

## 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 Title   | All About Letters | Length of Unit   | 3 Weeks |
|--|-------------------|--|---------|
| <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. Identify and name letters of the alphabet.</li> <li>2. Discover, recognize and name letters in environmental print.</li> <li>3. Explore and identify letters in their name.</li> <li>4. Demonstrate an understanding of new vocabulary words and apply these new words in everyday conversations.</li> <li>5. Develop knowledge of letter-sound relationships through books, play, and environmental print.</li> <li>6. Develop fine motor skills through writing activities.</li> <li>7. Rote count by one's to 20.</li> </ol> |                   | <p>LL 1 Comprehend or understand and use language. (4.1, 4.2, 4.3, 4.4, 4.5)<br/>           LL 2 Comprehend and use increasingly complex and varied vocabulary. (4.2)<br/>           LL 4 Comprehend stories and information from books and other print materials. (4.1, 4.2, 4.3, 4.4, 4.5)<br/>           LL 5 Demonstrate understanding of the organization and basic features of print. (4.3, 4.4, 4.5)<br/>           LL 6 Demonstrate understanding of different units of sound in language (words, syllables, phonemes). (4.4)<br/>           LL 7 Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representation, symbols, and letters. (4.1, 4.2)<br/>           CM 1 Understand numbers, ways of representing numbers, and relationships between numbers and quantities. (4.1, 4.4)</p> |         |
| <b>Guiding Questions:</b>  |                   | <b>Vocabulary Words and Sample Higher Order Questions:</b>   |         |
| <ol style="list-style-type: none"> <li>1. Can children identify their own name amongst others?</li> <li>2. Can children identify the first letter of their name?</li> <li>3. Do children have knowledge of their entire name?</li> <li>4. Do children understand that letters have sounds?</li> <li>5. Can children verbally count by one's to twenty without skipping or repeating any numbers?</li> </ol>  |                   | <p><b>Vocabulary:</b> letter, alphabet, sound, symbol, coconut, palm trees, summer, count, full moon, relationship, connection, trunk, branch, leaves</p> <p><b>Higher Order Thinking Questions:</b></p> <ul style="list-style-type: none"> <li>• Why are some names long and some names short?</li> <li>• What types of places do palm trees grow?</li> <li>• Do letters really walk up and down palm trees?</li> <li>• What are some different places that we can find letters?</li> <li>• What is the purpose of letters?</li> </ul>  |         |

## Unit Plan – Cross Curricular Four-Year-Olds Sample Unit 10

| Unit Title                  | All About Letters  |   | Length of Unit   | 3 Weeks  |   |
|-----------------------------|--|---|--|--|---|
| Integrated Domain Concepts: | Approaches to Learning   | Cognitive (Creative Arts, Math, Science, Social Studies)  | Language and Literacy  | Physical   | Social Emotional  |
|                             | Curiosity, attention, and engagement in learning new ideas and concepts; recognize and analyze problem solving skills in difficult situations. | Participate in music activities such as songs, finger plays; develop an understanding of numbers and quantities, verbally count by one's to twenty. | Listen to stories; ask and answer questions about a story; develop pre-writing/writing skills; expand language and vocabulary; participate and retell stories/nursery rhymes/songs/fingerplays; demonstrate knowledge of letter-sound relationships, recognize and identify letters through environmental print, books, children's names, etc. | Participate in a variety of indoor and outdoor small and large motor activities; develop and expand small and large muscle control and coordination. | Work cooperatively with peers; develop healthy relationships; increase confidence levels in new and challenging situations. |

