

Unit Title	Rhymes and Poems	Date
Focus Learning Objectives:		Focus Standards Addressed in this Unit:
<p>The children will be able to:</p> <ol style="list-style-type: none"> 1. Understand and develop rhyme and rhythm of language, song, and poetry 2. Identify and create rhyming words 3. Identify and understand the role of buyers and sellers 4. Demonstrate one-to-one correspondence 5. Demonstrate an understanding of new vocabulary words and apply these new words in everyday conversations 6. Develop fine motor skills through writing activities 7. Identify written numerals 		<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>
Guiding Questions for Teachers:		Vocabulary Words/Sample Higher Order Questions to Ask Children:
<ol style="list-style-type: none"> 1. Can children recite a nursery rhyme or rhyming poem/song? 2. Do children understand what a rhyming word consists of? 3. Can children maintain the rhythm of a nursery rhyme? 4. Can children recognize and differentiate words that rhyme and words that do not? 5. Are children able to categorize nursery rhymes that are real and make-believe? 6. Can children distinguish between the role of buyer and a seller? 		<p>Vocabulary: 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, bank, bank teller</p> <p>Higher Order Thinking Questions: See Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 6</p>

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Circle Time Activity	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Five Little Ducks</i> (Appendix, Unit 6)	<i>Five Little Ducks</i>	<i>Five Little Ducks</i>	<i>Five Little Ducks</i>	<i>Five Little Ducks</i>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Observe and document which children have developed rhyme and rhythm of language, songs, and poetry • Anecdotal records of children who are able to identify if two words rhyme • Observe and document which children are able to recite a nursery rhyme with prompting and support or independently • Checklists and anecdotal records of children who display knowledge of one-to-one correspondence • Observe and document which children are able to understand the relationship between number and quantity • Anecdotal records and observations of children who utilize and comprehend the meaning of new vocabulary words in everyday conversations. • Anecdotal records and work samples of children who are able to retell the story in a rhyme using story boards, puzzles, drawing pictures, story strips. 				
Small Group Activity	<p>Activity One: Erase the Rhyme (Appendix, Unit 6) Activity Two: Duck Pond (Appendix, Unit 6) Activity Three: books, rhyming puzzles , rhyming games; shopping at the PreK Market</p>		<p>Activities conducted by paraprofessionals, speech therapists, early interventionists, volunteers, etc.:</p> <ul style="list-style-type: none"> • Assist while collecting and recording assessment information as children match ducks using one-to-one correspondence. • Lead Small Group Activities (see: Activity Two) • Assist children in identifying numerals on price tags while shopping at the market 		
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Observe and document which children have developed rhyme and rhythm of language, songs, and poetry • Anecdotal records of children who are able to identify if two words rhyme • Observe and document which children are able to recite a nursery rhyme with prompting and support or independently • Anecdotal records of children who are able to retell the story in a rhyme using story boards, puzzles, drawing pictures, story strips • Checklists and anecdotal records of children who display knowledge of one-to-one correspondence • Observe and document which children are able to understand the relationship between number and quantity • Anecdotal records and observations of children who utilize and comprehend the meaning of new vocabulary words in everyday conversations • Observe and document children who understand the role of the buyer and seller • Anecdotal notes, pictures, or video of children acting out the role of buyers and sellers through play 				

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	Monday	Tuesday	Wednesday	Thursday	Friday
Story Time	<p><i>To Market, To Market</i> (Anne Miranda)</p>	<p><i>Five Little Piggies</i> (David Martin)</p>	<p><i>To Market, To Market</i> (Anne Miranda)</p>	<p><i>Five Little Piggies</i> (David Martin)</p>	<p>Create a class chart (My Favorite Book is....). Put pictures of each book at the top of the chart. Have children choose their favorite book read during Week 1. Picture walk through the two books and try to find rhyming words from each.</p>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Observe and document which children have developed rhyme and rhythm of language, songs, and poetry • Anecdotal records of children who are able to identify if two words rhyme • Observe and document which children are able to recite a nursery rhyme with prompting and support or independently • Anecdotal records of children who are able to retell the story in a rhyme using story boards, puzzles, drawing pictures, story strips • Anecdotal records and observations of children who utilize and comprehend the meaning of new vocabulary words in everyday conversations • Observe and document children who understand the role of the buyer and seller • Observe and document children who recall the sequence of the story 				

