

# PREKINDERGARTEN HOEDOWN: UNIT 6

## CONCEPTS AND ENDURING UNDERSTANDINGS:

**Unit:** Hoedown

**Time Frame:** Four Weeks

**Key Concepts:** Music, musical expression, farm life

**Concept Overview:** *Music is a sequence of sounds characterized by rhythm, tempo, intensity, and melody. Farmers tend to animals and crops. People on a farm enjoy themselves by playing instruments and dancing.*

## ENDURING UNDERSTANDINGS:

- Music is a series of sounds that have melody (tune), rhythm (beat), intensity (loud/soft), and tempo (fast/slow).
- Music is produced using instruments and voices.
- The way music sounds depends on the instruments or voices that make it and how they are played/used.
- A song is music and words (lyrics) made with a voice.
- Instruments are grouped by families. Each family produces a different sound which is combined to make a band/orchestra.
- Composers and musicians express thoughts, feelings, and ideas by (1) creating different melodies and rhythms, (2) using different instruments and/or voices, (3) playing instruments and using voices in different ways.
- People listen to, play, and move to music for fun and relaxation.
- Different cultures have different types of music such as spirituals, opera, lullabies, country, classical, and instrumental.
- Musicians practice and rehearse to get ready for a performance.

## ESSENTIAL QUESTION:

1. What is music?

## GUIDING QUESTIONS:

1. What distinguishes music from noise?
2. How is music made?
3. How is music used to express thoughts, feelings, and experiences?
4. How is music expressed by different cultures around the world?
5. What are some occupations in the real-world that encompass music?

## **Lesson Sequence**

1. Children will define music.
2. Children will discriminate music from other sounds.
3. Children will identify and produce a beat.
4. Children will tell what a song is (music and words [lyrics] made with a voice) and discriminate it from other sounds.
5. Children will recognize that a beat can be fast or slow (tempo), and that the tempo conveys different feelings, picture, and stories.
6. Children will compare humming and singing to identify a tune as being singing or humming and tell why.
7. Children will identify a melody and sing and hum melodies.
8. Children will play music by “reading” notes and rests.
9. Children will identify lyrics and write lyrics.
10. Children will write and play music.
11. Children will recognize and tell what whistling is and identify singing, humming, and whistling pieces of music.
12. Children will identify and produce music with intensity (loud and soft).
13. Children will name percussion instruments and tell how they’re played.
14. Children will name string instruments and tell how they’re played.
15. Children will name wind instruments and tell how they’re played.
16. Children will identify what a band/orchestra is and perform in one.
17. Children will identify various genres of music and move to the rhythm and tempo.
18. Children will dance with classmates in a square dance.
19. Children will perform in a Hoedown celebration.

## 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)

<b>Hoedown 4 Weeks</b>	<b>Read Aloud/ Book and Print</b> 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?	<b>Phonological Awareness</b> Daily (Heggerty)	<b>Alphabetic Awareness</b> Day 1 Identify and construct. Day 2 Letter Sound Essential Question: Why is it important to know about letters?	<b>Writing</b> 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?	<b>Word Work/ Phonemic Awareness</b> Day 5 Essential Question: Why is it important to identify the differences in sounds? • How are words made to convey meaning?
	<ul style="list-style-type: none"> <li>• Tracking Print</li> </ul> Readers start reading words on each page from left to right. Demonstrate how to read and track print by touching each word left to right. <ul style="list-style-type: none"> <li>• Identify and define words and spaces.</li> </ul> Show where a word begins and ends Locate spaces. Know words are made of letters <ul style="list-style-type: none"> <li>• Make predictions based off of prior knowledge and experiences.</li> <li>• Recognize letters in different “font” types</li> <li>• Identify name in print and letters in it</li> <li>• Answer and ask questions about text.</li> <li>• Participate in group reading activities.</li> <li>• Gain exposure to common types of literary text.</li> <li>• Recall one or more details in a story.</li> <li>• Connect text to life experiences.</li> <li>• Define and compare characters.</li> <li>• Define story events:</li> </ul> A story tells what happens. What happened in the story?	Heggerty Week 20- 23	<ul style="list-style-type: none"> <li>• Identify, construct and tell sound of letter Aa.</li> <li>• Identify, construct and tell sound of letter Mm.</li> <li>• Identify, construct and tell sound of letter Nn.</li> </ul> Identify, construct and tell sound of letter Vv.	<b>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)</b> <ul style="list-style-type: none"> <li>• With modeling, guidance, and support review drawing, dictation, or developmentally appropriate writing.</li> <li>• With modeling and support recall information from experiences or information from provided sources to answer a question.</li> <li>• Participates in shared research and shared writing projects.</li> <li>• Print upper and lowercase letters in first name. Name begins with a capital letter.</li> <li>• Demonstrate awareness and function of end punctuation.</li> <li>• Understands words are separated by spaces in print</li> </ul>	<ul style="list-style-type: none"> <li>• Snap Word will</li> </ul> We will identify and build will. <ul style="list-style-type: none"> <li>• Snap Word at</li> </ul> We will identify and build at.  Build and write snap words based on your classes needs.

