

Unit Title	All About Letters	Date
Focus Learning Objectives:	Focus Standards Addressed in this Unit:	
<p>The children will be able to:</p> <ol style="list-style-type: none"> 1. Identify and name letters of the alphabet. 2. Discover, recognize and name letters in environmental print. 3. Explore and identify letters in their name. 4. Demonstrate an understanding of new vocabulary words and apply these new words in everyday conversations. 5. Develop knowledge of letter-sound relationships through books, play, and environmental print. 6. Develop fine motor skills through writing activities. 7. Rote count by one's to 20. 	<p>LL 1 Comprehend or understand and use language. (4.1, 4.2, 4.3, 4.4, 4.5) LL 2 Comprehend and use increasingly complex and varied vocabulary. (4.2) LL 4 Comprehend stories and information from books and other print materials. (4.1, 4.2, 4.3, 4.4, 4.5) LL 5 Demonstrate understanding of the organization and basic features of print. (4.3, 4.4, 4.5) LL 6 Demonstrate understanding of different units of sound in language (words, syllables, phonemes). (4.4) LL 7 Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representation, symbols, and letters. (4.1, 4.2) CM 1 Understand numbers, ways of representing numbers, and relationships between numbers and quantities. (4.1, 4.4)</p>	
Guiding Questions:	Vocabulary Words/Sample Higher Order Questions to Ask Children:	
<ol style="list-style-type: none"> 1. Can the children identify their own name amongst others? 2. Can the children identify the first letter of their name? 3. Do children have knowledge of their entire name? 4. Do the children understand that letters have sounds? 5. Can the children verbally count by one's to twenty without skipping or repeating any numbers? 	<p>Vocabulary: letter, alphabet, sound, symbol, coconut, palm trees, summer, count, full moon, relationship, connection, mamas, papas, uncles, aunts, twisted, stooped, coconut meat, coconut milk, half, trunk, branch</p> <p>Higher Order Thinking Questions: See Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 10</p>	

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Circle Time Activity	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Chicka Chicka Boom Boom: Look Who's In our Room (Appendix, Unit 10)</i>	<i>Chicka Chicka Boom Boom: Look Who's In our Room</i>	<i>Chicka Chicka Boom Boom: Look Who's In our Room</i>	<i>Chicka Chicka Boom Boom: Look Who's In our Room</i>	<i>Chicka Chicka Boom Boom: Look Who's In our Room</i>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Observe and document which children can recognize none, some, or all of the letters in their name. • Anecdotal records of children who are able to identify their name when shown in print. • Checklists and anecdotal notes of which upper and lowercase letters children are able to identify. • Anecdotal records and observations of children who utilize and comprehend the meaning of new vocabulary words in everyday conversations. • Observe and document children who display knowledge of letter and sound connections. • Observe and document which children can recall the words in a chant/song. • Observe and document children who show confidence in new and challenging situations. 				
Small Group Activity	<p>Activity One: <i>Count the Coconuts</i> (Appendix, Unit 10) Activity Two: <i>Alphabet Fishing</i> (Appendix, Unit 10) Activity Three: alphabet books, alphabet puzzles, letter games; identifying letters in names using magnetic letter match or creating a letter tree using letters in children's name.</p>		<p>Activities conducted by paraprofessionals, speech therapists, early interventionists, volunteers, etc. :</p> <ul style="list-style-type: none"> • Assist while collecting and recording assessment information as children identify and name the letters that they catch with the fishing pole • Lead Small Group Activities (see: Week 1, Activity Two) 		
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Observe and document which children can recognize none, some, or all of the letters in their name. • Anecdotal records of children who are able to identify their name amongst 2 or more names. • Checklists and anecdotal notes of which upper and lowercase letters children are able to identify. • Anecdotal records and observations of children who utilize and comprehend the meaning of new vocabulary words in everyday conversations. • Observe and document children who display knowledge of letter and sound connections. • Checklists and anecdotal records of children's ability to rote count. 				

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Story Time	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><i>Chicka Chicka Boom Boom</i> (Bill Martin, Jr. and John Archambault)</p>	<p><i>From Anne to Zach</i> (Mary Jane Martin)</p>	<p><i>Chicka Chicka Boom Boom</i> (Bill Martin, Jr. and John Archambault)</p>	<p><i>From Anne to Zach</i> (Mary Jane Martin)</p>	<p><i>Chicka Chicka Boom Boom</i> (Bill Martin, Jr. and John Archambault)</p>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Checklists and anecdotal notes of which upper and lowercase letters children are able to identify from the story. • Anecdotal records and observations of children who utilize and comprehend the meaning of new vocabulary words in everyday conversations that were used in during story time. • Observe and document children who display knowledge of letter and sound connections. • Anecdotal notes of children who are able to ask and answer questions about the story that was read aloud. • Observe and document which children are able to retell parts of the story in sequence. • Observe and document which letters children heard and identified in the story and in turn matched to their name. • Anecdotal notes of children who are able to identify and answer questions about the characters in the story. 				
Music and Movement	<p><i>Who Let the Letters Out?</i> (Dr. Jean Feldman)</p>	<p><i>Alphardy</i> (Dr. Jean Feldman)</p>	<p><i>Phon-Ercise</i> (Dr. Jean Feldman) <i>Who Let the Letters Out?</i> (Dr. Jean Feldman)</p>	<p><i>Alphardy</i> (Dr. Jean Feldman) <i>Phon-Ercise</i> (Dr. Jean Feldman)</p>	<p><i>Phon-Ercise</i> (Dr. Jean Feldman) <i>Who Let the Letters Out?</i> (Dr. Jean Feldman)</p>
	<p><i>Possible Assessments:</i></p> <ul style="list-style-type: none"> • Observe and document which children are able to recall words to songs. • Observe and document the children who are able to follow class rules and procedures. • Observe and document which children have developed rhyme and rhythm of songs. • Observe and document which children are able to recite a song with prompting and support or independently. • Observe and record children’s ability to recall movements to songs that were taught by the teacher. • Anecdotal notes of children who are able to recall letters from songs and match letters to the correct sound. 				

