

### 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 2

<b>Unit Title</b>	<b>Fall</b>		<b>Length of Unit</b>	<b>3 weeks</b>		
<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. Demonstrate appropriate behavior when handling books (turning one page at a time, holding book front to back)</li> <li>2. Identify letters in their names</li> <li>3. Use new vocabulary words</li> <li>4. Demonstrate one to one correspondence</li> <li>5. Understand the season of fall and changes to the environment</li> <li>6. Understand the relationship between number and quantity</li> </ol>		<p>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 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 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)</p>				
<b>Guiding Questions for Teachers:</b>			<b>Vocabulary Words/Sample Higher Order Questions to Ask Children:</b>			
<ol style="list-style-type: none"> <li>1. Do children understand what the season of fall is?</li> <li>2. Can children describe the characteristics of fall?</li> <li>3. Can children describe the changes in the weather?</li> <li>4. Can children explain the changes in the environment?</li> </ol>			<p><b>Vocabulary:</b> Fall, autumn, harvest, season, orchard, pumpkin patch, weather, front, back, leaves, seeds, sprout</p> <p><b>Higher Order Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do the leaves fall off the trees and change colors in the season of fall?</li> <li>• How could you grow a pumpkin/apple tree?</li> <li>• What can you do with all of the leaves that fall off of the trees?</li> <li>• What can you make with pumpkins/apples?</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>	
	Curiosity, attention, and interest in learning new ideas and concepts	Participate in finger plays; music activities; one-to-one correspondence; counting activities in finger plays; explore and ask questions about changes in the environment; explore environment using five senses	Listen to stories; ask and answer questions about a story; identify a books characteristics; develop language/vocabulary; retelling a story/finger play	Participate in gross and small motor activities both indoor and outdoor; develop small and large muscle control and coordination	Play cooperatively with peers; develop healthy relationships	
<b>Unit Title</b>	<b>Fall</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>	

## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 2

<p><b>Week 1</b></p>	<p><i>Five Red Apples</i></p>	<p>Activity: <b>Apple Toss</b> Have children toss plastic apples into round apple crates. Have children toss apples to each other. Encourage children to spread out further from each other for activity to become more challenging. Put numerals 0-5 on crates for children to put the correct number of plastic apples in.</p> <p>Game: <b>Number Hula Hoop</b> Tape numerals (0-5) onto hula hoops. Have children rote count however many times the numeral in the hula hoop indicates.</p>	<p><b>Apple Farmer Annie</b> (Monica Wellington)</p> <p><b>Leaves Fall Down</b> (Lisa Bullard)</p>	<p>Songs: <b>Apple Tree</b> (Dr. Jean Feldman)</p> <p><b>Follow me to the Apple Tree, Rockin into October</b> (Jack Hartman)</p>	<p><b>Under the Apple Tree</b></p> <p><b>Counting Apples</b></p>
<p><b>Week 2</b></p>	<p><i>Five Little Pumpkins</i></p>	<p>Place apples, acorns, fall leaves, pumpkins in the center of a parachute. Teach children to work as a team as they pull up on the parachute and then down. Have children count together.</p> <p>Use large and small balls for kicking, rolling, and throwing.</p> <p>Game: <b>Pumpkin, Pumpkin, Scarecrow (same as: Duck, Duck, Goose)</b> Teach children how to take turns.</p>	<p><b>The Biggest Pumpkin Ever</b> (Steven Kroll)</p> <p><b>Picking Apples and Pumpkins</b> (Amy Hutchings)</p>	<p>Songs: <b>Five Little Pumpkins</b> <b>Sitting on a Gate</b> (Dr. Jean Feldman, Raffi)</p> <p><b>Halloween Medley Scarecrow</b> (Dr. Jean Feldman)</p>	<p><b>Pumpkin Patch Match</b></p>
<p><b>Unit Title</b></p>	<p><b>Fall</b></p>		<p><b>Length of Unit</b></p>	<p><b>3 Weeks</b></p>	
<p><b>Focus Activities:</b></p>	<p><b>Circle Time</b></p>	<p><b>Outdoor Time</b></p>	<p><b>Story Time</b></p>	<p><b>Music and Movement</b></p>	<p><b>Small Groups</b></p>

## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 2

<p><b>Week 3</b></p>	<p><b>Gray Squirrel</b></p>	<p>Activity: <b>Ribbon Stick Writing</b> Children use sticks with ribbon streamers taped to the end to sky write letters, numbers, shapes. Have children move ribbons while teaching position words. (up, down, under, over, left, right, etc).</p> <p>Game: <b>Squirrel Gathering Nuts</b> Have children bring acorns/pecans from home or search for some on the ground. Next throw the acorns all over the playground. Have children pretend to be squirrels gathering nuts. Pretend that the slide is a tree. Have children climb the slide and hide their nuts in a basket that you have placed at the top of the slide. The children then slide back down to gather more nuts.</p>	<p><b>Mrs. Suzie</b> (Miriam Young)</p> <p><b>What makes the Seasons</b> (Megan Montague Cash)</p>	<p>Songs: <b>Four Seasons</b> (Jack Hartman)</p> <p><b>Weather Song</b> (Dr. Jean Feldman)</p> <p><b>Gray Squirrel</b> (Dr. Jean Feldman)</p>	<p><b>Weather Windows</b></p>
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## Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 2

Unit Title	Fall	Length of Unit	3 Weeks
Focus Materials in Learning Centers:	<b>Centers</b>	<b>Focus Materials</b>	
	<b>Fine Motor</b>	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	
	<b>Dramatic Play</b>	Add giant apple tree made out of bulletin board paper, add pumpkins and apples in crates with numbers written on crates, add 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	
	<b>Art</b>	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, corn patterns, material, felt, and paper to create wind socks, Styrofoam ball of various sizes to paint red and orange.	
	<b>Nature/Science</b>	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 for comparison, hay, thermometers	
	<b>Math/Number</b>	Numbered apple trees with black pom-pom balls to act as seeds, Pumpkins with numbers and seeds to match the numeral to the set (0-5), leaves with numerals, pumpkins of 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.	
	<b>Music and Movement</b>	Add scarves, provide classical or soft music with variations of tempo, oversized felt leaves, CD with sound of wind blowing, ribbon sticks	
	<b>Sand/Water</b>	Sand: Add pumpkin seeds and apple seeds for children to pretend to plant, add shovels, rakes, pails, pumpkins, apples, farm animals 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	
	<b>Technology</b>	Sammy's Science House software, Millie's Math House software, Bailey's Book House software <a href="http://www.bbc.co.uk/cbeebies/green-balloon-club/games/green-balloon-club-giggleswickpark/">http://www.bbc.co.uk/cbeebies/green-balloon-club/games/green-balloon-club-giggleswickpark/</a> <a href="http://www.primarygames.com/season_match/fall_match/fall_match.htm">http://www.primarygames.com/season_match/fall_match/fall_match.htm</a>	
	<b>Blocks</b>	Trees, farm animals, wagons, tractors, play or real pumpkins and apples to measure circumference using measuring tape, small scarecrow, fences, fall or harvest books, pictures of fields. Large and small real pumpkins, unifix cubes to measure the height of the pumpkin, the book, <i>The Five Little Pumpkins</i> .	
	<b>Books and Listening</b>	Add books about fall, pumpkins, apples, leaves, harvesting. Add gardening magazines with pictures of apples, pumpkins, and other fruits and vegetables.	
	<b>Writing</b>	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, have children retell the story to the teacher, and the teacher writes down what the child says	
Unit Title	Fall	Length of Unit	3 Weeks

<b>Focus Materials in Learning Centers:</b>	<b>Other</b>	<p>Bring soil, paper cups, and pumpkin seeds to plant pumpkin seeds, carve a class pumpkin and bake seeds in the cafeteria, taste seeds and create a class graph on who liked the seeds and who disliked the seeds;</p> <p>Apple taste test with green, red, and yellow apples, discuss different tastes of apples and make a graph entitled “My favorite apple to eat is...”</p> <p><b>Field Trip:</b> Visit the pumpkin patch or an apple orchard</p> <p><b>Cooking:</b> Make candy apples, apple sauce</p>
<b>Transition Activities:</b>	<p><b>Peter, Peter Pumpkin Eater:</b> As the children move to the next activity they all sing this nursery rhyme until everyone has transitioned.</p> <p><b>Wind Dance:</b> 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>	
<b>Additional Resources:</b>	<p><b>Bailey’s Book House</b> Software, <b>Millie’s Math House</b> Software</p> <p><b>Happy Everything</b> (Dr. Jean Feldman)</p>	
<b>Family Engagement</b>	<p><b>Pre-K Pumpkin Carving and Decorating Party:</b> Invite parents to attend a pumpkin party. Parents are asked to bring a pumpkin to decorate or carve with their child. (If parents are unable to provide a real pumpkin, have cardboard cutouts shaped like pumpkins for the children to decorate.) At the party, the parents and children are provided with paint, paint brushes, googly eyes, material, sticks, glitter, glue, carving knives, aprons, etc. Together the parent and child decorate or carve a pumpkin. When they are finished, the children are provided with paper and writing materials to compose a story about the pumpkin that they created with their parent. The child then dictates their story to their parent. The parents are instructed by the teacher to write down exactly what their child says about their creation. When everyone is finished, pictures are taken of each pumpkin. A class pumpkin book is bound together with each child’s pumpkin picture and writing attached. Copies of the books are sent home with each child and a class copy will be placed in the Pre-K library center.</p>	
<b>Appendix:</b>	<p><b>Detailed explanations for:</b></p> <p><b>Morning Circle Activities (Weeks 1-3)</b></p> <p><b>Small Group Activities (Weeks 1-3)</b></p> <p><b>Shared Writing Activity</b></p>	
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Observe and document which children are able to use and understand the meaning of new vocabulary words</li> <li>• Checklist of children who can identify all, some, or none of the letters in their name</li> <li>• Anecdotal records of children who understand the changes to the environment that the season of fall brings</li> <li>• Checklists and anecdotal records of children who display knowledge of one-to-one correspondence</li> <li>• Observe and document which children are able to understand the relationship between number and quantity</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: Five Red Apples**

