

# Unit 6 - New Life

Content Area: **Pre-School**  
Course(s): **Pre-School**  
Time Period: **Generic Time Period**  
Length: **7 Weeks**  
Status: **Published**

## Unit Overview

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Unit six is a seven week unit designed to begin when school resumes after spring break and continue through most of the month of May. It includes weekly explorations into the following topics: transportation, insects, plants, moms and flowers, butterflies, dinosaurs, and frogs. Mother's Day activities are included in the unit on Moms and Flowers.

## Standards

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### LIST

AR.PK.1.1	Sings alone or with others.
AR.PK.4.3	Explores and describes art choices (e.g., "I used red for my screaming mouth," or "I made lots of little circles because it is snowing so hard.").
LA.PK.3.2.6	Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.
LA.PK.3.3.A.6	Recognize that it is the print that is read in stories.
MA.PK.4.1.4.b	spontaneously count for own purposes; and
SCI.PK.5.1.5	Represent observations and work through drawing, recording data, and "writing" (e.g., drawing and "writing" on observation clipboards, making rubbings, charting the growth of plants).
SCI.PK.5.3.4	Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).
SOC.PK.6.3.1	Develop an awareness of the physical features of the neighborhood/community.
SDEV.PK.0.4.2	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).

## Essential Questions

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1. What are ways that people move from place to place?
2. Why are insects important?
3. Why are plants important?
4. What is a life cycle?

## **Application of Knowledge and Skills...**

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### **Students will know that...**

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- Figures 16 through 20 are numbers and are representative of a specific quantity
- Figures Z,Y,Q,C,U,J, are letters and are associated with a specific sound.
- Insects play an important role in the balance of nature.
- It is important to be honest.
- It is important to deal with disappointment in an appropriate way.
- Nature moves in cycles which are necessary for the health of our planet.
- Plants are important for the health of people and the natural world.
- There are many different types of transportation.

### **Students will be skilled at...**

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- Demonstrating and practicing the steps to dealing with disappointment in an appropriate way
- Counting to numbers 16 - 20
- Demonstrating and practicing the steps for being honest
- Describing different types of transportation
- Identifying the parts of a plant and their functions
- Naming the characteristics that all insects share as well as different types of insects
- Sequencing the life cycle of a frog
- Tracing or writing and identifying letters Z, Y, Q, C, U, J and their corresponding sounds
- Tracing or writing and identifying numbers 16 - 20

## **Assessments**

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1. Quarterly self portrait
2. Quarterly progress report (IEP Direct)

3. Quarterly assessment test (teacher generated)
4. Portfolio assessment
5. Quarterly Marking Board assessment (teacher observation)
6. Informal teacher observations
7. Photo documentation

## **Activities**

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### WEEK 1 - TRANSPORTATION

- Make a collage showing different types of transportation.
- Construct an example of transportation with Legos, K'Nex, or blocks.
- Trace and write letter Z and number 16.
- Count to 16, and count up to 16 objects.
- Model, role play, and discuss dealing with wanting to be first.

### WEEK 2 - INSECTS

- Build an insect showing all body parts with styrofoam and pipe cleaners.
- Walk outside and observe insects by using a hand-held magnifying glass.
- Trace and write letter Z and number 17.
- Count to 17, and count up to 17 objects.
- Model, role play, and discuss accepting NO for an answer.

### WEEK 3 - PLANTS

- Design a plant with construction paper and a paper towel tube showing all of the parts of a plant.
- Plant seeds in clear plastic cups so that roots are visible and care for the seeds.
- Trace and write letter Y and number 18.
- Count to 18, and count up to 18 objects.
- Model, role play, and discuss deciding what to do.

### WEEK 4- MOMS AND FLOWERS

- Paint and flower pot.
- Fill the pot with soil and transplant a flower into the flower pot.
- Trace and write letter Q and number 19.
- Count to 19 and count up to 19 objects.
- Model, role play, and discuss being honest.

### WEEK 5 - BUTTERFLIES

- Document the life cycle of a butterfly by observing and drawing pictures of butterfly larvae, chrysalids, and Painted Lady butterflies.
- Act out the life cycle of the butterfly.

- Trace and write letter C and number 20.
- Count to 20 and count up to 20 objects.
- Model, role play, and discuss knowing when to tell.

