PreK ELA - Unit 2 - Me and My Family

Unit Focus

Me and My Family is an eight week unit that introduces preschoolers to the similarities and differences among families and holiday traditions. Students will continue to practice the school day routines and procedures and begin to explore independence. They will explore new types of books and utilize writing tools as they draw and write about their families. They will demonstrate ways they have learned how to share and take turns. They will practice whole body listening while engaging in story time, participating in group activities, and interacting with their peers. Students will also begin to write their names and continue to explore with letters and sounds.

Stage 1: Desired Results - Key Understandings

Standard(s)

Connecticut Early Learning & Development Standards
Early Learning & Development: 4-5

- Seek help and approval from a wider array of adults in trusted roles (SE.60.1)
- Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult (SE. 60.2)
- 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)
- Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support (SE. 60.5)
- 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)

Transfer

Students will be able to independently use their learning to...
T1 Writes for a purpose and to convey a message to communicate with others.
T2 Recognizes self as an individual with unique abilities and interests.
T3 Use conversational rules and detailed expressions in social interactions with peers and adults.

Meaning

Understanding(s)

Students will understand that...
U1 Listening and attending to a response helps clarify new ideas and builds a greater understanding.
U2 Readers choose books about the things they enjoy and are interested in learning about.
U3 Readers use appropriate strategies to construct meaning from texts.
U4 Readers apply knowledge of the organization and basic features of print.
U5 Writers represent thoughts and ideas with drawings and symbols.
U6 Adults are there to guide students in the school community.
U7 Students apply their knowledge of rules and expectations to cooperate with peers.
U8 Adults are there to guide students with emotional regulation in the school community.
U9 Words are made up of sounds called phonemes.

Essential Question(s)

Students will keep considering...
Q1 How can I ask and answer questions about the new words, concepts, and pictures?
Q2 How can I listen and respond to adults and peers?
Q3 What do good readers do?
Q4 What do good writers do?
Q5 How can an adult help me to stay safe and learn?
Q6 How do I get along with others?

Stage 1: Desired Results - Key Understandings

- Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates) (SE.60.11)
- 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)
- Show pride in accomplishments and abilities (SE.60.14)
- 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)
- Engage in developing solutions and work to resolve conflict with peers (SE.60.19)
- Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts (L.60.1)
- Determine the meanings of unknown words/ concepts using the context of conversations, pictures or concrete objects (L.60.2)
- Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”) (L.60.3)
- 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)
- Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts (L.60.8)
- Initiate, maintain and end conversations by repeating what other person says and/or by asking questions (L.60.9)
- 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)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Letters make sounds.
K2 Readers hold a book and turn the pages left to right with books other than board books.
K3 Stories carry meaning.
K4 There are many kinds of books.
K5 Letters are formed a certain way and certain letters make up names.
K6 Writers make pictures to convey meaning (scribbles, symbols, marks).
K7 Peers can play together and share materials and ideas.
K8 People are similar and different.
K9 Vocabulary: Share, take turns, who, what, where, question, fiction, nonfiction, board books, magazines, picture books, label, family, tradition, celebration, gift, holiday, family names(nana, grammy, etc.)

Skill(s)

Students will be skilled at...

S1 Echoing the letter, sound, symbol connection of introduced letters.
S2 Handling different types of books
S3 Listening to a story and answering "wh" questions.
S4 Choosing books from a wider variety.
S5 Exploring letter formation using different sensory modalities
S6 Practicing name writing
S7 Making marks and symbols to represent ideas
S8 Exchanging an idea with peers during play
S9 Sharing a play experience with a peer
S10 Recognizing similarities and differences amongst each other.
S11 Manipulating the sounds in spoken language.

Stage 1: Desired Results - Key Understandings

- 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)
- Recognize words as a unit of print and that letters are grouped to form words (L.60.17)
- 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)

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)
- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)