

Unit Title	Count With Me	Date	Week 1
<b>Focus Learning Objectives:</b>		<b>Focus Standards Addressed in this Unit:</b>	
<p>The children will be able to:</p> <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 numeral 5</li> </ol>		<p>AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world. (4.1, 4.2)</p> <p>AL 2: Demonstrate attention, engagement, and persistence in learning. (4.3)</p> <p>AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information. (4.1, 4.2)</p> <p>CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities. (4.1 to 4.8)</p> <p>CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area. (4.1, 4.3, 4.4)</p> <p>CSS 3: Develop an awareness of geographic locations, maps, and landforms. (4.3, 4.7)</p> <p>CSS 6: Demonstrate an awareness of basic economic concepts. (4.1, 4.2)</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. (4.2)</p> <p>LL 4: Comprehend stories and information from books and other print materials. (4.1 to 4.9)</p> <p>LL 5: Demonstrate understanding of the organization and basic features of print. (4.1, 4.2, 4.5)</p> <p>LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes). (4.1, 4.2)</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)</p>	

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<b>Guiding Questions for Teachers:</b> <ol style="list-style-type: none"> <li>Can the children retell a familiar story in sequential order?</li> <li>Can the children count syllables in spoken words?</li> <li>Can the children identify words that rhyme?</li> <li>Can the children identify the numerals 6-10?</li> <li>Can the children match a set of objects with the correct written numeral 6-10?</li> <li>Can the children identify an object's position as first or last?</li> <li>Can the children use counting in everyday experiences?</li> <li>Can the children count down from the numeral 5 to 0?</li> </ol>			<b>Vocabulary Words/Sample Higher Order Questions to Ask Children:</b>  <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 a visit to 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>Circle Time Activity</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	<i><b>What do you need to pack if you are going to take a trip?</b></i> (see Appendix for Unit 7)	<i><b>Animal Counting</b></i> (see Appendix for Unit 7)	<i><b>What are some ways to travel?</b></i> (see Appendix for Unit 7)	<i><b>Animal Counting</b></i> (see Appendix for Unit 7)	<i><b>Numeral Show and Tell</b></i> (see Appendix for Unit 7)
	<b>Possible Assessments:</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 recording of children 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, <i><b>Syllable Pop</b></i></li> <li>Video recording of children identifying rhyming pairs</li> </ul>				

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Small Group Activity	<p><b>Activity One: <i>Towers Up!</i></b> (focus activity) in Appendix for Unit 7  <b>Activity Two: Shared Writing:</b> Make a class book based on <i>Ten Apples Up On Top</i> (focus activity) in Appendix for Unit 7  <b>Activity Three: <i>Bead Slide</i></b> (focus activity) in Appendix for Unit 7  <b>Activity Four: <i>Cup Line Up</i></b> (focus activity) in Appendix for Unit 7  <b>Activity Five: <i>Rocket Count Down</i></b></p>		<p><b>Activities conducted by paraprofessionals, speech therapists, early interventionists, volunteers, etc. :</b></p> <ul style="list-style-type: none"> <li>Assist with collecting and recording assessment information as children participate in learning centers</li> <li>Lead Small Group Activities: monitor use of domino counting in the Math Center</li> </ul>		
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>Observe and document how each child is able to use and understand new vocabulary words</li> <li>Observe and document how each child is able to carry on a conversation relative to counting and recognizing numerals in learning centers</li> <li>Checklist of children’s ability to follow the class rules</li> <li>Anecdotal records of children’s understanding of math language</li> <li>Anecdotal records or checklist of children’s ability to sequence story events</li> </ul>				
Story Time	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	<p><i>Rooster’s Off To See The World</i> (Eric Carle)</p>	<p><i>Ten Apples Up On Top</i> (Dr. Seuss)</p>	<p><i>Rooster’s Off To See The World</i> (Eric Carle)</p>	<p><i>A-Counting We Will Go</i> (Rozanne Lanczak Williams)</p>	<p><i>Counting Around The Neutral Ground</i> (Joanne Mehrtens and Pat Roig)</p>
<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>Observe and document how each child is able to use and understand new vocabulary words</li> <li>Anecdotal records of children identifying numerals in the story text</li> <li>Checklist of children’s ability to follow the class rules</li> <li>Checklist of the children’s ability to sequence story events</li> </ul>					