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| Unit Title        | All About Letters   |  | Length of Unit   | 3 Weeks   |  |
|-------------------|---|--|--|---|--|
| Focus Activities: | Circle Time   | Outdoor Time   | Story Time   | Music and Movement  | Small Groups   |
| Week 1            | <p><b>Chicka Chicka Boom Boom: Look Who's in Our Room</b></p> | <p>Game: <b>Dunk the Letter</b><br/>Tape large letters to outdoor balls. Put the balls in a large tub or basket. As the child picks up a ball, they have to identify the letter on the ball or think of a word that begins with that letter sound and then dunk it into the basketball goal. If the children prefer they can shoot it into the goal also. This can be done with soccer balls as well. Instead of dunking or shooting they can kick the letter into the goal.</p> <p>Game: <b>Alphabet Hop Scotch</b><br/>Set up an outdoor alphabet hot scotch. Use chalk to draw letters instead of numbers in the boxes for the children to hop or jump on. Children can identify the letters as they hop on one foot or two feet. The teacher can also call out a letter and the child can hop to it. For more of a challenge, the teacher can call out a word emphasizing the first sound and ask the child to hop/jump to the</p> | <p><b>Chicka Chicka Boom Boom</b><br/>(Bill Martin, Jr. and John Archambault)</p> <p><b>From Anne to Zach</b><br/>(Mary Jane Martin)</p> | <p>Songs: <b>Who Let the Letters Out?</b><br/>(Dr. Jean Feldman)</p> <p><b>Alphardy</b><br/>(Dr. Jean Feldman)</p> <p><b>Phon-Ercise</b><br/>(Dr. Jean Feldman)</p> | <p><b>Counting Coconuts</b></p> <p><b>Alphabet Fishing</b></p> |

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|-------------------|--|--|---|---|---------------------------------|
| Focus Activities: | Circle Time                                      | Outdoor Time   | Story Time  | Music and Movement  | Small Groups                    |
| Week 1            |  | <p>letter that represents that sound. To incorporate counting, the child can count out loud while they jump to each letter. The teacher can also tell the child to jump to a letter and then do certain number of jumping jacks or hops up to 20 counting out loud while they hop. For even more fun, cut out squares of bubble wrap the same dimensions of the hopscotch squares. Tape the bubble wrap to the square and while the children hop to the letter they can hear the popping of the bubble wrap.</p> |   |   |                                 |
| Week 2            | <p><i>How many letters are in your name?</i></p> | <p>Game: <b>Alphabet Bowling</b><br/>Set up the outdoor gross motor area as a bowling alley. Before beginning tape pieces of construction paper to the pins with a letter written on each. If you do not have bowling pins or a bowling ball, you can substitute with empty water bottles and a regular soccer ball, foam ball etc. Partner each child with a friend and have one child</p>  | <p><b>Alphabet Under Construction</b><br/>(Denise Flemming)</p> | <p>Songs: <b>The Alphabet in My Mouth</b><br/>(Dr. Jean Feldman)</p> <p><b>Lettercise</b><br/>(Dr. Jean Feldman)</p> <p><b>Rockin the Alphabet</b><br/>(Mr. Al)</p> | <p><b>Squish the Letter</b></p> |

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| Unit Title        | All About Letters                  |  | Length of Unit  | 3 Weeks   |                             |
|-------------------|------------------------------------|--|---|---|-----------------------------|
| Focus Activities: | Circle Time                        | Outdoor Time   | Story Time  | Music and Movement  | Small Groups                |
|                   |                                    | be the bowler and one child can name the letters that the other child knocked down. After this, the children can count how many pins were knocked down all together. There is no specific number of pins to put out for the children to knock down. It is at the discretion of the teacher.  |   |   |                             |
| <b>Week 3</b>     | <b><i>Seven Little Letters</i></b> | Activity: <b><i>Toss the letter</i></b><br>Each child is partnered with a friend, and they stand facing the other. Make sure the children are a good distance apart to toss a ball, but make sure it's not too far. Give one child in each group a ball with a letter either taped to it or written on it. Plastic balls are easy to write on, such as ping pong balls or plastic baseballs. The children then begin throwing the ball back and forth to each other. As they throw the ball, they must tell their partner the letter. Allow the children to toss back and forth until it is time to switch letter balls. Another variation to this activity is | <b><i>ABC: An Amazing Alphabet Book</i></b><br>(Dr. Seuss)<br><b><i>ABC I Like Me!</i></b><br>(Nancy Carlson) | <b><i>Songs: Seven Little Letters</i></b><br>(Dr. Jean Feldman)<br><br><b><i>Alphabet Train</i></b><br>(Dr. Jean Feldman)<br><br><b><i>Funky Backwards Alphabet</i></b><br>(Mr. Al) | <b><i>Alphabet Soup</i></b> |

