



PreK ELA - Unit 5 - Me and Nature

Unit Focus

Me and Nature is an eight week unit where students will be engaged in understanding the difference between fiction and nonfiction text while learning about nature. Students will learn to differentiate between fiction and nonfiction text while studying the author Eric Carle. Students will study photographs and learn new vocabulary about the environment. They will work on letter formation in many multisensory ways and apply what they learn as they draw, label, and write about nature. Play centers will explore garden centers, farms, bugs, and butterflies. Student will learn how to engage in play while understanding nonverbal social cues.

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">• 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)• 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)	<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 Choose and read across genres and texts for specific purposes.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Questions help us to understand. U2 Listening and attending to a response helps clarify new ideas and builds a greater understanding. U3 Words have meaning and describe actions. U4 Speakers, listeners, readers, and writers apply knowledge of spoken words, syllables, and sounds. U5 Students apply their knowledge of rules and expectation to cooperate with peers. U6 Students use strategies to self-regulate and continue with a task(ex. deep breathing, counting, taking a walk or break).	<i>Students will keep considering...</i> 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 How can I demonstrate the meaning of the new words that I have learned? Q4 What do good readers do? Q5 What do good writers do? Q6 How do I get along with others? Q7 How can I regulate my emotions to stay safe and learn?

Stage 1: Desired Results - Key Understandings

- 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 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 an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts (L.60.8)
- 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)
- 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)
- 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

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)
- 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)

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 There are many kinds of books including fiction and nonfiction.</p> <p>K2 Books include information about a topic.</p> <p>K3 Words are made up of letters.</p> <p>K4 Letters are formed a certain way and letters written in a certain way to make up words.</p> <p>K5 Writers make pictures, marks, and symbols to represent their ideas to convey meaning.</p> <p>K6 Letters make sounds.</p> <p>K7 Words are made up of sounds called phonemes.</p> <p>K8 Rhyming words sound the same at the end.</p> <p>K9 Students have control of their actions and behaviors.</p> <p>K10 Peers can play with one or more classmate and share materials and ideas.</p> <p>K11 Adults can offer help if a student needs help solving a problem.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Choosing books from a wider variety of text including fiction and nonfiction to support our study of nature.</p> <p>S2 Reading books to gather information about a topic.</p> <p>S3 Identifying a letter vs. a word.</p> <p>S4 Exploring letter formation using different sensory modalities.</p> <p>S5 Applying knowledge of letter formation when writing with upper and lowercase letters.</p> <p>S6 Making marks and symbols to represent ideas when drawing, writing, and labeling about a topic.</p> <p>S7 Echoing the letter and sound symbol connection of introduced letters Y-Z.</p> <p>S8 Manipulating sounds in spoken language such as rhyme and repetition, isolating the initial phoneme, and blending phonemes.</p> <p>S9 Demonstrating social awareness of body language of peers with adult support.</p> <p>S10 Play cooperatively along side of classmates.</p> <p>S11 Knowing when to ask for help when interacting with peers.</p>