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<b>Music and Movement</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	<i><b>Who Let the Letters Out?</b></i> (Dr. Jean)	<i><b>The Number Rock</b></i> (Greg and Steve)	<i><b>Rocco The Rhyming Rhino</b></i> (Jack Hartmann)	<i><b>The Number Rock</b></i> (Greg and Steve)	<i><b>Who Let the Letters Out?</b></i> (Dr. Jean)
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>• Observe and document how each child is able to recall words to songs</li> <li>• Observe and document how each child is able to sequence events from the songs</li> <li>• Checklist of children’s ability to follow the class rules</li> </ul>				
<b>Outdoor Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	<i><b>Hopscotch:</b></i> 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.	Basketballs and basketball goals - Write numerals on paper plates and have the child turn over a plate and dribble the ball the number of times written on the plate.	<i><b>Hopscotch:</b></i> 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.	Basketballs and basketball goals – Continue activity from Tuesday or hide paper plates with numerals around the playground. As children find them, have them bring the plate to you and tell you the numeral. You could ask them to jump that many times on one foot or both feet.	<i><b>Hopscotch:</b></i> 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; hula hoops, balls, trikes, and cones
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> <li>• Observe and document how each child is able to identify numerals when playing hopscotch or paper plate activities</li> <li>• Checklist of the children’s ability to hop on one foot</li> <li>• Checklist of the children’s ability to rote count</li> </ul>				

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LEARNING CENTERS						
	Fine Motor	Dramatic Play	Art	Nature/Science	Math/Numeral	
<b>General Materials</b>	<ul style="list-style-type: none"> <li>• Small building toys</li> <li>• Manipulatives</li> <li>• Puzzles (variety)</li> </ul>	<ul style="list-style-type: none"> <li>• Dress-up clothes</li> <li>• Kitchen set with dishes</li> <li>• Props for work, fantasy, or leisure</li> <li>• Dolls</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing materials</li> <li>• Paint materials</li> <li>• Collage materials</li> <li>• Art Tools (scissors, hole punch, stencils, rollers)</li> <li>• 3-D materials</li> </ul>	<ul style="list-style-type: none"> <li>• Collections of natural objects</li> <li>• Living things</li> <li>• Books/games or toys</li> <li>• Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Counting materials</li> <li>• Measuring materials</li> <li>• Comparing quantities</li> <li>• Recognizing shapes</li> <li>• Written numeral materials</li> </ul>	
<b>Focus Materials</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 numeral on the stick (For self-correction, the sticks can also include dots for the children to match pom-poms to dots); numeral puzzles	Add a suitcase and clothing for the children to pretend they are packing for a trip; add a phone book with a phone	Encourage children to create numerals on construction paper and glue collage materials on top	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 numerals 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 larger set)	Provide dominoes for the children to count the dots; add tactile numeral (sandpaper or other rough/bumpy surface) cards for children to trace with their finger	

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LEARNING CENTERS						
General Materials	Music and Movement	Sand/Water	Blocks	Books and Listening	Writing	
Focus Materials	<p>Encourage children to tap rhythm sticks together for each syllable they hear in words</p>	<p>Water: Add rubber ducks with either numerals or dots drawn on the bottom; encourage children to match the dots and the numerals</p> <p>Sand: Encourage children to draw numerals with their fingers and create holes representing that numeral</p>	<p>Create a larger scale <b>Tower's Up</b> board using a shower curtain or a tablecloth (see Appendix for Unit 7)</p>	<p>Add titles such as <b><i>City By Numerals</i></b> (Stephen T. Johnson) for children to browse; add additional Fiction and Non-Fiction stories depicting numerals</p>	<p>Include the vocabulary words on index cards or sentence strips for the children to use as a reference when writing; include numeral words with pictures on index cards for children to write out the numerals zero through ten</p>	

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General Materials	<p style="text-align: center;"><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Ipod</li> <li>• CD/Cassette player</li> </ul>	<p style="text-align: center;"><b>Other</b></p> <ul style="list-style-type: none"> <li>• Workbench center (nuts, bolts, pliers, wrenches)</li> </ul>	<p style="text-align: center;"><b>Other</b></p>
Focus Materials	<p><a href="http://www.starfall.com">www.starfall.com</a>; <i>Word Machines on</i> <a href="http://more.starfall.com/?t=98965968&amp;y=1">http://more.starfall.com/?t=98965968&amp;y=1</a></p>		
Transition Activities	<p>Play or sing, <i>Watch Me Listen</i> (The Learning Station) to transition to carpet            Play or sing, <i>The Number March</i> (Dr. Jean) for lining children up            Play or sing, <i>We Had a Good Day</i> (Dr. Jean) for dismissal</p>		
Accommodations	<ul style="list-style-type: none"> <li>• Add gripper scissors to center for use in cutting pictures of animals in magazines</li> <li>• Add books on tape to centers with headphones</li> <li>• Ensure all centers are enlarged to accommodate a walker</li> <li>• Add a bean bag chair on the rug for circle time for a child struggling with balance</li> <li>• Include a slanted board in the writing center to accommodate a child with weak fine motor skills</li> </ul>		
Other	<ul style="list-style-type: none"> <li>▪ Take a walk around the school to look for numerals in the children’s environment</li> </ul>		