

Topic of Unit: All About Us
Kindergarten – Language Arts

I. Project Design

Learning Context and Implications

This instructional unit is designed to incorporate many features of culturally responsive instruction (CRI), and can be adapted for any student population. In culturally responsive classrooms, learning activities are designed to link what students know to what they are learning. Thus, learning is always connected to students' lives outside the classroom. Learning is inquiry-based in that students generate their own questions and actively construct new knowledge. Movement is built into instruction whenever possible. Skills and vocabulary are explicitly taught and are applied and reinforced in authentic contexts.

Culturally responsive classrooms are also characterized by a high level of student engagement, and various discourse protocols are used to promote student participation. There is an intentional focus on students' language and vocabulary development; all students—including ELLs—are supported in their language development and have the opportunity to learn from their peers as well as from the teacher.

Students are expected to perform at high levels, and learning activities are flexible to accommodate a diverse range of student abilities. Tasks are intentionally challenging in order to determine students' potential for learning. At the same time, appropriate scaffolding is in place to support student learning, such as providing various opportunities for peer support and using authentic literacy tasks that enable students to perform at their particular developmental level (e.g. journal writing).

An important part of CRI is parent participation. Parents are viewed as partners in learning and are integrally involved in instruction. Whenever possible, families' "funds of knowledge" are used to teach important literacy skills and concepts.

This unit will be completed at the beginning of the year. The academic goals of the unit will be to determine, teach, and reinforce students' basic print conventions, phonemic and phonological awareness, and sight word vocabulary. All learners, including English Language Learners, will be learning vocabulary associated with the school and home within the context of meaningful reading and writing. The teacher and students will be learning about each other and their lives outside the classroom while simultaneously developing important knowledge about literacy. Students' families will serve as partners by assisting with the development of students' individual books and by sharing their stories in the classroom.

Key Concepts/Big Ideas/Essential Questions

The English language has particular print conventions that are used in both reading and writing.

Written language is a form of communication that involves communicating your ideas and comprehending the ideas of others.

English language utilizes conversational conventions, vocabulary and semantic structures that are used to convey ideas and information.

Standards and Objectives

Kentucky Common Core Standards for English Language Arts (Kindergarten)

The following KY Common Core Standards will be addressed in this unit:

Print Concepts

- Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

Phonics and Word Recognition

- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Integration of Knowledge and Ideas

- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Range of Reading and Level of Text Complexity

- Actively engage in group reading activities with purpose and understanding.

Text Types and Purposes

- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

Presentation of Knowledge and Ideas

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun I.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Content/Skill Objectives

At the end of the unit, students will be able to . . .

Content Objective	Related KY Common Core Standard
1. Read at least ten basic (high frequency) sight words in context	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)

2. Recognize at least ten basic (high frequency) sight words when read from a list	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
3. Demonstrate basic concepts about print: directionality, concept of word, one-to-one matching	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> ➤ Follow words from left to right, top to bottom, and page by page. ➤ Recognize that spoken words are represented in written language by specific sequences of letters. ➤ Understand that words are separated by spaces in print.
4. Identify at least 30 of the 52 upper- and lowercase letters of the alphabet	Recognize and name all upper- and lowercase letters of the alphabet
5. Segment three-letter words into individual phonemes	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
6. Recognize a rhyme	Recognize and produce rhyming words.
7. Make a rhyme	Recognize and produce rhyming words.
8. Use onset-rime patterns to form new words	Blend and segment onsets and rimes of single-syllable spoken words.
9. Apply capital letters and periods when forming sentences and be able to name the period	Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation.

Language Objectives

Students will be able to . . .

Language Objective	Related KY Common Core Standard
1. Use complete sentences when dictating sentences for a picture book and working in play centers	Produce and expand complete sentences in shared language activities.
2. Dictate sentences for a book and write words and/or sentences in journals that correspond with the pictures	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
3. Use appropriate vocabulary (words and phrases) when dictating sentences, working in play centers or writing in a journal that correspond with pictures and that make real-life connections	Identify real-life connections between words and their use (e.g., note places at school that are colorful). Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
4. Read a book with sentences that they have dictated with 80% accuracy	Actively engage in group reading activities with purpose and understanding. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
5. Read lists of words with the same onset-rime pattern with 80% accuracy	Blend and segment onsets and rimes of single-syllable spoken words.
6. Discuss books, journal entries, and ideas with a peer using conventional rules for conversation	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> ➤ Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about

