

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 4

Unit Title		Let's Eat!	Length of Unit	3 weeks	
Focus Learning Objectives:		Focus Standards Addressed in this Unit:			
The children will be able to: <ol style="list-style-type: none"> 1. Discuss problems and solutions 2. Identify numbers 1-5 3. Use a variety of vocabulary words 4. Comprehend story characters, setting and events. 5. Make healthy choices (related to foods) 6. Explore culture of other people 		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 - 4.5, 4.7 - 4.9) PM 4: Develop appropriate health and hygiene skills (4.2) SE 2: Develop positive self- identity and sense of belonging (4.1)			
Guiding Questions for Teachers:			Vocabulary Words /Sample Higher Order Questions to Ask Children:		
<ol style="list-style-type: none"> 1. Can children identify a variety of foods? 2. Can children discuss characters in a book? 3. Can children identify events as first, next and last? 4. Do children explore names and shapes of numbers? 5. Can children describe a healthy habit? 6. Can children identify food/non-food items and healthy/unhealthy food choices? 7. How many fruits and vegetables should we eat each day? 			Vocabulary: culture, food names, Louisiana, healthy, junk food, fruits, vegetables, ingredients, recipe, pasta, baguette, bagel, zydeco Higher Order Questions: <ul style="list-style-type: none"> • Describe foods you eat with your family. • Why do some people eat different foods? • Why is it important to eat healthy foods? • What are foods you should eat at each meal that keep you healthy? • Why is it important to read a recipe? 		
Integrated Domain Concepts:	Approaches to Learning	Cognitive (Creative Arts, Math, Science, Social Studies)	Language and Literacy	Physical	Social Emotional
	Reasoning, problem-solving and creative thinking	Explore roles through dramatic play/art; Understand numbers, ways of representing and relationships; Understand culture and characteristics of groups of people; and Develop ability to carry out scientific process using the 5 senses	Comprehend and use increasingly complex and varied vocabulary; Comprehend stories and information from books and other printed materials	Develop appropriate health and hygiene skills	Develop positive self-identity and sense of belonging

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

Unit Title	Let's Eat!		Length of Unit	3 weeks	
Focus Activities:	Circle Time	Outdoor Time	Story Time	Music and Movement	Small Groups
Week 1	<p><i>Today is Monday</i></p> <p><i>Circle Map of Our favorite foods</i></p> <p><i>Strega Nona Story Elements</i></p>	<p>Bowling using a small ball and 5 two liter bottles filled with sand and covered in Italian flag colors (red, white green) with numerals 1-5</p> <p>Have child knock down “pins” and identify numerals of pins that fell</p>	<p><i>Bread, Bread, Bread</i> by (Anne Morris)</p> <p><i>Today is Monday in Louisiana</i> (Johnette Downing)</p> <p><i>Today is Monday</i> (Eric Carle)</p>	<p><i>Italian Music</i></p> <p><i>Jazz music with scarves</i></p>	<p><i>Bread Inquiry</i></p> <p><i>Matching numbers 1-5 sets with pasta</i></p>
Week 2	<p><i>The Giving Farm</i></p> <p><i>Shared Writing: writing a grocery list</i></p> <p><i>Create a rebus recipe on chart paper to make in class</i></p>	<p>Vegetable walk (same type of activity as a “cake walk”)</p>	<p><i>Growing Vegetable Soup</i> (Lois Ehlert)</p> <p><i>Little Red Hen</i> (Various authors)</p> <p><i>Feast for 10</i> (Cathryn Falwell)</p>	<p><i>This is the way....(Little Red Hen song)</i></p>	<p><i>Creating a book of class recipes</i></p> <p><i>Friendship salad</i></p>
Week 3	<p><i>Color Vegetable Song</i></p> <p><i>Graph your favorite fruit/vegetable</i></p> <p><i>Make a predictable chart:</i> _____ likes to eat _____.</p>	<p><i>Farmer in the Dell</i> using plastic fruits and vegetable; children hold fruits and vegetables (The farmer takes a potato, the potato takes a green bean, the green bean takes a tomato, etc.)</p>	<p><i>Gregory the Terrible Eater</i> (Mitchell Sharmat)</p> <p><i>Eating the Alphabet</i> (Lois Ehlert)</p> <p><i>Pinkalicious</i> (Elizabeth Kann)</p>	<p><i>Smart & Tasty 1 (Good Food Tunes for Kids)</i></p>	<p><i>Food Sort</i></p> <p><i>Counting Fruits and Veggies</i></p>

