

PREKINDERGARTEN

THE NUTCRACKER SUITE: UNIT 4

CONCEPTS AND ENDURING UNDERSTANDINGS:

Unit: Nutcracker Suite

Time Frame: Four Weeks

Key Concepts: Story, story design, and storytelling

Concept Overview: *A story is an account of something that happened; it includes times, places, characters, and events. Stories about Nutcracker Suite by E.T.A. Hoffman have been told in many different ways by authors, musicians, dancers, and artists.*

ENDURING UNDERSTANDINGS:

- A story is an account of something that happened. (definition)
- The author is the person who creates the story.
- Authors get ideas for stories from pictures, objects, and experiences.
- A story is made up of settings, characters, and events.
- Character(s) are the person(s), animal(s), or object(s) that the story is about.
- The setting is the place and time of the story.
- Events are the things that happen in order in the story.
- Stories can be told through music, movement, dance, drama, illustrations/words, and works of art.
- Actors use expression (facial and body), props, sound effects, to deliver a story in an interesting manner.
- Stories can be shared with others through a performance.
- The audience is a group of people who watch and listen to a performance.

ESSENTIAL QUESTION:

1. How are stories told?

GUIDING QUESTIONS:

1. What is a story?
2. What is the name of a person who creates a story?
3. What sources does an author use to create a story?
4. What are characters, events and setting in a story?
5. How can a story be told?
6. What is a performance?
7. Describe a Nutcracker.
8. What is an artist?

Lesson Sequence

1. Children will define a story/storyteller and tell a personal story.
2. Children will define characters as people, animals, or things a story is about.
3. Children will define events as the things that happen in the story in order.
4. Children will define setting as when and where the story takes place.
5. Children will research to gain information about the Nutcracker setting and create the setting. *(This may take one or two days.)
6. Children will follow directions to create masks for the Nutcracker story.
7. Children will create a criteria checklist for a nutcracker and sketch nutcrackers.
8. Children will define ballet and show the positions of ballet dancers.
9. Children will create a ballet performance to match music.
10. Children will sculpt a ballet dancer.
11. Children will paint a ballerina and tell a story about it.
12. Children will sequence the major events in the *Nutcracker Suite*.
13. Children will develop and practice behavioral rules for audience members. Children will develop and practice rules that actors/actresses use to be successful.
14. Children will plan a performance of the "*Nutcracker*."
15. Children will perform as actors/actresses/dancers and storytellers.*(The practice for the final performance may take 2-3 days.)

Reading English Language Arts

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

<p>Nutcracker Suite 4 Weeks</p>	<p>Read Aloud/ Book and Print Daily Essential Question: How can we be star readers? Why do we read? How do words and pictures help tell a story?</p>	<p>Phonological Awareness Daily (Heggerty)</p>	<p>Alphabetic Awareness Day 1 Identify and construct. Day 2 Letter Sound Essential Question: Why is it important to know about letters?</p>	<p>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>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"> Define print/text/words. <p>Print is someone's ideas written down. Print tells the story, Print matches the story.</p> <ul style="list-style-type: none"> Define Story Setting <p>Stories can take place in many different places. Name and describe the places stories events happened.</p> <ul style="list-style-type: none"> Retells stories and poems: a story tells what happens in a logical order. Compare, discuss and explore different versions of stories, poems, etc. Define and compare characters. 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. 	<p>Heggerty Week 12-15</p>	<ul style="list-style-type: none"> Identify, construct and tell sound of letter Jj Identify, construct and tell the sound of letter Ss Identify, construct and tell sound of letter Gg Identify, construct and tell sound of letter Dd. 	<p>Interactive Writing (Students contribute ideas. Teacher and students share the pen to model writing skills.)</p> <ul style="list-style-type: none"> Tell a personal story. Write a story with 1-2 events. Write about 1 event and add 2-3 details. Add details to writing. 	<ul style="list-style-type: none"> Snap Word you We will identify and build you. Identify and isolate individual words in a spoken sentence. Identify that spoken words make up sentences. Isolates individual words within a given sentence (clapping, placing objects, etc.) Counting Words Identify and write name with capital letter. Snap Word play We will identify and build the word play.

