This goes on until all children have taken a turn. 1<sup>st</sup> team to finish wins.</p>			

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Unit Title	Rhymes and Poems		Length of Unit	3 Weeks	
Week 2	<p><i>Five Green and Speckled Frogs</i> (see Appendix)</p>	<p>Activity: <b>Humpty Toss</b>- Children toss plastic or hardboiled eggs back and forth to one another. To make the game more challenging, have children increase the distance between them with each turn.</p> <p><b>Money Hop Scotch</b>- Set up a hop scotch with money. Instead of putting numbers in the squares, put prices: \$1.00, \$2.00, and so on until you have reached \$10.00. Children can identify the amount of dollars as they hop. The teacher can call out a price and the child can hop to that amount.</p>	<p><b>A Frog in the Bog</b> (Karma Wilson)</p> <p><b>Bear Snores on</b> (Karma Wilson)</p> <p><b>"I Don't Care!" Said The Bear</b> (Collin West)</p>	<p>Songs: <b>Down by the Bay</b> (Raffi, Dr. Mike Longoria)</p> <p><b>Five Green and speckled Frogs</b> (Raffi, Dr. Mike Longoria)</p> <p>CD: <b>Dr. Jean and Friends</b> (Dr. Jean Feldman)</p>	<p><b>Shopping at the Market</b> (see Appendix)</p>
Week 3	<p><b>Mary Had a Little Lamb</b> (see Appendix)</p>	<p>Activity: <b>Jack Jumps Over the Candlestick</b>- Use cones to act as candlesticks. Have children jump over the cones that you have lined up while singing the nursery rhyme, <b>Jack Be Nimble</b>- For more of a challenge, tape numerals onto the cones and have children jump over the cone however many times the number on the cone indicates.</p>	<p><b>Mary Had A Little Lamb</b> (Sarah Josepha Hale)</p> <p><b>Silly Sally</b> (Audrey Wood)</p> <p><b>Miss Mary Mack</b> (Mary Ann Hoberman)</p>	<p>Songs: <b>Rhyme Time</b> (Dr. Jean Feldman)</p> <p><b>Mary Mack</b> (Dr. Mike Longoria)</p> <p><b>Mary Had a Little Lamb</b> (Dr. Jean Feldman, Dr. Mike Longoria)</p> <p>CD: <b>Sing to Learn</b> (Dr. Mike Longoria)</p>	<p><b>Rhyme Basket</b> (see Appendix)</p>

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Unit Title	Rhymes and Poems	Length of Unit	3 Weeks
Focus Materials in Learning Centers:	<b>Centers</b>	<b>Focus Materials</b>	
	<b>Fine Motor</b>	Add lacing cards; cotton balls; pretend coins; tweezers; nursery rhyme puzzles, market/store puzzles; foam peanuts from delivery boxes; egg cartons labeled with (0-10); shaving cream	
	<b>Dramatic Play</b>	Add aprons, cash register, play money (dollars, coins), credit cards, pretend checks, receipt book, measuring spoons, measuring cups; grocery basket, purses, wallets, pretend canned goods with price tags, milk, box cereal with price tags, store signs (open/close/out to lunch) to resemble farmers market/grocery store, books about shopping, coupons from magazines and newspapers, basket full of pretend food for nonsense rhyming, carton of eggs; stuffed sheep and pigs, grocery bags (brown/plastic, or recycle type), grocery cart, store telephone, plastic gloves, soup pots of various sizes, white and black shirts and sheep masks; pig costumes, bonnets, aprons, glasses, and dresses for children to dress up as Mother Goose	
	<b>Art</b>	Add blank paper/construction paper cut into different sizes for grocery lists, strips of paper to create animal headbands; paper plates; clay to create pretend money or food to sell at the market or to create animals from nursery rhymes; cotton balls for painting instead of paint brushes; different size pieces of cardboard to create market signs; sticky dots to write price tags, felt pieces to create characters from nursery rhymes; felt and cookie sheets to create storyboards; number cards for writing prices on price tags	
	<b>Nature/Science</b>	Add burlap sacks for stuffing different fabric; cotton balls; wool fabrics and fleece for students to examine; pretend frogs; bug boxes; pictures of bugs; pictures of sheep being shaved for wool/fleece; plastic food for measuring using balance scale or food scale, coins for observing using magnifying glasses	
	<b>Math/Number</b>	Add pretend money (coins, dollars), number cards (1-10) cards with dollar and cent symbols, receipt books with numbers written on them, grocery baskets or grocery bags with numbers taped to them	
	<b>Music and Movement</b>	Add rhythm sticks, drums, pretend microphones/echo phones/ CD player or tape player; headphones; provide music with variations of tempo, symbols; cards with pictures of things that rhyme and things that do not rhyme, music books, rhyming CD's	
	<b>Santer</b>	Water: pots and pans of various sizes, plastic fruits and vegetables, cotton balls, pom pom balls (these have different weights and eventually one will sink); ice cube trays with numbers written on them for one-to-one correspondence; plastic animals; turn water center into a pond for the 5 little ducks; rubber ducks; add plastic objects that rhyme such as ducks/trucks, car/star, tree/bumble bee Sand: scoops; pails; measuring spoons/cups; plastic animals to hide in the sand, sifter, plastic objects that rhyme	
	<b>Technology</b>	Jumpstart phonics software <a href="http://pbskids.org/wordworld/characters/game_frm.html">http://pbskids.org/wordworld/characters/game_frm.html</a> ; <a href="http://pbskids.org/sesame/games/super-grover-nick-rhyme/">http://pbskids.org/sesame/games/super-grover-nick-rhyme/</a> <a href="http://www.learninggamesforkids.com/featured-games/preschool_games_rhyme.html">http://www.learninggamesforkids.com/featured-games/preschool_games_rhyme.html</a> <a href="http://pbskids.org/arthur/games/supermarket/supermarket.html">http://pbskids.org/arthur/games/supermarket/supermarket.html</a>	