Materials List: Five red construction paper apples glued onto craft sticks with numerals 1-5 written on each, apple tree, picture of the wind blowing (apples and apple tree are printed out from clip art on the computer) (All items have Velcro on the back so that they can be used on a felt board or felt tray)

During morning circle, the teacher introduces the song/fingerplay to the children. The teacher arranges the apples on a felt board in numerical order. The apples are placed on the apple tree which is also on the felt board. The teacher holds the picture of the wind in her hand while she sings the song/fingerplay, modeling that it is blowing the apples off of the tree. The teacher begins singing the song and as each apple falls off from the wind blowing, she removes the apple. She continues until there are no apples left on the tree. When the activity is completed, the teacher discusses how many apples there were to begin with. Then she asks how many were next, etc. Eventually the children will begin to understand that they started with 5 apples, then 4, then 3, then 2, then 1, then 0. This teaches the children to count backwards from 5, along with the concept of subtraction. After reviewing the finger play several times, the children begin to come up and act out the story. Before they begin acting out the song, the teacher introduces new vocabulary words such as: actor, actress, and audience.

Five (5) red apples hanging from a tree  
The juiciest apples you ever did see.  
The wind came by and gave an angry frown,  
And one (1) red apple came tumbling down.

Four (4) red apples hanging from a tree  
The juiciest apples you ever did see  
The wind came by and gave an angry frown,  
And one (1) red apple came tumbling down.  
(Continue with three (3) red apples, then two (2) red apples, then one (1) red apple, then zero (0) red apples)

Accommodations: Assist children who do not recognize the numerals on the apples and who are having trouble remembering the words to the song.

### Week 2: Five (5) Little Pumpkins

Materials List: Five small real, plastic or felt pumpkins, picture of a gate, picture of leaves

The teacher arranges children in morning circle. She sings the song of the **Five (5) Little Pumpkins** using the pumpkins. When the children begin to feel more comfortable singing the song, the teacher invites five children to come up and act out the song using the real or plastic pumpkins or the felt pumpkins on the felt board. When the finger play is finished, the teacher extends the lesson by asking higher order thinking questions such as:

Where did the pumpkins go when they rolled out of sight?

What caused the lights to go out?

The teacher could also incorporate a rhyming activity using the finger play, such as, gate/late and air/care

Five little pumpkins sitting on a gate  
The 1<sup>st</sup> one said “Oh my it’s getting late”.  
The 2<sup>nd</sup> one said “There are leaves in the air”  
The 3<sup>rd</sup> one said, “But we don’t care”.  
The 4<sup>th</sup> one said, “Let’s run and run and run”.  
The 5<sup>th</sup> one said, “I’m ready for some fun”.

OHHHH went the wind, and out went the lights,  
And the five little pumpkins rolled out of sight.

Accommodations: Assist children who have difficulty remembering verses to the rhyme and/or remembering the order of the pumpkins (1<sup>st</sup> – 5th).

### Week 3: Gray Squirrel

Materials: Child name cards, squirrel hat with tail

The teacher arranges the children in a circle for circle time. As the teacher pulls out a name card, the child with that name goes to the middle and pretends to be a gray squirrel shaking their bushy tail. The rest of the class sings the rhyme with that child. The chant continues until all the children have had a turn.

