PreK ELA - Unit 4 - Me and My Words

Unit Focus

Me and My Words is an eight week unit where students will be engaged in word play, rhyme, songs, and poems. Students will learn to make predictions as they listen for the rhyming words and look at a picture. They will continue to practice retelling and recalling information such as characters and events in the story. They will make connections to the events in the story. They will work on letter formation in many multisensory ways. Play centers will explore different places that people work and will incorporate writing skills and cooperative play.

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)
- 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)
- 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)
- 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)
- Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts (L.60.4)

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 Engages in and maintains positive relationships and interactions with adults and peers.
T3 Recognize spoken language is composed of small segments of sound.
T4 Retell a story or event based on asking and answering questions.

Meaning

Understanding(s)

Students will understand that...
U1 Listening and attending to a response helps clarify new ideas and builds a greater understanding.
U2 Speakers, listeners, readers, and writers apply knowledge of spoken words, syllables, and sounds.
U3 Readers use appropriate strategies to construct meaning from texts.
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).

Essential Question(s)

Students will keep considering...
Q1 How can I ask and answer question about the new words, concepts, and pictures?
Q2 Why do we have/need rules of language when we read and write?
Q3 What do good readers do?
Q4 What do good writers do?
Q5 How do I get along with others?
Q6 How can I regulate my emotions to stay safe and learn?

Stage 1: Desired Results - Key Understandings

- 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)
- 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)
- 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

- Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG. 2.1)
- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Stories have a plot. **K2** There are many kinds of books. **K3** Readers make connections to the events in the story. **K4** Predictions are guesses about what will happen next. **K5** Letters are formed a certain way and letters written in a certain way to make up words. **K6** Writers make pictures, marks, and symbols to represent their ideas to convey meaning. **K7** Letters make sounds. **K8** Words are made up of sounds called phonemes. **K9** Rhyming words sound the same at the end. **K10** Students have control of their actions and behaviors. **K11** Peers can play with one or more classmate and share materials and ideas. **K12** Adults can offer help if a student needs help solving a problem.	*Students will be skilled at...* **S1** Recalling and retelling one to two parts of a story. **S2** Choosing books from a wider variety of text. **S3** Making connections to character's and events in a story. **S4** Making oral predictions about the story. **S5** Exploring letter formation using different sensory modalities. **S6** Making marks and symbols to represent ideas and memories while writing for a purpose. **S7** Echoing the letter and sound symbol connection of introduced letters S-X **S8** Manipulating sounds in spoken language such as rhyme and repetition. **S9** Demonstrating social awareness of body language of peers with adult support. **S10** Play cooperatively along side of classmates. **S11** Knowing when to ask for help when interacting with peers.