

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 5

Unit Title	Wonders of Winter	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"> Describe weather changes in winter and how it affects people and animals. Count from 6-10 Use vocabulary words to describe animals Conduct a simple experiment using scientific inquiry Make choices about clothing and climate in the winter weather Work with a partner to complete a task and solve problems Use information from a text to predict and organize ideas to create a product Discuss characters actions in a story Become familiar with a map Compare activities in the wintertime with activities in other seasons 		<p>AL 2: Demonstrate attention, engagement, and persistence in learning. (4.1, 4.2) AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions. (4.1, 4.3) CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.(4.3) CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities. (4.4., 4.5, 4.6) CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions). (4.1-4.7) CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials) (4.1) CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky. (4.1 – 4.4) CSS 3: Develop an awareness of geographic locations, maps, and landforms. (4.3) LL 1: Comprehend or understand and use language. (4.1 - 4.5) LL 2: Comprehend and use increasingly complex and varied vocabulary. (4.1, 4.2) LL 4: Comprehend stories and information from books and other print materials. (4.1. - 4.9) LL 5: Demonstrate understanding of the organization and basic features of print. (4.5) LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. (4.1, 4.2) PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body. (4.1, 4.2) PM 2: Develop small muscle control and coordination. (4.1, 4.2) PM 3: Participate in a variety of physical activities to enhance strength and stamina. (4.1, 4.2) SE 1: Develop healthy relationships and interactions with peers and adults. (4.1, 4.5, 4.6, 4.9, 4.10) SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals (4.1, 4.2)</p>	
Guiding Questions for Teachers:		Vocabulary Words/Sample Higher Order Questions to Ask Children:	
<ol style="list-style-type: none"> Can children identify basic forest animals? Can children count from 6 to 10? Can children describe weather conditions? Are children able to identify opposites of hot and cold? Can children answer simple questions about a story? Can children identify first, next and last in a story? 		<p>Vocabulary words: mitten, badger, hedgehog, mouse, owl, hare, fox, mole, bear, hibernation, winter, freeze, ice, solid, snowflake, snowman, sled, scarf, jacket, boots, hot cocoa</p> <p>Higher Order Thinking Questions:</p> <ul style="list-style-type: none"> How would you describe the weather in winter? How could you describe forest animals? What happens when an animal hibernates? Why do you think the animals want to get into the mitten? How do you dress for cold weather? Why? What happens when something freezes? What causes it to melt? 	

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Integrated Domain Concepts:	Approaches to Learning	Cognitive (Creative Arts, Math, Science, Social Studies)	Language and Literacy	Physical	Social Emotional
	Demonstrate attention, engagement, and persistence in learning	Develop an appreciation for visual arts from different culture and create various forms of visual arts; Acquire scientific knowledge related to physical science (properties of objects and materials); Develop an awareness of geographic locations, maps, and landforms; Understand numbers, ways of representing numbers,	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters; Comprehend or understand and use language	Develop large muscle control and coordinate movements in the upper and/or lower body	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals
Focus Activities:	Circle Time	Outdoor Time	Story Time	Music and Movement	Small Groups
Week 1	<p><i>Hibernating Bear Song</i> (Jean Warren)</p> <p><i>Shared Writing: Writing Descriptive Sentences</i></p> <p><i>Making a List of Character's Actions in The Snowy Day</i> (Ezra Jack Keats)</p>	<p>Create a Bear Hunt Obstacle course:</p> <p>Mud (tires) Bridge (balance beam) Mountains/tree (stepping blocks) Cross a river (hop over jump ropes) Cave(crawl through tunnel)</p>	<p><i>The Mitten</i> (Jan Brett)</p> <p><i>Bear Snores On</i> (Karma Wilson/Jane Chapman)</p> <p><i>How and Why Animals Prepare for Winter</i> (Elaine Pasco)</p> <p><i>Grizzly Bears</i> (Molly Erin Kolpin)</p>	<p><i>Bear Hunt</i> (Jean Warren)</p> <p><i>Hibernation Freeze Dance:</i> Play some of children's favorite songs. Tell them they should dance when the music is playing. When you STOP the music they should FREEZE and LISTEN! Then say the name of an animal. If it is an animal that hibernates, they should all pretend to sleep until the music starts again.</p>	<p><i>Bear's Cave</i></p> <p><i>Sleepy Bear Sandwich Recipe</i></p> <p><i>A Class Mitten</i></p>

Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 5

Unit Title	Wonders of Winter		Length of Unit	3 weeks	
Focus Activities:	Circle Time	Outdoor Time	Story Time	Music and Movement	Small Groups
Week 2	<p>Shared Writing: Circle Map: What do you know about Winter?</p> <p><i>Explore world maps and globes; discuss where it snows and where it does/does not snow</i></p> <p>Winter Clothes Activity</p>	<p>Balloon Bounce with white balloons: Keep the balloon in the air by tapping it.</p>	<p>The Snowy Day (Ezra Jack Keats)</p> <p>Hats, Hats, Hats (Ken Heyman)</p> <p>Snow (Melvin and Gilda Berger)</p> <p>Snow Dance (Leslie Evans)</p>	<p><i>Use action words from Snow Dance (Leslie Evans) and have children move like the words in the story: whirl, flutter, etc.</i></p>	<p>Ice Experiments</p> <p>Winter Art Scene</p> <p>Exploring Maps and Symbols</p>
Week 3	<p>Building a Snowman</p> <p>1 little, 2 little, 3 little snowmen song</p> <p>Shared Writing: Label the Snowmen body parts</p>	<p>Winter version of duck, duck goose: use words: Ice, Ice Snowman</p>	<p>Snowballs (Lois Ehlert)</p> <p>The Biggest, Best Snowman (Margery Cuyler)</p> <p>Snowmen at Night (Carolyn Buehner)</p> <p>Winter (Melvin and Gilda Berger)</p>	<p>Vivaldi’s Winter/scarves and ribbons dancing</p> <p>Pretend to be snowmen: children remove their shoes and pretend to be snowmen while skating in their socks as they listen to Listen and Move (Greg and Steve)</p>	<p>Water Bottle Snowmen</p> <p>Snowball Counting</p> <p>Letter Snowman</p>
Focus Materials in Learning Centers:	Centers	Focus Materials			
	Fine Motor	Puzzles and lacing cards with winter themed pictures, blue and white pom poms and tongs to pick up in baskets, playdoh in blue and white with letter cookie cutters and snowmen, bear and snowflake cookie cutters, collage materials to create three dimensional snowmen			
	Dramatic Play	Make “bear caves” with sheets and chairs, add Styrofoam peanuts, white sheet for snow, and bear headbands with ears., and winter clothing items: earmuffs, boots, goggles, mittens, gloves, cold weather hats, etc.			

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	Art	Add white paint to blue and red, popsicle sticks to make snowflakes, bear cut outs, mitten cut outs, Styrofoam balls and collage buttons, sequins, beads, sticks to build snowmen, geometric shapes cut out in wintry colors to make snowflake patterns, black paper, navy paper and blue paper, glitter, sequins and fake snow	
	Nature/Science	Ice cubes to observe, child-safe thermometers, fabric swatches of different textures (for example: silk, netting, burlap, cotton, wool), fur, feathers, magnifying glasses and eyedroppers with food coloring to explore mixing colors with ice cubes	
	Math/Number	Snowflake/Bear or Snowmen cut outs with numbers 1-10 to match, blue and white unifix cubes to pattern, star manipulatives to sort, make patterns, and count	
	Music and Movement	Snowflake head bands, hats, mittens and scarves to dress up like snowmen, music: Nutcracker, Vivaldi’s winter, and songs : Winter Wonderland, Frosty the Snowman, Jingle Bells, etc. ; instruments: bells, triangles, and cymbals	
	Sand/Water	Sand: use Styrofoam peanuts or fake snow, add different types of scoops, funnels and spoons (large, medium and slotted) to scoop snow. Water: ice cubes, styrofoam cutouts (for example: in shape of snowman, snowflakes, etc.), Polar Bear Balance – freeze 1” of water in a small container, remove from container and “float” in water table, balance small bears/other animals on top of ice	
	Technology	http://simplyscience.wordpress.com/2012/08/22/brown-bear/ http://www.sheppardsoftware.com/scienceforkids/seasons/winter.htm	
	Blocks	Wrap cardboard box in white paper, add forest and arctic animals, Styrofoam balls, and mittens of different sizes	
	Books and Listening	<i>The Mitten</i> (Jan Brett) on tape, animals made of felt (or finger puppets) and flannel board,	
	Writing	Winter word cards, paper shaped like snowmen and bears, stencils for animals, snowmen, mitten and snowflakes, a variety of tools: blue and purple pens, markers, crayons, pencils with snowflake erasers	
	Other	Freeze water and tempera paint mixture in ice cube trays; let children paint with the colored frozen cubes on bulletin board paper while wearing mittens Freeze small toys in containers with water, and let child experiment melting the ice Make a class book “If It snowed, I would...”	
Transition Activities:	Line up children by the color of their jackets, sweaters, socks, etc. Have the class count to 10 in different voices (whisper like a snowflake, growl it like a bear, say it like their cold, etc.) Pretend to dress like a snowman: Put on your carrot nose for lunch, put on our long scarf to go home, etc.		

