

Unit Title	Animals and Animal Habitats	Date
<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. Attend to, listen to, and comprehend stories when read aloud</li> <li>2. Retell parts of a story using an increasingly large vocabulary from story texts</li> <li>3. Sequence story events into a beginning, middle, and ending</li> <li>4. Make predictions about how a story will/ should end</li> <li>5. Identify animal habitats</li> <li>6. Identify and name four basic shapes</li> <li>7. Recognize, copy, and extend patterns</li> </ol>	<p>AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information. (4.1, 4.2)</p> <p>CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom. (4.2)</p> <p>CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities. (4.3, 4.4, 4.7)</p> <p>CM 2: Understand basic patterns, concepts, and operations. (4.1)</p> <p>CM 4: Understand shapes, their properties, and how objects are related to one another in space. (4.1 to 4.5)</p> <p>CS 3: Acquire scientific knowledge related to life science (properties of living things). (4.1, 4.2, 4.6, 4.7)</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 4: Comprehend stories and information from books and other print materials. (4.1 to 4.5)</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)</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 the children identify a story's beginning, middle, and ending?</li> <li>2. Can the children identify various types of animals?</li> <li>3. Can the children group animals by type (ex. farm, zoo, pets, ocean, swamp)</li> <li>4. Can the children identify various habitats where animals live?</li> <li>5. Can the children identify food and non-food items?</li> </ol>	<p><b>Vocabulary:</b> habitat, animals, farm, barn, meadow, woods, hill, hot, warm, cold,</p> <p><b>Higher Order Questions:</b> See Unit Plan – Cross Curricular Four-Year-Olds Sample Unit 3</p>	

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Circle Time Activity	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>What animals can be found in the wild?</i>	<i>What animals can be found in the wild?</i>	<i>What animals can be found on a farm?</i>	<i>What animals can be found on a farm?</i>	<i>What animals did you observe during your neighborhood walk with your parents?</i>
Small Group Activity	<p><b>Activity One:</b> <i>Shared Writing:</i> Make a list of the animals from the read aloud stories (focus activity) (Appendix, Unit 3)</p> <p><b>Activity Two:</b> <i>Sequence story events</i> (focus activity) (Appendix, Unit 3)</p> <p><b>Activity Three:</b> <i>Bear Counting</i> (focus activity) (Appendix, Unit 3)</p>		<p><b>Activities conducted by paraprofessionals, speech therapists, early interventionists, volunteers, etc. :</b></p> <ul style="list-style-type: none"> <li>Assist with collecting and recording assessment information as children participate in learning centers</li> <li>Lead Small Group Activities: monitor use of event sequencing cards in the table toys center, use counters to practice counting objects</li> </ul>		
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>Observe and document which children are able to use and understand new vocabulary words</li> <li>Observe and document which children are able to carry on a conversation relative to animals they can recognize</li> <li>Observe and document the children who are able to follow the class rules</li> <li>Anecdotal records of children’s understanding of math language</li> <li>Anecdotal records of which children are able to sequence story events</li> <li>Anecdotal records of which children are able to recognize the numerals 1-5 and count objects</li> </ul>				

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	Monday	Tuesday	Wednesday	Thursday	Friday
Story Time	Picture walk through <b><i>Blueberries For Sal</i></b> (Robert McCloskey)	Picture walk through <b><i>Bear Wants More</i></b> (Karma Wilson)	<b><i>Blueberries For Sal</i></b> (Robert McCloskey)	<b><i>Bear Wants More</i></b> (Karma Wilson)	Complete the column of the Shared Writing chart on wild animals for Unit 3
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>• Observe and document which children are able to use and understand new vocabulary words</li> <li>• Anecdotal records of children’s identifying animals from the read aloud</li> <li>• Observe and document the children who are able to follow the class rules</li> <li>• Checklist of the children’s ability to sequence story events</li> <li>• Observe and document which children are able to identify animals in the wild and on a farm</li> </ul>				
Music and Movement	<b><i>Over in the Meadow</i></b>	<b><i>The Cool Bear Hunt</i></b> (Dr. Jean)	<b><i>Over in the Meadow</i></b>	<b><i>The Cool Bear Hunt</i></b> (Dr. Jean)	<b><i>What the Animals Said</i></b> (Sharon MacDonald)
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>• Observe and document which children are able to recall words to songs</li> <li>• Observe and document which children are able to sequence events from the songs</li> <li>• Observe and document the children who are able to follow the class rules</li> </ul>				

