

Weekly Lesson Plan – Cross Curricular Four-Year-Olds Sample Unit 4 Weekly Plan

Unit Title		Let's Eat		Date	
<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. Discuss problems and solutions</li> <li>2. Identify numerals 1-5</li> <li>3. Use a variety of vocabulary words</li> <li>4. Comprehend story characters, setting and events.</li> <li>5. Explore foods from different cultures</li> </ol>			AL 3: Recognize, Understand, and analyze a problem, and draw on knowledge or experience to seek solutions. (4.2, 4.3, 4.4) CC 3: Explore role and experiences through dramatic art and play. (4.1, 4.2, 4.3) CM 1: Understand numbers, ways of representing numbers and relationships between number and quantity. (4.1, 4.4, 4.5, 4.6, 4.7) CSS 4: Demonstrate awareness of culture and other characteristics of groups of people. (4.1) CS 1: Develop the ability to carry out the scientific inquiry process. (4.1) LL 2: Comprehend and use increasingly complex and varied vocabulary. (4.1, 4.2) LL 4: Comprehend stories and information from books and other print materials. (4.1 – 4.9) PM 4: Develop appropriate health and hygiene skills. (4.2) SE 2: Develop positive self- identity and sense of belonging. (4.1)		
<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 identify foods they enjoy eating?</li> <li>2. Can child identify numerals 1 to 5, and match sets 1 to 5?</li> <li>3. Can children tell which foods are healthy/unhealthy?</li> <li>4. Can children answer simple, who what when and where questions to comprehend a story?</li> <li>5. Can children observe and describe objects using 5 senses?</li> </ol>			<b>Vocabulary:</b> culture, baguette, bagel, pasta, pita, wheat, zydeco music, soil  <b>Higher Order Questions:</b> See Unit Plan – Cross Curricular Four-Year-Olds Sample Unit 4		
<b>Circle Time Activity</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	<i>Today is Monday</i> (Eric Carle)  <i>Circle Map of our favorite foods at our home</i> (Appendix Unit # 4)	<i>Today is Monday in Louisiana</i> (Johnette Downing)  <i>Add to Circle Map</i>	<i>Bread, Bread, Bread</i> (Anne Morris)  <i>Discuss types of bread in each picture</i>	<i>Bread, Bread, Bread</i> (Anne Morris)  <i>Taste (pita, wheat, and raisin bread) Graph favorite bread</i>	<i>Today is Monday</i> (either book)  <i>Use photocopies of foods to sequence with song/story</i>

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Circle Time Activity	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>• Anecdotal notes of children recalling words to songs and fingerplays</li> <li>• Photos of group activities when creating graphs and Circle Maps</li> <li>• Observe and record when children are able to recall and describe story elements</li> <li>• Anecdotal notes of new vocabulary used when children tell their favorite parts of a story</li> <li>• Photos of children matching objects to numerals</li> <li>• Anecdotal notes of children using new vocabulary to describe things</li> </ul>				
Small Group Activity	<p><b>Activity One:</b> Bread Inquiry (Appendix, Unit 4)  <b>Activity Two:</b> Number Pasta match (Appendix, Unit 4)  <b>Activity Three:</b> Planting red beans in cups(Appendix, Unit 4)  <b>Activity Four:</b> Journal on <b><i>Strega Nona</i></b> (Appendix, Unit 4)</p>		<p><b>Activities conducted by paraprofessionals, speech therapists, early interventionists, volunteers, etc.</b></p> <ul style="list-style-type: none"> <li>• Assist children in making a Louisiana collage with red beans glued on the shape of the state made of cardstock</li> </ul>		
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>• Checklist to indicate whether children can identify numerals</li> <li>• Child observation sheet using Circle Map with senses (see Appendix, Unit 4)</li> <li>• Observe and document which children are able to use and understand the meaning of new vocabulary words.</li> <li>• Anecdotal records of how children describe the various types of bread taste, feel and smell</li> <li>• Checklists and anecdotal records of children who display knowledge of one-to-one correspondence</li> </ul>				
Story Time	<p><b><i>Strega Nona</i></b> (Tomie dePaola)</p> <p>Story Elements (description of characters, setting, events(first, next last)</p>	<p><b><i>Strega Nona</i></b> (Tomie dePaola)</p> <p>Look at illustrations to discuss events and make predictions</p>	<p><b><i>Strega Nona</i></b> (Tomie dePaola)</p> <p>“Close read” (choose a specific passage and analyze it in detail) discussing vocabulary</p>	<p><b><i>Strega Nona</i></b> (Tomie dePaola)</p> <p>Role play/act out story using flannel board, puppets or costumes</p>	<p><b><i>Strega Nona</i></b> (Tomie dePaola)</p> <p>Discuss the problem and solution in the story</p>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>• Anecdotal notes of children describing problems and solutions to stories and using and understanding meaning of new vocabulary</li> <li>• Video recordings of children acting out stories using props, costumes, etc.</li> <li>• Observe and document which children display knowledge of books and their characteristics such as: handling of books correctly, front to back, and turning one page at a time</li> </ul>				

