

Unit/Topic Title: **Active Listening and Predicting**

Trimester: **2nd**

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

<p>Standard(s)</p> <ol style="list-style-type: none"> 1. Oral Expression and Listening 2. Reading for All Purposes 	
<p>Prepared Graduates:</p> <ul style="list-style-type: none"> ➤ Use language appropriate for purpose and audience ➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary 	
<p>Grade Level Expectation: Preschool</p>	
<p>Concepts and skills students master:</p> <ul style="list-style-type: none"> • Listening and comprehension skills are required to be clearly understood (1.2) • Early knowledge of phonemic awareness is the building block of understanding language (1.3) • Print conveys meaning (2.1) 	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> • Listen with comprehension, and follow two-step directions (1.2.c) • Recognize patterns of sounds in songs, storytelling, and poetry (1.3.a) • Understand that words are made up of one or more syllables (1.3b) • Make predictions based on illustrations or portions of story or text (2.1.e) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> • How does asking questions help people understand the world? • Can people sing a story? • How do people remember things? • Why is important to recognize patterns in oral language? • Why is it important to hear sounds in words? • 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 _____.
<p>Introductory Concept/Outcome: Relevant information, independent problem solving, letter sounds, the difference between a question and a statement</p>	<p>Relevance and Application:</p> <ul style="list-style-type: none"> • 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 • Song lyrics using meter and rhyme use patterns of words to create music. • Sounds of words are highlighted and exaggerated for better understanding in

	<p>video prepared games and shows</p> <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). • 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. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> • People communicate to understand and to be understood. • The ability to segment and blend phonemes facilitates spelling and decoding. • Phonological and phonemic awareness prepares the brain for reading and spelling. • The ability to notice and manipulate phonemes orally is essential for successful reading development. • Readers use environmental print, signs, or symbols to communicate with others. • Readers know how to hold a book correctly and turn the pages.
<p>Essential Vocabulary:</p>	
<ul style="list-style-type: none"> ➤ Mastery: pattern, *Additional vocabulary related to specific classroom events and topics of interest ➤ Introductory: important, letter names, question, statement 	

Assessments:

- Teaching Strategies GOLD™
 - 8. Listens to and understands increasingly complex language
 - 8a. Comprehends language
 - 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
 - 8b. Follows directions
 - 6. Follows directions of two or more steps that relate to familiar objects and experiences
 - 15. Demonstrates phonological awareness
 - 15a. Notices and discriminates rhyme
 - 4. Fills in the missing rhyming word; generates rhyming words spontaneously
 - 15b. Notices and discriminates alliteration
 - 4. Shows awareness that some words begin the same
 - 6. Decides whether two words rhyme
 - 18. Comprehends and responds to books and other texts
 - 18a. Interacts during read-alouds and book conversations
 - 6. Identifies story-related problems, events, and resolutions during conversations with an adult

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. 543-548 and 562-563; Ch. 19 pp. 596, 598, 602-604, 609, and 612; Ch. 20)