

PREKINDERGARTEN NURSERY RHYMES: UNIT 7

CONCEPTS AND ENDURING UNDERSTANDINGS:

Unit: Nursery Rhymes

Time Frame: Three Weeks

Key Concepts: Choices, decisions, safety, wise-decisions

Concept Overview: *People avoid threats to their safety and well-being by making wise decisions.*

ENDURING UNDERSTANDINGS:

- A decision is a choice that is made to do one thing over others; a wise decision is a choice that leads to good outcomes.
- In order to make a wise decision, a person needs to think about several possible courses of actions that could be taken and the consequence to which each leads.
- In order to make a wise decision, a person needs to identify what he/she is making a choice about and gather appropriate information.
- In order to make a wise decision, a person must consider important ideas related to the choice.
- Nursery rhymes from all over the world can teach children about the importance of making smart decisions in their everyday lives.

ESSENTIAL QUESTION:

1. What do good problem-solvers do?

GUIDING QUESTIONS:

1. What is a decision?
2. What is a wise decision?
3. How do you make a wise decision?
4. What is a nursery rhyme?

Lesson Sequence

1. Children will make wise choices when building a wall.
2. Children will use a decision-making chart to make choices/decisions in their everyday life.
3. Children will tell and show how to make wise decisions regarding their personal safety. (What should I do if: I encounter strangers, get lost, get hurt, experience peer pressure?)
4. Children will make a story necklace to help nursery rhyme characters make a wise/safe decision.
5. Children will use the decision-making chart and review each step to make wise decisions in a mock trial.
6. Children will sequence and retell a nursery rhyme using picture cards. Children will tell if the character made a wise/safe choice.
7. Children will make wise/safe decisions while playing on the playground.
8. Children will tell the purpose (teacher makes list of rules) of pedestrian/traffic safety signs and look for them in the school environment.
9. Children will create traffic lights, stop signs, roads, and sidewalks to practice pedestrian safety. (These safety signs and rules will be displayed for school community for service learning project or make a safety video.)
10. Children will make wise/safe decisions while riding bicycles through a path with a turn.
11. Children will make seatbelts and tires for a car and practice passenger safety.
12. Children will rewrite a nursery rhyme to have character(s) making wise decisions.
13. Children will perform a nursery rhyme review with costumes and props.

Reading English Language Arts

[https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades PK K MCCR ELA%20Standards.pdf](https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf)

<p>Nursery Rhyme 4 Weeks</p>	<p style="text-align: center;">Read Aloud/ Book and Print Daily Essential Question: How can we be star readers? Why do we read? What makes a great story? How do words and pictures help tell a story?</p>	<p style="text-align: center;">Phonological Awareness Daily (Heggerty)</p>	<p style="text-align: center;">Alphabetic Awareness Day 1 Identify and construct. Day 2 Letter Sound Essential Question: Why is it important to know about letters?</p>	<p style="text-align: center;">Writing 2 Days Essential Questions: How can we represent thoughts and ideas? How can we be rising writers? Why are we writing and for whom? How do writers get their ideas?</p>	<p style="text-align: center;">Word Work/ Phonemic Awareness Day 5 Essential Question: Why is it important to identify the differences in sounds? How are words made to convey meaning?</p>
	<ul style="list-style-type: none"> • Track print <p>Follow words/print from left to right, with return sweep, from top to bottom. Lines of print on a page go from the inside of the page to the right edge (left to right) Readers start reading words on each page from the left.</p> <ul style="list-style-type: none"> • Make predictions using prior knowledge and experiences, title, and front cover • Identify name in print and letters in it. • Answer and ask questions about text. • Participate in group reading activities • Gain exposure to common types of literary text. • Recall one or more details in a story. • Connect text to life experiences • Define and compare characters and events. • Define story events: A story tells what happens. 	<p style="text-align: center;">Heggerty Weeks 24-27</p>	<ul style="list-style-type: none"> • Identify, construct and tell sound of letter Ww. • Identify, construct and tell sound of letter Xx. • Identify, construct and tell sound of letter Yy. <p>We will match letters to sounds.</p>	<p>Independent Writing (Teacher delivers a 7–10-minute mini lesson to model writing processes and habits. Students independently apply new skills. Teacher conferences and collects data during independent writing time)</p> <ul style="list-style-type: none"> • With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book • With modeling, guidance, and support review drawing, dictation, or developmentally appropriate writing • Participates in shared 	<ul style="list-style-type: none"> • Snap Word and We will identify and build and. • Snap Word Me We will identify and build me. <p>Build and Write Snap Word Sentences Snap Word and</p>