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<b>Music and Movement</b>	<b><i>From the Gumbo Pot</i></b> (Johnette Downing)	<b><i>From the Gumbo Pot</i></b> (Johnette Downing)	<b><i>Second Line Activity Songs</i></b> (Johnette Downing)	<b><i>Vivaldi Four Seasons</i></b> (CD or U-tube video)  <b><i>Mama Lisa's Italian for Kids</i></b> (CD) Dance with scarves	<b><i>The Pasta Song:</i></b> <a href="http://freesongsforkids.com/videos/pasta-song">http://freesongsforkids.com/videos/pasta-song</a>
	<i>Possible Assessments:</i> <ul style="list-style-type: none"> <li>• Observe and record which children are able to recall words to songs</li> <li>• Observe and record which children's confidence level while singing the songs</li> <li>• Observe and record children's ability to recall movements to songs that were taught by the teacher</li> </ul>				
<b>Outdoor Time</b>	Fruit Toss – Toss plastic fruits into a basket increasing distance from basket with each turn  Bowling (from Unit 4)	Vegetable Toss – Toss plastic vegetables into a basket increasing distance from basket with each turn  Bowling (from Unit 4)	Fruit Toss – Toss plastic fruits into a basket increasing distance from basket with each turn  Kicking Soccer Ball into Goal	Vegetable Toss – Toss plastic vegetables into a basket increasing distance from basket with each turn  Kicking Soccer Ball Into Goal	Pass the plastic crab/alligator/shrimp, etc., played to zydeco music; increase/decrease speed, pass in front and in back, above heads or down low
	<i>Possible Assessments:</i> <ul style="list-style-type: none"> <li>• Observe and document children who are able to follow class rules</li> <li>• Observe and document children who are able to take turns and get along with peers</li> <li>• Observe and document children who are able to understand the relationship between number and quantity</li> <li>• Anecdotal notes indicating which children are able to use their whole body for balance and motor movement</li> </ul>				

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<b>LEARNING CENTERS</b>					
<b>General Materials</b>	<b>Fine Motor</b>	<b>Dramatic Play</b>	<b>Art</b>	<b>Nature/Science</b>	<b>Math/Number</b>
	<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>	Add puzzles with fruits and vegetables; laminated playdough mats with numerals to make a specific number of “cookies”; playdough tools and cookie cutters, lacing cards wikki sticks or cubes	Add cookbooks, chef outfits, laminated pictures of foods (pizza, pasta, breads, etc.; prop box for bakery with rolling pins, muffin pans; playdough and cutting mats); word cards with vocabulary: cake, pie, muffin, bread, etc.; Add a large pot and put foam letters/numerals, children scoop out letters/numerals and match to board/ or trays with precut letters/numerals	Use magazine or grocery ad cut outs of food and collage materials (sequins, paper, pom poms) for children to create food collages; give children cut out of characters from the little red hen to decorate and create a story mural; put templates of fruit, and vegetables for children to trace and decorate; provide paint mixed with Jell-O for scented orange, lemon, strawberry etc.	Add a variety of seeds with pictures of fruit: apple, plum, orange, grape, etc.; plant red beans to observe and watch; put apples, oranges, plums, etc. and cubes and a scale to compare weights; have different size baguettes (or other bread types) to measure and weigh	Add a variety of plastic/rubber fruit/vegetable manipulatives and small numeral cards to play a matching game; small graphing charts to chart favorite fruit/vegetable/bread; Number/Shape Bingo games; create a fruit/vegetable “concentration” matching game

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<b>General Materials</b>	<b>Music and Movement</b>	<b>Sand/Water</b>	<b>Blocks</b>	<b>Books and Listening</b>	<b>Writing</b>
	<ul style="list-style-type: none"> <li>• Music instruments</li> <li>• Tape player that children can use</li> </ul>	<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>	<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>	<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>	<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>	Add red, white and green scarves, and cans filled with beans or dry pasta; add zydeco music; add scarves, Lummi sticks, cymbals and maracas	<p>Sand: add funnels, slotted spoons, measuring cups, etc.</p> <p>Water: add magnetic or foam numerals, to match; add Louisiana crustaceans: plastic crabs, shrimp, alligators or crawfish</p>	Plastic fruit and vegetables, and baskets for sorting, trucks, farm animals, map of Italy, map of Louisiana	Flannel boards for stories used in unit, Listening stories/Stories on Tape or CD: for <b>Little Red Hen</b> (various authors), <b>Green Eggs and Ham</b> (Dr. Seuss); word cards with related vocabulary in pocket chart; clipboards for responding to books in library related to theme	Mini blank books for free choice writing/drawing pictures of foods they enjoy with their family, and foods they enjoy eating

General Materials	Technology Kid friendly websites/games	Other	Other
Focus Materials	<a href="http://pbskids.org/lions/">http://pbskids.org/lions/</a>	Hi-Ho Cherry O Game	
Transition Activities:	Recite the Day of the week food from <b>Today is Monday</b> (Johnette Downing) “Today is Monday, Monday String beans, all you lucky children, come and eat it up”, continue on with foods from each day)		
Accommodations:	<ul style="list-style-type: none"> <li>• Check for allergies before tasting foods</li> <li>• Consider religious beliefs before calling Strega Nona a “witch”</li> <li>• Hand over hand and other accommodations for children with special needs may need to be adapted</li> </ul>		
Other:	<a href="http://www.mamalisa.com/?p=824&amp;t=ec&amp;c=120">http://www.mamalisa.com/?p=824&amp;t=ec&amp;c=120</a> <a href="https://www.teachervision.com/skill-builder/lesson-plan/48713.html">https://www.teachervision.com/skill-builder/lesson-plan/48713.html</a> <a href="http://www.pimsleurapproach.com/resources/italian/useful-links/teach-children-italian/">http://www.pimsleurapproach.com/resources/italian/useful-links/teach-children-italian/</a>		