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| Unit Title                           | All About Letters     |  | Length of Unit | 3 Weeks            |              |
|--------------------------------------|-----------------------|--|----------------|--------------------|--------------|
| Focus Activities:                    | Circle Time           | Outdoor Time   | Story Time     | Music and Movement | Small Groups |
| Week 3                               |                       | <p>to have the child toss the ball to a friend and say "A". Then the partner returns the ball and says "B". The children continue to recite alphabet while tossing the ball back and forth.</p> <p>Eventually they will recite the entire alphabet while tossing the ball back and forth. This activity would just require rubber, plastic, or foam balls. The balls do not need to have letters.</p>  |                |                    |              |
| Focus Materials in Learning Centers: | <b>Centers</b>        | <b>Focus Materials</b>   |                |                    |              |
|                                      | <b>Fine Motor</b>     | Add alphabet lacing cards; alphabet puzzles; tweezers, egg cartons or ice cube trays labeled with (0-10); pom pom balls to pick up with tweezers to count; shaving cream to write letters and numbers using fingers; <i>Handwriting Without Tears</i> sticks; roll-a-dough; wet, dry, dry sponges and boards; sandpaper letters.   |                |                    |              |
|                                      | <b>Dramatic Play</b>  | Create a large palm tree using bulletin board paper with homemade coconuts and large letters; name cards; basket of leaves with children's name to put on palm tree; basket of large and small coconuts to sort; basket of coconuts with letters on them; box of band aids of various sizes and types; labels with print on food packages; homemade letter shirts for children to dress in; writing tools and blank paper to copy environmental print; grocery lists; menus; large pot and foam/plastic letters to make alphabet soup or gumbo; pot holders/ladle, recipe book with letter of the alphabet on each page; cookie sheet with magnetic cookies with letters on each cookie; money for counting.   |                |                    |              |
|                                      | <b>Art</b>            | Add blank paper/construction paper cut into different sizes for grocery lists, strips of paper to create letters; paper plates; clay to create letters; cotton balls for painting instead of paint brushes; different size pieces of cardboard to create signs; felt and cookie sheets to create storyboards; number and letter cards for writing; shaving cream to write letters and numbers; string and lacing letters to create necklaces of child's name; play dough to create letters and numbers; large printed out letters from the computer for the children to cut; craft sticks to create letter puppets; letter stamps; old paper towel tubes to create coconut trees; add large upper and lowercase letters to cups/plates, large and small brown circles made out of construction paper for children to create letter coconuts. |                |                    |              |
|                                      | <b>Nature/Science</b> | Add real coconuts for observing with magnifying glasses; create a senses chart out of poster board and ask children to use their five senses while handling a real coconut; sealed jar with coconut juice; balance scale to weigh coconuts of various sizes (heavy/light); plastic letters to weigh on balance scale; children name cards and plastic letters to weigh whose name weighs more; sandpaper letters; ABC / <i>Spy</i> bottles; pictures of the different phases of the moon (crescent, half, gibbous, full).  |                |                    |              |

