

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	Animals and Animal Habitats	Length of Unit	3 weeks
Focus Learning Objectives:		Focus Standards Addressed in this Unit:	
<p>The children will be able to:</p> <ol style="list-style-type: none"> 1. Attend to, listen to, and comprehend stories when read aloud 2. Retell parts of a story using an increasingly large vocabulary from story texts 3. Sequence story events into a beginning, middle, and ending 4. Make predictions about how a story will/ should end 5. Identify animal habitats 6. Identify and name four basic shapes 7. Recognize, copy, and extend patterns 		<p>AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information. (4.1, 4.2)</p> <p>CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom. (4.2)</p> <p>CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities. (4.3, 4.4, 4.7)</p> <p>CM 2: Understand basic patterns, concepts, and operations. (4.1)</p> <p>CM 4: Understand shapes, their properties, and how objects are related to one another in space. (4.1 to 4.5)</p> <p>CS 3: Acquire scientific knowledge related to life science (properties of living things). (4.1, 4.2, 4.6, 4.7)</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. (4.1, 4.2)</p> <p>LL 4: Comprehend stories and information from books and other print materials. (4.1 to 4.5)</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>	
Guiding Questions for Teachers:		Vocabulary Words /Sample Higher Order Questions to Ask Children:	
<ol style="list-style-type: none"> 1. Can the children identify a story’s beginning, middle, and ending? 2. Can the children identify various types of animals? 3. Can the children group animals by type (ex. farm, zoo, pets, wild, ocean, and swamp)? 4. Can the children identify various habitats where animals live? 5. Can the children identify food and non-food items? 		<p>Vocabulary: habitat, animals, farm, barn, meadow, woods, hill, zoo, cage, pet, ocean, swamp, marsh, hot, warm, cold</p> <p>Higher Order Questions:</p> <ul style="list-style-type: none"> • What kind of habitat is best for a (farm, zoo, pet, ocean, swamp, or wild) animal? • What kinds of foods do (teacher names a specific animal) eat? • How are ocean creatures and swamp animals the same, and how are they different? • How do farmers take care of farm animals? • How do zookeepers take care of zoo animals? 	

Unit Title	Animals and Animal Habitats		Length of Unit	3 weeks	
Integrated Domain Concepts:	Approaches to Learning	Cognitive (Creative Arts, Math, Science, Social Studies)	Language and Literacy	Physical	Social Emotional
	Reasoning, problem-solving, and creative thinking	Creative thinking and expression; Develop relationship between numbers and quantities of objects; Understand basic patterns; Understand basic shapes; Group objects by multiple attributes; and Identify living/ non-living things	Listen to stories; Comprehend stories; Sequence story events; and Language/Vocabulary	Participate in movement activities	Develop healthy peer relationships
Focus Activities:	Circle Time	Outdoor Time	Story Time	Music and Movement	Small Groups
Week 1	<p><i>What animals can be found in the wild?</i></p> <p><i>What animals can be found on a farm?</i></p> <p><i>What animals did you observe in your neighborhood walk with your parents?</i></p>	<p>Parachute Game - <i>Hide in a Cave</i>: Identify five children to be bears. When the parachute goes up, have the five bears run into the cave and out again. Continue until all of the children have had a turn.</p>	<p><i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> (Don Wood and Audrey Wood)</p> <p><i>Big Red Barn</i> (Margaret Wise Brown)</p> <p><i>On The Farm</i> (Holly Meade)</p> <p><i>Bear Wants More</i> (Karma Wilson)</p>	<p><i>Over in the Meadow</i> <i>The Cool Bear Hunt</i> (Dr. Jean)</p> <p><i>What the Animals Said</i> (Sharon MacDonald)</p>	<p>Shared Writing: Make a list of the animals from the read aloud stories</p> <p>Sequence story events</p> <p>Bear Counting</p>

Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 3

Unit Title	Animals and Animal Habitats		Length of Unit	3 weeks	
Week 2	<p><i>What animals can be found in a zoo?</i></p> <p><i>What animals make good pets?</i></p> <p>Animal Venn Diagram</p>	<p>Practice moving like an animal: crawling like a mouse, swaying arms side to side like an elephant's trunk, hopping like a kangaroo, climbing like a monkey, etc.</p>	<p><i>Stand Back, Said the Elephant, I'm Going to Sneeze!</i> (Patricia Thomas)</p> <p><i>What Do You Do With a Tail Like This?</i> (Steve Jenkins and Robin Page)</p> <p><i>I Wanna Iguana</i> (Karen Kaufman Orloff)</p>	<p><i>Five Little Monkeys Monkeys and the Alligator</i> (Dr. Jean)</p>	<p>Journal writing: Draw a picture of your favorite animal</p> <p>Animal Cages: a shape sorting game</p> <p>Zoo Patterns</p>
Week 3	<p><i>What animals can be found in the ocean?</i></p> <p><i>What animals can be found in the swamp?</i></p> <p>Sequence Story Events</p>	<p>Play, Follow the Leader and allow the leader to pretend to be an animal for their peers to imitate</p>	<p><i>Polar Bear, Polar Bear, What Do You Hear?</i> (Bill Martin and Eric Carle)</p> <p><i>A House for Hermit Crab</i> (Eric Carle)</p> <p><i>Commotion in the Ocean</i> (Giles Andrea)</p> <p><i>Swimmy</i> (Leo Lionni)</p> <p><i>Way Down Deep in the Deep Blue Sea</i> (Jan Peck)</p> <p><i>Deep in the Swamp</i> (Donna M. Bateman)</p>	<p><i>Five Fish Swimming in the Sea</i> (Dr. Jean)</p>	<p>Practice the concept words, "above" and "below"</p> <p><i>Counting Fish in a Bowl</i></p> <p><i>Fishing for Letters or Shapes</i></p>

Unit Title	Animals and Animal Habitats	Length of Unit	3 weeks
Focus Materials in Learning Centers:	Centers	Focus Materials	
	Fine Motor	Playdough – children can build a bear’s den and other animal habitats, animal puzzles, animal cut outs for making patterns	
	Dramatic Play	Provide buckets to recreate the story, <i>Blueberries For Sal</i> , provide animal costumes, create a zoo using stuffed animals and shoeboxes for cages	
	Art	Create animals and their habitats using collage materials	
	Nature/Science	Add food and non-food items for sorting, plant grass seeds for children to observe	
	Math/Number	Counting bears - arrange the bears from smallest to tallest; use counting bears to make patterns	
	Music and Movement	CD: <i>The Cool Bear Hunt</i> (Dr. Jean), CD: <i>Teddy Bear, Teddy Bear Hip-Hop</i>	
	Sand/Water	Add ice to the water for a polar habitat, add shapes in the sand for children to find and sort	
Technology	Technology	<i>Sammy’s Science House Animal Sort</i>	
	Blocks	Add animal figures for the children to interact with and build habitats for	
	Books and Listening	Add both Fiction and Non-Fiction stories depicting animals in their natural habitat	
	Writing	Include the vocabulary words on index cards or sentence strips for the children to use as a reference when writing	
	Other	Take a field trip to a local zoo, farm, aquarium, or animal shelter	
Transition Activities:	<p>Play or sing, <i>It’s Circle Time</i> (Jack Hartman) to transition to carpet Play or sing, <i>The Beaver Call</i> (Dr. Jean) for lining children up Play or sing, <i>We had a Good Day</i> (Dr. Jean) for dismissal</p> <p>Bag of Shapes: The teacher pulls the shape out of the bag, and the child names the shape as they line up or while waiting in line</p> <p>Shape Riddles: The teacher says, “I’m thinking of a shape that has four equal sides and four corners.” Children name the shape. Continue making riddles for each shape.</p>		
Additional Resources:	<p>Dr. Jean CDs: <i>Dr. Jean Sings Silly Songs, Dr. Jean and Friends, Kiss Your Brain</i> Sharon MacDonald CD: <i>Jingle in My Pocket Songs That Teach</i> <i>Riverdeep Software - Sammy’s Science House</i> www.SharonMacDonald.com www.audubonistitute.org</p>		