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Additional Resources:	<p>Children bring teddy bears to school for a Teddy Bear picnic with Hot Chocolate and teddy bear grahams Make a cooperative mural of Winter scenes</p> <p>Websites for additional activities/plans: http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/todaytemp.htm http://teacher.scholastic.com/lessonrepro/lessonplans/winter/animals.htm http://www.members.shaw.ca/techquyca/mitten.htm http://curry.virginia.edu/go/wil/Snowy_Day_Lesson.pdf https://www.teachervision.com/lesson-plan/reading-comprehension/48619.html http://lessonpix.com/articles/5/22/Lesson+Plan%3A+The+Mitten-Story+Characters+and+Sequence http://www.teachhub.com/snowy-day-winter-lesson-ideas http://www.amonco.org/animalsinthewinter.html http://stepbystepcc.com/winter.html</p>		
Family Engagement	<p>Family Snowflakes: send home a bag of dried pasta (wheels, shells, bow ties, macaroni, etc.) with a note explaining the project. The parents and child are to work together to assemble a snowflake. A simple pattern is also sent. Remind families that no two snowflakes are alike, and they can decorate them with paint or glitter or whatever else they have at home. After the snowflake is complete, the children bring them back to share with the class.</p> <p>Invite parents to a literacy pajama party with cocoa, cookies and winter stories</p>		
Appendix:	<p>Detailed Explanations for: Morning Circle Activities (weeks 1-3) Small Group Activities (weeks 1-3) Shared Writing Activities Sleepy Bear Sandwich Recipe</p>		
Assessment:	<ul style="list-style-type: none"> • Work samples of animals children create to go into the large mitten • Photos of children estimating/comparing the melting speed of ice cubes • Checklist indicating whether children can count numbers of snowballs (white pomp oms) to put in muffin tin • Videotaping of children explaining what their bear will do in its cave for the winter • Anecdotal notes of children using new vocabulary to describe winter and forest animals. 		

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: Hibernating Bear Song by Jean Warren

(Tune: “Up on the House Top”)

Materials List: Clipart/Photo of bear, woods, snow, cave, bear sleeping

There once was a bear
Who loved to play
In the woods - every day.
But then the winds
Began to blow,
And soon the ground
Was covered with snow.

Oh, Oh, Oh, ice and snow.
Oh, Oh, Oh, I better go-o.
In my cave to sleep all day
Until the cold winds go away.

Week 2: Winter Clothes Activity:

Materials List: tote bag, various winter clothing such as: ear muffs, gloves, boots, jacket, scarf, mittens, sweater, etc.

Collect winter clothes and place them in a tote bag or suitcase. Reach in and pull out an item of clothing, and have a child put it on, and discuss how the article of clothing helps keep us warm in the winter when the weather is cold.

Week 3: Building a Snowman:

Materials List: Cut out a 2 small, 2 medium and 2 large white circles out of bulletin board paper. Cut out 2 carrot noses, 2 sets of eyes, 2 mouths, 2 types of hats, 2 different color scarves, 2 sets of brown stick arms - one short/one long).

Hand out the pieces to the children at circle time. Tell them you will build a snowman today. Have the children discuss the story *The Biggest, Best Snowman* (Margery Cuyler) and how Little Nell built her snowman, what did she do first, next last. After the two snowmen are built, have the children discuss what makes them look alike and what makes them look different.

Shared Writing Activities

Materials List: chart paper, markers, printouts of animals in *The Mitten* (Jan Brett), *The Snowy Day* (Ezra Jack Keats), sentence strips, index cards

Writing Descriptive Sentences: On chart paper write “Animals in *The Mitten*”. Printout a photo/clipart of each animal and give one to children at circle time. As you read look back through the book, have the child that has that animal bring it up and show the class. Ask the children to look at the animal and describe the animal. Place the animal on the chart paper and write a simple descriptive sentence, for example: “The bear is brown and big.” Continue with each of the other animals as they appear in the book. Copy the words from the sentences on index cards. Place the chart and the index cards in the writing center for children to place in order.

Making a List of character’s actions in *The Snowy Day* (Ezra Jack Keats): Ask the children if they can remember what things Peter did when he went outside to play. If they have difficulty remembering, return to the book to remind them of what Peter did. Following your discussion, tell the children that they will be writing a list of what Peter did to have fun in the winter snow. Record the children's responses in a list form. Under the last item, draw a dotted line. Ask the children if they know of any other ways to have fun in winter. Record any additional responses below your dotted line then review all items you have recorded.