| Unit Title                           | All About Letters          | Length of Unit   | 3 Weeks |
|--------------------------------------|----------------------------|--|---------|
| Focus Materials in Learning Centers: | <b>Math/Number</b>         | Inch cubes; rulers; magnetic or plastic letters for measuring; children’s name cards; brown circles made of construction paper representing coconuts in a variety of sizes for counting up to ten; construction paper coconuts with numbers 1-10 written on them; brown pom pom balls for counting; number puzzles; palm trees made of paper towel tubes with numbers written on them; stickers with numbers written on them for matching to the palm tree; number books; deck of cards.   |         |
|                                      | <b>Music and Movement</b>  | Add rhythm sticks, drums, pretend microphones/echo phones/CD player or tape player; headphones; provide music with variations of tempo, symbols; name cards; alphabet cards; music books; alphabet CD’s; pots and pans for alphabet soup parade; ladle; picture cards.   |         |
|                                      | <b>Sand/Water</b>          | Water: pots and pans of various sizes; plastic and magnetic letters (upper and lowercase); ice cube trays with letters written on them; plastic animals; turn water center into a fishing hole; magnetic fishing pole; plastic objects/animals that begin with different letters of the alphabet, such as alligator, bear, cat, dog, etc.; brown pom pom balls to be used as coconuts; white paint to be used for coconut milk; white ping pong balls with letters written on them; real coconut<br>Sand: scoops; pails; measuring spoons/cups; plastic letters to hide in the sand; sifter; rakes; plastic numbers; cut a coconut in half and use one half to scoop up sand instead of using a shovel and poor the sand from that coconut into the other half of the coconut. |         |
|                                      | <b>Technology</b>          | Jumpstart Phonics Software<br>Bailey’s Book House Software<br><a href="http://pbskids.org/superwhy/#game/alphapigbingo">http://pbskids.org/superwhy/#game/alphapigbingo</a><br><a href="http://www.starfall.com/n/level-k/index/load.htm?f">http://www.starfall.com/n/level-k/index/load.htm?f</a><br><a href="http://www.boowakwala.com/alphabet/online-alphabet-game.html">http://www.boowakwala.com/alphabet/online-alphabet-game.html</a><br><a href="http://www.nickjr.com/kids-games/oobi-letter.html">http://www.nickjr.com/kids-games/oobi-letter.html</a><br><a href="http://sheppardsoftware.com/preschool/ngames/alphabet/AE.htm">http://sheppardsoftware.com/preschool/ngames/alphabet/AE.htm</a>  |         |
|                                      | <b>Blocks</b>              | Alphabet blocks, number blocks, name cards, card board boxes of different sizes with upper and lowercase letters on each box; boxes labeled with a particular letter and inside the box put items that begin with that letter; rulers and tape measure; crunched up brown bulletin board paper made into a ball to be used as coconuts; pretend hammers to try to open up the coconuts; cars with letters taped to them; alphabet books.   |         |
|                                      | <b>Books and Listening</b> | Alphabet books, alphabet puppets, class book with name and picture of child; felt board with felt letters and numbers; felt pieces with various items to match sound of each item to correct letter; read along alphabet/CD’s with books attached; stuffed animals to represent characters; magazines and newspapers with lots of environmental print; signs with upper and lowercase printed letters; alphabet chart with upper and lowercase letters; create a large palm tree for children to sit under while reading books; large leaves with children’s name on them to put on palm tree; mystery box with items to match to the correct letter.  |         |

## Unit Plan – Cross Curricular Four-Year-Olds Sample Unit 10

| Unit Title   | All About Letters  | Length of Unit   | 3 Weeks |
|--|--|--|---------|
| <p><b>Focus Materials in Learning Centers:</b></p> | <p><b>Writing</b></p>  | <p>Blank sheets of construction paper and plain white paper to create alphabet books; name cards; magazines/newspapers; writing tools for creating story books; felt pieces for retelling stories; felt letter pieces for creating names and words; <i>Handwriting Without Tears</i> sticks; roll-a-dough; wet, dry, try sponges and boards.</p>   |         |
|  | <p><b>Other</b></p>  | <p><b>Field Trip:</b> Take a trip to the school parking lot and observe the different letters and numbers on the car’s license plates. After the trip, children go back to the classroom and discuss the various letters and numbers they saw on the license plates. To extend this lesson the children can break up into small groups and create their own personalized license plate using their name and favorite number. Provide children with their name cards, precut rectangles made of poster board, writing materials, stickers, and other various items to create the perfect license plate.</p> <p><b>Cooking:</b> Children can create their very own edible palm trees at snack time, just like the one in the book, <i>Chicka Chicka Boom Boom</i>. Ingredients include the following: cut up bananas or graham crackers as the tree trunk, precut kiwi as the leaves, grapes for the coconuts and alphabet cereal as the letters.</p> <p><b>Alphabet Soup:</b> At the end of this unit, the teacher can purchase all of the items to make real alphabet soup. The children and the teacher combine all of the ingredients and cook it together in the school cafeteria. In turn the children can have alphabet soup for lunch that day or for a snack. Following this activity, children can create their own recipes for alphabet soup. The recipes can be written by the children and then dictated to the teacher. The children’ recipes can be bound together to create a class book.</p> <p><b>Cook the Letter:</b> Children can create the first letter in their name using biscuit dough. Children roll out dough using rolling pins and create letters that they see in the classroom or in their names. When they are finished forming their letter, this dough can be baked in the cafeteria and served for snack time or brought home to eat with parents.</p> <p><b>Letters All Around:</b> Choose a letter of the day and print out that particular letter from the computer. Be sure to make the letter very large and to print out several copies of this letter. Put the letter in a sheet protector and then tape it to various places all around the school campus. Post the letter in places that the children pass when going to the playground, cafeteria, restroom, etc. As each child passes the letter they can slap the letter and name it. Be sure to put one right outside of your classroom door. The secret code to enter the classroom can be to name the letter of the day.</p> |         |
| <p><b>Transition Activities:</b></p>               | <p><b>Count it Out:</b> Teacher can begin counting to twenty. Children are welcome to join in. By the time the teacher has reached twenty, the children should have all transitioned to the next activity.</p> <p><b>Hop to it:</b> Children can hop to the next activity while counting to 20 as a group. The boys can go first and then the girls can go next or vice versa. Different groups can be selected at the teacher’s preference such as the letter A group or Z group, etc. When the groups have all reached 20, they should have all transitioned to the next activity.</p> |  |         |

