



PreK ELA - Unit 1 - Me in My School

Unit Focus

Me In My School is an eight week unit that introduces preschoolers into our learning community. Teachers will begin this unit by setting up rules, routines, and procedures that will support the students throughout the year. Students will learn how to be part of a school community. They will explore books and writing tools, while learning 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. They will begin to learn all about themselves and their peers and use their five senses to make discoveries. Students will also begin to recognize their names and explore with letters and sounds.

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">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)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)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)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)	<i>Students will be able to independently use their learning to...</i> T1 Writes for a purpose and to convey a message to communicate with others. T2 Engages in and maintains positive relationships and interactions with adults and peers. T3 Respond to increasingly complex communication and language from others.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Listening and attending to a response helps clarify new ideas and builds a greater understanding. U2 Objects/materials have specific names and meanings. U3 Words have meanings and describe actions. U4 Readers choose books about the things they enjoy and are interested in learning about. U5 Readers explore pictures, symbols, and letter-sound connections. U6 Writers represent thoughts and ideas with drawings and symbols. U7 Adults are there to guide students in the school community. U8 Students apply their knowledge of rules and expectations to cooperate with peers.	<i>Students will keep considering...</i> Q1 How can I listen and respond to adults and peers? Q2 How can I use the new words that I have learned? Q3 What do good readers do? Q4 Why do we have/need rules of language? Q5 What do good writers do? Q6 How can an adult help me to stay safe and learn? Q7 How do I get along with others?

Stage 1: Desired Results - Key Understandings

- 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 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)
- 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)
- 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)
- 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

- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Readers hold a book and turn the pages left to right.
- K2** Readers look at the pictures and listen to the words.
- K3** Writers make pictures to convey meaning (scribbles, symbols, marks).
- K4** When certain letters are put together it creates their name.
- K5** Letters make sounds.
- K6** A safe classroom has rules in place.
- K7** Vocabulary: Circle time, cubbies, carpet squares, carpet spot, chair, table, sink, book corner, recess, snack, sharing, books, crayons, markers, chalk, pencils, paint brushes, glue, glue stick, scissors, waiting, walking in line, line up, following, behind, in front of, next to, rules, cover, picture, pages, words, follow.
- K8** Words are made up of sounds called phonemes.

Skill(s)

Students will be skilled at...

- S1** Book handling.
- S2** listening to a story.
- S3** Choosing reading materials based on pictures.
- S4** Exploring with different writing tools.
- S5** Making marks and symbols to represent meaning.
- S6** Recognizing their first name.
- S7** Echoing the letter, sound, symbol connection of introduced letters.
- S8** Following daily routines and procedures.
- S9** Sharing and taking turns.
- S10** Respecting classroom materials.
- S11** Manipulating the sounds in spoken language.