Circle Map – What Do You Know About Winter? Draw a circle map (from *Thinking Maps*), and write the question on chart paper: “What Do You Know About Winter?” Ask children to brainstorm things about winter such as: what they wear, changes in the weather, what kinds of things they can do outside, etc. Each day of the week, the week, close the story time by having children recall new words they heard that day. Each day use a different color marker to add to the circle map, and record the story that was read.

Snowmen Body Parts: As a follow up activity for the class-built snowmen, have the children name the parts of the snowmen: hat, eyes, head, nose, arms, scarf, etc. Children can come up and write the words on an index card, or you can model writing for them, depending on the abilities and progress of the class on sentence strips and put the labels on the body parts reinforcing vocabulary.

Small Group Activities:

Week 1: Bear’s Cave

Materials List: choice of art materials paint, markers, or collage, scissors, small toy/erasers/pictures of bears, paper cups

Have children paint, color or collage a paper cup, and cut a small hole in the front to make a “cave”. Put small toys/erasers/pictures bears in their cave. Let children write or dictate something about their bear such as: Why is he sleeping? What did he eat? How does he feel inside the cave? When spring comes, you can introduce the spring unit, by having all the bears come out and go home.

Sleepy Bear Sandwich recipe:

Materials List: 1 slice wheat bread, bear cookie cutter, slice of ham, ½ slice of cheese, mustard, colored icing tube (black)

Spread mustard on wheat bread, cut out bear from ham, place on bread, use ½ slice of cheese as a blanket, use black icing to draw bears eyes, nose and mouth.

A Class Mitten:

Materials List: choice of art supplies including watercolors, markers, pencils, crayons, and a large white mitten (approximately 2 feet – made from bulletin board paper or drawn with chalk.

Let children use a variety of art supplies to create an animal from the mitten. On a large board draw a 2 foot white mitten. Let the child share something about the animal that he/she likes and put it in the mitten.

Week 2: Ice Experiments:

Materials List: 3 metal pie pans with 2-3 pieces of ice in each, a box of salt, glass of water, and a glass of salt water, and a “T” chart for graph for children’s predictions (on one side label: Predictions, on the other: Outcomes)

Write children’s predictions in the “Predictions” column of the “T” chart about what will melt ice the fastest: salt, water or salt water. Have them experiment by pouring salt over one pan of cubes, water over another, and salt water over the last. Record their findings in the “Outcomes” column of the “T” chart and compare the two.

Winter Art scene

Materials List: Ivory Snow powdered detergent, warm water, silver glitter, dark blue or black paper, and shapes of snowflakes, snowmen, people, houses, vehicles, etc.

Mix Ivory Snow and warm water with lots of silver glitter until the mixture is the consistency of pudding. Children can finger paint onto dark blue or black paper, add clipart or shapes of snowflakes, people, houses or vehicles. Hang pictures to dry.

Exploring Maps:

Materials List: *Hats, Hats, Hats* (by Ann Morris and Ken Heyman), world map, United States map, Louisiana template with “Winter in Louisiana feels like _____” written on the top, winter collage materials such as: tissue paper, construction paper, foam stickers in winter shapes and “winter” colors of blue, purple, pink, and white.

Take a picture walk through the book. Locate some of the countries of your choice on a world map. Have children discuss the weather in the pictures, hot, cold, dry, windy, etc. Locate Louisiana on the United States map, and give each child a template of Louisiana to trace and color in winter colors. Take a picture of each child on the playground on a cold day with cold weather clothes and paste on the Louisiana template. Have children dictate what they think winter in Louisiana feels like.

Week 3: Water Bottle Snowman:

Materials List: a clean, dry 8oz water bottle for each child (label removed), white paint, collage materials, felt scraps and google eyes

Put white paint in the bottle and close the cap, and shake until the entire bottle is coated with white paint. Supply the children with google eyes, felt scraps, beads, stickers, and markers to decorate their snowman. Have the children brainstorm what they think their snowmen does at night, what he will do when the sun comes out, what he will do if it rains, etc.

Snowball Counting:

Materials List: muffin pan, cotton balls or white pom poms, tongs or spoons, precut circles with numbers 6 to 10

Use a muffin baking pan; cotton balls; tongs or spoons; precut circles to fit into tins with the numbers on them that you are working on with the class. Place a number circle in each compartment. Encourage the children to place the corresponding number of cotton balls/white pom poms into each circle, using the tongs.

Letter Snowman:

Materials List: snowman template, stamp pads, letter stamps, crayons, and collage materials, white paper, blue or black markers

Trace a snowman template on white paper. The children pick up letter stamps, and identify the letter on the stamp, if it is correct, the child stamp it on the snowman's tummy. Afterwards, the child may draw or collage the snowman's face and hat.