

# Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 7

## 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)].

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<b>Unit Title</b>	<b>Count With Me</b>	<b>Length of Unit</b>	<b>3 weeks</b>
<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. Retell parts of a story using increasingly complex and varied vocabulary from story texts</li> <li>2. Count syllables in spoken words</li> <li>3. Identify rhyming pairs</li> <li>4. Identify written numerals (6-10)</li> <li>5. Match a number of objects with the correct written numeral (6-10)</li> <li>6. Identify an object's position as first or last</li> <li>7. Count down from the number 5</li> </ol>		AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world. (4.1, 4.2) AL 2: Demonstrate attention, engagement, and persistence in learning. (4.3) AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information. (4.1, 4.2) CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities. (4.1 to 4.8) CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area. (4.1, 4.3, 4.4) CSS 3: Develop an awareness of geographic locations, maps, and landforms. (4.3, 4.7) CSS 6: Demonstrate an awareness of basic economic concepts. (4.1, 4.2) LL 1: Comprehend or understand and use language. (4.1 to 4.6) LL 2: Comprehend and use increasingly complex and varied vocabulary. (4.2) LL 4: Comprehend stories and information from books and other print materials. (4.1 to 4.9) LL 5: Demonstrate understanding of the organization and basic features of print. (4.1, 4.2, 4.5) LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes). (4.1, 4.2) LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. (4.1, 4.2)	

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<b>Guiding Questions for Teachers:</b>			<b>Vocabulary Words /Sample Higher Order Questions to Ask Children:</b>						
1. Can the children retell a familiar story in sequential order? 2. Can the children count syllables in spoken words? 3. Can the children identify words that rhyme? 4. Can the children identify the numerals 6-10? 5. Can the children match a set of objects with the correct written numeral 6-10? 6. Can the children identify an object's position as first or last? 7. Can the children use counting in everyday experiences? 8. Can the children count down from the number 5 to 0?			<b>Vocabulary:</b> count, more, less, beginning, middle, ending, first, last, world, neutral ground, meal/feast, cart, rooster  <b>Higher Order Questions:</b> <ul style="list-style-type: none"> <li>• What do you need to pack if you are going to take a trip?</li> <li>• What are some ways to travel?</li> <li>• How are numerals used in the grocery store?</li> <li>• How are numerals used in preparing a meal or feast?</li> <li>• How can numerals be used when playing a game?</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>				
	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions	Explore roles and experiences through dramatic art and play; Develop an awareness of the importance of rules and responsibilities	Express interest in books and details of a story; Comprehend stories; Increase in alphabet knowledge; Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters	Participate in large and small muscle activities; Use safe behaviors	Express feelings and beliefs of being capable to successfully make decisions, accomplish tasks, and meet goals; Regulate attention, impulses, and behavior				

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<b>Unit Title</b>	<b>Count With Me</b>		<b>Length of Unit</b>	<b>3 weeks</b>	
<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>
Week 1	<p><b>What do you need to pack if you are going to take a trip?</b></p> <p><b>What are some ways to travel?</b></p> <p><b>Animal Counting</b></p> <p><b>Numeral Show and Tell</b></p>	<p><b>Hopscotch:</b> Children will throw a bean bag onto the chalk-drawn hopscotch game, identify the numeral, and hop to it. Continue until all of the children have had a turn. Children can hop on one or two feet as they are able.</p> <p>Basketballs and basketball goals</p>	<p><b>Rooster's Off To See The World</b> (Eric Carle)</p> <p><b>Ten Apples Up On Top</b> (Dr. Seuss)</p> <p><b>A-Counting We Will Go</b> (Rozanne Lanczak Williams)</p> <p><b>Counting Around The Neutral Ground</b> (Joanne Mehrtens and Pat Roig)</p>	<p><b>Who Let the Letters Out?</b> (Dr. Jean)</p> <p><b>Rocco The Rhyming Rhino</b> (Jack Hartmann)</p> <p><b>The Number Rock</b> (Greg and Steve)</p>	<p><b>Shared Writing:</b> Make a class book based on <b>Ten Apples Up On Top</b> (Dr. Seuss)</p> <p><b>Towers Up!</b></p> <p><b>Bead Slide</b></p> <p><b>Cup Line Up</b></p> <p><b>Rocket Count Down</b></p>
Week 2	<p><b>How are numerals used in a visit to the grocery store?</b></p> <p><b>How are numerals used in preparing a meal or feast?</b></p> <p><b>Make a Rhyme</b></p>	<p><b>Can you find? Nature Search:</b> Children will find items on the playground, such as flowers, leaves, and sticks. The children will compare who has found the most of one type of item. For an extension, have the children count distinguishing characteristics on the items, such as petals on the flowers. The children will place their items in chalk circles or hula hoops according to the different characteristics.</p>	<p><b>Ten Black Dots</b> (Donald Crews)</p> <p><b>Feast For Ten</b> (Cathryn Falwell)</p> <p><b>Ten, Nine, Eight</b> (Molly Bang)</p> <p><b>One Stuck Duck</b> (Phyllis Root)</p> <p><b>Pete The Cat And His Four Groovy Buttons</b> (James Dean)</p>	<p><b>The Alphabet's In My Mouth</b> (Dr. Jean)</p> <p><b>Let's Go To The Market</b> (Greg and Steve)</p> <p><b>Five Little Ducks</b> (The Learning Station)</p> <p><b>Keep Moving</b> (The Learning Station)</p> <p><b>Make A Rhyme, Make A Move</b> (Jack Hartmann)</p>	<p><b>Domino Parking Lot</b></p> <p><b>Muffin Tin Counting</b></p> <p><b>Button Slide</b></p> <p><b>Scoop a Number</b></p>