	<p>the topics and texts under discussion).</p> <ul style="list-style-type: none"> ➤ Continue a conversation through multiple exchanges. <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>
7. Express ideas in a personal journal through writing and drawing, using appropriate writing conventions when applicable	<p>Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Use of English conventions:</p> <ul style="list-style-type: none"> ➤ Print many upper- and lowercase letters. ➤ Capitalize the first word in a sentence and the pronoun I. ➤ Recognize and name end punctuation. ➤ Write a letter or letters for most consonant and short-vowel sounds (phonemes). ➤ Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
8. Use nouns, verbs and prepositions appropriately in dictating sentences for book, in conversations with teacher and peers, and in journal writing	<p>Produce and expand complete sentences in shared language activities.</p> <p>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>Use frequently occurring nouns and verbs.</p> <p>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>

Levels/Categories of Student Performance Expected

This unit of study will require students to perform at the first two Depths of Knowledge. Content objectives 1, 2, 4, and 6 require basic identification and recognition of sight words, letters of the alphabet, and rhymes, and therefore are at DOK 1. Content objectives 3, 5, 7, 8, and 9 require students to apply conceptual knowledge about language and literacy by tracking print, segmenting words into phonemes, making a rhyme, using onset-rime patterns to form new words, and using basic writing conventions. Thus, these objectives are at DOK 2.

Communication with Students, Parents/Caregivers, Colleagues

Communicating with Students: Students will be creating individual books using pictures from their home environments. They will be meeting individually with the teacher to dictate sentences for their books, and will also be writing in their journals daily. The

teacher will provide continuous feedback on their progress through individual writing conferences and teacher observations.

Communicating with Parents/Caregivers: Parents/caregivers will be integrally involved in this unit. They will be asked to assist their child in taking pictures for their *All About Me* books, and will be encouraged to make their own books to share with their child and with the other students in the class. Books can be written either in English or in their native language. Parents will also be asked to come into the classroom to talk about their favorite community place. The students will prepare interview questions in preparation for parent visits. Letters will be sent home in various languages so that parents can be informed about the project. In addition, parents will receive a weekly newsletter informing them of their child's progress in literacy.

Communicating with Colleagues: The kindergarten team will be meeting weekly to review student progress. The ESL teacher will be invited to participate on the team so that she can review and reinforce students' vocabulary and print knowledge.

II. Assessment Plan

Note: Culturally responsive assessment practices examine students' abilities while they are engaged in real reading and writing tasks, and determine for students' *potential* for learning versus what they know. Multiple assessment opportunities are provided that meet the needs of all learners.

Formative assessments:

Daily observation with anecdotal notes

- Teacher will observe students' use of concepts of print when reading individually and chorally and record observations
- Teacher will ask individual students to read words on word wall and record knowledge of sight words using anecdotal notes
- Teacher will observe children as they read to their peers and record observations on their use of reading conventions, phonemic and sight word knowledge
- Teacher will take notes as students dictate sentences corresponding with their pictures
- Teacher will take notes as students converse with their peers to determine students' use of conventional rules of conversation

Checklists

- Teacher will use a checklist of skill objectives and check skills for each student as she observes them in authentic reading and writing situations (e.g., check if they use a capital letter and period; check if they can apply phonemic segmentation to stretch sounds as they write, etc.)

Multiple response

- Students will be directed to indicate the number of phonemes in a word and will write the number on their whiteboards; teacher will record observations
- Students will be directed to spell short words on their whiteboards; teacher will record observations (letter formation, phonemic awareness)

Journal writing

- Teacher will evaluate student's journal writing for use of language and print conventions

- Teacher will evaluate student's journal writing for ability to express ideas through writing and provide details
- Teacher will evaluate student's journal writing for ability to apply knowledge of letter-sound relationships in forming words

Pre- and post-assessment (individual):