| Unit Title                   | All About Letters  | Length of Unit | 3 Weeks |
|------------------------------|--|----------------|---------|
| <b>Additional Resources:</b> | <p><i>Millie's Math House Software</i><br/> <a href="http://www.pbskids.org">www.pbskids.org</a><br/> <a href="http://www.starfall.com">www.starfall.com</a><br/> <a href="http://www.nickjr.com">www.nickjr.com</a></p>   |                |         |
| <b>Family Engagement</b>     | <p><b>Alphabet Parade:</b> Invite parents to attend a day or night of fun at the Alphabet Parade. In your parent newsletter, invite parents to attend an alphabet parade. Inform parents that their child will be assigned a particular letter of the alphabet. (Focusing on just upper case letters is fine, or you can do both upper and lowercase). Together the parents and their child will create a sign, shirt, hat, outfit, etc. representing the letter that they were assigned. Parents and children will work on this activity at home throughout the week. On Friday, parents and relatives come to the parade in the school gymnasium, cafeteria, or outside. The children can line up in alphabetical order and enjoy dancing and singing in their very own alphabet parade. If you do not have enough children for the 26 letters, invite the school principal, assistant principal, other teachers, yourself, or your paraprofessional to join in on this activity. When the parade is over have children sit with their parents and use writing tools and paper to write down their favorite letters. They can also draw pictures of things that begin with each letter. Snacks can also be served such as apples for the letter A, bread for the letter B, cookies for the letter C, etc. The teacher can take numerous pictures and put them into a class photo album or create a class alphabet parade book.</p> |                |         |
| <b>Appendix:</b>             | <p><b>Detailed explanations for:</b><br/> <b>Morning Circle Activities (Weeks 1-3)</b><br/> <b>Small Group Activities (Weeks 1-3)</b><br/> <b>Shared Writing Activity</b></p>  |                |         |
| <b>Assessment:</b>           | <ul style="list-style-type: none"> <li>• Observe and document which children can recognize none, some, or all of the letters in their name.</li> <li>• Anecdotal records of children who are able to identify their name amongst 2 or more names.</li> <li>• Checklists and anecdotal notes of which upper and lowercase letters children are able to identify.</li> <li>• Anecdotal records and observations of children who utilize and comprehend the meaning of new vocabulary words in everyday conversations.</li> <li>• Observe and document children who display knowledge of letter and sound connections.</li> <li>• Anecdotal notes, pictures, or video of children finding letters and naming them in environmental print.</li> <li>• Observe and document which children can recall the words in a finger play.</li> <li>• Checklists and anecdotal records of children who verbally count by one's to 20 without skipping or repeating any numbers.</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: Chicka Chicka Boom Boom: Look Who's in Our Room**

**Materials List:** 20 large green construction paper leaves with the children's first name written on each, large palm tree made of green and brown bulletin board paper resembling the one in the book, *Chicka Chicka Boom Boom*, glue stick, basket to hold the large leaves that have children's name written on them, *Chicka Chicka Boom Boom* book.

During morning circle, the teacher introduces the book, *Chicka Chicka Boom Boom* (Bill Martin and John Archambault), that will be read for the week. After reading the book, the teacher shows the children the giant palm tree that she has created on the wall. She explains to the children that this tree is special because it loves letters and names. The teacher displays the large leaves with the children's names in a basket for them to view. The teacher will teach the children the chant "**Chicka, Chicka Boom Boom: Look Who's in Our Room**" to the children. After teaching the chant the teacher will then pull a leaf out of the basket. The person's name that the teacher pulls will then come up and put his/her leaf onto the tree by adding glue from the glue stick provided. After the child places their name on the tree, repeat the chant and have that child pull a leaf from the basket. The next child will then come to the front of the class, put their leaf on the tree, recite the chant, and then pull a leaf. The process will continue until all of the leaves have been placed on the tree and each child has taken a turn. Periodically, the teacher and children can count the number of leaves on the tree and compare to the number counted before. After everyone has had a turn, the teacher and children can count how many names are now on the tree.

