



PreK ELA - Unit 3 - Me and My Feelings

Unit Focus

Me and My Feelings is an eight week unit that focuses on the feelings of characters and classmates. Children learn to connect to character feelings and empathize with them as they encounter new situations. They will continue to practice book handling skills, and listen to read alouds like Gingerbread and winter tales as they learn how to make predictions and retell and recall parts of a story. They will increase their writing skills as they learn to use marks and symbols to represent their ideas.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Connecticut Early Learning & Development Standards Early Learning & Development: 4-5 <ul style="list-style-type: none">Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family (SE.60.3)Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state (SE.60.4)Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity (SE.60.6)Recall and follow daily routines with little support, including adapting to changes in rules and routines (SE.60.7)Describe emotions and feelings to trusted adults and peers (SE.60.8)Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness) (SE.60.9)Begin to understand that different people may have different emotional reactions (SE.60.10)Describe self by referring to preferences, thoughts and feelings (SE.60.12)Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials (SE.60.13)Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc (SE.60.15)Cooperate with peers through sharing and taking turns (SE.60.16)Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships (SE.60.17)Seek help from peers and offer assistance when it is appropriate (SE.60.18)Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts (L.60.4)Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs) (L.60.5)	<i>Students will be able to independently use their learning to...</i> T1 Writers for a purpose to convey a message to communicate with others. T2 Recognizes self as an individual with unique abilities and interests. T3 Identify symbols and print concepts to recognize sounds associated with letters.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Words have meanings and describe actions. U2 Readers use appropriate strategies to construct meaning from texts. U3 Speakers, listeners, readers, and writers apply knowledge of spoken words, syllables, and sounds. U4 Students apply their knowledge of rules and expectations to cooperate with peers. U5 Students use strategies to self-regulate and continue with a task(deep breathing, counting, taking a walk or break).	<i>Students will keep considering...</i> Q1 How can I demonstrate the meaning of the new words that I have learned? Q2 What do good readers do? Q3 What do good writers do? Q4 How do I apply rules of language when I read and write? Q5 How do I get along with others? Q6 How can I regulate my emotions to stay safe and learn?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Stories have a plot. K2 There are many kinds of books.	<i>Students will be skilled at...</i> S1 Recalling and retelling one to two parts of a story.

Stage 1: Desired Results - Key Understandings

- Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”) (L.60.6)
- Use language to share ideas and gain information (L.60.10)
- Independently choose to “read” books and select a variety of texts including fiction and nonfiction (L.60.11)
- With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text (L.60.12)
- Identify main components of a story or text (the major plot points of a story or the main topic of an informational text (L.60.13)
- Use connections between self and character, experience and emotions to increase comprehension (L.60.14)
- Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language) (L.60.15)
- Know that books have titles, authors, illustrators or photographers (L.60.16)
- Identify some familiar printed words out of context (L.60.18)
- Begin to use awareness of letter sounds along with pictures to read words in text (L.60.19)
- Recognize and name known letters of the alphabet in familiar and unfamiliar words (L. 60.20)
- Make some letter-sound connections (L.60.21)
- Produce rhyming words or words that have same initial sound (L.60.22)
- Recognize which words in a set of words begin with the same sound (L.60.23)
- Distinguish syllables in words (L.60.24)
- Draw original stories with a beginning, middle and end (L.60.25)
- Use early developmental spelling. May use one letter for the initial or final sound to represent whole word (L.60.26)

Madison Public Schools Profile of a Graduate

- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. (POG.1.1)
- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

K3 Readers hold a book upright and turn each of the pages from left to right, front to back and "linger" on the page.

K4 Books have words and pictures.

K5 Readers make connections to the way characters feel using the picture.

K6 Predictions are guesses about what will happen next.

K7 Letters are formed a certain way and letters written in a certain order make up names and words.

K8 Writers make pictures, marks, and symbols to represent their ideas to convey meaning.

K9 Letters make sounds.

K10 A safe classroom has rules in place.

K11 Students have control of their actions and behaviors.

K12 Peers can play with one or more classmate and share materials and ideas.

K13 Words are made up of sounds called phonemes.

S2 Choosing books from a wider variety of text.

S3 Understanding the difference between pictures/words.

S4 Holding a book appropriately and turning pages independently.

S5 Making connections to character's feelings.

S6 Making oral predictions about the story.

S7 Exploring letter formation using different sensory modalities.

S8 Independently writing their first name.

S9 Making marks and symbols to represent ideas and memories.

S10 Writing for a purpose.

S11 Echoing the letter and sound symbol connection of introduced letters M-R.

S12 Demonstrating an understanding of classroom activities and expectations.

S13 Beginning social awareness of body language of peers with adult support.

S14 Sharing a play experience with one or more peers.

S15 Exchanging one or more ideas with a peer during play.

S16 Manipulating sounds in spoken language.