

Big Idea: Relationships

Unit of Study: My Community

Theme: Transportation

Anchor Text: Cars

Project Based Activity: Build a scene using blocks, cars, and other classroom materials.

KEY VOCABULARY

whizzing cruising rushing
 swerving dodging darting
 roaring starting stopping
 stalling

Domain:	Goal/Foundation/Standard:	Exploring	Building	Applying
<p>English Language Development</p>	<p>Comprehension of English</p> <p><i>Child is progressing toward fluency in understanding English</i></p>	<p><i>*Demonstrates understanding of a few common English words and phrases; attends to interactions in English and sometimes participates in activities conducted in English with the support of home language, non-verbal cues, or both</i></p>	<p><i>*Demonstrates understanding of many words and concepts in English; actively engages in group or individual activities conducted in English occasionally with the support of home language, non-verbal cues, or both</i></p>	<p><i>*Demonstrates understanding of most common English words and concepts used in the classroom curriculum for both instructional and social purposes: actively engages in group and individual activities conducted in English without the support of home language, non-verbal cues, or both</i></p>
		<p>Text: (*If possible, pre-read the text in home language and/or introduce a few key words in home language) Using home language support: Picture Walk Interactive dialogue through the text around concrete components of transportation:</p> <ul style="list-style-type: none"> • one word labeling/meaning • types of cars/how they move • demonstrate sound and movement • revisit key pages giving children opportunities to label types of cars <p>Activity: Build a roadway scene:</p> <ul style="list-style-type: none"> • Introduce materials for roadway building (i.e. blocks, cars, signs, characters) Use home language and English descriptors. • Orally map language onto the child’s activity (i.e. “Look, you put the red car next to the blue 	<p>Text: Interactive dialogue through the text around types of cars and how they move. Connect key words from home language to English:</p> <ul style="list-style-type: none"> • “What kinds of cars do you see on this page? Do you know how to say that in Spanish?” • “What is one way that cars move? Can you show me?” (i.e. whizzing, rushing, cruising) <p>Activity: Build a roadway scene:</p> <ul style="list-style-type: none"> • Ask questions about their building...“What things did you choose?” “What did you build?” • Teacher guides/engages student in dialogue about their building and how their cars move using rich vocabulary from the story • Teacher extends on the language the child uses during the activity 	<p>Text: Interactive conversation through the text extending on thinking and language about transportation.</p> <ul style="list-style-type: none"> • “What kinds of cars go fast?...” “Why would they need to go fast?”(i.e. police cars, race cars, fire trucks) • “What are some different words that describe how cars move fast?”(i.e. rushing, whizzing, roaring) <p>Activity: Build a roadway scene:</p> <ul style="list-style-type: none"> • Encouraging student discussion of the components of their scene and how they use the cars • Eliciting descriptive details/language about the scene • Teacher extends on the language the child uses during the activity and introduces more complex sentence

		<p>car. You made the red car move very fast!"</p> <ul style="list-style-type: none"> • Teacher guides/engages student in dialogue emphasizing basic vocabulary about cars • Teacher builds on the language the child uses during the activity. 		structure and vocabulary
Domain:	Goal/Foundation/Standard:	Exploring	Building	Applying
Social Emotional - Self-Regulation	Engagement and Persistence <i>Child persists in understanding and mastering a self-selected activity, even if it is challenging or difficult</i>	<i>Continues self-selected activities on own for a while, but sometimes becomes distracted or loses interest without adult encouragement</i>	<i>Persists most of the time in working on challenging tasks and in distracting situations</i>	<i>Pursues complex activities, making and adjusting plans, and following the steps through to completion</i>
		<p>Text: Engage students in text through...</p> <ul style="list-style-type: none"> • proximity of teacher-book-student • flexibility of pacing -short period of circle time • breaking up the story with music, movement, gestures. <p>Activity: Build a roadway scene:</p> <ul style="list-style-type: none"> • orally mapping language emphasizing child's engagement and persistence in the activity • emphasize choices • allow for movement through activities (free flow) • provide positive alternative choices: "If you think you are finished, you may..." 	<p>Text: Engage students in text through...</p> <ul style="list-style-type: none"> • relating to student's knowledge of cars • provide verbal acknowledgement of student's interest and engagement <p>Activity: Build a roadway scene:</p> <ul style="list-style-type: none"> • acknowledge student's efforts, interest and engagement ("You made interesting choices...", "You keep zooming along!"...) 	<p>Text: Engage students in text through...</p> <ul style="list-style-type: none"> • reflective conversations around student's experiences and feelings (i.e. "Have you heard fire trucks in your neighborhood? How did you feel?") • Help make connections for students who have similar experiences ("I understand how ___ felt when...") <p>Activity: Build a roadway scene:</p> <ul style="list-style-type: none"> • Give verbal steps to guide students in extending and expanding on their work. ("What would you like to add to your scene?" "I like your thinking...what are you planning next?") • Ask children to reflect on the challenges in building their roadway scene (i.e. "What was the hardest part? Why was that hard? What did you do about it?")