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Focus Materials in Learning Centers:	Centers	Focus Materials	
	Fine Motor	Puzzles with fruits and vegetables, laminated playdough mats with numerals to make cookies, and tools, laminated numerals to create with playdough, wikki sticks or cubes.	
	Dramatic Play	Add cook books, chef outfits, laminated pictures of foods (pizza, pasta, breads, fruits and vegetables), Prop box for bakery with rolling pins, muffin pans, playdough, and cutting mats to work on) Word cards with vocabulary: cake, pie, muffin, bread, etc., Add a large pot and put foam letters/numerals, children scoop out letters/numbers and match to board/ or trays with precut letters/numerals.	
	Art	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 <i>Little Red Hen</i> 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.	
	Nature/Science	Add a variety of seeds with pictures of fruit: apple, orange, plant red beans to observe and watch, put apples, oranges, plums, etc. and cubes on a scale to compare weights, have different size baguettes to measure.	
	Math/Number	Matching numbers (apple halves, pizza to pans), number flip pancakes with spatula (pretend pancakes with numerals)	
	Music and Movement	Add red, white and green scarves, and cans filled with beans or dry pasta, add zydeco music.	
	Sand/Water	Sand: add funnels, slotted spoons, measuring cups, etc.; Water: add: magnetic or foam numbers, to match, and Louisiana crustaceans: (plastic crabs, shrimp, alligators or crawfish).	
	Technology	http://nutritionforkids.com/kidactivities.htm (assorted activities)	
	Blocks	Plastic fruit and vegetables, and baskets to sort them, trucks, farm animals	
	Books and Listening	Flannel boards for stories used in unit, Listening stories/Books on Tape or CD: for <i>Little Red Hen, Green Eggs and Ham</i> ; word cards with related vocabulary in pocket chart; clipboards for responding to books in library related to theme	
	Writing	Mini blank books for free choice writing, drawing pictures of foods they enjoy with their family, and foods they enjoy eating.	
Other	Assign a vegetable or fruit to groups of five children, model writing a list and recipe for making friendship salad (see recipe) Cook one of the recipes from the books: cake, bread, veggie soup, pink cupcakes, or pink milkshakes.		
Transition Activities:	Use different fruit/vegetable words for different actions: Plums (stand up), Carrots (line up), Squash (sit down) Use words in the Italian languages to stand up, walk, good morning, goodbye Use a variety of Italian, or Louisiana music to transition		

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Additional Resources:	<p>Have a parent come in to demonstrate a food they cook representing the ethnic group of their family (Cajun, Latino, Asian, etc.);</p> <p>Make a PowerPoint slide show of foods the children illustrated with photos of their art work;</p> <p>Visit a local grocery or farmers market, bring a list of questions from the class, buy your ingredients from a list to make a recipe;</p> <p>Use scented fruit cut outs/paintings from art center for bulletin board (fruit basket)</p> <p>Websites: http://www.healthypreschoolers.com/Websites/healthypreschoolers/images/Song_List_Final.pdf http://freesongsforkids.com/videos/five-fruits-and-vegetables http://freesongsforkids.com/videos/pasta-song http://www.nfsmi.org/documentlibraryfiles/PDF/20100922095412.pdf http://www.clocc.net/partners/group/school/FoodNutritionActivities.pdf http://www.raising-readers.org/documents/filelibrary/literacyresources/FunwithFoodActivityGuide_F0524CECC7C54.pdf http://handsonaswegrow.com/40-number-activities-for-preschoolers/</p>		
Family Engagement	<p>Assign each child a different fruit/vegetable to bring from home to share at snack time during the unit: broccoli, plums, peaches, baby carrots, celery. Each day, have the children taste at snack time and record on a chart the how many liked/disliked.</p> <p>Have a Louisiana snack week: Ask parents to send items from Today is Monday (Johnette Downing) to taste on the corresponding day: Monday (red beans), Tuesday (mini poboy), etc.</p> <p>Have a healthy family potluck, and ask each family to bring a healthy dish to share at a family potluck (Also could be an ethnic potluck; discuss which and how many cultures are represented).</p> <p>Ask parents to send in a non-perishable item, have the class decorate a box, and donate items to a local food bank/charity.</p>		

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Appendix:	<p>Detailed explanations for: Morning Circle Time (Weeks 1-3) Small Group Activities (Weeks 1-3) Shared Writing Activity</p>		
Assessment:	<ul style="list-style-type: none"> • Observe and record which children are able to recall words to songs and finger plays • Observe and record which children are able to recall various healthy foods and vocabulary terms from the unit • Anecdotal records for which children are able to role play being a chef through play in learning centers • Work samples of children's artwork of fruits/vegetables • Work samples of children sequencing story events • Video recording of children sorting food and non-food items • Video recording of children sorting healthy/unhealthy snacks 		

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: Strega Nona story elements:

Materials List: ***Strega Nona*** (Tomie dePaola); chart paper, markers

Discuss a story element each day: setting, characters, problem, events, and solution. Ask high order questions (for example: “What would you do with a magic cooking pot?”) to prompt children to use reasoning and thinking skills to describe story elements and come up with solutions for the problem presented in the book.

Today is Monday:

Materials List: ***Today is Monday*** (Johnette Downing), photo copies of pictures of foods for each day of week

As you sing the song on the CD, hold up the picture that goes with that day. Later in the week, have the children act out the song using the pictures.

Morning Circle Activities:

Week 2: The Giving Farm:

Materials List: Pocket chart, pictures of foods and animals from the poem (see below), *The Giving Farm* (Vicki Witcher)

Create a rebus chart with the poem (use pictures and words to create a sentence – see example below). Review and have children recite the poem each day. Later in the week, remove the food items and have the children match the food items with the animals.

