

Annabelle's Best Spring Ever

4K Curriculum

Day 1

Standards:

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

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

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

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

Materials:

-*Annabelle's Best Spring Ever*

-Anchor Chart to record information that the students share in conversations.

-Color Cards

-Five Senses Cards

Vocabulary:

Spring

Five Senses

Teaching Points:

I can take a picture walk through the story.

I can predict the text.

I can describe colors in the story.

I can identify the five senses.

Teach/Model:

Begin by showing the students the front cover of the story, *Annabelle's Best Spring Ever*.

Students will share what they know about spring and giraffes. After students share, take a picture walk through the story. Have students share what the giraffe is doing in the book. What do the students notice?

What can we see, hear, smell, taste, or feel in the spring?

Active Engagement:

As a whole group, the students will participate in a color hunt.

Provide each student with a color card. When the students see the color in the book, they will hold up the correct card.

Review each color word together as a group.

To extend the activity, the teacher can give the students cards with the five senses listed on them.

Students can identify what they can see/hear/taste/smell/and feel in the book that are related to the spring season.

Closure:

Students will share their favorite color and the colors they found in the story. Students can recall the five senses.

Day 2

Standards:

LDC-11: Children develop phonological awareness.

LDC-12: Children develop knowledge of the alphabet and the alphabetic principle.

APL-7: Children demonstrate initiative.

APL-8: Children maintain attentiveness and focus.

Materials:

-*Annabelle's Best Spring Ever*

-“A” Chart to record information the students share in conversations.

-Picture Cards that begin with the letter A.

-Crayons

- Paper with the objects for the students to color.

Vocabulary:

Scavenger Hunt

Teaching Points:

I can share words that begin with the letter A.

I can complete a letter A scavenger hunt around the classroom.

Teach/Model:

Begin the lesson by showing the students the book's cover. Have the students share the name of the giraffe, Annabelle.

Have the students turn and talk to share words that begin with the letter A. The teacher can record the student's responses on the “A” anchor chart. Review with the students the letter sound A.

Active Engagement:

After creating the list, students will participate in a Letter A color around the room.

Around the classroom will be objects that begin with the letter A.

The teacher will play music and have the students search around the room to find the objects that begin with the letter A. Students will have a sheet with the objects. When the students see the object, they will color in the picture.

Closure:

Students will share an object that begins with the letter A.

Day 3

Standards:

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.

LDC-12: Children develop knowledge of the alphabet and the alphabetic principle.

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

Materials:

- Annabelle's Best Spring Ever*
- Picture cards of the animals
- Anchor Chart
- Plastic Animals

Vocabulary:

Height

Teaching Points:

I can name animals from the story.

I can compare the height of the animals.

I can identify the first letter of each animal.

Teach/Model:

Begin the lesson with pictures of the animals from the story (giraffe/bird/cheetah/elephant/lion/gazelle/zebra and sheep).

Students will share their observations about the animals. The teacher will record their responses on an anchor chart.

Active Engagement:

Divide the students into small groups. The students will work to sort the animals by height, from shortest to tallest.

Mix up the picture cards and repeat the activity.

To extend the activity, teachers can also sort plastic animals by height, from shortest to tallest.

Closure:

Students will share their favorite animal from the story. Remind students that animals come in different heights, just like the students in the classroom.

Day 4

Standards:

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-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.

Materials:

-*Annabelle's Best Spring Ever*

-Linking Cubes

-Various-sized giraffe picture cards.

Vocabulary:

Height

Measure

Teaching Points:

I can count the height of the giraffe using linking cubes.

I can count to 15.

Teach/Model:

Begin the lesson by reviewing each page in the story. Have students pay attention to the height of the giraffe. Today, the students will practice measuring pictures of different-sized giraffes. The students will use linking cubes to measure the height of the giraffe. Review the vocabulary terms "height" and "measure" with the students.

Model for the students how they will use the linking cubes to count the height of the giraffe.

Active Engagement:

Divide the students into small groups. Students will have picture cards of giraffes of various heights. Students will use the linking cubes to measure the giraffes.

Practice one-to-one correspondence as students count the height. Provide assistance if needed during the activity.

Teachers can have the students count to 15 or 20 (depending on the height of the giraffes).

Closure:

Review with the students that giraffes can vary in size and height.

Students will share how many linking cubes they used to measure the giraffes.

Day 5

Standards:

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

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

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

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

Materials:

-*Annabelle's Best Spring Ever*

-Giraffe Templates

-Tree Templates

-Fruit Loops

-Green Play-Doh

-Kite Template for students to color

-Crayons

Vocabulary:

Kite

Counting

Teaching Points

I can establish one-to-one correspondence.

I can use objects to represent a quantity.

I can create a kite using colors from the story.

Teach/Model:

Begin the lesson by reviewing the story and have the students pay attention to the spots on Annabelle's body. Explain to the students that together, you will practice using fruit loops to add spots to Annabelle. They will also use Play-Doh to add leaves to a tree template. The teacher will model for the students how to use Play-Doh and Fruit Loops to practice counting from 5 to 20.

Active Engagement:

Divide the students into small groups to complete the activities.