<p>Family Engagement</p>	<p>Week 1: Encourage parents to take a walk through the neighborhood and observe the animals they see with their children. Create a list and/or take photographs, if possible, and send to school for a class discussion.</p> <p>Week 2: With the school’s permission, have a family pet day. Set aside time for parents to bring their family pet for show and tell. (Many schools will not allow pet’s in the building, but will allow pets to be shown on the playground. Be mindful of pet allergies and send an announcement home as a precaution.) If live animals are not allowed, ask parents to bring a picture of the family pet to share.</p> <p>Week 3: At home, draw a picture of your favorite ocean animal to add to the class book.</p>		
<p>Unit Title</p>	<p>Animals and Animal Habitats</p>	<p>Length of Unit</p>	<p>3 weeks</p>
<p>Appendix:</p>	<p>Detailed explanations for: Morning Circle Time (Weeks 1-3) Small Group Activities (Weeks 1-3) Shared Writing Activity</p>		
<p>Assessment:</p>	<ul style="list-style-type: none"> • Observe and record which children are able to recall words to songs and finger plays • Observe and record which children are able to maintain interest in story-telling • Audio recording of children retelling story details • Observe and record which children are able to recall various animals and vocabulary terms from the unit • Anecdotal records for which children are able to recreate animal habitats through play in learning centers • Work samples of children’s artwork of animal habitats • Work samples of children sequencing story events • Video recording of children sorting food and non-food items • Video recording of children sorting animals by habitat 		

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: What animals can be found in the wild?

Materials List: chart paper or other form of recording children’s responses, writing utensils, timer

The question posed can be used as a guiding question of the day. The children should be encouraged to participate in a “Turn and Talk.” A “Turn and Talk” is when children are paired together to discuss the question freely in order to come up with a unique answer for their pair. The teacher then allows children to discuss their findings with the whole group. It is best to set a timer while the children are discussing so that the focus question is discussed and children remain on task. Often times, the answers can be recorded on chart paper or any other form of display chosen by the teacher (ex. Promethean Board/ Smart Board). The recorded answers can be transferred as children’s anecdotal records as well. If children have no prior experience with a “Turn and Talk”, the teacher and paraprofessional can model the process by discussing the question of the day for children to observe.

Accommodations: Pair a child that has a high-level of vocabulary with a child that has a lower level of vocabulary. By pairing children in this manner, you are ensuring that the conversation will develop further. Use a timer with a light up feature to add a visual element when tracking time for children participation.

What animals can be found on a farm?

Materials List: chart paper or other form of recording children’s responses, writing utensils, scissors, magazine, glue

This activity is designed to be placed on a thinking map. It can be used with a “Turn and Talk,” but the answers may not be multi-dimensional. Draw a large circle in the center of your chart paper. Write the words, “farm animals” in the circle or include a picture of a farm. Draw lines to branch out from the inner circle to record children’s responses. Enhance the chart by encouraging children

to visit the fine motor center and cut out pictures of farm animals. Glue the pictures to the respective names on the chart. Use the chart as a visual in the writing center. The children can refer to the animals depicted when writing.

Accommodations: May need to add gripper scissors to the fine motor center.

What animals did you observe in your neighborhood walk with your parents?

Materials List: Family Engagement Activity – List or photographs of animals observed in the neighborhood

Encourage parents to take a walk through the neighborhood and observe the animals they see with their children. Create a list and send the list and/or photographs to school for a class discussion. Use this question as a whole group discussion. Allow the children to share their lists and/or photographs from the Family Engagement Activity. The lists and/or photographs can be combined later to create a class booklet to add to the class library.

Accommodations: Provide visual pictures of animals (e.g. birds, squirrels, dogs, etc.) most likely to have been observed in the neighborhood.

Week 2: What animals can be found in a zoo?

Materials List: chart paper or other form of recording children’s responses, writing utensils, scissors, magazine, glue

This activity is designed to be placed on a thinking map. It can be used with a “Turn and Talk,” but the answers may not be multi-dimensional. Draw a large circle in the center of your chart paper. Write the words, “zoo animals” in the circle or include a picture of a zoo. Draw lines to branch out from the inner circle to record children’s responses. Enhance the chart by encouraging children to visit the fine motor center and cut out pictures of zoo animals. Glue the pictures to the respective names on the chart. Use the chart as a visual in the writing center. The children can refer to the animals depicted when writing.

