**Big Idea:** Relationships

**Unit of Study:** My World

**Theme:** All About Me

**Anchor Text:** *I Like Me*! By Nancy Carlson

**Project Based Activity:** “All About Me” Collage – incorporating drawings, cut out items of favorite things, pictures, self portrait

<table>
<thead>
<tr>
<th>Domain: English Language Development</th>
<th>Goal/Foundation/Standard: Comprehension of English</th>
<th>Exploring</th>
<th>Building</th>
<th>Applying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child is progressing toward fluency in understanding English</td>
<td><em>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</em></td>
<td><em>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</em></td>
<td><em>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</em></td>
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**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 self:
- one word labeling/meaning
- body parts, likes
- Key vocabulary: friends, like

**Activity:** Self Portrait:
- Teacher guides/engages student in dialogue about self portrait
- Use home language descriptors for each body part
- Use of pre-cut shapes/materials to create their face
- Use of mirrors to orally map language onto the child’s activity (in home language and English)

**Text:** Interactive dialogue through the text around expressing feelings. Connect key words from home language to English:
- “Show how you look when you feel...”
- “What do you do? Show me”

**Activity:** Collage:
- Ask questions about likes/dislikes as they create collage...“What things did you choose?”
- Teacher/students make comparisons -use graphs, charts, to visually record likes/dislikes, physical attributes
- Teacher extends on the language the child uses during the activity

**Text:** Interactive conversation through the text extending on thinking and language about feelings.
- “What happens when you make mistakes...”

**Activity:** Collage:
- Encouraging student discussion of the characteristics of feelings – Feeling grumpy, cranky, angry in self and with others...
- Eliciting descriptive details/language about collage
- Teacher extends on the language the child uses during the activity and introduces more complex sentence structure and vocabulary
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<th>Building</th>
<th>Applying</th>
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<tbody>
<tr>
<td>Social Emotional</td>
<td>Engagement and Persistence</td>
<td>*Continues self-selected activities on own for a while, but sometimes becomes distracted or loses interest without adult encouragement</td>
<td>*Persists most of the time in working on challenging tasks and in distracting situations</td>
<td>*Pursues complex activities, making and adjusting plans and following the steps through to completion</td>
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<tr>
<td>Self-Regulation</td>
<td><em>Child persists in understanding and mastering a self-selected activity, even if it is challenging or difficult</em></td>
<td>Text: Engage students in text through...</td>
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<td></td>
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<td>• proximity of teacher-book-student</td>
<td>• relating student’s experiences/traits with character’s experiences / traits (“You ____ just like pig!”)</td>
<td>• reflective conversations (“When something is a challenge for you, what do you do?...”)</td>
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<td>• flexibility of pacing -short period of circle time</td>
<td>• provide verbal acknowledgement of student’s interest and engagement</td>
<td>• Help make connections for students who have similar experiences (“I understand how ____ felt when...”)</td>
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<td>• breaking up the story with music, movement, gestures.</td>
<td>Activity: Collage:</td>
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<td>Text: Engage students in text through...</td>
<td>• acknowledge student’s efforts, interest and engagement (“I like your choices...”, “You keep trying just like pig!”...)</td>
<td>• Give verbal steps to guide students in extending and expanding on their work. (“What would you like to add to your collage?” “I like your thinking...what are you planning next?”)</td>
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<td>• provide verbal support to map language</td>
<td>Activity: Collage:</td>
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<td>• emphasize choices</td>
<td>• allow for movement through activities (free flow)</td>
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<td>• provide positive alternative choices: “If you think you are finished, you may...”</td>
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<tr>
<td>Domain: Language &amp; Literacy</td>
<td>Goal/Foundation/Standard: Emergent Writing</td>
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<td>*Makes scribble-pictures of people, things, or events</td>
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<td>*Writes letters or letter-like shapes to represent own name and words</td>
<td>*Writes and composes simple sentences to communicate ideas to others</td>
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</table>
|                             | Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning | Text: Interactive dialogue through the text about “Text Features”:  
- Words make meaning  
- Pictures match words  
(Write the work “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?”) | Text: Interactive dialogue through the text around “Text Features”:  
- pre-selected vocabulary  
- Co-constructing chart around words in text  
- Labeling and describing | Text: Interactive modeling through the text around “Text Features”:  
- sentence building  
- sentence structure  
- sense of story |
|                             | Activity: Self Portrait/Collage:  
- 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 collages.  
- support students writing/drawing process by providing ideas from the story and their own life  
- acknowledge their process | Activity: Self Portrait/Collage  
- encourage students to label  
- use writing supplies to write names, family members, pets, and favorite things.  
- support the writing process by highlighting places in the room or in the book they might find a word  
- acknowledge their process | Activity: Self Portrait/Collage  
- encourage students to write and expand on words to create simple sentences about their collage  
- Have students tell what they want to say and scaffold support as they write  
- Teacher charts words, labels, and sentences that students create to describe their collages |
<table>
<thead>
<tr>
<th><strong>Domain:</strong> Mathematics</th>
<th><strong>Goal/Foundation/Standard:</strong> Number Sense of Quantity &amp; Counting</th>
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<td>Child shows developing understanding of number and quantity</td>
<td><em>Recites some number names, not necessarily in order; identifies, without counting, the number of objects in a collection of up to three objects</em></td>
<td><em>Counts at least five objects correctly without counting an object more than once</em></td>
<td><em>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</em></td>
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**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
- Point out students who may have up to three things to count

**Activity:** Self-portrait/Collage:
- Teacher looks for counting opportunities
- Have student count out how many... (eyes, noses, mouths, ears, favorite toys, etc.)
- 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
- Point out students who may have up to 5 things to count
- Point out natural patterns...(toes on a foot, fingers on a hand)

**Activity:**
- Teacher looks for counting opportunities
- Have student count out how many... (eyes, noses, mouths, ears, favorite toys, 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 that have up to 20 things to count
- Use one to one correspondence and groupings to count (by 10s, 5s, 2s)
- Point out students who may have up to 20 things to count
- Point out natural patterns...(toes on a feet, fingers on a hands)

**Activity:**
- 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

March 27, 2012
Whitcomb Hayslip, Barbara Blakley, Elizabeth Magruder