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Unit Title	Rhymes and Poems	Length of Unit	3 Weeks
Focus Materials in Learning Centers:	<b>Blocks</b>	Add farmer, elephant, sheep, lamb, ducks, pigs and other farm animals; pretend people (buyers and sellers); multicultural families; road signs; store signs to use on markets being built with blocks; boxes of different sizes to create a market/store; measuring tape or inch cubes for measuring height of boxes; rhyming books; pictures of things that rhyme taped to blocks/boxes; add price tags with numbers (1-10) on blocks	
	<b>Books and Listening</b>	Mother Goose nursery rhyme books, puppets of nursery rhyme characters, books about buying and selling things at the store/market; felt board with felt pieces of food sold at the market; felt nursery rhyme pieces for story telling props and retelling; read along nursery rhyme tapes/CD's with books attached; stuffed animals to represent characters; add price tags to books for children to pretend to purchase at PreK market; magazines with food; coupon books; rhyming rings	
	<b>Writing</b>	Blank sheets of construction paper and plain white paper to create rhyming books or grocery lists, sample grocery lists; name cards; coupons from magazines/newspapers; writing tools for creating story books	
	<b>Other</b>	<p><b>Field Trip:</b> Take a trip to a local grocery store and an outside market. After returning from the both markets, have children discuss the similarities and differences between an indoor market and an outdoor market. Children can also draw pictures of items that were sold at the markets. In addition to this, children can also discuss what they would have purchased at the market and why.</p> <p><b>Cooking Activity:</b> The teacher can bring the ingredients used for the soup made in the story, <i>To Market To Market</i>, and the entire class can take part in making a hot soup for lunch. Before making the soup, the children can create their own soup recipes by drawing pictures of ingredients they would use. The teacher can then create a class soup recipe book.</p> <p><b>Pig in a Blanket:</b> For snack, the children can make pig in a blanket sandwiches and then recite, <i>The Five Little Piggies</i> nursery rhyme.</p> <p><b>Pig Mud:</b> Serve chocolate pudding for a snack one day and pretend its pig mud</p> <p><b>Hand washing:</b> While children are washing their hands allow them to sing the song, <i>Row, Row, Row Your Boat</i> (make sure to do it for 20 seconds); children can also sing other nursery rhymes each day (make sure the songs are at least 20 seconds).</p>	
Transition Activities:	<b>Nursery Rhyme Time:</b> Have children recite different nursery rhymes until everyone has transitioned to the next activity. Example: <i>Hickory Dickory Dock</i> , children stand with their feet spread apart and hands together. They pretend to be the pendulum on the clock and move back and forth transitioning to the next activity while reciting the nursery rhyme.		
	<b>Magic Money:</b> The children become magic money. The girls become dollars and the boys become coins. When the teacher waves her wand and states, "Magic Money" the children freeze and the teachers then tells the dollars where to go and the coins where to go.		
	<b>Rhythm Clap:</b> Teacher claps out a rhythm to a song, nursery rhyme, etc. Model rhythm several times to ensure children understand the beat. Have children continue the rhythm by clapping it out until they have all transitioned to the next activity.		
Additional Resources:	<i>Millie's Math House Software</i> <a href="http://www.dr.jean.org">www.dr.jean.org</a>		

