Big Idea: Relationships
Unit of Study: My World
Theme: School
Anchor Text: <u>The Kissing Hand</u> by Audrey Penn
Project Based Activity: Create a class book using connections from the story and personal experience.

Domain:	Goal/Foundation/Standard:	Exploring	Building	Applying
English Language Development	**Comprehension of English** *Child is progressing toward fluency in understanding English*	*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*	*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*	*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*
		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 <u>The Kissing Hand</u>: • one word labeling/meaning • identification of the characters • demonstrate key action words and have children participate • revisit key pages giving children opportunities to label Chester's feelings(happy, sad, scared) **Activity**: Create a class book • Teacher guides/engages children with a variety of drawing instruments and paper and asks them to create pictures of themselves and mothers • Teacher guides/engages children in dialogue about their pictures and writes simple	**Text**: Interactive dialogue around the key action words in the story and the relationships and feelings of the main characters. Connect key words from home language to English: • "Can you show me how to nuzzle our Teddy bear's ear like Chester's mom nuzzled him? • "Chester's mom nuzzled him when he was scared. What does your mom do to help you when you are scared? Can you show me?" **Activity**: Create a class book • Relate Chester's feelings to their own experiences… "How do feel when...?" "Can you draw a picture of how your face looks when you feel that way?" (Have students use mirrors to look at their faces as they act out different feelings) • Teacher guides/engages student in dialogue about their drawings	**Text**: Interactive conversation through the text extending on thinking and language about your feelings when you start something new. • "How did you feel on the first day of school? Did somebody help you?" • Were you ever scared about going to another new place? Where were you going and what did you do? Did somebody help you?" • "What are some different words that describe how you feel?"(i.e. nervous, excited, worried) **Activity**: Create a class book • Can you draw a picture of the new place where you went and show how you felt? • Encouraging student discussion of the components of their drawings • Eliciting descriptive

		• labels as the children describe what they drew • Teacher builds on the language the child uses during the activity • After drawing/labeling activity children are given opportunity to share their work with the group	• and the feelings they represent using vocabulary from the story • Teacher extends on the language the child uses during the activity	• details/language about the scene • Teacher extends on the language the child uses during the activity and introduces more complex sentence structure and vocabulary
Domain: **Social Emotional - Self-Regulation**	**Goal/Foundation/Standard:** **Engagement and Persistence** *Child persists in understanding and mastering a self-selected activity, even if it is challenging or difficult*	**Exploring** *Continues self-selected activities on own for a while, but sometimes becomes distracted or loses interest without adult encouragement*	**Building** *Persists most of the time in working on challenging tasks and in distracting situations*	**Applying** *Pursues complex activities, making and adjusting plans, and following the steps through to completion*
		Text: Engage students in text through… • proximity of teacher-book-student • flexibility of pacing -short period of circle time • breaking up the story with music, movement, gestures. **Activity:** Create a class book • orally map language as the child draws and acknowledge child's persistence in the activity • allow for movement through activities (free flow) • provide positive alternative choices: "If you think you are finished, you may…"	**Text:** Engage students in text through… • relating to student's own experiences of starting school • provide verbal acknowledgement of student's interest and engagement **Activity:** Create a class book • acknowledge student's efforts, interest and engagement ("You really made your face look sad in your drawing"… "You worked very hard to carefully put lots of different parts on your face drawing")	**Text:** Engage students in text through… • reflective conversations around student's experiences and feelings when they start something new (i.e. "On this page, Chester cried because he didn't want to go to school. Do you remember when you cried when you didn't want to do something? Tell us about it." "I understand how you felt when that happened" • Help make connections to others who have similar experiences. ("Do you know someone who was scared when they started something new? What did they do? How did you help them?) **Activity:** Create a class book • Give verbal steps to guide students in extending and expanding on their work. ("What would you like to add to your drawing?" "I like your

| | | | | thinking…can you share your ideas with a friend?" |
| | | | | • Ask children to reflect on their work. |

Domain:	Goal/Foundation/Standard:	Exploring	Building	Applying
Language & Literacy	**Emergent Writing** *Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning*	*Makes scribble-pictures of people, things, or events*	*Writes letters or letter-like shapes to represent own name and words*	*Writes and composes simple sentences to communicate ideas to others*
		Text: Interactive dialogue through the text about "Text Features": • words make meaning • pictures match words Write the word "kiss" on the board. ("When we see the word k-i-s-s, what does that mean? What clues do we get from the story?") **Activity:** Create a class book: • 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 favorite part/personal connection. • support students writing/drawing process by providing ideas from the text and from their experiences • acknowledge their process	**Text**: Interactive dialogue through the text around "Text Features": • pre-selected vocabulary • co-construct chart around words in text • Labeling and describing **Activity:** Create a class book: • encourage and support students to label the elements of their drawing (use charts, picture/word cards, word wall) • support the writing process by highlighting places in the room or in the book the children might find words that they would use with their drawings • acknowledge their process	**Text**: Interactive modeling through the text around "Text Features": • sentence building • sentence structure • sense of story **Activity**: Create a class book: • teacher charts words, labels, and sentences that students create to describe their connections • encourage students to write and expand on words to create simple sentences about their personal connections to the story. • have students tell what they want to say and provide scaffold support as they write • acknowledge their process

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Mathematics	**Number Sense of Quantity & Counting** *Child shows developing understanding of number and quantity*	*Recites some number names, not necessarily in order; identifies, without counting, the number of objects in a collection of up to three objects*	*Counts at least five objects without counting an object more than once*	*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*
		Text: Interactive dialogue through text around counting and quantity up to 3 • Pre-select pages that have up to three things to count • Use finger to track one to one correspondence • Engage students in counting objects up to 3 in the text **Activity:** Create a class book • Teacher looks for counting opportunities • Have student count out how many • Focus on counting up to 3	**Text:** Interactive dialogue through text around counting and quantity up to 5 • Pre-select pages that have up to 5 things to count • Use finger to track one to one correspondence • Engage students in counting objects up to 5 things in the text **Activity:** Create a class book • Teacher looks for counting opportunities • Have student count out how many… (flowers, insects, hearts, animals, etc.) • Focus on counting up to 5 • Begin to point out and chart comparisons (more/less, bigger group/smaller group) for 0-5	**Text:** Interactive dialogue through text around counting and quantity up to 20 • Pre-select pages or combination of pages that have up to 20 things to count • Engage students in counting objects up to 20 things in the text (hearts, animals) • Go through the text and identify groups of 2 like objects and continue counting groups of 3, 4, 5… **Activity:** Create a class book • Teacher looks for counting, and comparison opportunities as children share their drawings • Engage and support students in finding common elements for sorting and grouping their pictures • Expand charting opportunities

* 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

March 27, 2012
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