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Unit Title	Count With Me		Length of Unit	3 weeks	
Focus Activities:	Circle Time	Outdoor Time	Story Time	Music and Movement	Small Groups
Week 3	<p><b><i>When should we use numbers to count down?</i></b></p> <p><b><i>How can numerals be used when playing a game?</i></b></p> <p><b><i>Syllable Pop</i></b></p>	<p><b><i>Number Line Adding:</i></b> Draw a number line on the ground. The children roll two dice and hop that many places on the line. Allow each child a chance to roll the dice and hop. Determine who has gone the farthest by marking their names on the number line using chalk.</p>	<p><b><i>Chicka, Chicka, 1,2,3</i></b> (Bill Martin)</p> <p><b><i>Each Orange Has 8 Slices: A Counting Book</i></b> (Paul Giganti)</p> <p><b><i>I Spy Two Eyes: Numbers In Art</i></b> (Lucy Micklethwait)</p> <p><b><i>Quack and Count</i></b> (Keith Baker)</p> <p><b><i>Let's Count</i></b> (Tana Hoban)</p>	<p><b><i>Letter Sounds A to Z</i></b> (Jack Hartmann)</p> <p><b><i>Spelling Numbers</i></b> (Dr. Jean)</p> <p><b><i>I Know An Old Lady Who Swallowed A One</i></b> (Dr. Jean)</p>	<p><b><i>Up the Pipe</i></b></p> <p><b><i>Ticket Linking</i></b></p> <p><b><i>Cup Line Up (Repeat from Week 1)</i></b></p> <p><b><i>Rocket Count Down (Repeat from Week 1)</i></b></p>

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<b>Unit Title</b>	<b>Count With Me</b>	<b>Length of Unit</b>	<b>3 weeks</b>	
<b>Focus Materials in Learning Centers:</b>	<b>Centers</b>	<b>Focus Materials</b>		
	<b>Fine Motor</b>	Add pom-poms and popsicle sticks with the numerals 0-10 written on them; have the children line up the pom-poms on the sticks to represent the number on the stick; (For self-correction, the sticks can also include dots for the children to match pom-poms to dots)		
	<b>Dramatic Play</b>	Add a suitcase and clothing for the children to pretend they are packing for a trip; <i>Thinking Map</i> from Week One Circle Time; add a shopping cart and food props to recreate the story, <b><i>Feast For Ten</i></b> ; provide samples of numerals represented in real life experiences, such as on price tags and money for role playing; add a phone book with a phone		
	<b>Art</b>	Encourage children to create numerals on construction paper and glue collage materials on top		
	<b>Nature/Science</b>	Add weighted numerals for children to explore using the balance scale; encourage children to count objects and compare which set has more by placing varying numbers of objects on the balance scale; (For example, if one side of the scale has three counting bears and the other side has seven, the children can use the weight to determine the set that has more)		
	<b>Math/Number</b>	Provide dominoes for the children to count the dots; add tactile numeral cards for children to trace with their finger (For example, numerals covered by sandpaper or other rough/bumpy surface)		
	<b>Music and Movement</b>	Encourage children to tap rhythm sticks together for each syllable they hear in various words		
	<b>Sand/Water</b>	Add rubber ducks with either numerals or dots drawn on the bottom and encourage children to match the dots to the correct numerals; use measuring cups and spoons with containers and count how many spoons it takes to fill a container; dig up a plastic numerals and pour that many cups into a container		
	<b>Technology</b>	<a href="http://www.starfall.com">www.starfall.com</a> ; Word Machines on <a href="http://more.starfall.com/?t=98965968&amp;y=1">http://more.starfall.com/?t=98965968&amp;y=1</a>		
	<b>Blocks</b>	Create a larger scale <b>Tower's Up!</b> board using a white tablecloth or shower curtain (Appendix)		
	<b>Books and Listening</b>	Add titles such as <b><i>City By Numbers</i></b> (Stephen T. Johnson) for children to browse; add additional Fiction and Non-Fiction stories depicting numerals		
	<b>Writing</b>	Include the vocabulary words on index cards or sentence strips for the children to use as a reference when writing; include number words on index cards for children to write out the numerals zero through ten; Week two - grocery list chart		
	<b>Other</b>	Take a field trip to a grocery store and conduct a numeral search; cooking experience - make a salad		

