

Unit/Topic Title: **Special Concepts and Picture Walks**

Trimester: **1<sup>st</sup>/2<sup>nd</sup>**

Estimated Time (When): **November/December (includes time for reteaching and enrichment)**

<b>Standard(s)</b>	
<ol style="list-style-type: none"> <li>1. Oral Expression and Listening</li> <li>2. Reading for All Purposes</li> <li>3. Writing and Composition</li> </ol>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Use language appropriate for purpose and audience</li> <li>➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary</li> <li>➤ Apply standard English conventions to effectively communicate with written language</li> <li>➤ Master the techniques of effective informational, literary, and persuasive writing</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
<ul style="list-style-type: none"> <li>• Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities (1.1)</li> <li>• Listening and comprehension skills are required to be clearly understood (1.2)</li> <li>• Early knowledge of phonemic awareness is the building block of understanding language (1.3)</li> <li>• Print conveys meaning (2.1)</li> <li>• Pictures express ideas (3.1)</li> <li>• Letters are formed with accuracy (3.2)</li> </ul>	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>• Begin to identify and use special concepts (first/last, over/under, etc.) (1.1.b)</li> <li>• Recite songs, poems, and stories with repeated rhyme (1.2.b)</li> <li>• Use and interpret illustrations to gain meaning (2.1.d)</li> <li>• Draw pictures to generate, represent and express ideas or share</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• What are the names of different people (teacher, principal, assistant, classmate, lunch lady) in the school?</li> <li>• What are the names of people in the community, friends, and relatives?</li> <li>• How many words do you know that have an opposite?</li> <li>• What is your favorite kind of story? One you know already or one you make up? Why?</li> <li>• How does asking questions help people understand the world?</li> <li>• Can people sing a story?</li> <li>• How do people remember things?</li> </ul>

<p>information (3.1.a)</p> <ul style="list-style-type: none"> <li>• Begin to develop proper pencil grip when drawing or writing (3.2.a)</li> </ul> <p><b>Introductory Concepts/Outcomes:</b>                  Extended vocabulary (cold to chilly; angry to frustrated, etc.), using letters to represent ideas, letter recognition, rhymes</p>	<ul style="list-style-type: none"> <li>• What does print communicate or tell readers?</li> <li>• Why is print important?</li> <li>• How many words are on this page?</li> <li>• The pictures in this tale suggest the story is about _____.</li> <li>• What do pictures tell us about this tale?</li> <li>• How is color used to help describe the story?</li> <li>• When are symbols like clues in a game?</li> <li>• How is the first letter of someone's name different from the other letters?</li> <li>• Why do writers use an uppercase letter at the beginning of names?</li> <li>• How do writers indicate the end of a sentence?</li> <li>• How do readers discriminate between symbols, digits, and letters?</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>• Develop vocabulary to effectively express feelings and thoughts, describe experiences, interact with others, and communicate their needs. (In PE or dance class, it is important to listen to directional instructions (first/last, over/under). Visual artists must understand the functions of color, shape, and texture when creating a piece of artwork.)</li> <li>• Electronic mapping tools can be used in sorting and organizing ideas</li> <li>• Rhythm patterns using music or dance facilitate memorization.</li> <li>• Emergency workers rely on citizens following directions so everyone remains safe.</li> <li>• Digital media allows students to organize their thoughts into pictures</li> <li>• Words, signs, and symbols all around the house and outside give direction (such as walk or wait street crossing signs, routine schedules).</li> <li>• Words, signs, and symbols help people to organize their lives (put materials or toys away).</li> <li>• 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.</li> <li>• Good readers can tell others about what they have just read (or heard).</li> <li>• Telling others about the characters helps readers understand more about the people in the stories.</li> <li>• Writers like to take picture walks through their books and tell others what the story is about.</li> <li>• English is written from left to right; Hebrew is written right to left.</li> <li>• English words consist of letters; Hieroglyphic's consists of symbols.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Spaces appear between the words in order to make meaning.</li> </ul> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ul style="list-style-type: none"> <li>• Good communicators use words of time and position, including first, second, next, on, under, beside, and over, to give directions orally.</li> <li>• People communicate to understand and to be understood.</li> <li>• Readers use environmental print, signs, or symbols to communicate with others.</li> <li>• Readers know how to hold a book correctly and turn the pages.</li> <li>• Beginning writers know how to spell many simple words because they know the sounds the letters make.</li> <li>• Letters are symbols used to represent speech sounds.</li> <li>• Sounds in spoken words map to letters in printed words.</li> <li>• Learning to share ideas is important so people know what others are thinking.</li> <li>• Writers know all of the letters in their name and can write it by themselves.</li> <li>• Writers remember to leave a space between their first name and their last name because they are two different words.</li> <li>• Writers can identify upper- and lowercase letters.</li> </ul>
<b>Essential Vocabulary:</b>	
<ul style="list-style-type: none"> <li>➤ Mastery: opposite words (big, little, etc.), positional words (on top of, under, etc.), pencil, song, story, poem, *Additional vocabulary related to specific classroom events and topics of interest</li> <li>➤ Introductory: extended vocabulary such as chilly, frustrated, etc., letter names, rhyme, texture words (bumpy, smooth, etc.)</li> </ul>	
<b>Assessments:</b>	
<ul style="list-style-type: none"> <li>➤ Teaching Strategies GOLD™       <ul style="list-style-type: none"> <li>• 21. Explores and describes spatial relationships and shapes           <ul style="list-style-type: none"> <li>21a. Understands spatial relationships               <ul style="list-style-type: none"> <li>○ 6. Uses and responds appropriately to positional words indicating location, direction, and distance</li> </ul> </li> </ul> </li> <li>• 22. Compares and measures           <ul style="list-style-type: none"> <li>○ 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</li> </ul> </li> <li>• 9. Uses language to express thoughts and needs           <ul style="list-style-type: none"> <li>9a. Uses an expanding expressive vocabulary               <ul style="list-style-type: none"> <li>○ 6. Describes and tells the use of many familiar items</li> </ul> </li> </ul> </li> </ul> </li> </ul>	

- 7. Demonstrates fine-motor strength and coordination
  - 7a. Uses fingers and hands
    - 6. Uses refined wrist and finger movements
  - 7b. Uses writing and drawing tools
    - 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
- 15. Demonstrates phonological awareness
  - 15a. Notices and discriminates rhyme
    - 4. Fills in the missing rhyming word; generates rhyming words spontaneously
- 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. 538-548; Ch. 19 pp. 596-604, 609, and 612; Ch. 20)