Accommodations: Assist children who are having trouble remembering the words to the song and who do not recognize their names on the leaves. Also, assist children who are shy or not comfortable singing the chant in front of their peers. They can also ask a friend to join them.

### **Week 2: How many letters are in your name?**

Materials: Letter tiles or letter cubes, name cards, glue sticks, bag of plastic, foam, or magnetic numbers (0-10).

The teacher arranges the children in a circle on the circle time rug. The teacher distributes name cards and letter tiles/cubes to the children. The letter tiles/cubes distributed match the letter in each child's name. She explains to the children that they are going to create their name using the letter tiles/cubes that they are given. Before the children begin spelling out their name with the tiles/cubes, the teacher models how to arrange the tiles using her own name. The children then begin creating their name using the tiles/cubes. When everyone is finished, the teacher reminds the children to check their name cards to make sure that their letter tiles/cubes match their name and are in the correct order. The teacher and paraprofessional will observe to see that all names are in the correct order. The teacher then has the children count how many letter tiles/cubes they used to create their name. After they orally count the letters they will then go to the number bag and find the correct number that corresponds to the amount of letters in their name. For example: If a child has five (5) letters in their name, then they would go to the container and find the number five (5). This continues until each child has taken a turn. To extend the lesson, the teacher can create a class graph of the letters in each child's name. Compare the names that have a small number of letters and those that have a large number of letters.

Accommodations: Assist children who are having difficulty counting the letters in their name and identifying numbers. Also assist children who are having difficulty arranging the letters of their name in the correct order.

### **Week 3: Seven (7) Little Letters (sing to the tune of “Five Little Ducks”)**

Materials: 7 letter vests made of construction paper or poster board with a letter written on each with a marker or printed out from the computer, string to tie vest around child, hole punch, and glue.

During morning circle, the teacher chooses seven (7) children to wear the letter vests and skip or hop in a circle. The child wearing the letter of the sound the teacher makes after reciting the chant skips or hops to the teacher. The chant continues until all the children wearing vests have taken a turn. After each child’s letter is called, that child goes back to meet the other letters and continues to skip or hop in a circle. After the activity is complete, the teacher can then call on seven (7) more children to participate in the activity. She does this until all children have taken a turn.

Seven (7) little letters went out one day,  
Over the hills and far away.  
When the teacher called, /t/t/t/t/  
Only the letter T came back.

Seven (7) little letters went out one day,  
Over the hills and far away.  
When the teacher called, /p/p/p/p/  
Only the letter P came back.

Accommodations: Assist children who are having difficulty reciting the chant, as well as children who are having difficulty connecting the sound the teacher calls out to the correct letter.

### Shared Writing Activity:

Have the children sit down in the circle time area and discuss with them about why we need the alphabet. The teacher can also remind the children that letters are symbols that have a name and make a sound. Next, she can display an alphabet chart or alphabet cards and together the children can count how many upper and lowercase letters are in the alphabet when combined all together. The teacher can then have the children view their name cards and try to count how many letters are in their first name and in their last name. After this activity, the teacher tells the children that they are going to go on an alphabet walk around the school. The teacher encourages the children to become “detectives” while looking for letters of the alphabet. Provide each child with a clip board with paper and a pencil to write down the letters that they see on their walk. After taking an alphabet walk, the children return back to the circle time carpet and tell the teacher the letters that they have written. Have the children write their name at the bottom of their paper. The papers can be bound together to create a class alphabet book to be placed in the classroom library.

### Small Group Activities:

#### Week 1: Counting Coconuts

Materials: container of small brown pom pom balls, name cards, letter tiles or plastic letters, glue stick/glue, chart with boxes to graph the number of letters in each name.