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<b>Transition Activities:</b>	<p>Play or sing, <b><i>Watch Me Listen</i></b> (The Learning Station) to transition to carpet; <b><i>The Number March</i></b> (Dr. Jean) for lining children up  <b><i>We had a Good Day</i></b> (Dr. Jean) for dismissal  <b>Rhyming Match Ups:</b> The teacher calls out a word, and the child names a rhyming pair while waiting in line. Continue to call out additional words to make more rhyming pairs.</p>		
<b>Additional Resources:</b>	<p>Dr. Jean CDs: <b><i>Kiss Your Brain; Totally Math</i></b>  Jack Hartmann CDs: <b><i>Alphabet Zoo, Hip Hop Alpha Bop Vol. 2; Bop, Pop &amp; Hip-Hop For Early Learning</i></b>  Greg and Steve CDs: <b><i>We All Live Together Vol. 2; We All Live Together Vol. 5</i></b>  The Learning Station CDs: <b><i>Preschool Learning Fun; Here We Go Loopy Loo</i></b>  <a href="http://www.makinglearningfun.com/themepages/FeastFor10-Printables.htm">http://www.makinglearningfun.com/themepages/FeastFor10-Printables.htm</a> includes free printables for the story, <b><i>Feast For Ten</i></b> (Cathryn Falwell)  <a href="http://www.readingrockets.org/strategies/blending_games/">http://www.readingrockets.org/strategies/blending_games/</a></p>		
<b>Family Engagement</b>	<p><b>Week 1:</b> Ask parents to help children count objects in the home, such as how many bedrooms, how many chairs around a table, etc. Encourage children to find numerals on objects in the home, such as numerals on jerseys, food packaging, etc. Have the children bring in an item that has a numeral on it for show and tell and class discussion.</p> <p><b>Week 2:</b> Have each family count the number of family members in the household. Send home an index card for families to record the response. During circle time, the children share the index cards to create a graph. The children then decide which family has the most/least members.</p> <p><b>Week 3:</b> Assign each child a number. Send home the number printed on cardstock. Ask parents to find that number of objects to glue on the paper. The pages will be combined in numerical order to create a class book to be added in the library center.</p>		
<b>Appendix:</b>	<p><b>Detailed explanations for:</b>  <b>Morning Circle Time (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 record how each child is able to recall words to songs and finger plays</li> <li>• Checklist of children's ability to maintain interest in story-telling</li> <li>• Audio recordings of each child counting</li> <li>• Anecdotal records for how each child is able to identify numerals in various learning centers. Record the child's ability to identify numerals (6-10) and to match a number of objects to the correct written numeral (6-10).</li> <li>• Work samples of children's work depicting numbers and their quantities</li> <li>• Video recording of children identifying syllables in words through body movements observed during the activity, <b><i>Syllable Pop</i></b></li> <li>• Video recording or checklist of children identifying rhyming pairs</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: What do you need to pack if you are going to take a trip?**

Materials List: chart paper or other format for recording children's responses, writing utensils, timer, suitcase, clothing samples, toiletries, etc.