## WEEK 6 - DINOSAURS

- Identify several different types of dinosaurs by naming and describing them while handling plastic models of them.
- Dictate one fact about dinosaurs on each page of a 5 page dinosaur book.
- Trace and write letter U.
- Identify numbers 1-20 in random order.
- Model, role play, and and discuss dealing with losing.

## WEEK 7 - FROGS

- Demonstrate how frogs use their tongues to catch insects by using a party blower and paper insects topped with tape.
- Sequence the life cycle of the frog by putting pictures in the proper order.
- Trace and write letter J and numbers 1-20.
- Model, role play, and discuss relaxing.

## **Activities to Differentiate Instruction**

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1. Standard 1 above (AR 1.1) - Students with social and/or language challenges may participate by holding pictures or turning pages of the song book until they are comfortable participating fully in the activity.
2. Standard 2 above (AR 4.3) - Students with cognitive and/or language difficulty may be presented with a choice of two project options instead of many. For instance, the teacher would say, "Do you want to make a butterfly or a bumblebee for your project?" instead of "What do you want to make for your project?"
3. Standard 3 above (LA 3.2.6) - Students may be assisted in participating in conversational speech by given verbal prompts. For instance, the teacher may say, " Ask her what she is eating for snack today. Say, What are you eatingfor lunch ?"
4. Standard 4 above (LA 3.3.A.6) - Students with visual or cognitive challenges may be assisted by being cued with cards that show a picture and the word for that picture to facilitate the connection between print and the spoken word.
5. Standard 5 above (MA 4.1.4.b) - Students with visual or processing challenges may be offered hand-over-hand prompting to facilitate one-to-one correspondence while counting.
6. Standard 6 above (SCI 5.1.5) - Students with fine motor challenges may be provided with step by step directions and visual examples to help them illustrate a concept. For instance, the teacher might say, "Next, draw 3 legs on this side of the body, like this."
7. Standard 7 above (SCI 5.3.4) - Students with focusing or organizational challenges may be asked to look for one specific thing when making an observation. For example, the teacher might say, "Please tell me what color the wings are.", instead of "Tell me what you see."

8. Standard 7 above (SOC 0.4.2) - Students with social challenges may receive extra modeling, coaching, recognition, and/or tangible rewards for appropriate practice of socially acceptable behavior.

### **Integrated/Cross-Disciplinary Instruction**

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1. Language Arts - Students will practice letter/sound recognition and letter formation of letters Z,Y,Q,C,U,J; Students will learn to sing and do accompanying motions to a song that describes the parts of a plant.
2. Math - Students will practice counting 3 body body parts and 6 legs for insects; Students will practice number recognition and concepts for numbers 16-20.
3. Social Studies - Students will identify and learn about different types of transportation and how they are used.
4. Science - Students will act out the life cycle of the frog and illustrate the life cycle of a butterfly as observed in the classroom Painted Lady larvae.
5. Social and Emotional - Students will follow concrete steps to practice dealing with disappointment in a positive way, deciding what to do, knowing what to tell, and being honest.

### **Resources**

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**Books:** *Jump, Frog, Jump!* by Byron Barton; *Butterflies from A-Z* by Ruth Heller; *The Beetle Book* by Steve Jenkins; *Frog's Lunch* by Dee Lillegard; *The Mommy Book* by Todd Parr; *The Carrot Seed* by Ruth Krauss; *The Very Hungry Caterpillar* by Eric Carle.

**Songs:** "The Wheels on the Bus (CJ CD)," "The Parts of a Plant, (unit folder)" "The Garden Song (Charlotte Diamond CD)," " There are So Many Things That Grow" (Greg and Steve - Playing Favorites album), "Five Green and Speckled Frogs" (CJ Favorites CD)

**Videos:** Youtube videos of the life cycle of the butterfly and the life cycle of the frog.

**Other Resources:** Teacher Generated Unit Folders: Transportation, Insects, Plants, Moms and Flowers, Butterflies, Dinosaurs, Frogs; *Skillstreaming in Early Childhood (Teachers Manual)* Third Edition by E. McGinnis (social skills); Handwriting Without Tears (Teachers Edition); Foundations by Wilson Language (Teachers Edition), The Creative Curriculum - 4th Edition. **Order Painted Lady butterfly larvae from Insect Lore.**