Accommodations: May need to add gripper scissors to the fine motor center.

What animals make good pets?

Materials List: chart paper or other form of recording children’s responses, writing utensils, scissors, magazine, glue

This activity is designed to be placed on a thinking map. It can be used with a “Turn and Talk,” but the answers may not be multi-dimensional. Draw a large circle in the center of your chart paper. Write the word, “pets” in the circle or include a picture of a house or a family with a pet. Draw lines to branch out from the inner circle to record children’s responses. Enhance the chart by encouraging children to visit the fine motor center and cut out pictures of animals that could make good pets. Glue the pictures to the respective names on the chart. Use the chart as a visual in the writing center. The children can refer to the animals depicted when writing. Discuss why some animals such as, dogs and cats make better pets than others such as, elephants and giraffes.

Accommodations: May need to add gripper scissors to the fine motor center

Animal Venn diagram:

Materials List: plastic animals such as a zebra, elephant, duck, horse, dog, and cats, etc.; two hula hoops

Place two hula hoops on the floor overlapping one another to create three unique spaces. Have the children sort the plastic animals into one of three groups: (1) zoo animals; (2) pets; and, (3) animals that are both zoo animals and pets. Discuss the placement of the animals in the hoops.

Accommodations: Images of a zoo and a home to clearly define each category in the hula hoop. Assist those who may be unfamiliar with the types of animals on display.

Week 3: What animals can be found in the ocean or the swamp?

Materials List: chart paper or other form of recording children’s responses, writing utensils, scissors, magazine, glue, felt board, felt pieces

This activity is designed to be placed on a thinking map. It can be used with a “Turn and Talk,” but the answers may not be multi-dimensional. Draw a large circle in the center of your chart paper. Write the words, “ocean animals” and “swamp animals” in the circle. Draw lines to branch out from the inner circle to record children’s responses. Enhance the chart by encouraging children to visit the fine motor center and cut out pictures of animals that live in the ocean/ swamp. Glue the pictures to the respective names on the chart. Use the chart as a visual in the writing center. The children can refer to the animals depicted when writing. Discuss why ocean animals are unable to live on land. Compare ocean animals to those that live in the swamp. Discuss how swamp animals can often live on both land and in water.

Create two felt boards: one with an ocean scene and one with a swamp scene. Place animals above and below the ocean. Introduce the position words above and below.

Accommodations: Allow children to manipulate the felt board pieces as they see fit.

Sequence Story Events

Materials List: *Way Down Deep in the Deep Blue Sea* (Jan Peck), picture cards depicting story details

Read the story aloud and then have a discussion on story elements by explaining that every story has a beginning, middle, and an ending. Discuss the surprise twist at the end of the story when it is revealed that the main character is imagining the whole story from his bathtub. Call on children to arrange the picture cards in order of the events in the story.

Accommodations: For those unable to sequence the events in the story, set aside some time during centers to reread the text as a small group. Check for understanding by asking questions specific to each page of the story.

Shared Writing Activity:

Materials List: *Blueberries For Sal* (Robert McCloskey), *Big Red Barn* (Margaret Wise Brown), *Stand Back, Said the Elephant, I'm Going to Sneeze!* (Patricia Thomas), *I Wanna Iguana* (Karen Kaufman Orloff), *Swimmy* (Leo Lionni), *Deep in the Swamp* (Donna M. Bateman), chart paper, writing utensils, images of animals

Include children in a shared writing experience comparing the animals investigated over the course of three weeks. Choose an array of books depicting wild animals and caged animals; include farm, zoo, pets, ocean, and swamp animals in the investigation. Create a chart with columns representing each animal group and include a story to match that group of animals. The stories should be included in a read aloud during the unit of study. The chart should evolve from the beginning of the unit to the end. At the end of the investigation, have children revisit each type of animal and share details learned. Record the responses on the chart. Once the chart is complete, each column should include no less than five animals in each column, some may overlap.