	<p>What happens in the story? What happens in the story? What happened after__? And then what happened?</p> <ul style="list-style-type: none">• Retells stories and poems: a story tells what happens in a logical order.• Uses books to conduct research. <p>Compare, discuss, and explore different versions of stories, poems, etc.</p>			<p>research and shared writing projects</p> <ul style="list-style-type: none">• Produce complete sentences in shared language activities• Print upper and lowercase letters in first name (Name begins with a capital letter)• Demonstrate awareness and function of end punctuation• Understands words are separated by spaces in print• Add drawings or visual displays to descriptions as desired to provide additional detail.	
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MATHEMATICS

<https://www.ixl.com/standards/maryland/math/pre-k>

Counting and Cardinality	Operations and Algebraic Thinking	Measurement and Data	Geometry
<p style="text-align: center;">Essential Question:</p> <ul style="list-style-type: none"> • What is counting and how is it used? 	<p style="text-align: center;">Essential Questions:</p> <p>How can we represent quantities in different ways?</p>	<p style="text-align: center;">Essential Questions:</p> <ul style="list-style-type: none"> • How can we compare groups of objects? <p>Why and how can we sort objects?</p>	<p style="text-align: center;">Essential Questions:</p> <ul style="list-style-type: none"> • How can we create different shapes using different materials? • What whole can be made from these parts and what parts make this whole? <p>Is there a pattern?</p>
<p>For quantities of 0-8, demonstrates understanding of the following:</p> <ul style="list-style-type: none"> • Rote count to 20 (PK.CC.A.1) • Numerical order before/after (PK.CC.A.2) • Number recognition (PK.CC.A.2 PK.CC.A.3) • Match numbers and quantities (PK.CC.A.4 PK.CC.B.4) • 1:1 correspondence (PK.CC.B.4 PK.CC.B.4a) • Identify and count collections (PK.CC.B.4 PK.CC.B.4a PK.CC.B.4b PK.CC.B.4c) • Counting order (PK.CC.A.2 PK.CC.A.4) • Use a 10-frame to show and count quantities (PK.CC.B.4b, PK.CC.B5) 	<ul style="list-style-type: none"> • Represent simple addition and subtraction problems with objects, fingers, mental images, drawings, sounds acting out situations, or verbal explanations up to 5 (PK.OA.A.1) • For any quantity 1-5, use objects or drawings to find the quantity that must be added to make 5 (PK.OA.A.3) <p>Decompose a quantity, less than or equal to 5, then to 10 into pairs in more than one way by using objects or drawings (PK.OA.A.2)</p>	<ul style="list-style-type: none"> • Compare groups of objects to determine same/more/less (PK.MD.B.4) • Identify and tell value of penny and nickel • Compare/order events in relation to day/night • Order 3 objects by a measurable attribute (PK.MD.A.2) 	<p>Assemble up to a 10 piece puzzle</p>

<ul style="list-style-type: none"> • Construct collections (PK.CC.B.4 PK.CC.B.4a PK.CC.B.4b PK.CC.B.4c PK.CC.B.5) • Recognize quantity/subitizing (PK.CC.A.4) • Compare collections to tell if same, greater than or less than (PK.CC.C.6) • Counting on from a specified number (PK.CC.A.1 PK.CC.A.2 PK.CC.A.4) • Write numbersPK.CC.B.4b PK.CC.B.4c PK.CC.B.5) • Recognize quantity/subitizing (PK.CC.A.4) • Compare collections to tell if same, greater than or less than (PK.CC.C.6) • Counting on from a specified number (PK.CC.A.1 PK.CC.A.2 PK.CC.A.4) • Write numbers 			
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STANDARDS AND INDICATORS:

Reading English Language Arts

[https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades PK K MCCR ELA%20Standards.pdf](https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf)

