

# ***Annabelle's Best Fall Ever***

## **4K Curriculum**

### **Day 1**

#### **Standards:**

LDC- 8 Children develop interest in books and motivation to read.

APL-8: Children maintain attentiveness and focus.

LDC-10: Children comprehend, and use information presented in books and other print media.

APL-1: Children show curiosity and express interest in the world around them.

LDC-7: Children respond to and use a growing vocabulary.

#### **Materials:**

-*Annabelle's Best Fall Ever*

-Fall vocabulary cards.

-Anchor Chart Paper

#### **Vocabulary:**

Fall

Season

#### **Teaching Points:**

I can take a picture walk through a story.

I can make predictions about a text.

I can identify the characters in a story.

I can describe the season of Fall.

#### **Teach/Model:**

Begin by showing the students the front cover of the book- *Annabelle's Best Fall Ever*. Have students brainstorm what they know about the season of Fall. The teacher will write the students ideas on an anchor chart. Students can share what they would see during the season of Fall. The teacher will take the students on a picture walk to identify what Annabelle will do in the story.

Read the story and discuss Fall activities.

#### **Active Engagement:**

To help students build vocabulary, the teacher will show different picture cards related to the season of Fall. The teacher will build conversations around the picture cards. For example, the teacher will show the students a picture of a rake. Students will share how each picture card is related to the season of Fall.

Fall Picture Cards Include: Rake, Leaves, Pumpkins, Apples, School, Hayride, Red Orange, Brown, Yellow, Halloween, and Thanksgiving

#### **Closure:**

Have students share what they learned about the season of Fall.

## Day 2

### **Standards:**

MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.

MTE-4: Children begin to identify, describe, classify and understand shape, size, direction and movement during play and other activities.

CD-11: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

### **Materials:**

- Variety of different color leaves (different colors and sizes). They can be real or artificial.
- Annabelle's Best Fall Ever*
- Sorting Mats
- Anchor Chart with the word "Leaves".

### **Vocabulary:**

Crinkled

### **Teaching Points:**

I can sort objects by size and color.

I can count to 5 to represent an amount.

I can take a picture walk through a story.

### **Teach/Model:**

Begin the lesson by rereading the story *Annabelle's Best Fall Ever*. As you are reading, have the students focus on the leaves in the story. What do the students notice about the leaves? Are they different colors? Are they different shapes?

Create a noticing chart with the students about leaves. Introduce the vocabulary term "crinkled" when discussing the leaves.

### **Active Engagement:**

Divide the students into groups to complete activities with leaves.

#### **Activity 1:**

Students will complete a leaf sorting activity. The teacher will have a variety of leaves (different colors and sizes). The students will use sorting mats to sort the leaves by color and size. Discuss what the students notice as they are sorting the leaves.

#### **Activity 2:**

Students will practice counting to 5 (or 10) with the leaves. In this activity, the teacher will use real leaves (or artificial if needed) to practice one to one correspondence. The teacher will model how to count as the students are pointing to the leaves.

After the students practice counting, the teacher will say an amount and the students will show that amount using the leaves.

### **Closure:**

Have the students share what they learned about leaves. Review the meaning of crinkled.

## Day 3

### **Standards:**

LDC-1: Children understand communications from others.

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-7: Children respond to and use a growing vocabulary.

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

### **Materials:**

-Paper

-Brown, Yellow, Red, and Orange crayons.

-*Annabelle's Best Fall Ever*

### **Vocabulary:**

Crunched

### **Teaching Points:**

I can use my fine motor skills to create a leaf rubbing.

I can identify and describe the vocabulary term crunched.

### **Teach/Model:**

Begin the lesson on the page with Annabelle in her blue boots walking in the leaves. The teacher will discuss the vocabulary word "crunching". Provide "think time" and then have the students share a time they may have heard the word "crunching". What noise do you think Annabelle's boots are making in the leaves? Can you stand up and pretend to walk in the leaves?

Have you ever heard of the term crunch?

What are different things we can crunch (make a list with the students)? For example, you crunch a pickle when you are chewing. Make a list of the students' examples.

### **Active Engagement:**

After discussing the story, the students will work to create a leaf rubbing. The students will use crayons (red, yellow, orange, and brown) to rub over the leaves.