- Student reads a list of sight words; look at gains in # of words read pre- and post
- Student identifies letters of the alphabet; look at gains in # of letters that can be identified pre- and post
- Teacher orally states pairs of words and student identifies which pairs of words rhyme and which do not; look at gains in accuracy pre- and post
- Student generates lists of words with the same onset-rime pattern (cat, fat, sat); look at gains in ability to produce a rhyme and in the number of words generated
- Student writes a short sentence dictated by the teacher; look at gains in use of writing conventions, number of phonemes included (spelling patterns)
- Student tracks print as the teacher reads; look at knowledge of basic features of print (directionality, one-to-one matching)
- Teacher compares first written journal entry with last written journal entry for use of print conventions, details, letter-sound relationships, knowledge of letter formation

Role of Student in Self-Assessment

Students who are writing conventionally will be reminded to use particular print conventions in their writing (e.g., capital letter at beginning, period at the end). They will be directed to assess their writing for these conventions. All students will be asked to determine details in their writing. Students will also be involved in playing the game "What do you notice?" on a regular basis in which they provide information about what they notice about print (e.g., "I notice that the words 'like' and 'bike' rhyme." "I notice that 'chair' and 'Chelsea' start the same.")

Plan to Monitor Student Progress

Student progress will be monitored continuously through formative assessments. These will include targeted teacher observations during reading and discussion activities, the use of skills checklists, the use of multiple response, and analysis of students' writing journal entries. All evidence will be kept in individual student folders and reviewed regularly at team meetings.

Assessment Accommodations/Adaptations

(To be determined, based upon students in the classroom)

Use of Technology in Assessment

Pre- and post-test data will be recorded on an excel spreadsheet and will be compared to determine student gains.

III. Design of Instructional Strategies and Activities

Learning Activity	Formative Assessment	Plan for Individualization	Use of Discourse	Learning Objectives
<p>Creating a shared text: <i>My Community</i></p> <p>Teacher projects pictures she has taken in students' community and shares the pictures with the whole group. Teacher discusses pictures with the students. Students dictate sentences to correspond with the text to form an electronic book. Teacher and students "stretch sounds" as they write the text.</p>	<p>Observation with anecdotal notes: Teacher looks for use of vocabulary and use of complete sentence structures</p>	<p>Students work with peers for language support</p>	<p>Teacher asks students to "turn and talk" to a partner and determine sentences that would correspond with pictures</p>	<p>CO 3, 5; LO 1, 2, 3, 8</p>
<p>Creating a shared text: <i>My Favorite Community Place</i></p> <p>Teacher models by talking about her favorite community place. Develops a visual "web" on chart with "My favorite community place is ____" in center and "legs" describing the place. Teacher models how to use the web to write a narrative text. As she writes, she models "stretching sounds" to include as many sounds as possible in writing words, as well as other print conventions. Students read text chorally as teacher points to words.</p> <p>On subsequent days, parents/caregivers or other members of the community are invited to the class to share about their favorite community places and create similar "webs." Students interview visitors about what they do at the community place (as well as general questions).</p>	<p>Observation with anecdotal notes: Teacher looks for use of concepts about print as students read chorally</p>	<p>Students read chorally for language support; students work with peer to develop questions for visitors</p>	<p>Students read chorally; students pose questions to visitor</p>	<p>CO 3, 5, 9; LO 3, 6</p>
<p>Teacher highlights sight words that are included in shared texts. Teacher rotates among tables, asking students to identify by "shouting out" specific words that have been highlighted. Teacher uses different strategies to reinforce sight words, e.g. close eyes and visualize, spell orally, spell the word "in the air." Shared texts are read regularly and sight words continue to be reinforced.</p>	<p>Observation of students' ability to identify sight words; record anecdotal notes on students who appear to have difficulty with task</p>	<p>All students at the table read the words chorally; teacher assistance provided when necessary</p>	<p>"Shout it out" – students at designated tables shout out the word together</p>	<p>CO 1, 2</p>
<p>Teacher and children put sight</p>	<p>Anecdotal notes:</p>	<p>Students may</p>	<p>Students read word</p>	<p>CO 1, 2</p>

