

Unit Title	Fall	Date			
Focus Learning Objectives:		Focus Standards Addressed in this Unit:			
The children will be able to: <ol style="list-style-type: none"> Demonstrate appropriate behavior when handling books Identify letters in children’s names Use new vocabulary words Demonstrate one-to-one correspondence Develop an understanding of the season of fall and the changes to the environment Understand the relationship between number and quantity 		LL 1 Comprehend or understand and use language. (4.1, 4.2, 4.4, 4.5, 4.6) LL 2 Comprehend and use increasingly complex and varied vocabulary. (4.2) LL 3 Develop an interest in books and their characteristics. (4.1, 4.2) CS 1 Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions). (4.1, 4.4) CS 3 Acquire scientific knowledge related to life science (properties of living things). (4.1, 4.6, 4.7) CS 4 Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky). (4.1, 4.2, 4.3) CM 1 Understand numbers, ways of representing numbers, and relationships between number and quantities. (4.3, 4.4, 4.7)			
Guiding Questions for Teachers:			Vocabulary Words/Sample Higher Order Questions to Ask Children:		
<ol style="list-style-type: none"> Do children understand what the season of fall is? Can children describe the elements of fall? Can children describe the changes in the weather? Can children explain the changes in the environment? 			Vocabulary: harvest, fall, season, weather, environment, leaves, autumn, orchard, seeds, thermometer, front, back Higher Order Questions: See Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 2		
Circle Time Activity	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Five Red Apples (Appendix, Unit 2)</i>	<i>Five Red Apples</i>	<i>Five Red Apples</i>	<i>Five Red Apples</i>	<i>Five Red Apples</i>
	Possible Assessments: <ul style="list-style-type: none"> Observe and document which children are able to use and understand new vocabulary words Anecdotal records of children who can describe the elements of fall Observe and document which children can describe the characteristics of books Checklist of children’s ability to demonstrate one-to-one correspondence Observe and document which children are able to understand the relationship between number and quantity Observe and document which children can identify some of the letters in their names Anecdotal records of children who can describe and explain changes to the environment during the season of fall compared to another season of the year 				

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Small Group Activity	<p>Activity One: <i>Under the Apple Tree</i> (Appendix, Unit 2) Activity Two: <i>Counting Apples</i> (Appendix, Unit 2) Activity Three: Books and puzzles</p>				<p>Activities conducted by paraprofessionals, speech therapists, early interventionists, volunteers, etc.:</p> <ul style="list-style-type: none"> Assist children in identifying numerals and matching apples to apple trees, record results of children using a checklist Lead Small Group Activity (Activity 2)
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> Observe and document which children are able to use and understand the meaning of new vocabulary words. Checklist of children who can identify all, some, or none of the letters in their name Anecdotal records of children who understand the changes to the environment that the season of fall brings 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 				
Story Time	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><i>Apple Farmer Annie</i> (Monica Wellington)</p>	<p><i>Apple Farmer Annie</i> (Monica Wellington)</p>	<p><i>Leaves Fall Down</i> (Lisa Bullard)</p>	<p><i>Leaves Fall Down</i> (Lisa Bullard)</p>	<p>Compare and contrast, similarities and differences between apples and leaves using a Venn Diagram</p>
<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> 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 Observe and document which children are able to use and understand the meaning of new vocabulary words Anecdotal records of children who understand the changes to the environment that the season of fall brings Anecdotal records of children who can describe and explain changes to the environment during the season fall compared to another season of the year 					