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Unit Title	Rhymes and Poems	Length of Unit	3 Weeks
<b>Family Engagement</b>	<p><b>Nursery Rhyme Parent Night:</b> Invite parents to attend a night of nursery rhymes starring their children. Each child is placed into a group of 5 or more children. The groups are divided up and each group is given a nursery rhyme to act out. Props, clothes, and other items needed to act out the rhyme are provided for the children. The children are given their lines to be practiced at home with their parents. The teacher gives the children 3 weeks to learn their lines and get costumes and props together. On the Thursday night of the third week parents come to their child’s classroom or school gymnasium and watch their child perform a nursery rhyme. After the performance the children and parents discuss the nursery rhyme that their child took part in. After discussions, children are instructed to draw a picture of their favorite nursery rhyme. Pencils, markers, crayons, pencil colors, etc. are provided for the children. When the children are finished their illustrations, they then dictate to their parents about what they drew. Parents are instructed to write down exactly what their child said. When everyone is finished their illustrations, they are picked up and later bound together to create a class book.</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 have developed rhyme and rhythm of language, songs, and poetry</li> <li>• Anecdotal records of children who are able to identify if two words rhyme</li> <li>• Observe and document which children are able to recite a nursery rhyme with prompting and support or independently</li> <li>• Anecdotal records of children who are able to retell the story in a rhyme using story boards, puzzles, drawing pictures, story strips</li> <li>• Checklists and anecdotal records of children who display knowledge of one-to-one correspondence</li> <li>• Observe and document which children are able to understand the relationship between number and quantity</li> <li>• Anecdotal records and observations of children who utilize and comprehend the meaning of new vocabulary words in everyday conversations</li> <li>• Observe and document children who understand the role of the buyer and seller</li> <li>• Anecdotal notes, pictures, or video of children acting out the role of buyers and sellers through play</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: Five Little Ducks (See finger play/song below)**

**Materials List:** 5 yellow construction paper or felt ducklings with numerals 1-5 on each duck shape, one large white construction paper or felt mother duck, green felt board or felt tray, blue felt to represent water in pond, brown felt shaped like hills, construction paper with Velcro on back with the title of the song/finger play, *The Five Little Ducks*. (Ducks can be printed out from clip art on the computer, made from yellow felt, or rubber ducks can be used)

During morning circle the teacher introduces the song/finger play to the children. The teacher arranges the five ducklings on a felt board or felt tray in numerical order. The five ducks are placed in the pond in a straight line on the felt board/tray, along with the brown hills made of felt. The teacher holds the mother duck puppet in her hand while she sings the song, modeling the duck quacking. The teacher begins singing the song, and each time mother ducks says, “Quack, quack, quack” she removes a duckling. She continues until there are no ducks left in the pond. Last, she places all of the 5 ducks back into the pond while she finishes singing the song. When the activity is completed, the teacher discusses how many ducks there were to begin with. Then she asks how many were next, etc. Eventually the children will begin to understand that they started with 5 ducks, then 4, then 3, then 2, then 1, then 0. This teaches the children to count backwards from 5, along with the concept of subtraction. After reviewing the finger play/song several times, the children will begin to come up and act out the story independently. Before they begin acting out the story, the teacher introduces new vocabulary words such as: actor, actress, and audience. She encourages children to use these new words they have acquired in everyday conversations. After the finger play/song is complete, the teacher and children can review the verses of the song and see if they can identify any rhyming words.