## Weekly Lesson Plan – Cross Curricular Four-year-Olds Sample Unit 3 Weekly Plan

Unit Title	Animals and Animal Habitats		Date		
<b>Outdoor Time</b>	Monday	Tuesday	Wednesday	Thursday	Friday
	Nature Walk - Observe animals in nature	Parachute Game - <b>Hide in a Cave:</b> Identify five children to be bears. When the parachute goes up, have the five bears run into the cave and out again. Continue until all children have had a turn	Soccer Goals and Balls	Parachute Game - <b>Hide in a Cave:</b> Identify five children to be bears. When the parachute goes up, have the five bears run into the cave and out again. Continue until all children have had a turn	Hula Hoops, Balls, Trikes, and Cones
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>Observe and document the children who are able to follow the class rules</li> <li>Checklist of the children’s ability to rote count</li> <li>Checklist of which children are able to kick a ball</li> <li>Checklist of which children are able to pedal a bike and make controlled turns</li> </ul>				
LEARNING CENTERS					
<b>General Materials</b>	Fine Motor	Dramatic Play	Art	Nature/Science	Math/Number
	<ul style="list-style-type: none"> <li>Small building toys</li> <li>Manipulatives</li> <li>Puzzles (variety)</li> </ul>	<ul style="list-style-type: none"> <li>Dress-up clothes</li> <li>Kitchen set with dishes</li> <li>Props for work, fantasy, or leisure</li> <li>Dolls</li> </ul>	<ul style="list-style-type: none"> <li>Drawing materials</li> <li>Paint materials</li> <li>Collage materials</li> <li>Art Tools (scissors, hole punch, stencils, rollers)</li> <li>3-D materials</li> </ul>	<ul style="list-style-type: none"> <li>Collections of natural objects</li> <li>Living things</li> <li>Books/games or toys</li> <li>Activities</li> </ul>	<ul style="list-style-type: none"> <li>Counting materials</li> <li>Measuring materials</li> <li>Comparing quantities</li> <li>Recognizing shapes</li> <li>Written number materials</li> </ul>
<b>Focus Materials</b>	Playdough - children can build a bear’s den and other animal habitats; animal puzzles; animal cut outs to make patterns	Provide buckets to recreate the story, <b>Blueberries For Sal</b> , provide animal costumes; create a zoo using stuffed animals and shoeboxes to look like cages	Create animals and their habitats using collage materials	Add food and non-food items for sorting; plant grass seeds for children to observe	Counting bears - arrange the bears from smallest to tallest; use counting bears to make patterns

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<b>General Materials</b>	<b>Music and Movement</b> <ul style="list-style-type: none"> <li>• Music instruments</li> <li>• Tape player that children can use</li> </ul>	<b>Sand/Water</b> <ul style="list-style-type: none"> <li>• Containers for sand/water</li> <li>• Materials that easily pour</li> <li>• Variety of sand/water toys</li> </ul>	<b>Blocks</b> <ul style="list-style-type: none"> <li>• Unit blocks</li> <li>• Large hollow blocks</li> <li>• Homemade blocks</li> <li>• Accessories (toy people, animals, vehicles, road signs, etc.)</li> </ul>	<b>Books and Listening</b> <ul style="list-style-type: none"> <li>• Variety of books</li> <li>• Tape player/books on tape</li> <li>• Head phones</li> <li>• Language materials</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Writing implements</li> <li>• Paper</li> <li>• Chalk or dry erase boards</li> <li>• Scissors, tape, stencils</li> </ul>
<b>Focus Materials</b>	CDs: <i>The Cool Bear Hunt</i> (Dr. Jean), <i>Teddy Bear, Teddy Bear</i>	Sand: Add shapes in the sand for children to find and sort  Water: Add ice to the water for a polar bear habitat	Add animals for the children to interact with and build habitats for	Add both Fiction and Non-Fiction stories depicting animals in their natural habitat	Include the vocabulary words on index cards or sentence strips for the children to use as a reference when writing
<b>General Materials</b>	<b>Technology</b> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Ipod</li> <li>• CD/Cassette player</li> </ul>		<b>Other</b> <ul style="list-style-type: none"> <li>• Workbench center (nuts, bolts, pliers, wrenches)</li> </ul>		<b>Other</b>
<b>Focus Materials</b>	<i>Sammy's Science House Animal Sort</i>				

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<b>Transition Activities:</b>	<p>Play or sing, <i>It's Circle Time</i> (Jack Hartman) to transition to carpet            Play or sing, <i>The Beaver Call</i> (Dr. Jean) for lining children up            Play or sing, <i>We Had a Good Day</i> (Dr. Jean) for dismissal</p> <p><b>Bag of Shapes:</b> The teacher pulls the shape out of the bag, and the child names the shape as they line up or while waiting in line</p> <p><b>Shape Riddles:</b> The teacher says, "I'm thinking of a shape that has four equal sides and four corners." Children name the shape. Continue making riddles for each shape.</p>		
<b>Accommodations:</b>	<ul style="list-style-type: none"> <li>• Add gripper scissors to center for use in cutting pictures of animals in magazines</li> <li>• Add books on tape to centers with headphones</li> <li>• Ensure all centers are enlarged to accommodate a walker</li> <li>• Add a bean bag chair on the rug for circle time for a child struggling with balance</li> <li>• Include a slanted board in the writing center to accommodate a child with weak fine motor skills</li> </ul>		
<b>Other:</b>	<ul style="list-style-type: none"> <li>• Take a field trip to a local zoo, farm, aquarium, or animal shelter.</li> </ul>		