Learning Activity	Formative Assessment	Plan for Individualization	Use of Discourse	Learning Objectives
words on word wall. Sight words reinforced by reading in text and finding on word wall. Individual students periodically asked to “read the wall.” Sight words include “high frequency” words as well as words selected by the children (e.g. “McDonalds”).	Teacher looks for evidence of students’ ability to read words without contextual support	choose to read word wall words with a partner; difficult words placed in individual “word banks” for additional reinforcement at home and at school	wall words chorally and individually	
Students provided with cameras to take pictures around their house. Teacher sends home a letter to parents/caregivers (translated if necessary) to describe the project. Parents assist children in taking pictures. Teacher models first by sharing a book she has made called <i>All About Me</i> , which includes pictures of her cat, her husband, and some of her favorite things. Together they generate a list of pictures they might take for their own books (first in small groups, then with the whole group).	Teacher notes students’ use of language, vocabulary, and conventional rules for conversation using anecdotal notes	Children assist one another at tables to generate list of possible pictures	Students are invited to ask questions about the project; students discuss what pictures they might take with table peers and then share with the whole group using complete sentences (“I will take a picture of my dog.”)	CO 3; LO 3, 6, 8
Students select their five favorite pictures to use in their books. Teacher models how to glue pictures onto the paper in order to allow space for dictated text. Students dictate sentences to correspond with their pictures to make individual books. Teacher shares books with the class.	Teacher notes students’ ability to use appropriate vocabulary and complete sentences as they dictate sentences for their books Teacher notes students’ ability to use nouns, verbs, prepositions	Teacher assists students in forming sentences for book	Students dictate sentences to teacher	LO 1, 2, 3, 8
Teacher models by finding basic sight words in her <i>All About Me</i> book. Points out the words on the word wall. Teacher asks students to work with a peer to find sight words in their individual books. Pairs of students share orally. Both students must be able to identify the word before going on to another pair.	Teacher takes anecdotal notes on students’ ability to identify sight words in their books	Peers assist one another in finding sight words	Students converse with peers	CO 1, 2
Shared books are read regularly. Teacher reads aloud and leaves out particular words (oral cloze) that students must supply. On other days, all read the texts chorally together. On other days, children at individual tables read sections of the text chorally and then “pass it on” to another table.	Teacher takes anecdotal notes of reading ability of individual students as they read chorally.	Table and whole class choral reading provide reading support for those who need it	Whole class choral reading; oral cloze, where children follow along and supply individual words omitted by teacher as she reads; group choral reading by table	CO 1, 3; LO 4
Use students’ names to teach letters	Teacher observes	Teacher provides	Students “shout it out”:	CO 4, 5

Learning Activity	Formative Assessment	Plan for Individualization	Use of Discourse	Learning Objectives
<p>and letter-sound relationships. Teacher reads and writes students' names and enunciates sounds as she "stretches" the names. Students echo her. Names are placed on word wall and reviewed. On subsequent days, individual students are asked to spell their names as they point to the letters.</p> <p>After students are somewhat familiar with the names of their peers, students have a "tea party" where they wear nametags and circulate, writing down the names of the other children on clipboards. Teacher asks students to stand if they have a particular name on their clipboard ("Stand if you have Devon's name on your clipboard. Devon, come to the front of the room so we can see your nametag and let's spell your name together – D – E – V – O – N. What's the first letter in his name? What's the last letter in his name")</p>	<p>whether students know the letters in their names. Teacher observes whether students can write their names and can form the letters of other students' names. Records on checklist.</p>	<p>assistance when necessary as students form letters</p>	<p>read and spell their names and the names of others in the class</p>	
<p>Form rhymes using students' names. For instance, the teacher says "Devon, Devon, he's in heaven," and students repeat. Use nonsense words when necessary ("Brianna, Brianna, lives in Kiana.") Students work with a partner to come up with rhyming phrases.</p>	<p>Teacher takes anecdotal notes on students' rhyming phrases</p>	<p>Students work with a peer</p>	<p>Students converse with peers</p>	<p>CO 6, 7</p>
<p>Use shared books to teach letter recognition and onset-rime patterns. Teacher models using words from text. Ex. Picture of Wendy's with text "I like to eat at Wendy's" to teach -ike pattern and -eat pattern. Teacher and students generate charts using these patterns. Teacher spells words as she writes and students echo ("Echo me: LIKE – L – I – K – E; BIKE – B – I – K – E"). High frequency words are placed on word wall. Onset-rime charts are reviewed regularly. Individual children occasionally asked to read charts.</p>	<p>Teacher observes and uses individual checklists to record students' ability to read onset-rime charts</p>	<p>Students can ask for assistance from a peer</p>	<p>Children read chorally and individually; students echo the teacher</p>	<p>CO 2, 4, 8; LO 5</p>
<p>Teacher reads books orally that contain onset-rime patterns. Books are electronic or are projected using the ELMO for shared literacy.</p>	<p>Teacher observes students' choral reading and notes students who are</p>	<p>Students read chorally together, thus providing support</p>	<p>Choral reading and oral cloze</p>	<p>CO 6, 7, 8; LO 5</p>