Five (5) little ducks went out one day, over the hills and far away.  
Mother duck said “Quack, quack, quack” and only four (4) little ducks came back.  
Four (4) little ducks went out one day, over the hills and far away.  
Mother duck said “Quack, quack, quack” and only three (3) little ducks came back.  
Three (3) little ducks went out one day, over the hills and far away.  
Mother duck said “Quack, quack, quack” and only two (2) little ducks came back.  
Two (2) little ducks went out one day, over the hills and far away.  
Mother duck said “Quack, quack, quack” and only one (1) little ducks came back.  
One (1) little duck went out one day, over the hills and far away.  
Mother duck said “Quack, quack, quack” and no little ducks came back.  
Sad mother duck went out one day, over the hills and far away.  
Sad mother duck said “Quack, quack, quack”, and guess what happened.  
All the five little ducks came swimming back.

Accommodations: Assist children who are having trouble remembering the words to the song and who do not recognize the numerals on the ducks.

### **Week 2: Five Green and Speckled Frogs (See finger play/song below)**

Materials: Five green felt or pretend (paper, plastic, etc.) frogs with numerals 1-5 written on each, brown felt log, felt board, pictures of bugs glued to craft sticks with Velcro on back or felt bugs, pool made of felt.

The teacher arranges children in morning circle. She begins to sing the nursery rhyme *Five Green and Speckled Frogs* using the felt pieces and the felt board. When the children begin feeling more comfortable singing the song, the teacher invites five children to come up and act out the rhyme using the felt frogs on the felt board or the plastic frogs. When the nursery rhyme is finished the teacher asks the children questions such as:

What did the frogs sit on?

Where did they jump?

The pool was nice and what \_\_\_\_\_?  
How many frogs were on the log to begin with?  
How many were next, etc.?

Five green and speckled frogs sat on a speckled log, eating some most delicious bugs, yum yum,  
One jumped into the pool where it was nice and cool then there were four (4) green speckled frogs; yum, yum  
Four (4) green and speckled frogs sat on a speckled log, eating some most delicious bugs yum, yum.  
One jumped into the pool where it was nice and cool, then there were three (3) green speckled frogs; yum, yum  
(Continue with three (3) green and speckled frogs, then two (2) green and speckled frogs, then one (1) green and speckled frog, then  
Zero (0) green and speckled frogs)

Accommodations: Assist children who have difficulty remembering the words to the rhyme or who have difficulty identifying numerals (1-5).

### **Week 3: *Mary Had A Little Lamb***

Materials: Song, ***Mary Had a Little Lamb***, Nursery Rhymes and Good Ol' Times, CD by: Dr. Jean Feldman, Girl puppet (Mary), lamb puppet, picture of a school or a school made out of a cardboard box.

The teacher arranges children in morning circle. She introduces the nursery rhyme, ***Mary Had a Little Lamb***, to the children. Together, the children and teacher sing the nursery rhyme. As the teacher sings, she is modeling the lamb following Mary to school using puppets. When the song is over, the teacher and children discuss what took place in the rhyme. When the children begin to feel more comfortable singing the nursery rhyme, encourage them to come up and act it out. The teacher can also review rhyming words that were used in the story. To extend the lesson, the teacher can discuss with the children the new vocabulary word, "fleece". The teacher can inform the students that this fleece is made from the sheep's wool and is used to make clothes to keep people warm. Higher-order thinking questions can also be asked. Charts and also Venn Diagrams can be made to comparing lambs and other animals. Similarities and differences can be discussed.

Accommodations: Assist children who are having difficulty reciting the nursery rhyme, as well as children who are having difficulty identifying rhyming words.

### Shared Writing Activity:

Have the children sit down on the circle time carpet and brainstorm various items that can be sold at a market/store. Create a list of items that the children spoke of during the brainstorming activity and review them with the children. If some of the children are having difficulty remembering things sold at the market/store, refer to some of the storybooks listed in the unit or have the children go into the market that you created in the dramatic play area and observe the various foods and other items. Next, give each child a blank piece of paper and a writing tool. Provide children with various colored markers, crayons, ink pens, pencil colors, etc. Ask the children to draw a picture of something that they would like to purchase at the market/store. Inform the children that they can also put a price next to the item they have chosen to draw. After each child has finished their illustration, they can dictate to the teacher about their drawing. The teacher will then write down exactly what the child says about his or her illustration. When everyone is finished, have the children share their writing. The pictures can be bonded together and used for a class book to be placed in the library or in the class market.