<p>Domain:</p> <p>Language & Literacy</p>	<p>Goal/Foundation/Standard:</p> <p>Emergent Writing</p> <p><i>Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning</i></p>	<p>Exploring</p> <p><i>Makes scribble-pictures of people, things, or events</i></p>	<p>Building</p> <p><i>Writes letters or letter-like shapes to represent own name and words</i></p>	<p>Applying</p> <p><i>Writes and composes simple sentences to communicate ideas to others</i></p>
		<p>Text: Interactive dialogue through the text about “Text Features”:</p> <ul style="list-style-type: none"> • Words make meaning • Pictures match words <p>(Write the word “fast” on the board. “When we see the word F-A-S-T, what does that mean? What clues do we get from the story?”)</p> <p>Activity: Build a roadway scene:</p> <ul style="list-style-type: none"> • Discuss/show the various ways that children record their thinking about their activity (i.e. drawing, scribbling, letters, words) • have pens, pencils, markers, crayons out for students to write/draw about their roadways. • support students writing/drawing process by providing ideas from the text and from their roadways • acknowledge their process 	<p>Text: Interactive dialogue through the text around “Text Features”...</p> <ul style="list-style-type: none"> • pre-selected vocabulary • Co-constructing chart around words in text • Labeling and describing <p>Activity: Build a roadway scene</p> <ul style="list-style-type: none"> • encourage and support students to label the elements of their scene (use charts, picture/word cards, word wall) • support the writing process by highlighting places in the room or in the book they might find a word • acknowledge their process 	<p>Text: Interactive modeling through the text around “Text Features”...</p> <ul style="list-style-type: none"> • sentence building • sentence structure • sense of story <p>Activity: Build a roadway scene</p> <ul style="list-style-type: none"> • encourage students to write and expand on words to create simple sentences about their scene • Have students tell what they want to say and provide scaffold support as they write • Teacher charts words, labels, and sentences that students create to describe their scenes
<p>Domain:</p> <p>Mathematics</p>	<p>Goal/Foundation/Standard:</p> <p>Number Sense of Quantity & Counting</p> <p><i>Child shows developing understanding of number and quantity</i></p>	<p>Exploring</p> <p><i>Recites some number names, not necessarily in order; identifies, without counting, the number of objects in a collection of up to three objects</i></p>	<p>Building</p> <p><i>Counts at least five objects without counting an object more than once</i></p>	<p>Applying</p> <p><i>Counts at least 20 objects correctly; correctly recites numbers in order beyond twenty; demonstrates understanding that teen numbers are made up of tens and some ones</i></p>
		<p>Text: Interactive dialogue through text around counting and quantity up to 3</p> <ul style="list-style-type: none"> • Pre-select pages that have up to three things to count • Use finger to track one to one correspondence 	<p>Text: Interactive dialogue through text around counting and quantity up to 5</p> <ul style="list-style-type: none"> • Pre-select pages that have up to 5 things to count • Use finger to track one to one correspondence 	<p>Text: Interactive dialogue through text around counting and quantity up to 20</p> <ul style="list-style-type: none"> • Pre-select pages that have up to 20 things to count • Use one to one correspondence and

		<ul style="list-style-type: none"> Engage students in counting objects up to 3 in the text <p>Activity: Build a roadway scene:</p> <ul style="list-style-type: none"> Teacher looks for counting opportunities Have student count out how many... (blocks, cars, trucks vans, etc.) Focus on counting up to 3 	<ul style="list-style-type: none"> Engage students in counting objects up to 5 things in the text Point out natural patterns...(types of cars, colors, wheels) <p>Activity:</p> <ul style="list-style-type: none"> Teacher looks for counting opportunities Have student count out how many... (blocks, cars, trucks, vans, etc.) Focus on counting up to 5 Begin to point out and chart comparisons (more/less, bigger group/smaller group) for 0-5 	<p>groupings to count (by 10s, 5s, 2s)</p> <ul style="list-style-type: none"> Engage students in counting objects up to 20 things in the text Point out natural patterns...(types of cars, colors, wheels) <p>Activity:</p> <ul style="list-style-type: none"> Teacher looks for comparison opportunities Have student count out and expand on groupings (base 10 +) (counting on) Focus on counting up to 20 using body parts Expand charting opportunities
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*** DRDP-SR© Alignment**

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The DRDP-SR© is aligned to the California Preschool Learning Foundations, the California Kindergarten Content Standards and the Common Core Standards. The instrument includes 30 measures across five developmental domains, including: English Language Development, Self and Social Development, Self-Regulation, Language and Literacy Development, Mathematical Development

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