St. Vrain Valley Schools
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Unit 7 Plan

Preschool Language Arts
2013-2014

Unit/Topic Title: **Comprehension**

Trimester: **3rd**

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

Standard(s)
2. Reading for All Purposes
4. Research and Reasoning

Prepared Graduates:
➢ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
➢ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

Grade Level Expectation: Preschool

Concepts and skills students master:
- Print conveys meaning (2.1)
- Relevant information is different from non-relevant information (4.1)

Evidence Outcomes	**21st Century Skills and Readiness Competencies**
Students can: • Generate a picture or written response to a read-aloud that identifies the "who" or "what" of the story or text. (2.1.f) • Understand the difference between a question and a statement. (4.1.a) • Identify information that is relevant. (4.1.c) **Reinforce Concepts/Outcomes:** Making meaning from print (knowledge of words, letters, sounds and patterns in text)	**Inquiry Questions:** • 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 is a question? • What is a statement? • What is real and what is make-believe? • Which character do you think is the most important one in our story? Why do you think that? • When someone asks a question, what do others in the group do? • When someone shares information with another person, does it improve learning? • How do readers know that a story is real? • How do readers know if the information is relevant?
	Relevance and Application: • 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.
- Good readers know the difference between sharing something they know (a statement) and asking about something they wonder about (a question).
- Good readers notice the features of imaginative text versus nonfiction.
- In a class discussion, students are able to decide if information about cats is relevant (related) to insects.
- Good readers know the difference between what is real and what is make-believe in the stories they read.

Nature of Reading, Writing, and Communicating:

- Readers use environmental print, signs, or symbols to communicate with others.
- Readers know how to hold a book correctly and turn the pages.
- Researchers know that the world is full of information.
- The question lays out the problem or issue and guides thinking.
- Researchers understand that for thinking to improve, it is necessary to seek out alternative ways to solve problems.

Essential Vocabulary:

➢ Mastery: question, statement, important, who, what, *Additional vocabulary related to specific classroom events and topics of interest

➢ Reinforcement: letter, word, pattern

Assessments:

➢ Teaching Strategies GOLD™
- 14. Uses symbols and images to represent something not present
  14a. Thinks symbolically
  o 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
- 9. Uses language to express thoughts and needs
  9c. Uses conventional grammar
  o 6. Uses complete, four- to six-word sentences
- 12. Remembers and connects experiences
  12b. Makes connections
  o 6. Draws on everyday experiences and applies this knowledge to a similar situation

Instructional Resources:

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> ➤ 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. 559-567; Ch. 19 pp. 605-617, 633-641, and 648-653; Ch. 20)