### Small Group Activities:

#### Week 1: *Erase the Rhyme*:

Materials: Dry erase board, dry erase markers, erasers

The teacher explains to the children that they are going to play a rhyming game called *Erase the Rhyme*. The teacher then discusses and reviews with the children what a rhyming word is and gives them some examples of rhyming words, such as dog/log, house/mouse, nose/toes, duck/truck, pig/jig. Next the teacher gives each child an eraser and explains to the children that she is going to draw a picture on the dry erase board. Before the activity begins, the teacher draws a picture of some grass, a sky, a tree, a flower, and a sun and then tells the children what each one is. The teacher then says a word, such as tower, and asks a child come up to erase what rhymes with it (flower); erase what rhymes with bee (tree); erase what rhymes with fun (sun). Continue until the whole picture is erased.

After modeling the activity for a few days, encourage the children to partner up with each other. One child can draw a picture and the other child can erase the rhyme. Explain to the children that they must tell their partner what each picture is before they begin calling out a rhyming word.

Accommodations: Assist children who are having trouble finding the picture that rhymes with the word stated orally. Provide ideas or pictures of things to draw for children who are having difficulty thinking of some on their own. Assist children who are having difficulty drawing pictures.

***Duck Pond:***

Materials: bowl, water, container of rubber ducks, bag of foam, plastic, or magnetic numbers (0-10)

The teacher and students together recite the song/rhyme, ***Five Little Ducks***. When they are finished, they can review some of the rhyming words in the song. The teacher then explains to the children that they are going to play a math game with rubber ducks in a pond. The teacher places a shallow bowl of water in the middle of the table or on the floor with the children circled around it. At this point in the game there are no ducks in the bowl of water. A good question to ask is, “How many ducks are in the pond right now?” (0). Next, the teacher shows the students the magnetic numerals in the bag. Together they identify each numeral and then it is placed back into the bag. The teacher then tells the children that they are going to pick one numeral out of the mystery bag and then place the corresponding number of ducks into the “pond”. When the child is finished his or her turn, they orally count their ducks as they place them back into the container. This continues until all children have had a turn.

Accommodations: Assist children who are having difficulty identifying numbers (0-10) and children who are having difficulty rote counting.

### **Week 2: *Shopping at the Market***

Materials: put price tags on plastic fruits and vegetables, empty food boxes, empty milk jugs, cereal boxes, and egg cartons; grocery cart or baskets, brown grocery bags, aprons, cash register, purses, wallets and pretend money in amounts that match the value placed on the price tags.

Create a market in the dramatic play area and have the children go shopping at the market. Provide the children each with a grocery basket/cart for shopping. Give each child some pretend money before they go shopping to put inside of their purse or wallet. The teacher takes on the role of the seller and the children take on the role of the buyers. When each child comes to the checkout area, help the children read the numbers on the price tag and give you the correct amount of play coins or bills for the item. After the children have checked out, the teacher can put their items in a brown or plastic grocery bag. One of the children can even assist the teacher and take on the role of the grocery bagger. Once everyone has checked out, the children can discuss what they bought at the market with their classmates and compare prices of various items that they purchased.

Accommodations: Assist children who are having trouble reading numerals on price tags and/or having problems counting out the correct amount of money.

### **Week 3: *Rhyme Basket***

Materials: large basket or bucket, rhyming objects for each child present in the group

The teacher arranges children in a circle on the carpet. The teacher explains to the children that they are going to play a rhyming game. Next, objects are placed into a basket (one object for each child present), and the basket is then passed around the circle. As each child gets the basket, the teacher states a word (such as “fizzers”) and the child pulls out the object that rhymes (“scissors”). The teacher can use any object, because it doesn’t matter if the rhyming words are real words or nonsense words. Make sure to have objects already chosen prior to the activity so that the children are not waiting. Another way to choose objects to put into the basket is to have the children go shopping in the class market for an object. Each child chooses an object and then places it into the basket. Encourage children to help peers.

Accommodations: Assist children who are having difficulty finding the objects that rhyme.