	<ul style="list-style-type: none"><li>• Retells stories and poems: a story tells what happens in a logical order</li><li>• True Story: some stories give facts</li></ul> <p>What is the topic? What are the facts? Uses books to conduct research</p>				
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## MATHEMATICS

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

<b>Counting and Cardinality</b>	<b>Operations and Algebraic Thinking</b>	<b>Measurement and Data</b>	<b>Geometry</b>
<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• What is counting and how is it used?</li> </ul>	<p><b>Essential Questions:</b></p> <p>How can we represent quantities in different ways?</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can we compare groups of objects?</li> </ul> <p>Why and how can we sort objects?</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can we create different shapes using different materials?</li> <li>• What whole can be made from these parts and what parts make this whole?</li> </ul> <p>Is there a pattern?</p>
<p>For quantities of 0-7, demonstrates understanding of the following:</p> <ul style="list-style-type: none"> <li>• Rote count to 15 (PK.CC.A.1)</li> <li>• Numerical order before/after (PK.CC.A.2)</li> <li>• Number recognition (PK.CC.A.2 PK.CC.A.3)</li> <li>• Match numbers and quantities (PK.CC.A.4 PK.CC.B.4)</li> <li>• 1:1 correspondence (PK.CC.B.4 PK.CC.B.4a )</li> <li>• Identify and count collections (PK.CC.B.4 PK.CC.B.4a PK.CC.B.4b PK.CC.B.4c )</li> <li>• Counting order (PK.CC.A.2 PK.CC.A.4)</li> <li>• Use a 10-frame to show and count quantities (PK.CC.B.4b, PK.CC.B5)</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• For any quantity 1-5, use objects or drawings to find the quantity that must be added to make 5 (PK.OA.A.3)</li> </ul> <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>	<p>Compare groups of objects to determine same/ more/less (PK.MD.B.4)</p>	<ul style="list-style-type: none"> <li>• Match and identify 2-dimensional shapes: square (PK.G.A.1)</li> <li>• Group the shapes by like attributes and distinguish between examples and non-examples of rectangles (PK.G.A.2)</li> <li>• Sort shapes by 1 attribute (PK.G.A.2)</li> <li>• Match, sort, and identify 3-dimensional shapes: cube (PK.G.B.3)</li> <li>• Use real world examples to describe cubes (PK.G.B.4)</li> <li>• Construct and describe structures using 3-D shapes (PK.G.B.5)</li> </ul> <p>Extend and create auditory patterns</p>

<ul style="list-style-type: none"><li>• Construct collections (PK.CC.B.4 PK.CC.B.4a PK.CC.B.4b PK.CC.B.4c PK.CC.B.5)</li><li>• Recognize quantity/subitizing (PK.CC.A.4)</li><li>• 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)</li></ul>			
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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%20PK%20K%20MCCR%20ELA%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](https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf)

### **Fine Arts: Dance**

#### **1.0 Perceiving, Performing, and Responding: Aesthetic Education**

Students will demonstrate the ability to perceive, perform, and respond to dance. 2.0 Historical, Cultural, and Social Context

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

### **2.0 Historical, Cultural, and Social Context**

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

### **3.0 Creative Expression and Production**

Students will demonstrate the ability to create and perform dance.

