

Unit/Topic Title: **Print Concepts**

Trimester: **1st**

Estimated Time (When): **August/September (includes time for reteaching and enrichment)**

Standard(s)	
<ul style="list-style-type: none"> 2. Reading for All Purposes (RAP) 3. Writing and Comprehension (WC) 	
Prepared Graduates:	
<ul style="list-style-type: none"> ➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary ➤ Master the techniques of effective informational, literary, and persuasive writing 	
Grade Level Expectation: Preschool	
Concepts and skills students master:	
<ul style="list-style-type: none"> • Print conveys meaning (2.1) • Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed (2.2) • Pictures Express Ideas (3.1) 	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can:	Inquiry Questions:
<ul style="list-style-type: none"> • Hold books in upright position, turn pages sequentially, recognize correct orientation (top to bottom, left to right) (2.1.a) • Recognize print in the environment (2.1.b) • Recognize own name in print (2.2.a) • Orally describe or tell about a picture (3.1.b) 	<ul style="list-style-type: none"> • Why is it important that people know the letters in their name? • What does print communicate or tell readers? • Why is print important? • How many words are on this page? • The pictures in this tale suggest the story is about _____. • What do letters mean? • How do letters and words communicate meaning? • How do letters connect with phonemes (speech sounds)? • What items in a box are alike in some way? (For example, bear, bull-they are both animals. Both bear and bull start with /b/). • What do pictures tell us about this tale? • How is color used to help describe the story? • When are symbols like clues in a game?
	Relevance and Application:
	<ul style="list-style-type: none"> • Words, signs, and symbols all around the house and outside give direction (such as walk or wait street crossing signs, routine schedules).

<p>Introductory concepts/outcomes: Asking questions, problem solving, name writing (tracing), pencil grip, colors, number words, syllables of name, one step directions, listening</p>	<ul style="list-style-type: none"> • Words, signs, and symbols help people to organize their lives (put materials or toys away). • Knowing how to hold a book means a more automatic and faster way to becoming a reader. Using the pictures on the page will help tell what the story is about. • Children begin to understand that letters are symbols that represent meaning. • Letters will help children learn to be good readers and writers. • Children learn how to sort many items in their lives. • Using letters to write a name or say the names of letters will help children be better readers. • Good readers can tell others about what they have just read (or heard). • Telling others about the characters, helps readers understand more about the people in the stories. • Writers like to take picture walks through their books and tell others what the story is about.
	<p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> • Readers use environmental print, signs, or symbols to communicate with others. • Readers know how to hold a book correctly and turn the pages. • Readers know that phonemes (speech sounds) are connected to print using graphemes (letters). • Readers understand that letters and words convey meaning in the world. • Beginning writers know how to spell many simple words because they know the sounds the letters make. • Letters are symbols used to represent speech sounds. • Sounds in spoken words map to letters in printed words. • Learning to share ideas is important so people know what others are thinking.
<p>Essential Vocabulary:</p>	
<ul style="list-style-type: none"> ➤ Mastery: book, picture, front, back, page, top, bottom, *Additional vocabulary related to specific classroom events and topics of interest ➤ Introductory: letter, color names (5), describe, question, pencil, read 	

Assessments:

- Teaching Strategies GOLD™
 - 17. Demonstrates knowledge of print and its uses
 - 17a. Uses and appreciates books
 - 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
 - 17b. Uses print concepts
 - 2. Shows understanding that text is meaningful and can be read
 - 14. Uses symbols and images to represent something not present
 - 14a. Thinks symbolically
 - 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

Instructional Resources:

- Teaching Strategies GOLD online activity bank; The Creative Curriculum System, such as *The Creative Curriculum for Preschool: Literacy* (vol.3) - (For example: Ch. 17 pp. 538-542 and 548-553; Ch. 19 pp. 596-604; Ch. 20)