The question posed can be used as a guiding question of the day. The children should be encouraged to participate in a "*Turn and Talk*." A "*Turn and Talk*" is when children are paired together to discuss the question freely in order to come up with a unique answer for their pair. The teacher then allows children to discuss their findings with the whole group. It is best to set a timer while the children are discussing so that the focus question is discussed and children remain on task. If a timer is unavailable, watch for signs that the discussion is winding down or veering off topic. The responses to this question can be recorded on a *Thinking Map*. On the chart paper, draw a large circle in the center with the words, "Items to pack for a trip". Use lines radiating from the circle to record responses. The answers can be recorded on chart paper or any other format for display chosen by the teacher (ex. Promethean Board/ Smart Board). The recorded answers can be transferred as children's anecdotal records as well. If children have no prior experience with a "*Turn and Talk*", the teacher and paraprofessional can model the process by discussing the question of the day for children to observe. As an extension, provide samples of what is needed to take on a trip. Choose a few children to model packing for a trip using a suitcase, clothing, and toiletries.

Accommodations: Pair a child that has a high-level of vocabulary with a child that has a medium-level of vocabulary, or pair a child with a medium-level of vocabulary with a child that has a low-level of vocabulary. By pairing children in this manner, you are ensuring that the conversation will develop further. Use a timer with a light up feature to add a visual element when tracking time. If time allows, give each child the opportunity to choose an item to pack in the suitcase.

### **What are some ways to travel?**

Materials List: chart paper or other format for recording children's responses, writing utensils, scissors, magazine, glue

This activity is designed to be placed on a *Thinking Map* to add in the dramatic play center. It can be used with a "Turn and Talk," but the answers may not be multi-dimensional. Draw a large circle in the center of your chart paper. Write the words, "Ways to travel" in the circle or include a picture of a globe. Draw lines to branch out from the inner circle to record children's responses. Enhance the chart by encouraging children to visit the fine motor center and cut out pictures of transportation. Glue the pictures to the respective names on the chart. Use the chart as a visual in the dramatic play center. The children can refer to the models of transportation when recreating travel experiences. Class discussions may include the best ways to travel long/short distances.

Accommodations: May need to add gripper scissors to the fine motor center.

### **Animal Counting**

Materials List: numeral cards, shoebox or other container to draw cards from, duplicate pictures of animals to display on a board or small plastic animals to display on a table

Call on children to draw a numeral from the shoebox. The children will then count out that number of animals for the class to see. The process will continue allowing many children the opportunity to count. If not every child has the opportunity, begin with those the next day or the next time you use the activity.

Accommodations: Have children work in pairs when one child is unable to count out the correct number of animals on his own.

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### **Numeral Show and Tell**

Use the family involvement activity (Week #1) as a talking point during Circle Time discussion. Encourage children to find numerals on objects in the home, such as jerseys, food packaging, etc. Have the children bring an item for a numeral show and tell. Ask the children about the numerals they discovered. Discuss why the numeral is important on that object. This activity could also be extended by having children find numerals around the school, the cafeteria, the library, etc.

### **Week 2: How are numerals used in a grocery store?**

Materials List: chart paper or other format for recording children's responses, writing utensils, scissors, magazines/coupons, glue, register, play money, empty food containers (boxes, cartons, cans, etc.)

This lesson includes a “*Turn and Talk*” about how numerals are used in our community in places like the grocery store. Allow the children to discuss the question and record the answers. To enhance the discussion, display a cash register and allow children to show their peers how numerals are used on the register and on the money in the register. Display food containers and discuss why the food items have numerals on them (for example: quantity, weight, costs). Allow the children to cut out coupons in flyers or magazines that show prices of food items and place these on a chart. Use the chart as a visual in the writing center. The children can refer to the numerals depicted when writing.

Accommodations: May need to add gripper scissors to the fine motor center.

## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 7

### How are numerals used in preparing a meal or feast?

Materials List: recipe (with pictures and text) on how to make a salad (for example: 1 head of lettuce, 10 slices of tomato, 6 slices of cucumber, 8 chunks of bell pepper, 10 slices of carrot, 5 cubes of cheese), salad ingredients, large salad bowl, salad tongs, paper plates, forks, knife (for teacher use), cutting board, chart paper or other format for recording children's responses, writing utensils

This activity is designed to demonstrate how numbers are needed to prepare a meal. Prior to the activity, the teacher will cut up the items needed to follow the recipe. The children will learn how much of each salad item is needed to make a salad large enough to feed the class. The children will count the ingredients going into the salad. The teacher will lead a discussion on how items can be cut and then counted by parts. The chart paper will be used to take anecdotal notes for assessment.

