Extend the Unit

Week 4 Lesson Plan

UNIT 8

Nature

Alphabet Time ......................... 2-3
Book Time .............................. 4-5
Retelling Puppets ...................... 6-7
Content Area .......................... 8-9
Mister Rogers .......................... 10
Health & Safety ....................... 11

Visit www.macmillanmh.com for online games linked to Unit 8 key skills.
Phonological Awareness

Objectives  Review initial sounds; blending and segmenting by onset/rime
Materials  index cards or small pieces of paper; markers, Read Aloud Anthology, p. 108

■ Review what children learned about identifying initial sounds in words. Then invite children to suggest nature words that they have talked about. Write each word on an index card or small piece of paper. Place the cards in a bag. Then have children take turns picking a card from the bag and holding it up for the class. Have children say the word with you. Ask: What is the first sound in this word? Continue until all the words in the bag have been selected.

■ Read aloud the poem “It’s Raining” with children. Then ask them to call out a simple word from the poem to blend and segment. Say the word aloud, in parts, such as /mmm/.../an/. Ask children to blend the word parts to say the whole word. Repeat with other words in the poem.

Alphabet Recognition

Objective  Review Gg, Ww, Xx
Materials  Large Alphabet Letter Cards for Gg, Ww, Xx; construction paper; crayons or markers

■ Ask children to write the letters Gg, Ww, and Xx on three separate sheets of construction paper. Help children draw pictures of items that begin with the /g/ or /w/ sound or end with the /ks/ sounds on the appropriate paper. Invite children to exchange their papers, identify the letter, and name the pictures they recognize.

■ Display the pictures in the classroom for all to enjoy.
Objectives: Review letters, words, sentences.

Materials: index cards

Objectives: Review season and nature words.

Materials: Dramatic Play Center items such as clothing for winter, spring, summer, and autumn

- Write the sentence *I like the sun.* on the board. Review what children learned about matching letters and sounds as well as word spaces. Point to the word *sun* and ask children to write it on an index card as you say it sound by sound. Repeat by having the children copy the other words in the sentence, each on a different index card. Then invite children to work together to put their words into sentences that match the sentence on the board. Remind children to leave spaces in the appropriate places.

- Review what children learned about matching sentences. Then invite children to copy the sentence on the board on their own papers. Ask partners to check each other’s work. Children may also wish to draw pictures of suns on their papers.

- Give children Dramatic Play Center items related to dressing properly for the different seasons. Invite four groups of children to dress for a season, one group dressing for winter, another for spring, another for summer, and the other for autumn.

- Ask children, one group at a time, to act out being outside during their season. Have them talk about and describe the season they are dressed for. Prompt them to answer the questions: *What do you like about this season? What happens in nature during this time of the year?*

- Continue this activity by having the groups switch seasons.
Week 4 Book Time

**Pre-K Little Treasures**

**Reread a Favorite Book**

**Day 1**

**Objective**: Reread a favorite book.

**Materials**: Spring is Here, Growing Like Me, What Makes the Seasons?

- Reread the title, author, and illustrator of each book from Unit 8. Invite children to tell you what they remember about each one. As a group, decide which book to reread. As you reread it, stop every few pages to point out nature words. Encourage children to point out theme-related words they see or hear, too.

- Then ask pairs of children to retell the sequence of events in one of the books to each other using the words *first, next,* and *last.*

- You may also wish to have children act out the sequence of events in one or more of the books. Review the main idea of it first. Then help children to assign the character parts and guide them through the story events as necessary.

**Puppets Tell the Story**

**Day 2**

**Objective**: Retell a story.

**Materials**: “Jack and the Beanstalk” puppets, pp. 6-7

- Distribute copies of the “Jack and the Beanstalk” puppets on pages 6-7. Help children cut out and color the puppets to their liking.

- Then tape or attach the puppets to sticks or pencils. Reread “Jack and the Beanstalk” as children use the puppets to act out the story.

- When completed, place the puppets in the Dramatic Play Center. Observe as children use them to retell the story independently or with classmates.
Day 3

Objectives  Participate in a shared writing experience; write questions and answers.
Materials  construction paper, crayons

- Invite children to draw pictures of the parts of nature they read about or learned about while reading the books in this unit. Display the pictures and give children a chance to talk about them.

- Then ask children to help you write questions and answers about the books in the unit or the unit theme. Provide question word starters such as Why is _____? Encourage one group of children to help you write questions. Ask another group to help you write answers to the questions. Encourage both groups to use the Content Words and Wonderful Words in these questions and answers, when possible. Then read the questions and answers aloud, inviting children to identify the nature words.

Day 4-5

Objective  Retell the events in a story.
Materials  Read Aloud Anthology, p. 37; Retelling Cards

- Read Display the Retelling Cards and have children discuss the illustrations. Then read the story and have them listen to find out why the rabbit is foolish and timid.

- Respond Have children discuss the main idea of the story and the cause and effect relationship of the coconut falling to the ground.

- Reread and Retell Reread the story “The Foolish, Timid Rabbit” on another day. Use the Retelling Cards to guide children in retelling the sequence of events in the story.
To the Teacher  Help children cut out the puppets, color them, and glue each one to a stick or pencil. Children can use the puppets to retell the story.

