**Unit 4 Plan**  
**Preschool Language Arts**  
2013-2014

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

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

**Trimester:** 2nd

<table>
<thead>
<tr>
<th>Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oral Expression and Listening</td>
</tr>
<tr>
<td>2. Reading for All Purposes</td>
</tr>
</tbody>
</table>

**Prepared Graduates:**
- Use language appropriate for purpose and audience
- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**
- 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)

**Evidence Outcomes**

**Students can:**
- 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)

**Introductory Concept/Outcome:**
Relevant information, independent problem solving, letter sounds, the difference between a question and a statement

<table>
<thead>
<tr>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiry Questions:</strong></td>
</tr>
<tr>
<td>- How does asking questions help people understand the world?</td>
</tr>
<tr>
<td>- Can people sing a story?</td>
</tr>
<tr>
<td>- How do people remember things?</td>
</tr>
<tr>
<td>- Why is it important to recognize patterns in oral language?</td>
</tr>
<tr>
<td>- Why is it important to hear sounds in words?</td>
</tr>
<tr>
<td>- What does print communicate or tell readers?</td>
</tr>
<tr>
<td>- Why is print important?</td>
</tr>
<tr>
<td>- How many words are on this page?</td>
</tr>
<tr>
<td>- The pictures in this tale suggest the story is about _________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relevance and Application:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Rhythm patterns using music or dance facilitate memorization.</td>
</tr>
<tr>
<td>- Emergency workers rely on citizens following directions so everyone remains safe.</td>
</tr>
<tr>
<td>- Digital media allows students to organize their thoughts into pictures</td>
</tr>
<tr>
<td>- Song lyrics using meter and rhyme use patterns of words to create music.</td>
</tr>
<tr>
<td>- Sounds of words are highlighted and exaggerated for better understanding in</td>
</tr>
</tbody>
</table>
video prepared games and shows
- 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.

**Nature of Reading, Writing, and Communicating:**
- 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.

### Essential Vocabulary:
- **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)