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Outdoor Time	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Dunk the Letter;</i> <i>Alphabet Hop Scotch;</i> parachutes; jump ropes	Balls; scooters; tricycles; wagons filled with groceries from the market; hula hoops; cones	<i>Dunk the Letter;</i> <i>Alphabet Hop Scotch;</i> parachutes; jump ropes	Balls; scooters; tricycles; wagons filled with groceries from the market; hula hoops; cones	<i>Dunk the Letter;</i> <i>Alphabet Hop Scotch;</i> parachutes; jump ropes
	<i>Possible Assessments:</i> <ul style="list-style-type: none"> • Observe and document children who are able to take turns and get along with peers. • Observe and document children who are developing coordination and increasing large motor skills. • Checklists of children who identify letters and how many they are able to identify. • Anecdotal notes of children who are able to follow simple two and three step directions. • Observe and document children who utilize problem solving skills in difficult or unfamiliar situations. 				
LEARNING CENTERS					
General Materials	Fine Motor	Dramatic Play	Art	Nature/Science	Math/Number
	<ul style="list-style-type: none"> • Small building toys • Manipulatives • Puzzles (variety) 	<ul style="list-style-type: none"> • Dress-up clothes • Kitchen set with dishes • Props for work, fantasy, or leisure • Dolls 	<ul style="list-style-type: none"> • Drawing materials • Paint materials • Collage materials • Art Tools (scissors, hole punch, stencils, rollers) • 3-D materials 	<ul style="list-style-type: none"> • Collections of natural objects • Living things • Books/games or toys • Activities 	<ul style="list-style-type: none"> • Counting materials • Measuring materials • Comparing quantities • Recognizing shapes • Written number materials

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<p>Focus Materials</p>	<p>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.</p>	<p>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.</p>	<p>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 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.</p>	<p>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).</p>	<p>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.</p>

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LEARNING CENTERS					
General Materials	Music and Movement	Sand/Water	Blocks	Books and Listening	Writing
<p>General Materials</p>	<ul style="list-style-type: none"> • Music instruments • Tape player that children can use 	<ul style="list-style-type: none"> • Containers for sand/water • Materials that easily pour • Variety of sand/water toys 	<ul style="list-style-type: none"> • Unit blocks • Large hollow blocks • Homemade blocks • Accessories (toy people, animals, vehicles, road signs, etc.) 	<ul style="list-style-type: none"> • Variety of books • Tape player/books on tape • Head phones • Language materials 	<ul style="list-style-type: none"> • Writing implements • Paper • Chalk or dry erase boards • Scissors, tape, stencils
<p>Focus Materials</p>	<p>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.</p>	<p>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 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 pour the sand from that coconut into the other half of the coconut.</p>	<p>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.</p>	<p>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.</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, dry sponges and boards.</p>

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General Materials	<p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> • Computer • IPod • CD/Cassette player ▪ IPad 	<p style="text-align: center;">Other</p>	<p style="text-align: center;">Other</p>
Focus Materials	<p>Jumpstart Phonics Software Bailey’s Book House Software http://pbskids.org/superwhy/#game/alphapigbingo http://www.starfall.com/n/level-k/index/load.htm?f http://www.boowakwala.com/alphabet/online-alphabet-game.html http://www.nickjr.com/kids-games/oobi-letter.html http://sheppardsoftware.com/preschool/ngames/alphabet/AE.htm</p>	<p>Optometry Office- Turn the dramatic play area into an eye doctor’s office for the day. Create an ABC chart that looks like an eye chart. You can have an upper and a lowercase chart. Provide children with doctor or nurse coats, and a pointer stick. One student can pretend to be the eye doctor and the other children can be the patient. Children can use their peers to assist them with letters they do not know.</p>	
Transition Activities:	<p>Count it Out: Teacher can begin counting to twenty. Children are welcome join in. By the time the teacher has reached twenty, the children should have all transitioned to the next activity.</p> <p>Hop To It: 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>		
Accommodations:	<ul style="list-style-type: none"> • Add books on tape to centers along with head phones. • Add timers to computer center to ensure that each child is there no longer than 20 minutes. • Ensure all centers are equipped for children with exceptionalities. • Use <i>Red Cat Microphone</i> system for children with hearing problems. 		

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Other:	<p>Field Trip: 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>Cooking: 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>Alphabet Soup: 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 to together to create a class book.</p> <p>Cook the Letter: 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>Letters All Around: 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>		