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Music and Movement	<i>Sing to Read</i> (Dr. Mike Longoria CD)	<i>Nursery Rhymes and Good Ol' Times</i> (Dr. Jean Feldman CD)	<i>Money Song</i> (Dr. Jean Feldman)	<i>Sing to Read</i> (Dr. Mike Longoria CD)	<i>Nursery Rhymes and Good Ol' Times</i> (Dr. Jean Feldman CD) <i>Money Song</i> (Dr. Jean Feldman)
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> Observe and document which children are able to recall words to songs Observe and document the children who are able to follow the class rules Observe and document which children have developed rhyme and rhythm of songs Anecdotal records of children who are able to identify if two words rhyme Observe and document which children are able to recite a nursery rhyme with prompting and support or independently Observe and record children's ability to recall movements to songs that were taught by the teacher 				
Outdoor Time	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Outdoor Market Grocery Bag Race</i> Parachutes Jump Ropes	Balls, scooters, tricycles, wagons filled with groceries from the market, hula hoops, cones, rhythm sticks	<i>Outdoor Market Grocery Bag Race</i> Parachutes Jump Ropes	Balls, scooters, tricycles, wagons filled with groceries from the market, hula hoops, cones, rhythm sticks	<i>Outdoor Market Grocery Bag Race</i> Parachutes Jump Ropes
<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> Observe and document the children who are able to follow the class rules Observe and document children who are able to take turns and get along with peers Observe and document children who are developing coordination and increasing large motor skills 					
LEARNING CENTERS					
General Materials	Fine Motor	Dramatic Play	Art	Nature/Science	Math/Number
	<ul style="list-style-type: none"> Small building toys Manipulatives Puzzles (variety) 	<ul style="list-style-type: none"> Dress-up clothes Kitchen set with dishes Props for work, fantasy, or leisure Dolls 	<ul style="list-style-type: none"> Drawing materials Paint materials Collage materials Art Tools (scissors, hole punch, stencils, rollers) 3-D materials 	<ul style="list-style-type: none"> Collections of natural objects Living things Books/games or toys Activities 	<ul style="list-style-type: none"> Counting materials Measuring materials Comparing quantities Recognizing shapes Written number materials

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<p>Focus Materials</p>	<p>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</p>	<p>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 food for nonsense rhyming; carton of eggs; grocery bags (brown/plastic, or recycle type); grocery cart/basket; gloves; soup pots of various sizes, white and black shirts and sheep masks; pig costumes; bonnets; aprons; glasses; dresses for children to dress up as Mother Goose</p>	<p>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</p>	<p>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; add plastic animals for balance scale</p>	<p>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</p>

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General Materials	Music and Movement	Sand/Water	Blocks	Books and Listening	Writing
<p>Focus Materials</p>	<p>Add rhythm sticks, drums, pretend microphones/echo phones/ CD 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; maracas; bells</p>	<p>Sand: scoops; pails; measuring spoons/cups; sifter; plastic objects that rhyme</p> <p>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/start, tree/bumble bee</p>	<p>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</p>	<p>Add 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 storytelling 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</p>	<p>Add 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; pictures of characters in books read for the week</p>

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	<p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> • Computer • Ipod • CD/Cassette player • Ipad 	<p style="text-align: center;">Other</p>	
<p>General Materials</p>	<p>Jumpstart Phonics software http://pbskids.org/wordworld/characters/game_frm.html; http://pbskids.org/sesame/games/super-grover-nick-rhyme/ http://www.learninggamesforkids.com/featured-games/preschool_games_rhyme.html</p>	<p>Create a PreK Bank Center with (banker clothes, cash registers, checks, pretend money, pictures of a banks both inside and drive thru branches, stamp pad for thumbprints, a safe with a simple code for money)</p>	
<p>Focus Materials</p>	<p>Nursery Rhyme Time: Have children recite different nursery rhymes until everyone has transitioned to the next activity. Example: Hickory Dickory Dock, children stand with their feet spread apart and hands together. They use their arms to pretend to be the pendulum on the clock and move back and forth transitioning to the next activity while reciting the nursery rhyme.</p> <p>Magic Money: The children become magic money. The girls become dollars and the boys become coins (vice-versa). When the teacher waves her wand and states, “Magic Money” the children freeze and the teachers tells the dollars where to go and the coins where to go.</p> <p>Rhythm Clap: 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.</p>		
<p>Transition Activities:</p>	<ul style="list-style-type: none"> • Add books on tape to centers along with head phones • Add timers to computer center to ensure that each child is there no longer than 20 minutes • Ensure all centers are equipped for children with exceptionalities • Use <i>Red Cat Microphone</i> system for children with hearing problems 		
	<p>Accommodations:</p>		

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Other:	<p>Field Trip: Take a trip to a local grocery store and an outside market. After returning from the market, 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. Children can also discuss what they would have purchased at the market and why.</p> <p>Cooking Activity: 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>Pig in a Blanket: For snack, the children can make pig-in-a-blanket sandwiches and then recite, <i>The Five Little Piggies</i> nursery rhyme.</p> <p>Pig Mud: Serve chocolate pudding for a snack one day and pretend it is pig mud.</p> <p>Hand washing: 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). To add to this, children can also sing other nursery rhymes each day (make sure the songs are at least 20 seconds).</p>		