Accommodations: Some children may need additional practice with counting objects.

Extension: Discuss the difference between a meal and a feast and allow the children to brainstorm other foods to be included when preparing a feast. May want to have children find and cut out pictures of these foods in various magazines.

### Make a Rhyme:

Materials List: pictures of items that can be matched into rhyming pairs (for example: bee/knee, cake/rake, bug/rug)

[Note: This could also be a great small group activity. When using with whole group, allow children to use "thumbs up" and "thumbs down" so all children can participate, and you can assess who learns the skill and who is having difficulty.]

Place the rhyming pictures face down. Allow the children to take turns flipping two cards at a time. Have the class use "thumbs up" or "thumbs down". If the cards rhyme, leave them face up. That child then gets another turn to make a rhyme. If the cards don't make a rhyme, then the cards are flipped over and the next child gets a turn to try to make a match. Continue until all of the matches have been found. If you have access to a Promethean Board, the game can be created using the revealer slide over rhyming pictures in *ActivInspire*.

Accommodations: For those that do not hear the rhyming sound, explain that rhyming words end with the same sound. Offer additional words with the same ending to allow children to practice hearing the rhyme in other words.

## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 7

### **Week 3: When should we use numbers to count down?**

Materials List: basket or shopping cart, writing utensil, items from the Dramatic Play center that match the items on the grocery list, chart paper with a numbered grocery list [e.g. The list may include items such as 1) apple, 2) milk, 3) carrot, 4) pie, and 5) meat.]

Note: The numbers indicate how many total items are needed from the store, and do not indicate how many of each item is needed.

The children will count down items on the grocery list as they place items in the basket/shopping cart. Display the chart paper for all of the children to see. Explain to the children that a grocery list can help you when planning a meal. Discuss the grocery list and explain that it has numbered items, so they will know how many total items they need to buy at the grocery store. Read the list to the children. As you read an item on the list, have a child place the item into a basket/shopping cart. As the child places the item into the basket/shopping cart, ask the children to count how many items are left on the list. In your discussion, include phrases such as, "I had five items on my list, but I have one item in my basket/shopping cart. Now there are four items left on the list." Continue to have children place items in the basket/shopping cart and count the items left on the list until there are zero items left on the list. Discuss with the children how everything on the list was purchased, so the list went from five items to zero items. Display the items once more and practice counting down from five to zero as you place the items back into the basket/shopping cart.

Accommodations: For children unable to count down from five to zero independently, allow them to follow along with a number line written on a sentence strip.

## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 7

### How can numerals be used when playing a game?

Materials List: chart paper or other format for recording children's responses, writing utensils, timer, board or card games such as ***Hi-Ho Cherry-O*, *Go Fish*** or other game with numerals

Have the children play the game followed by a discussion of how they used numerals to help them play. Discussion questions could include, "Why does this game need numerals?" or "What might happen if there were no numerals on the game board/cards?"

Accommodations: Pair a child that has a high-level vocabulary with a child that has a medium-level vocabulary, or pair a child with a medium-level of vocabulary with a child who has a low-level of vocabulary. By pairing children in this manner, you are ensuring that the conversation will develop further.

### Syllable Pop

Materials: picture cards of objects with two and three syllable words

This can be done in a large group setting, and the children will complete the activity together. Have the children stand in their designated spot for circle time. Display a picture card of an object with a two or three syllable word. When the children hear each syllable, they will move their bodies accordingly. For example: when the first syllable in a word is heard, they will squat down; when the second syllable is heard, they will stand up. For a three syllable word they will jump for the last syllable. [baby: ba-by (squat – stand); umbrella: um-brel-la (squat-stand-jump)].

Accommodations: For those struggling to hear the syllables, provide a visual with flashcards representing the movements for each syllable heard and act out the movements with the children as an additional visual.

### Shared Writing Activity:

**Make a class book based on *Ten Apples Up On Top* (Dr. Seuss).**

Materials List: ***Ten Apples Up On Top*** (Dr. Seuss), writing utensils, crayons, apple cut-outs, glue, copy paper with the following printed at the bottom, “\_\_\_\_\_ (child’s name) has \_\_\_\_\_ apples up on top.”