The teacher arranges the children on the rug for small group time. The teacher explains to the children that everyone has a name and that some names are long and some names are short. Together they discuss that names are made of letters. Each child is given their name card to observe the letters in their first name. The teacher then tells the children that they will be measuring how long their name is using coconuts (brown pom pom balls). Each child will receive letter tiles that consist of the letters in their first name. The children will use their name cards as a guide to arrange the tiles from left to right in the correct order spelling out the child’s name. The teacher will go around the circle making sure that everyone’s name matches their name card. Next, the teacher will place a large container of brown pom pom balls in the center of the circle. The teacher will model how to measure using coconuts with her name tiles. Each child will then use pom pom balls to measure the length of their name. When everyone has lined up their coconuts from the beginning of their name to the end, he/she will then take a turn counting out loud how many coconuts long their name is. Children can then discuss how many coconuts long their name is compared to their peers. Glue the pom poms to the chart with boxes in order to measure the number of letters in each child’s name and then compare the number of pom poms.

Accommodations: Assist children who are having difficulty arranging their letter tiles in the correct order. Also, give support to children who are struggling with lining up the pom pom balls from one end point to another. In addition to this assist children who are having difficulty counting their pom pom balls.

### **Alphabet Fishing**

Materials: large shallow bowl, blue food coloring, water, bag of magnetic letters (upper and lowercase), fishing pole with magnet on the end, plastic garbage bag or tablecloth

The teacher explains to the children that they are going to go fishing today but not for fish, for letters. The teacher places a shallow bowl of water on the garbage bag or table cloth in the middle of the table or on the floor with the children circled around it. Blue food coloring can be added for more fun. At this point in the game there are no letters in the bowl of water. A good question to ask is, “How many letters are in the water right now?” (0). Next, the teacher shows the children the magnetic letters in the bag. Together they identify each letter and then the letters are poured into the water. The teacher shows the children the magnetic fishing pole that they will use to fish for a letter. She explains to the children that they will use the pole to catch a letter and then they will have to identify that letter. This process will continue until everyone has taken a turn and there are no more letters in the water. After everyone has finished, the children will then orally count how many letters each child caught. A variation of the lesson the teacher can also call out a letter and the children have to go fishing for that letter.

Accommodations: Assist children who are having difficulty identifying the letters that they have caught and children who are having difficulty counting how many letters they have all together.

### **Week 2: Squish the Letter**

Materials: bowl, shaving cream, liquid glue, alphabet stickers, craft sticks, and poster board.

The teacher should prepare for this activity the night before so that the shaving cream and glue mixture will combine together. Mix the shaving cream and liquid glue together in a small bowl, four (4) parts shaving cream to one (1) part glue. Use a craft stick to make small drops of the shaving cream mixture onto the poster board. Make as many drops as letters that you would like for the children to identify. Add an alphabet sticker to the top of each drop that you have made. Let the drops dry overnight. At small group time, the teacher explains to the children that they are going to use their finger to squish a letter. The teacher can have the children squish a letter and then name the letter they squished or the teacher can call out a letter and have the child find the letter and squish it. Another version of this activity would be to pair children up and have multiple pieces of poster board letter drops. Children can call out letters to each other and then squish them together. The teacher can also say a sound such as /f/f/f/f/ and the child has to find the letter that makes that sound of the letter “F” and squish it.

Accommodations: Assist children who are having difficulty identifying letters and/or letter sounds.

### **Week 3: Alphabet Soup**

Materials: large soup/gumbo pot, ladle, pot holders, container of magnetic letters, both upper and lowercase (about 10-12 letters, depending on the number of children in your small group), plastic bowls and spoons, magnetic board or cookie sheet

The teacher arranges the children in a circle on the carpet. She explains to the children that they are going to play an alphabet game called alphabet soup. Each child receives a bowl and a spoon. Next, a large pot is placed in the center of the circle. The children are shown that the pot is empty. The teacher discusses with the children that there are zero (0) letters in the pot. The teacher then explains to the children the letters need to be poured into the large pot to cook. She asks for a volunteer and one child dumps the letters from the container into the “hot pot”. Next, the teacher models what will take place in the activity. The teacher uses the ladle to scoop up a letter then places the letter into her bowl. After she places the letter in her bowl she then identifies that letter. The activity continues by one child at a time taking turns scooping letters out of the pot and into their bowl. When all of the letters have been scooped up and the pot is empty, each child takes a turn placing their letters that were in their bowl onto the magnetic board or cookie sheet. As the child places the letter on the board he/she identifies it and then the class repeats it. When everyone

is finished the children can count how many letters they have all together. Encourage children to help each other when naming the letters.

Accommodations: Assist children who are having difficulty identifying the letters in their bowls.