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## Social Studies

**Objectives** Review Independence Day, Presidents’ Day, Earth Day

**Materials** Dramatic Play Center clothing; art supplies

- Invite children in each group to dress up in keeping with either Independence Day, Presidents’ Day, or Earth Day. For example, children in the Independence Day group might dress up as if it was the Fourth of July. For Earth Day, children might dress up as park rangers, farmers, or gardeners. Then have each group tell about their day.

- Play a game with children. Ask a question such as: *On which day do we celebrate George Washington?* Have children in the group assigned to Presidents’ Day stand up. Continue by asking questions such as: (1) *On which day do we give attention to cleaning up our world?* (2) *Which holiday occurs in February?* (3) *On which holiday do people plant trees and flowers?* (4) *Which holiday is most associated with red, white, and blue?*

- Complete the **Let’s Pretend** activity, “March in a Parade,” on Teacher’s Edition page 317 if you haven’t already.

## Science

**Objectives** Review plants, seasons, Earth.

**Materials** large piece of paper, markers, pictures of edible and non-edible plants, tape, a slice of bread, a large bowl, water

- Review the parts of a plant and the different surfaces of the earth with children. If possible, take a walk outside. Note plants and where they are growing. Discuss the parts of these plants. Also talk about the season of the year and how that affects what is growing outside.

- When you return to the classroom, ask children to draw pictures of rocks, sand, asphalt, cement, dirt, flowers, trees, and grass, one picture each. Then invite children who drew pictures of dirt to stand and hold up their pictures. Ask: *Can anything grow here?* Have children who drew pictures of flowers, trees, and grass stand and hold up their pictures. Continue by having children hold up pictures of rocks, sand, asphalt, and cement, then ask the same question. Guide children to hold up pictures of what can grow on each surface.

- Complete the **Let’s Move** activity, “Go ‘Round the Sun and Moon,” on Teacher’s Edition page 319 if you haven’t already.
Pre-K Little Treasures

Week 4  CONTENT AREA  UNIT 8

**Math**

**Objectives**  Review length and weight.

**Materials**  yarn, objects to be weighed and measured

- Give children long pieces of yarn, one per child. Invite children to use their pieces of yarn to measure things in the classroom. Ask pairs of children to measure the length of books. Ask: *Which book is longer?* Then have the pairs of children measure a crayon and a marker, two shoes, two pieces of paper, and two boxes. Ask children to decide which is longer in each pair of things.

- Play a weight game with children. Display pairs of items, such as the following: a paper cup and a paper cup filled with beans, a feather and a pen, a book and a magazine, a tissue and a towel. Blindfold a volunteer. Ask him to lift each of the items in a pair. Ask: *Which thing is heavier? Which is lighter?* Continue until each child has had an opportunity to be blindfolded and hold two items.

- Complete the *Let’s Create* activity, “Day and Night,” on Teacher’s Edition page 321 if you have not done so already.

**Music**

**Objectives**  Review using instruments and vocal sound, playing a steady beat.

**Materials**  CD 2:19-22; rhythm instruments

- Review how children created pretend wind, rain, and thunder to imitate a rainstorm. Remind them how they bounced on pogo sticks to the beat of music. Then sing “Sally Go ‘Round the Sun” with children. Ask children to sing it again and bounce or march to the beat of this song.

- Play the rhythm track of “Muss i denn,” again as children “march” their hands on their knees with the steady beat of the music. Then invite children to play rhythm instruments to the beat.

- Sing the Unit 8 songs throughout the week. Have children practice so they can sing them for their families.

- Complete the *Literacy Through Music* activity, “Twinkle, Twinkle, Little Star,” on Teacher’s Edition page 321 if you have not done so already.
Ways I’m Growing Up!

**Objective**  Review growing, feeling good about your uniqueness

**Materials**  baby pictures of children

- In advance, send home a note asking parents to allow each child to bring in a candid baby picture on a designated day. (Bring in extra baby pictures of friends or family in case a child forgets or doesn’t have a picture.)

- On “picture sharing day,” show two or three of your own baby pictures and talk about what you were doing in each one. Invite each child to share his or her baby picture and talk about what he or she was doing at the time.

- Explain that in addition to growing on the outside and being able to do new things with our bodies, we also grow on the inside and can do new things with our thoughts and feelings. Give an example such as, unlike babies, older children can tell people how they feel and express angry feelings without hurting themselves or others.
Dressing Appropriately

Objective  Review dressing safely in different types of weather
Materials  none

- Play a riddle game with children. Say: I am thinking of a season when it is very cold. I see snow outside. I see the ice. What should I wear? Invite children who know the answer to act out dressing for this weather. Then, ask each child what he or she is “wearing,” how he or she dressed, and why. Continue by saying:
  - I am thinking of a season when it is getting a little chilly outside. The leaves are falling. It is no longer summer. What should I wear?
  - I am thinking of a season when it is wet and windy outside. Snow is melting. It is not as cold as it was during the winter. What should I wear?
  - I am thinking of a season that is hot. The sun is strong and can burn. What should I wear?