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 0-5, demonstrates understanding of the following:</p> <ul style="list-style-type: none"> • Rote count to 10 (PK.CC.A.1) • Numerical order before/after (PK.CC.A.2) • Number recognition (PK.CC.A.2 PK.CC.A.3) • Matching number and quantity (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.4b) • Counting order (PK.CC.A.2 PK.CC.A.4) • Use 5-frame to show and count quantities (PK.CC.B.4b, PK.CC.B5) • Construct collections (PK.CC.B.4 PK.CC.B.4a) 	<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) • Decompose a quantity, less than or equal to 5 into pairs in more than one way (by using objects or drawings) PK.OA.A.2 • For any quantity 1-5, use objects or drawings to find the quantity that must be added to make 5 (PK.OA.A.3) Compare and order events 	<ul style="list-style-type: none"> • Sort objects 1 way (shape, color, and size) (PK.MD.B.3) Compare groups of objects to determine same/more (PK.MD.B.4) 	<ul style="list-style-type: none"> • Match and identify 2-dimensional shapes: rectangle (PK.G.A.1) • Group the shapes by like attributes and distinguish between examples and non-examples of rectangles (PK.G.A.2) • Sort shapes by 1 attribute (PK.G.A.2) • Match, sort, and identify 3-dimensional shapes: rectangular prism (PK.G.B.3) • Use real world examples to describe rectangular prisms (PK.G.B.4) • Construct and describe structures using 3-D shapes (PK.G.B.5) • Identify and make figures formed by line and curves (straight, curved, round, wavy, slant, zigzag, and intersecting)

<p>PK.CC.B.4b PK.CC.B.4c PK.CC.B.5)</p> <ul style="list-style-type: none"> • Recognize of the quantity/subitizing (PK.CC.A.4) • Compare collections to tell if same or greater than (PK.CC.C.6) <p>Counting on from a specified number (PK.CC.A.1 PK.CC.A.2 PK.CC.A.4)</p>			<ul style="list-style-type: none"> • Recognize and copy 2 item visual and motor patterns
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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

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.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.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: 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://static1.squarespace.com/static/5b62f7232487fd03344fb77d/t/5e727526dbc5156b755ceb46/1584559403078/Fine%2BArts%2BStandards%2BMaster%2BDraft%2B9.21.17.pdf>

Fine Arts: Dance

1.0 Perceiving 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 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

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.

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.

Fine Arts: Visual Art

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.

2.0 Historical, Cultural, and Social Context

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

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.

FAMILY COMMUNICATION



Thematic Unit Parent Letter The Nutcracker Suite



Dear Parents,

Our new unit is, *The Nutcracker Suite*. We will be experiencing the story in many ways: listening to several versions of it, watching it, talking about it, dancing to it, listening to its music, playing instruments to accompany the music, acting it out, drawing pictures of it, etc.

The concepts we will be developing are:

- How to be a storyteller.
- About story elements (character, setting and events).
- How to retell a story.
- How to tell a story through dance.
- The letters **Ss, Jj, Gg, Dd**.
- Define print, text, and words.
- The sight words **we, read**.
- How to identify words in a sentence.
- How to identify and make sets of 5.
- How to count to 10 and order numbers from 0-5.
- How to compare items by size and length.
- How to recognize and copy a two item pattern.
- How to recognize and name a rectangle and rectangular prism.

During this unit, the children will be exposed to, and hopefully learn to appreciate, classical music, ballet, playing instruments, and works of great artists.

NEEDED:

- Someone to teach the children a little ballet.
- Nuts in shells (walnuts, almonds, pecans, filberts, etc., not peanuts or pistachios)
- Nutcrackers (wooden or metal) just need to borrow these.
- Someone to do a little sewing for costumes (hand or machine).

Thanks so much for your assistance with this. Thanks also for taking the time to meet with me for conferences, to chaperone our field trip, to come to our End-of Unit parties, and to work in our room. This is invaluable to both me and to your child.

End of Unit Celebration: We will perform *The Nutcracker Suite*. Time and date to be determined.