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Music and Movement	<i>Apple Tree</i> (Dr. Jean Feldman)	<i>Follow me to the Apple Tree</i> (Jack Hartman)	<i>Apple Tree</i> (Dr. Jean Feldman)	<i>Follow me to the Apple Tree</i> (Jack Hartman)	<i>Rockin October</i> (Jack Hartman)
	<i>Possible Assessments:</i> <ul style="list-style-type: none"> • Observe and record which children are able to recall words to songs • Observe and record which children’s confidence level while singing the songs • Anecdotal records of children who recognize elements of fall while singing the songs • Observe and record children’s ability to recall movements to songs that were taught by the teacher • Anecdotal records of children who identified rhyming words in the songs 				
Outdoor Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Apple Toss Hula Hoops Number Game	Balls Wagons filled with apples Tricycles and Scooters, Rings and Cones Jump Ropes Ribbon Sticks	Apple Toss Hula Hoops Number Game	Balls Wagons filled with apples, Tricycles/Scooters, Rings and Cones Jump Ropes Ribbon Sticks	Apple Toss Hula hoops
<i>Possible Assessments:</i> <ul style="list-style-type: none"> • Observe and document children who are able to follow class rules • Observe and document children who are able to take turns and get along with peers • Observe and document children who are able to understand the relationship between number and quantity 					
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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Focus Materials	<p>Add Fall puzzles; clay to form apples, leaves, pumpkins, or any other object related to fall; tweezers for picking up fall colored pom pom balls and placing into containers; place some containers with numerals 0-5 on them and have children put the amount of pom-poms into the correct container using tweezers</p>	<p>Add a giant apple tree made out of bulletin board paper with apples of different colors and letters on apples; add pumpkins and apples in crates with numerals written on crates; farmer clothes, bale of hay, small child's rake, recipes of fall foods with pictures, aprons, pot holders, recipes dictated by the children in a binder, fall clothes</p>	<p>Add real leaves for leaf rubbings; add clay for children to make their own apples, pumpkins, etc. and paper to write stories about them; leaves, pumpkins, acorns, apples, used paper towel holders to create trees, tissue paper with fall colors; hay or straw for scarecrow body parts, felt pieces or material for clothes; real apples cut in half for apple prints; stencil leaves; leaf, pumpkin, apple cookie cutters; material, felt, and paper to create wind socks; Styrofoam ball of various sizes to paint red; letters to string for making name necklaces; name cards</p>	<p>Add leaves of various colors and textures; balance scale with apples/pumpkins to weigh; pumpkin and apple seeds for children to observe with magnifying glass; paper to record observations of differences and similarities between pumpkins and apples; add real acorns and pictures of squirrels, real squirrel tails, hay, thermometer; primary colored paint to create secondary fall colors</p>	<p>Add apple trees with written numerals and black pom pom balls to act as seeds; pumpkins with numerals and seeds to match the numeral to the set (0-5); leaves with numerals; different sizes and shapes, apple seeds, pumpkins seeds, and acorns for counting objects; strips of paper to measure circumference of pumpkins and apples; crates or small baskets for counting or sorting apples by size, color, etc.; add three different colors of apples (plastic or paper cut-outs to make ABAB or ABC patterns</p>

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General Materials	<p>Music and Movement</p> <ul style="list-style-type: none"> • Music instruments • Tape player that children can use 	<p>Sand/Water</p> <ul style="list-style-type: none"> • Containers for sand/water • Materials that easily pour • Variety of sand/water toys 	<p>Blocks</p> <ul style="list-style-type: none"> • Unit blocks • Large hollow blocks • Homemade blocks • Accessories (toy people, animals, vehicles, road signs, etc.) 	<p>Books and Listening</p> <ul style="list-style-type: none"> • Variety of books • Tape player/books on tape • Head phones • Language materials 	<p>Writing</p> <ul style="list-style-type: none"> • Writing implements • Paper • Chalk or dry erase boards • Scissors, tape, stencils
Focus Materials	Add scarves; classical or soft music with variations of tempo; oversized felt leaves; CD with sound of wind blowing; ribbon sticks	<p>Sand: Add pumpkin seeds and apple seeds for children to pretend to plant; shovels, rakes, pails; pumpkins and apples, farm animals</p> <p>Water: Add apples and pumpkins to observe if they float or sink; leaves and small bits of hay to observe if they sink or float; add fall colors to water using food coloring</p>	Add trees, farm animals, wagons, tractors; play or real pumpkins and apples to measure circumference using measuring tape; small scarecrow, fences, and fall or harvest books, pictures of fields; large and small real pumpkins; unifix cubes to measure the height of the pumpkin; fall books	Add books about fall, pumpkins, apples, leaves, harvesting; gardening magazines with pictures of apples, pumpkins, and other fruits and vegetables	Name cards; draw pictures of leaves on a tree or leaves falling off of trees; retell stories of the <i>Five Little Pumpkins</i> or <i>Five Red Apples</i> using markers and paper; (Children can dictate the retelling to the teacher, and teacher writes down what the child says)
General Materials	<p>Technology</p> <ul style="list-style-type: none"> • Computer • CD/cassette player 			Other	Other
Focus Materials	<p>Sammy's Science House, Millie's Math House, Bailey's Book House</p> <p>http://www.bbc.co.uk/cbeebies/green-balloon-club/games/green-balloon-club-giggleswickpark/</p> <p>http://www.primarygames.com/season_match/fall_match/fall_match.htm</p>		Create a Weather Center with (meteorologist clothes, maps, weather pictures, video camera, thermometers, weather vane, clothes for fall weather)		

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Transition Activities:	<p>Peter, Peter Pumpkin Eater: As the children move to the next activity they all sing this nursery rhyme until everyone has transitioned.</p> <p>Wind Dance: As children transition to the next activity, they pretend to become the wind and whirl their way fluttering to the next activity. While the children are transitioning the teacher is orally counting backwards from 10. When 0 is reached, the children should be engaged in their next activity. As the year progresses, children can start to count backwards with the teacher.</p>	
Accommodations:	<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 	
Other:	<ul style="list-style-type: none"> • Field trip to apple orchard • Visit from an apple farmer • Cooking: Make applesauce, candy apples, individual apple pies • Science Experiment: Cut an apple into four pieces. On two of the pieces squeeze lemon juice and don't put anything the other two pieces. Let them sit out for a while, and then have the children go back and observe the apple pieces. Have children discuss the changes in the apples. Create a chart of what happened to the apples with each child's thoughts. 	