Gray Squirrel, Gray Squirrel

Shake your bushy tail ([pretend to shake tail](#))

Gray Squirrel, Gray Squirrel

Shake your bushy tail ([pretend to shake tail](#))

Wrinkle up your funny nose ([act out line](#))

Put a nut between your toes ([pretend to eat a nut](#))

Gray Squirrel shake your bushy tail ([Pretend to shake a tail](#))

Accommodations: Assist children who do not recognize their names on the name card

### Shared Writing Activity:

Take a “Fall walk” around the school to investigate all of the signs of fall in the environment. While the children are on the fall walk, remind them to use their senses (eyes, ears, nose, and fingers). Allow the children to find something on the ground or in a tree that reminds them of the season of fall. After the walk is over, return to the classroom and allow the children to put their fall objects into the container labeled “Fall”. Place the container in the Science center for the children to observe during center time. Next, sit the children on the circle time carpet and brainstorm some of the things that they remember seeing, hearing, touching, or smelling on their fall walk. Give each child a piece of paper and a writing tool and ask them to draw a picture of something that they recall from the walk that pertains to the season of fall. After each child has finished their drawing, they can dictate to the teacher about their drawing. The teacher will then write down exactly what each child says. When everyone is finished, have the children share their writing. The pictures can be used for a class book.

### Small Group Activities:

#### Week 1: Under the Apple Tree

Materials: Large apple tree made from brown bulletin board paper and green bulletin board paper. Cut outs of apples with letters written with a marker on each, baskets to hold the apples with letters on them, and children’s name cards, glue sticks

The teacher tells the children to sit under or near the apple tree that has been made. The tree should not have any apples on it yet. The teacher asks the children what is missing from the apple tree and discusses with the children that there are zero apples on the tree. Next, she gives each child their name card and basket of apples with letters written on each apple. She tell the children to observe the letters in their name. After the children do this, she asks them to look through their basket of apples and try to find three letters that are in their name. Once they have found three letters that are in their name, they glue them to the apple tree. The teacher should encourage children to find as many letters as possible, if time permits. Lastly, have the children identify all the letters on the apple tree. To extend the lesson, the children can count how many apples are on the tree now.

Accommodations: Assist children who are having difficulty finding letters in their names; give extra turns.

### **Counting Apples:**

Materials: Laminated apples trees with numerals (0-5) written on them, red pom-pom balls, red sticky dots, sharpie, small basket or container

The teacher laminates construction paper and cuts out tree shapes, one tree per child in a small group. The teacher then writes a different numeral ranging from 0-5 on the bottom of each tree trunk with a marker and places the corresponding number of red sticky dots on the tree. Next, she places a basket or container of red pom-poms on the table and has the children place the correct number of “apples” on the trees. Lastly, the children count the apples on their apple tree to ensure it corresponds with the number on the tree.

Accommodations: Assist children who cannot identify their numerals (0-5) and children who are having difficulty matching the pom-poms to the red sticky dots.

### **Week 2: Pumpkin Patch Match**

Materials: Five (5) big and five (5) small real pumpkins (or cutouts of pumpkins with orange construction paper)

The teacher displays the real pumpkins to the children. The teacher and children discuss some of the similarities and differences of the pumpkins. The teacher models sorting the pumpkins by size by placing all of the big pumpkins together and placing all of the small pumpkins together, then she takes one large pumpkin and matches it to one small pumpkin. She continues to do this with the big and small pumpkins until all of the big and small pumpkins have been matched together using one-to-one correspondence. While the teacher is modeling the activity, she is saying orally one large pumpkin to one small pumpkin. The children are encouraged to say this while completing the activity. It will help them to understand that they are only matching one object to one object. When the teacher is finished modeling, she discusses with the children any questions they may have. Next, she separates the children into groups of two. One child is given the big pumpkins, and one child is given the small pumpkins. Each child counts his/her pumpkins. Children can then begin to match one big pumpkin to one small pumpkin. When the activity is complete, the teacher reviews and discusses with the children what took place in the activity.

Accommodations: Assist children who are having difficulty counting pumpkins and/or matching pumpkins, one big to one small.

### **Week 3: Fall Weather Window**

Materials: Fall colored construction paper (cut into the shape of a large rectangle), markers, colors, pencils,

paintbrushes, ink pens, paint, glue, craft sticks, glitter, felt pieces, material pieces, leaves, pom pom balls, tissue paper, construction paper, scissors, any other art materials that are the art center, large sticky notes or large blank address labels

Draw lines with a marker to divide the rectangular piece of paper into four sections before distributing the paper to the children. The four sections represent four window panes. The teacher will have the children brainstorm things that remind them of “Fall”. Then have the children create pictures of “Fall” things in each window pane with the variety of materials provided. When the children are finished with the window panes, they will explain and dictate their fall weather window to the teacher. The teacher writes down what the child dictates on a large sticky note or on large blank address label and stick it on the back of the window. The weather windows are then displayed at the children’s eye level around the Pre-K classroom. This way the children can observe and discuss other children’s pictures of “Fall”.

Accommodations: Assist children who are having difficulty remembering the elements of the season of “Fall”.