### **Closure:**

Review the terms crinkled and crunching. Encourage students to observe the leaves during the season of Fall.

## **Day 4**

### **Standards:**

LDC-1: Children understand communications from others.

LDC-7: Children respond to and use a growing vocabulary.

HPD-6: Children develop awareness of their needs and the ability to communicate their needs.

HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment

### **Materials:**

-*Annabelle's Best Fall Ever*

-Anchor Chart

-Paper with the word dentist.

-Set of six dentist picture cards for each student.

-Glue

### **Vocabulary:**

Healthy

Teeth

### **Teaching Points:**

I can describe the term healthy.

I can share why our teeth are important.

### **Teach/Model:**

Begin the lesson by showing the picture of Annabelle getting her teeth cleaned. Why is the lady on a ladder?

Why is the elephant holding a lamp?

How do you think giraffes get their teeth cleaned?

\*We will build conversations around the picture of the giraffe.

Why is it important to brush your teeth?

What does it mean to be healthy?

### **Active Engagement:**

After discussing the story, the students will be given a paper with the word "dentist". Each student will also be given six picture cards that describe the job of a dentist.

The students will glue the pictures onto their paper and talk about each picture card with their teacher.

Dentist Picture Cards: Toothbrush Toothpaste Floss Dentist Chair Teeth Mirror

\*Teachers can also add other picture cards.

### **Closure:**

Students will share what they learned about the dentist.

## **Day 5**

### **Standards:**

APL-8: Children maintain attentiveness and focus.

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.

LDC-7: Children respond to and use a growing vocabulary.

### **Materials:**

\*Teachers need to plan ahead to invite a guest speaker (dentist) to their classroom to speak to the students.

-Anchor Chart

### **Vocabulary:**

Healthy

Teeth

Dentist

### **Teach/Model:**

Explain to the students that a guest speaker will be coming to share about the importance of dental health.

Students have learned that even Annabelle had to get her teeth ready for school.

Do you remember how many teeth she has?

Before the dentist visits the classroom, have the students create a list of questions they wonder about dentistry.

### **Active Engagement:**

The dentist will come and speak to the students.

### **Closure:**

Students will share one fact they learned from the dentist.

## Day 6

### **Standards:**

CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

LDC-1: Children understand communications from others.

LDC-10: Children comprehend, and use information presented in books and other print media.

CD-1: Children use their senses to construct knowledge about the world around them.

### **Materials:**

-Annabelle's Best Fall Ever

-Premade anchor chart with the types of apples and a column for teacher to record students' predictions and observations.

-Yellow Apples (enough for each child).

-Green Apples (enough for each child).

-Red Apples (enough for each child).

### **Vocabulary:**

Prediction

Observation

Taste

Apples

### **Teaching Points:**

I can use my senses to make a prediction and observation about apples.

I can observe the characteristics of an apple.

### **Teach/Model:**

Before beginning the lesson, the teacher will lay out three different colored apples for the students to observe. The students will share what they know about apples. Refer to the page in the story of Annabelle eating the apples. The gazelle is also standing beside the three different colored apples.

Explain to the students that they are going to taste three different kinds of apples. Before tasting the apples, the students must predict if they think they will like the apples. The teacher will have an anchor chart with the three different types of apples in one column, the word prediction in the second column, and the word observation in the last column. The teacher will count the number of students who think they will/will not like the apples and record it on the chart.

### **Active Engagement:**

The teacher will have pre-cut a green apple, yellow apple, and red apple for the students to taste. After the students taste the apples, the teacher will record their observations on the anchor chart.

### **Closure:**

Have the students share their favorite kind of apple.

## **Day 7**

### **Standards:**

LDC-7: Children respond to and use a growing vocabulary.

LDC-10: Children comprehend, and use information presented in books and other print media.

MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.

MTE-6: Children use mathematical thinking to solve problems in their everyday environment.

MTE-4: Children begin to identify, describe, classify and understand shape, size, direction and movement during play and other activities.

### **Materials:**

- Yellow Apples
- Green Apples
- Red Apples
- Linking Cubes
- Sorting Mats (by color and by size).
- Picture Cards of apples.

