

Big Idea: Relationships
Unit of Study: My World
Theme: All About Me

KEY VOCABULARY			
friends	likes	fast	ride
try	cheer	happy	bad
mistakes	grumpy	angry	

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

Domain:	Goal/Foundation/Standard:	Exploring	Building	Applying
English Language Development	<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 self:</p> <ul style="list-style-type: none"> • one word labeling/meaning • body parts, likes • Key vocabulary: friends, like <p>Activity: Self Portrait:</p> <ul style="list-style-type: none"> • 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) 	<p>Text: Interactive dialogue through the text around expressing feelings. Connect key words from home language to English:</p> <ul style="list-style-type: none"> • “Show how you look when you feel...” • “What do you do? Show me” <p>Activity: Collage:</p> <ul style="list-style-type: none"> • 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 	<p>Text: Interactive conversation through the text extending on thinking and language about feelings.</p> <ul style="list-style-type: none"> • “What happens when you make mistakes?...” <p>Activity: Collage:</p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> Teacher builds on the language the child uses during the activity. Teacher charts likes/dislikes 		
<p>Domain:</p> <p>Social Emotional Self-Regulation</p>	<p>Goal/Foundation/Standard:</p> <p>Engagement and Persistence</p> <p><i>Child persists in understanding and mastering a self-selected activity, even if it is challenging or difficult</i></p>	<p>Exploring</p> <p><i>*Continues self-selected activities on own for a while, but sometimes becomes distracted or loses interest without adult encouragement</i></p> <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: Collage:</p> <ul style="list-style-type: none"> provide verbal support to map language emphasize choices allow for movement through activities (free flow) provide positive alternative choices: "If you think you are finished, you may..." 	<p>Building</p> <p><i>*Persists most of the time in working on challenging tasks and in distracting situations</i></p> <p>Text: Engage students in text through...</p> <ul style="list-style-type: none"> relating student's experiences/traits with character's experiences / traits ("You ___ just like pig!") provide verbal acknowledgement of student's interest and engagement <p>Activity: Collage:</p> <ul style="list-style-type: none"> acknowledge student's efforts, interest and engagement ("I like your choices...", "You keep trying just like pig!" ...) 	<p>Applying</p> <p><i>*Pursues complex activities, making and adjusting plans and following the steps through to completion</i></p> <p>Text: Engage students in text through...</p> <ul style="list-style-type: none"> reflective conversations ("When something is a challenge for you, what do you do?...") Help make connections for students who have similar experiences ("I understand how ___ felt when...") <p>Activity: Collage:</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 collage?" "I like your thinking...what are you planning next?")

Domain:	Goal/Foundation/Standard:	Exploring	Building	Applying
<p>Language & Literacy</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><i>*Makes scribble-pictures of people, things, or events</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: Self Portrait/Collage:</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 collages. • support students writing/drawing process by providing ideas from the story and their own life • acknowledge their process 	<p><i>*Writes letters or letter-like shapes to represent own name and words</i></p> <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: Self Portrait/Collage</p> <ul style="list-style-type: none"> • 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 	<p><i>*Writes and composes simple sentences to communicate ideas to others</i></p> <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: Self Portrait/Collage</p> <ul style="list-style-type: none"> • 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

Domain:	Goal/Foundation/Standard:	Exploring	Building	Applying
Mathematics	Number Sense of Quantity & Counting <i>Child shows developing understanding of number and quantity</i>	<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> Text: Interactive dialogue through text around counting and quantity up to 3 <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 • Point out students who may have up to three things to count Activity: Self-portrait/Collage: <ul style="list-style-type: none"> • Teacher looks for counting opportunities • Have student count out how many... (eyes, noses, mouths, ears, favorite toys, etc.) • Focus on counting up to 3 	<i>*Counts at least five objects correctly without counting an object more than once</i> Text: Interactive dialogue through text around counting and quantity up to 5 <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 • 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: <ul style="list-style-type: none"> • 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 	<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> Text: Interactive dialogue through text around counting and quantity up to 20 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Have student count out and expand on groupings (base 10 +) (counting on) • Focus on counting up to 20 using body parts • 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

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