Include children in a shared writing experience to create a class book to be placed in the library center. Model the activity for the whole class and allow children to assist you in the modeling process. Then each child will have the opportunity to draw a picture of themselves or their head on the paper. Allow the children to pick out the number of apples they would place on their head and glue them on the drawing. Allow the children to write their name and number of apples in the sentence. Combine pages to make a class book for children to read in the library center.

Accommodations: For those unable to write their own name or number, the teacher can assist in the writing process.

### Small Group Activities:

#### **Week 1: Towers Up!**

Materials List: paper, writing utensils, unit blocks

Prior to the lesson, the teacher will draw squares that are the same size as unit blocks onto a sheet of paper. The teacher will write a variety of numbers ranging from 0-10 inside the squares. (Tip: Laminate the paper for future use or use in the math center.) Have enough copies of the paper for the number of children in your small group. The children will identify the numeral in the square and then build a tower going up using that number of unit cubes. The end result will look like a city with varying tower heights. As an extension, the same activity can be created on a larger scale to add to the block center. Trace various block shapes onto a plain white tablecloth or shower curtain and write the numerals 0-10 on the inside of the shapes. The children can use the blocks from the center to build a large scale city.

## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 7

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Accommodations: Group children based on ability. For those unable to identify the numerals, partner them with others so they can complete the activity on one paper. For those struggling with the fine motor task of stacking unit cubes, allow them to complete the activity in the block center.

### **Bead Slide**

Materials List: flashcards with pictures of two and three syllable words, wooden beads, yarn, laces or any other string

Prior to the activity, the teacher will string three wooden beads onto a piece of yarn, lace, or any other string. The teacher will tie a knot on both ends to keep the beads from sliding off the string. Give each child a string of beads. With a small group of children, explain that they will be listening for the syllables in words. Show them a picture of a monkey. Ask them how many syllables they hear in the word “monkey”. Model sliding the beads on the string to represent each syllable. The children will slide each bead to the right as they hear each syllable. Then they will slide the beads back to the left after each word and repeat the steps for additional two and three syllable words such as apple, ladybug, and rabbit.

Accommodations: For children unable to distinguish the individual syllables, allow for additional practice through orally repeating words. Have the children repeat the word with the back of their hand touching the bottom of their chin. Instruct the children to notice their hand dropping as each syllable is spoken. The teacher will slide a bead to provide a visual aid in representing syllables.

### **Cup Line Up**

Materials List: four cups (each in a different color), ribbons (one that is untied and one that has been tied into a bow)

Line up four plastic cups upside down in front of the children. Explain to the children that the first cup in the line will have an untied ribbon underneath it and the last cup in the line will have a tied bow. The ribbon that is untied is the first step and a bow is your end product. (The ribbon underneath the cup provides a simple way for the children to self-assess their correctness in the completion of the task.) Instruct the children to identify the first cup in the line. To check their response, they will lift the cup and find the untied ribbon. Repeat this process asking the children to identify the last cup in the line. This can be repeated by switching the cups in the line and keeping the untied ribbon always in the first cup and a bow in the last.

## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 7

**Accommodations:** For those children who are unable to master the concept of first and last, the cup line up can be completed using the children rather than cups. Have the children stand in a row, the teacher will identify the first child in the line by handing them an untied ribbon. The last child in line will be handed a tied bow. Allow the children to discuss what makes a person first or last in a line. (For example: Instruct the children to face the door. Ask the children to discuss who will be the first to exit the door, based on where they are standing, and then who will be the last to exit.)

### **Rocket Count Down**

**Materials List:** children in small group

Have a very short discussion about rockets and show a picture of a rocket from a book or the Smart Board. Have the children pretend to be a rocket. Explain to the children that before a rocket leaves for travel to outer space, there is a countdown (usually from 10 down to 0). However, you want them to squat down and pretend to be a rocket as you count down together from 5 to 0 (blastoff!) and when they reach blastoff, they are allowed to jump up. Repeat as needed.

**Accommodations:** For those who can't squat or jump up, they may use another motion, such as raising their hands in the air if they are able.

As an extension for those who are ready, they may try counting down from 10 to 0.