Reading: Literature

- RL.PK.1.** With modeling and prompting, answer questions about details in a text.
- RL.PK.2.** With modeling and support, retell familiar stories/poems.
- RL.PK.3.** With modeling and support, identify characters, settings and major events in a story.
- RL.PK.4.** With modeling and support, answer questions about unknown words in stories and poems.
- RL.PK.5.** Gain exposure to common types of literary texts (e.g., storybooks, poems).
- RL.PK.6.** With modeling and support, identify the role of author and illustrator.
- RL.PK.7.** With modeling and support, tell how the illustrations support the story.
- RL.PK.9.** With modeling and support, compare adventures and experiences of characters in familiar stories.
- RL.PK.10.** Actively engages in group reading activities with purpose and understanding.

Reading: Informational Text

- RI.PK.1.** With modeling and support, answer questions about details in an informational text.
- RI.PK.2.** With modeling and support, recall one or more detail(s) related to the main topic from an informational text.
- RI.PK.3.** With modeling and support, connect individuals, events, and pieces of information in text to life experiences.
- RI.PK.4.** With modeling and support, answer questions about unknown words in a text.
- RI.PK.5.** With modeling and support identify the front cover, and back cover of a book.
- RI.PK.6.** With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.
- RI.PK.7.** With modeling and support, tell how the illustrations/photographs support the text.
- RI.PK.8.** With modeling and support identify the reasons an author gives to support points in a text.
- RI.PK.9.** With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).
- RI.PK.10.** Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

- RF.PK.1.** Demonstrate understanding of basic features of print.
- RF.PK.2.** Demonstrate understanding of spoken words and sounds (phonemes).
- RF.PK.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.PK.4.** Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.

Writing

- W.PK.1.** With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.
- W.PK.2.** Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.

W.PK.3. With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.

W.PK.5. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.

W.PK.6. With prompting and support from adults, explore a variety of digital tools to express ideas.

W.PK.7. Participate in shared research and shared writing projects.

W.PK.8. With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.

Speaking and Listening

SL.PK.1. Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.

SL.PK.2. Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.

SL.PK.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PK.4. Describe familiar people, places, things, and events with modeling and support.

SL.PK.5. Add drawings or visual displays to descriptions as desired to provide additional detail.

SL.PK.6. With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.

Language

L.PK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.PK.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.PK.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.PK.5. With modeling and support from adults, explore word relationships and nuances in word meanings.

L.PK.6. Use words and phrases acquired through conversation, being read to, and responding to text.

Mathematics <https://www.ixl.com/standards/maryland/math/pre-k>

Mathematics: Counting and Cardinality

PK.CC.1. Count verbally to 10 by ones.

PK.CC.2. Recognize the concept of just after or just before a given number in the counting sequence up to 10.

PK.CC.3. Identify written numerals 0-10.

PK.CC.4. Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality.

PK.CC.5. Represent a number (0-5, then to 10) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).

PK.CC.6. Recognize the number of objects in a set without counting (Subitizing). (Use 1-5 objects)

PK.CC.7. Explore relationships by comparing groups of objects up to 5 and then 10. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects).

Mathematics: Operations and Algebraic Thinking

PK.OA.1. Explore addition and subtraction with objects, fingers, mental images, drawings 1, sounds (e.g., claps), acting out situations, or verbal explanations (up to 5).

PK.OA.2. Decompose quantity (less than or equal to 5) into pairs in more than one way (e.g., by using objects or drawings).

PK.OA.3. For any given quantity from 0 to 5, use objects or drawings to find the quantity that must be added to make 5.

Mathematics: Number and Operation in Based Ten

PK.NBT.1. Investigate the relationship between ten ones and ten.

Mathematics: Measurement and Data

PK.MD.1. Describe measurable attributes of objects, such as length or weight.

PK.MD.2. Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.

PK.MD.3. Sort objects into self-selected and given categories.

PK.MD.4. Compare categories using words such as more or same.

Mathematics: Geometry

PK.G.1. Match like (congruent and similar) shapes.

PK.G.2. Group the shapes by attributes.

PK.G.3. Match and sort three-dimensional shapes.

PK.G.4. Describe three-dimensional objects using attributes.

PK.G.5. Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.