Hens (picture) give (word) eggs (picture),
Pigs give ham,
Cows give milk,
Strawberries give jam.

Bees (picture) give (word) honey (picture),
Goats give cheese,
Farms give food,
I'd like some, please

Week 3: Color Vegetable Song:

Materials List: photo copies of fruit

You can sing the song as written or change the words to fruit. (Cantaloupes, kiwi, pears, lemons, strawberries, grapes, etc.)

There are many colored vegetables,
They are good for you.
Carrots are orange, I'll eat a few,
Beans are green, I'll eat then too.

Corn is yellow, I'll eat some,
Green peppers are green, I'll eat them, too.
Beets are red, I'll eat a few,
Broccoli is green, I'll eat some, too.

Graph your favorite fruit/vegetables:

Materials List: Bring in four to five fruits/vegetables that have been discussed over the last 3 weeks

Have the children taste and graph their favorite. Discuss the data on the graph in terms of number sense, and more and less.

Shared Writing Activity:

Materials List: Chart paper, markers, paper to write grocery lists, sentence strips, picture cards of food items from stories

Circle Map: Draw a circle map (from *Thinking Maps*), and write the question on chart paper: “What are our favorite foods?” Ask children to brainstorm foods they like to eat; write responses. Each day of the week, close the story time by having children recall new words they heard that day. Each day use a different color marker to add to the circle map, and record the story that was read.

Grocery List: After deciding which recipe you will make as a class, have the children help you write a grocery list. You can either model writing, or have children help write the list using prompting and support.

Rebus recipe: Discuss the steps of a recipe either from one of the stories, or the one you will do in class. Create a poster with the recipe listing ingredients and directions. Give the children picture cards for each step, and have them discuss with a partner what is going on in the pictures. Then have them work together to put the recipe in order of the steps. Use the poster to refer to when cooking.

Predictable chart: After reading *Eating the Alphabet* (Lois Ehlert), prepare a predictable chart with a sentence for each child: _____ eats _____. Have the children come to the board and write his/her name, and find a food from the book. Practice reading the chart together, and have the children illustrate the sentence for a class book or PowerPoint.

Small Group Activities:

Week 1: Number/Pasta match:

Materials List: small paper plates (five per child), pasta in a variety of shapes (corkscrews, curls, bowties, etc.)

Write the numerals 1-5 on each plate. Have the children review and identify each numeral. Have a variety of pasta shapes available for children to match up with the number (i.e. if the plate has a 3, place 3 bowtie pasta on that plate). If the children are beginners, you may place stickers to represent how many pasta shapes are needed, so that they can match using one to one correspondence. For a more challenging activity only put the numbers on the plates, allow the children to work independently or with a partner to model.

Bread Inquiry:

Materials List: ***Bread, Bread, Bread*** (Anne Morris), 2-3 different types of breads (baguette, pita, bagel, etc.)

Do a “book walk” (look at pictures and discuss characters, events, settings, etc.). Have the children discuss the types of bread and people in the pictures to give them a global sense of culture and people. Bring in 2-3 types of bread in the book (baguette, pita, bagel) Have the children observe the bread and discuss how the breads are different and the same “How did it taste? How did it smell? How does it feel?”. Create a graph of children’s favorite bread types.

Week 2: Class Recipe Book:

Materials List: paper, markers, crayons

Have each child draw their favorite food, and dictate a recipe using that food. Make enough copies for each child to have a recipe book to send home. For a shorter book, include two recipes per piece of paper.

Friendship Salad:

Materials List: Large bowl, mixing spoon, small bowls and spoons for children, 1 jar of mandarin oranges (drained), 1 can pineapple (drained), 1 can mixed fruit (drained), 2 bags mini marshmallows, 8 ounces vanilla yogurt
Put each child in groups of 3-4. Assign each group an ingredient to bring to school.

Divide children into groups of three to four. Put the ingredients in the big bowl one by one. Add yogurt and mini marshmallows and mix. Allow children to eat at snack time.

Week 3: Counting Fruits and veggies:

Materials List: Reuse the plates from the pasta count in week one, plastic/rubber fruit manipulatives or pictures

Allow the children to review the numerals 1-5. Children will place the appropriate number of fruit manipulatives/pictures on the plate, independently or with a partner.

Food Sort:

Materials List: Clipart or magazine cutouts of various foods (about two to three for each child), grocery bags

Place food pictures in the grocery bag. Discuss what makes food healthy: foods that grow on trees or in the ground in the soil, that are not too sweet or gooey. Make a “T” chart with a smiley face on one side and a Stop sign on the other. Explain that the smiley face means the food is healthy and we feel good when we eat them. Explain that the STOP sign means we should not eat too much of this type of food or only eat on special days, like birthdays. Have children take turns pulling a picture from the bag, and discuss whether it is healthy or unhealthy (junk food). Once the chart is complete, have the children taste a healthy food like celery sticks or grapes.