Activity 1:

Students will use Fruit Loops to practice adding spots to the giraffe. For example, the teacher will show the number 10, and the students will add ten fruit loops to the giraffe template. The teacher can also practice how many more to make a specific number. For example, place five fruit loops on the giraffe (how many more would you need to add to make 7).

Activity 2:

Students will use green play-dough to practice adding leaves to the tree. The teacher will provide a tree template for the students to add the Play-Doh. Explain to the students that giraffes eat leaves from trees by stretching out their long necks.

Continue to practice as many times as needed to reach a specific number.

Activity 3:

Students will decorate their kite using different colors from the story.

Closure:

Students will share their kites. Display the kites in the classroom.

Day 6

Standards:

CD-10: Children observe and describe characteristics of living things and the physical world.

LDC-1: Children understand communications from others.

APL-8: Children maintain attentiveness and focus.

LDC-3: Children ask and answer questions to seek help, get information, or clarify something that is not understood.

Materials:

-*Annabelle's Best Spring Ever*

-Computers

-Anchor Chart

-Paper

-Crayons

-Pebble Go or Epic

Vocabulary:

Research

Teaching Points:

I can research to identify facts about giraffes.

I can ask a question based on information in a story.

Teach/Model:

Begin the lesson by conducting a picture walk with the students to share their prior knowledge about giraffes. Record the students' responses on an anchor chart. Have the students share any questions they may have about giraffes.

Active Engagement:

As a group, research giraffes using Pebble Go or Epic. The teacher will read facts to the students and show videos about giraffes.

At the end of the research, the students will draw a picture of one thing they learned about giraffes. The teacher will write what the students drew beside their picture.

Giraffes can be found in various locations around the world. Giraffes also possess unique characteristics that distinguish them from any other animal in the world.

Closure:

Students will share what they learned with a partner or as a whole group.

Day 7

Standards:

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

MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.

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

MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.

Materials:

-*Annabelle's Best Spring Ever*

-Flower Pictures

-Real Flowers

-Dot Markers

-Giraffe Template for the students to add dots.

Vocabulary:

Sorting

Flowers

Daffodils

Teaching Points:

I can sort objects by color.

I can count objects to represent a quantity.

Teach/Model:

Explain to students that on this day, they will practice counting to represent a quantity.

The students will also practice sorting by color. Have the students share their thoughts on what it means to sort. What are the different things we can sort? What can be some kind of activity in the classroom?

Active Engagement:

Divide the students into groups to complete the activities:

Activity 1:

The students will practice sorting flowers by color. The teacher can use picture cards or real flowers to sort.

Activity 2:

The student will be given a laminated giraffe template with spots. The teacher will say a number, and the student will use the dot markers to add the number of spots on the giraffe.

Closure:

Students will share how they sorted the flowers.

Day 8

Standards:

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

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

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.

Materials:

-*Annabelle's Best Spring Ever*

-A mask of each character for students to retell the story.

Vocabulary:

Scurried

Excited

Teaching Points:

I can name animals from the story.

I can retell the story using reader's theater.

Teach/Model:

After rereading the story, the students will have a mask of one of the characters in the story. Students will be divided into groups and use their masks to retell the story.

(The teacher may choose to retell the part of the story when the animals receive their invitation to the party.)

Model for the students how to retell the story.

Active Engagement:

Divide the students into their groups. Make sure each group has all the animals from the story.

Assist students in retelling the story.

Closure:

Students will share what they learned from their classmates as they share and retell the story.

Day 9

Standards:

LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.

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

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

LDC-9: Children develop book knowledge and print awareness.

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

Materials:

-*Annabelle's Best Spring Ever*

-Real examples of invitations

-Invitation Template

-Stickers

-Crayons or Markers

-Small Mailbox

-Anchor Chart

-Guest Speaker-Postman

Vocabulary:

Invitation

Thrilled

Teaching Points:

I can create an invitation for a party using pictures and letters.

I can comprehend a story.

Teach/Model:

Begin the lesson by introducing the vocabulary term "invitation". Have the students brainstorm and work together to create an anchor chart that identifies the purpose of an invitation.

*The teacher will provide real examples of invitations for the students to observe. *The teacher will provide a template for the students to create an invitation.

Active Engagement:

Provide each student with an invitation template. Have the students draw and write words for their invitation. On the invitation, the students could draw their favorite character.

To extend the activity, the teacher can invite a guest speaker, such as a mail carrier, to come and speak to the students.

Closure:

Provide a class mailbox for students to place their invitations inside. Remind students that the purpose of the invitation is to invite others to a party or event. Annabelle asked her friends to the party.

Day 10

Standards:

APL-3: Children engage in increasingly complex play.

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

APL-7: Children demonstrate initiative.

APL-8: Children maintain attentiveness and focus.

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

Vocabulary:

Party

Celebration

Teaching Points:

I can share two ideas I learned from the story, Annabelle Best Spring Ever.

Teach/Model:

Explain to the students that today, there will be a party to celebrate their learning.

Active Engagement

Use different party materials to decorate the classroom. Celebrate the students' success with the book and the things they have learned and created.

Parents are invited to this event so that students can share what they have learned and created with their parents.

Closure:

Students will share their favorite part of the story unit.