Fine Arts

https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf

Fine Arts: Music

2.0 Historical, Cultural, and Social Context

Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Fine Arts: Theater

1.0 Perceiving and Responding: Aesthetic Education

Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

2.0 Historical, Cultural, and Social Context

Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.

Fine Arts: Theater

3.0 Creative Expression and Production

Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

4.0 Aesthetics and Criticism

Students will demonstrate the ability to make aesthetic judgments.

Health

https://marylandpublicschools.org/about/Documents/DCAA/Health/Health_Education_Framework_July_2022.pdf

5.0 Safety and Injury Prevention

Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Science https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-appendix_2016.pdf

1.0 Skills and Processes

Students will demonstrate the thinking and acting inherent in the practice of science.

Social Studies

https://mgaleg.maryland.gov/cmte_testimony/2021/wam/1dgxxW3s6ALH8aZOW2oPG11b9CDVppQ_.pdf

1.0 Political Science

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

2.0 Peoples of the Nation and World

Students will understand how people in Maryland, the United States and around the world are alike and different.

5.0 History

Students will use historical thinking skills to understand how individuals and events have changed society over time.

6.0 Social Studies Skills and Processes

Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

FAMILY COMMUNICATION
Nursery Rhymes
Thematic Unit Parent Letter



Dear Parents/Guardians,

We are beginning a new theme called *Nursery Rhymes*. This unit will help your child learn the process of making wise decisions. Nursery rhymes will be used to discover how the real or the potential problems children can encounter in their everyday lives can be effectively and safely resolved. By the end of this unit, your child will know the steps in “wise” decision-making and, also, how to respond in potentially harmful situations such as getting lost and encountering strangers.

Listed below are the key learning goals for your child during *Nursery Rhymes*:

- Pedals and pulls wheeled toys
- Tracks text from top to bottom and left to right
- Orally blends individual phonemes in words.
- Makes a prediction about a story.
- Listens to stories and identifies parts that are real and imaginary
- Recognizes, names and constructs **Ww, Xx, Yy**
- Reads sight word **the**
- Uses a combination of drawing, dictating, or developmentally appropriate writing.
- Identifies, sequences, adds, subtracts and makes sets 0-8.
- Rote counts to 20.
- Organizes data on concrete graphs
- Compares objects as the same/more/less.
- Identifies and tells value of penny and nickel
- Compares/orders events in relation to day/night

During *Nursery Rhymes* your child will be learning and reciting many familiar and new rhymes. (S)he will be acting out these rhymes and making up new ones with wiser and safer decisions. As you and your child read and sing nursery rhymes, ask him or her to explain how some of the characters made unwise decisions that resulted in serious problems. You may chuckle as you discuss what happened to the characters in the rhymes. While reading with your child, point to the print on each page to show how words are read from top to bottom and left to right. Ask your child to look at the pictures and retell the rhyme, also naming rhyming words. Play a game and make up silly, nonsense words to encourage your child to generate rhymes. Have fun with rhymes and find out what happened to Jack Sprat and his wife and why did Georgie Porgie run away when the boys came out to play?

Please join us for our thematic celebration on _____ . Watch us perform familiar nursery rhymes along with new ones that we created with wiser decisions and solutions in order to be more responsible and safe.



Every day we have been listening to nursery rhymes and learning about characters who have made wise and unwise decisions. During this unit, we helped Mother Goose fix her nursery rhymes so that they are safe. We will be celebrating our learning by acting out various nursery rhymes on _____. We would like each student to dress up like their favorite nursery rhyme character. Please send your child to school dressed as their favorite nursery rhyme character. Please review the following nursery rhymes and possible dress options.

- Humpty Dumpty– white shirt and pants
- Little Boy Blue– Overalls, jeans
- Jack be Nimble– play clothes
- Little Miss Muffet– Play clothes, Dress
- Little Bo Peep– Play clothes, Dress
- Little Jack Horner– Boy clothes
- Jack and Jill– Play Clothes
- Mary, Mary Quite Contrary– dress
- Mary had a little lamb– dress or skirt
- Animals from the rhymes– cow, dog, cat, spider,
sheep, black sheep, kittens

Or create an outfit that fits your child’s favorite nursery rhyme. Please do not go out and purchase a costume. You can use any clothing you find around your house.

Thank you for your support and partnership in learning,

~Pre– K Team