### **Week 2: Domino Parking Lot**

**Materials List:** black construction paper, white crayon or chalk, dominoes

Prior to the lesson, the teacher will draw rectangles the same size as dominoes onto a sheet of black construction paper using either a white crayon or chalk. The teacher will write a variety of numerals ranging from 0-10 inside the rectangles. (Tip: Laminate the paper for future use or use in the math center.) Have enough copies of the paper for the number of children in your small group. The children choose a domino from the center of the table and count the number of dots on its face. The children will then search the paper (parking lot) to find the rectangle that matches the domino. The children will slide the dominoes across the paper and "park" the domino on the correct numeral.

## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 7

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Accommodations: Group children based on ability to allow for more teacher interaction and instruction. For those unable to identify the numerals, partner them with others so they can complete the activity on one paper.

### **Muffin Tin Counting**

Materials List: muffin tin, paper muffin wrappers, writing utensil, pom-poms, spoons, bowl

Prior to the lesson, write the numerals 6-10 on the inside of paper muffin wrappers. Place the wrappers into the muffin tin and place a bowl full of pom-poms onto the center of the table. The children will identify the numeral 6-10 and scoop the corresponding number of pom-poms to place in the muffin tin.

Accommodations: Group children based on ability to allow for more teacher interaction and instruction. For those unable to identify the numerals, model and practice with 0-5 until they meet mastery. Then begin modeling and practicing with 6-10.

### **Button Slide**

Materials List: cards with pictures of two and three syllable words, large plastic buttons

Place three large plastic buttons in a row on the table in front of each child in the group. Show them a picture of a wagon and ask how many syllables they hear when they say the word “wagon”. Have the children slide a button down for each syllable that they hear (from left to right). They will slide 2 buttons (1 for each syllable they hear in wa-gon). Slide the buttons back and repeat the steps for additional two and three syllable words such as yoyo, zebra, and computer.

Accommodations: For children unable to distinguish the individual syllables, allow for additional practice through orally repeating words. Have the children repeat the word with the back of their hand touching the bottom of their chin. Instruct the children to notice their hand dropping as each syllable is spoken. The teacher will slide the buttons to provide a visual aid in representing syllables.

## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 7

### **Scoop A Number**

Materials List: white plastic spoons, clear plastic spoons, permanent markers in two colors

Prepare the spoons prior to the lesson. On the inside of the white plastic spoons draw dots ranging from 1-10 and leave one spoon blank to represent zero. On the inside of the clear spoons, write the numerals 0-10. Have the children count the dots on the white spoons and then match the correct numeral to the corresponding dots. The children will place the clear spoon directly over the white spoon providing the teacher with a visual observation for assessment.

Accommodations: If a child is unable to follow the oral directions, the teacher can model the lesson by initiating the matching.

### **Week 3: Up the Pipe**

Materials List: pipe cleaners (chenille stems), pony beads, paper, writing utensil, tape

Write the numerals 6-10 on strips of paper and tape them at the top of a pipe cleaner to resemble a flag. The children will identify the numeral on the “pipe” and string that corresponding number of pony beads.

Accommodations: Group children based on ability to allow for more teacher interaction and instruction. For those unable to identify the numerals, model placing beads for 0-5 first. Support the child to count with you or independently. When the child is ready, you can move to 6-10. For those struggling with the fine motor task of stringing pony beads onto a pipe cleaner, allow those children to simply count out the number of beads and place the beads in front of them. If a child is unable to follow the oral directions, the teacher can model the lesson by choosing a pipe cleaner and counting the number of corresponding beads.

For an extension to the lesson, add these materials to the fine motor center.

### **Ticket Linking**

Materials List: paper tickets, writing utensil, hole punch, colored links (interlocking-for making chains)

Write the numerals 6-10 on individual tickets and punch a single hole at the bottom. (Tip: Laminate the tickets prior to punching a hole so that they can be used more than once.) Allow the children to pick a ticket from the center of the table and identify the numeral written on it. The children will then count out that corresponding number of links. The children will attach a link to the ticket and add the remaining links together for a visual assessment.

Accommodations: Group children based on ability to allow for more teacher interaction and instruction. For those unable to identify the numerals, partner them with others so they can complete the activity on one ticket. For those struggling with the fine motor task of connecting the links, allow them to simply count out the number of links and place the links in front of them. If a child is unable to follow the oral directions, the teacher can model the lesson by choosing a ticket and counting the number of links that correspond.

For an extension to the lesson, add these materials to the fine motor center.

### **Cup Line Up**

See description of activity under small group activities for Week 1.

### **Rocket Count Down**

See description of activity under small group activities for Week 1.