Accommodations: Allow the writing to include pictures of animals. Extension: Once the list is complete, have children act out and move like the animals listed.

Small Group Activities:

Week 1: Shared Writing:

Materials List: paper, writing utensils, crayons, animal pictures for viewing

Make a list of the animals from the read-aloud stories. This shared writing is separate from the **Unit Shared Writing**. This experience is unique due to the smaller group setting. As a small group, encourage children to discuss their thoughts as a group. Each child will then write down their thoughts and draw a picture to match. This work sample is an excellent item to include in the child's individual portfolio.

Accommodations: Group children based on ability. For those with weaker writing skills, have them draw pictures of animals to be labeled by the teacher.

Sequence Story Events:

Materials List: ***Bear Wants More*** (Karma Wilson), story illustrations, animal costumes

Reread the story, ***Bear Wants More***, have children re-enact the story and imitate the various animals living in the woods with bear. Use story illustrations to guide the children.

Accommodations: none needed

Bear Counting

Materials List: index cards, markers, counting bears

Write the numerals 1-5 on index cards. Have the children pick a card. They will then count aloud that number of bears and place them on the card, so the group can hear. Rotate the five cards amongst the small group so that each child has the opportunity to practice each number.

Accommodations: For those unable to recognize the numbers, draw dots representing the quantity on the card. The children can use one-to-one correspondence to match dots to bears.

Week 2: Journal writing:

Materials List: writing journals or plain paper to be bound into a journal, writing utensils, crayons, and animal pictures

Have the children take time to discuss an animal they have seen at the zoo. If the child has never visited the zoo, then visit a website for a local zoo on a computer for them to view a sampling of animals; www.auduboninstitute.org has several live video feeds of animals at the Audubon Zoo. These include a penguin cam, parakeet cam, cockroach cam, and ant cam. Then have the children draw a picture of their favorite animal.

Accommodations: none needed

Animal Cages: a shape sorting game

Materials List: attribute blocks of a circle, square, rectangle and triangle; plastic zoo animals

Have the children sort plastic animals using the attribute blocks as cages. For example, have all of the zebras placed in a circle, monkeys in a square, tigers in a rectangle, and elephants in a triangle.

Accommodations: if a child is unable to recognize the shapes or follow the oral directions, have the teacher model the lesson by initiating the sorting.

Zoo Patterns

Materials List: plastic zoo animals, sentence strips with zoo animal pictures arranged in an AB pattern

Have the children copy and extend an AB pattern using zoo animals. Demonstrate ways that a pattern can be made using animal pictures. Allow children the opportunity to copy the pattern on the sentence strips. For those that are able, have the children extend the pattern past the pictures on the sentence strip.

Accommodations: For those unable to copy a visual pattern, practice making a pattern using your body (ex. Stomp-Hop). Pretend that the stomp is an elephant stomp and a hop is a kangaroo hop.

Week 3: Practice the concept words, “above” and “below”

Materials List: a felt board with an ocean scene, felt pieces- boat, seagull, clouds, fish, whale, octopus, diver, swimmer, coral

The children will manipulate the pieces to decide what goes above the water and what goes below the water.

Accommodations: none needed

To extend this activity, the children can draw a picture representing one or more objects above and below the water.

Counting Fish in a Bowl

Materials List: fish bowl (real or tag board template), fish (plastic or tag board), dice

Children will roll the dice to see how many fish go into a bowl. The child will count the dots on the die and then count out that number of fish to put in the bowl. The game can either be left without an ending or children can compare who has the most/ least fish when all of the fish have been used.

Accommodations: For those struggling to count the dots on the dice, the child and teacher can count together.

Fishing for Letters and/or shapes

Materials List: fish bowl, tagboard fish with letters or shapes drawn on them, paperclips, magnets, yarn and straws

Glue magnets on the fin of the tag board fish. Create a “fishing pole” using yarn with a paperclip tied on one end and a straw on the other. Place the fish in a bowl and have the children use the fishing pole to pull out a fish. The child then calls out the letter or shape on the fish and places it back in the bowl.

Accommodations: none needed