### **4.0 Aesthetics and Criticism**

Students will demonstrate the ability to make aesthetic judgments in dance.

## **Fine Arts: Music**

### **1.0 Perceiving, Performing, and Responding: Aesthetic Education**

Students will demonstrate the ability to perceive, perform, and respond to music.

### **2.0 Historical, Cultural, and Social Context**

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

### **3.0 Creative Expression and Production**

Students will demonstrate the ability to organize musical ideas and sounds creatively.

### **4.0 Aesthetics and Criticism**

Students will demonstrate the ability to make aesthetic judgments.

## **Fine Arts: Theater**

### **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.

### **3.0 Creative Expression and Production**

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

## **Fine Arts: Visual Arts**

### **1.0 Perceiving and Responding: Aesthetic Education**

Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

### **3.0 Creative Expression and Production**

Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

### **4.0 Aesthetics and Criticism**

Students will demonstrate the ability to make aesthetic judgments.

**Science** [https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-\\_appendix\\_2016.pdf](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.

### **3.0 Life Science**

The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.

**Social Studies**

[https://mgaleg.maryland.gov/cmte\\_testimony/2021/wam/1dgxxW3s6ALH8aZOW2oPG11b9CDVppQ\\_.pdf](https://mgaleg.maryland.gov/cmte_testimony/2021/wam/1dgxxW3s6ALH8aZOW2oPG11b9CDVppQ_.pdf)

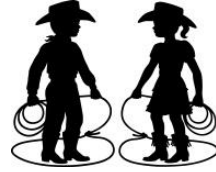
**2.0 Peoples of the Nation and World**

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

**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**  
**Hoedown**  
**Thematic Unit Parent Letter**



Dear Parents/Guardians,

We are beginning a new theme called *Hoedown*. This unit will help your child learn about the world of sound and the sound of music. (S)He will learn that music is a sequence of sounds characterized by rhythm, tempo and melody. The musical understandings and new vocabulary will be introduced to your child through a farm theme. Through listening and participating in many different types of musical activities, your child will learn that people can express their ideas, feelings, and experiences through music. We will sing many old favorites and dance to *Turkey in the Straw* and *Skip to My Lou*. By the end of this unit your child will identify types of music that reflect different cultures – spirituals, lullabies, country, classical, and instrumental. As it happened on many farms in our country, we will also express our feelings through music by singing, dancing and playing instruments.

Do you know how to “Do-Si-Do,” “Honor your partner” and promenade? A farm setting will be the vehicle that introduces your child to the characteristics of music. You will hear your child use new words such as melody, rhythm, beat, orchestra, symphony, conductor, operetta, and many more musical terms. Do you know “How Oats, and Beans and Barley Grow,” have you ever been in a “Paw Paw Patch” or feel so happy that you sing, “Thank God I’m a Country Boy?” All of these musical experiences will have your child singing, dancing, and creating music.

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

- Defines and identifies words and spaces.
- Shows where words begin and end.
- Knows that a word is made up of letters.
- Blends words and segments single-syllables in words.
- Makes a prediction about a story.
- Recognizes, names and constructs **Aa, Mm, Nn, Vv**.
- Reads sight words **and** and **me**.
- Uses a combination of drawing, dictating, or developmentally appropriate writing.
- Identifies, sequences, adds, subtracts and makes sets 0-7.
- Rote counts to 15.
- Compares objects as the same/more/less.
- Identifies, repeats and extends patterns.
- Identifies and constructs cubes and squares

Please join us for our thematic celebration on \_\_\_\_\_ . Be prepared for a Hoedown Pre-k style.