Unit 2 Plan

Unit/Topic Title: Sharing Ideas

Estimated Time (When): October (includes time for reteaching and enrichment)

Trimester: 1st

Standard(s)
1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition

Prepared Graduates:
- Use language appropriate for purpose and audience
- Interpret how the structure of written English
- Master the techniques of effective informational, literary, and persuasive writing

Grade Level Expectation: Preschool

Concepts and skills students master:
- Listening and comprehension skills are required to be clearly understood (1.2)
- Print Conveys Meaning (2.1)
- Pictures express ideas (3.1)

Evidence Outcomes | 21st Century Skills and Readiness Competencies

Students can:
- Remember spoken information for a short period of time (1.2.d)
- Recognize that printed material conveys meaning and connects to the reader’s world (2.1.c)
- Dictate ideas to an adult (3.1.d)
- How does asking questions help people understand the world?
- Can people sing a story?
- How do people remember things?
- 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 pictures tell us about this tale?
- How is color used to help describe the story?
- When are symbols like clues in a game?

Introductory concepts/outcomes:
Recognizing numbers in print,

Relevance and Application:
- Rhythm patterns using music or dance facilitate memorization.
- Emergency workers rely on citizens following directions so everyone remains safe.
- Digital media allows students to organize their thoughts into pictures.
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<thead>
<tr>
<th>Concept of sorting into groups and the language around sorting, shapes</th>
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<tr>
<td>Participate in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and large groups (K 1.2a)</td>
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<td>i. Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.</td>
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<th>Nature of Reading, Writing, and Communicating:</th>
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<td>- Words, signs, and symbols all around the house and outside give direction (such as walk or wait street crossing signs, routine schedules).</td>
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<td>- Words, signs, and symbols help people to organize their lives (put materials or toys away).</td>
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<td>- 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.</td>
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<td>- Good readers can tell others about what they have read or just heard.</td>
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<td>- Telling others about the characters helps reader understand more about the people in the stories.</td>
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<td>- Writers like to take picture walks through their books and tell others what the story is about.</td>
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<th>Essential Vocabulary:</th>
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<td>▶ Mastery: idea, remember, think, read, *Additional vocabulary related to specific classroom events and topics of interest</td>
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<td>▶ Introductory: sort, number words, shape words (5)</td>
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Assessments:

Teaching Strategies GOLD™

- 12. Remembers and connects experiences
  - 12a. Recognizes and recalls
    - 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

- 9. Uses language to express thoughts and needs
  - 9a. Uses an expanding expressive vocabulary
    - 6. Describes and tells the use of many familiar items

- 17. Demonstrates knowledge of print and its uses
  - 17b. Uses print concepts
    - 2. Shows understanding that text is meaningful and can be read

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, 548-553, and 559-567; Ch. 19 pp. 596-604; Ch. 20)