### **Vocabulary:**

Apples

### **Teaching Points:**

I can classify and sort apples by size and color.

I can measure apples using linking cubes.

### **Teach/Model:**

Begin the lesson by showing the students the picture of Annabelle bobbing for apples in the bucket. Have the students share what the apples tasted like from yesterday's activity.

Did the students enjoy the apples?

Have students share why they think Annabelle has her face in the water to get the apples?

Have the students ever bobbed for apples (show students examples of people)?

Many people like to pick apples during the season of Fall.

### **Active Engagement:**

#### **Activity 1:**

In the first activity, the students will practice sorting picture cards of apples. Have the students describe how they sorted the apples on their mats. What do the students notice as they are sorting the apples?

#### **Activity 2:**

The students will use linking cubes to measure apples. Each student will get two apples to measure. The students will connect the linking cubes to measure. Practice one to one correspondence as the students are counting the linking cubes.

### **Closure:**

Students will share the number of linking cubes they connected to measure the apples.

## Day 8

### **Standards:**

LDC-1: Children understand communications from others.

LDC-7: Children respond to and use a growing vocabulary.

HPD-6: Children develop awareness of their needs and the ability to communicate their needs.

### **Materials:**

-*Annabelle's Best Fall Ever*

-Anchor Chart

-Paper with the word doctor.

-Doctor Picture Cards

### **Vocabulary:**

Doctor

Healthy

Check Up

### **Teaching Points:**

I can describe the term healthy.

I can share the importance of visiting a doctor.

### **Teach/Model:**

Begin the lesson by showing the picture of Annabelle at the doctor. What is Annabelle sitting on?

Why is she kicking off her boot?

Why is there a picture of a heart?

Why is there an eye chart?

\*The teacher will build conversations around the picture of the giraffe. Have students share about a time they went to the doctor.

### **Active Engagement:**

After discussing the picture, the students will be given a paper with the word "doctor". Each student will also be given seven picture cards that describe the job of a doctor. (This activity is very similar to the dentist activity).

The students will glue the pictures onto their paper and talk about each picture card with their teacher.

Doctor Picture Cards: Bandages Thermometer Shot Medicine Stethoscope

Ear Otoscope Reflex Hammer

\*Teachers can also add other picture cards.

### **Closure:**

Students will share what they learned about a doctor.



## **Day 9**

### **Standards:**

APL-8: Children maintain attentiveness and focus.

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.

LDC-7: Children respond to and use a growing vocabulary.

### **Materials:**

\*Teachers need to plan ahead to invite a guest speaker (doctor) to the classroom to speak to the students.

-Anchor Chart

### **Vocabulary:**

Doctor

Healthy

Check Up

Reflexes

### **Teach/Model:**

Explain to the students that another guest speaker will be coming to share their experiences as a doctor. Why is it important to go for checkups?

Students have learned that Annabelle had to go to the doctor for a checkup. She had to get her eyes, heart, and reflexes checked.

What do you get checked when you go to the doctor?

Before the doctor visits the classroom, have the students create a list of questions.

### **Active Engagement:**

The doctor will come and speak to the students.

### **Closure:**

Students will share one fact they learned from the doctor.

## Day 10

### **Standards:**

APL-3: Children engage in increasingly complex play.

APL-4: Children demonstrate creativity, imagination, and inventiveness.

LDC-1: Children understand communications from others.

### **Vocabulary:**

Celebration

Thankful

### **Teaching Points:**

I can share two events from the story *Annabelle's Best Fall Ever*.

\*In preparation for the celebration, the teacher will turn the classroom into a fall scene.

\*The teacher can have the students decorate hot air balloons or display a variety of leaves/pumpkins/apples around the classroom.

Decorating the classroom will bring the learning to life for the students. Teachers can also invite parents to the celebration event.

### **Teach/Model:**

Explain to the students that they are going to have a Fall party to celebrate their learning from the story.

Celebrate the students' success with the book and the things they learned/created from the story.

Refer to the last page in the story- During the celebration, have the students share what they are thankful for.

What do you think Annabelle and her friends are thankful for?

### **Closure:**

Have students share their favorite part from the story unit.