Learning Activity	Formative Assessment	Plan for Individualization	Use of Discourse	Learning Objectives
Teacher uses oral cloze and students provide rhyming (or other) words.	having difficulty using word patterns to make a rhyme			
Use words from shared and individual texts to teach letter-sound relationships and phonemic segmentation. Teacher models: LIKE: l/i/k and jumps three times as she says each phoneme. Teacher provides different words and students jump to indicate phonemes.	Teacher observes as children jump; jumps need to correspond with number of phonemes	Teacher provides additional assistance and modeling when necessary	Students called on to repeat phoneme segmentation of individual words	CO 5
Use words from shared and individual texts to reinforce phoneme segmentation. Teacher states a word and children are asked to write the number of phonemes they hear on their whiteboard. (Task is modeled several times to reinforce number formation, and numbers are visible.)	Teacher notes students' responses on whiteboards, and also notes which students struggle with the task	Students can get assistance from peers as they write their numbers on their whiteboards	none	CO 5
Use words from shared and individual texts to teach letters and sounds (M – McDonald's). Teacher dictates a word and children write the beginning sound that they hear on their whiteboards.	Teacher notes students' responses on whiteboards, and also notes which students struggle with the task	Students can get assistance from peers as they write their letters on their whiteboards	none	CO 5
Students read individual <i>All About Me</i> books with a partner. Teacher circulates and asks students to read their books to her. Children volunteer to read their books aloud to the class.	Teacher uses individual checklists to determine knowledge of basic concepts about print, sight words, miscues	Children can read books "their way" by "picture-reading" if necessary	Students read books to each other	CO 1, 3; LO 4
Parents/caregivers are invited to use photos or draw pictures and develop their own <i>All About Me</i> books. Parents come to class to share their books. (For ELL parents, books may be written and shared in their native language.) Books are shared using the ELMO and children are asked to identify words that they can read in the text.	Teacher notes sight words, onset-rime pattern words that children know and records using anecdotal notes	Children work with a partner to find sight words on a page; they identify the words together	Students engage in conversation with partners	CO 1
Children play "what do you notice?" by identifying patterns and any other print concepts that they notice in shared texts. Teacher records what they notice on a chart and models how to "stretch out" the sounds in words as she writes.	Teacher writes student's name after what they notice (e.g. "The word 'like' starts the same as little" [Valerie]); later records students' knowledge on individual checklist of skills	Students provide responses at their developmental level	Students generate individual responses and state their observations orally	CO 1, 4, 5, 6, 8, 9
Students write daily in their	Teacher assesses the	Students provide	Students share their	CO 1, 3, 4, 5, 8,

Learning Activity	Formative Assessment	Plan for Individualization	Use of Discourse	Learning Objectives
journals. The teacher models frequently how to use a combination of pictures, basic sight words, onset/rime patterns and “stretching sounds” to produce a written text that is on their developmental level. She spells words as she writes and talks about other writing conventions (left to right, spaces between words, capital letters and periods, etc.). Students share journals with peers.	developmental level of students’ individual written texts and use of written language conventions; teacher assesses students’ language use by taking notes of their conversations	responses at their developmental level	journals with peers using “line dancing,” where they sit knee-to-knee and discuss; then one student gets up and goes to the “end of the line” and students shift (could also use “inside-outside circle” or “musical chairs”)	9; LO 2, 3, 6, 7, 8
Children create their own “word rings” that include words of their choice that they would like to learn (e.g., McDonald’s, names of pets and family members, etc.). These words are used to reinforce letters and sounds. (“Stand if you have a word that begins with the letter M. What is your word?”) Students read words on their word rings with partners.	Teacher listens as individual students read and spell the words on their word rings	Students learn and read words that are personally meaningful to them. Students are given a choice in what words and how many words to include on their rings.	Students read word ring words to partners and to the teacher	CO 2, 4, 5
Teachers and students create real-world play centers, e.g. “Kid’s Café”, post office, etc. Centers include authentic applications of literacy (menus, notepads, signs and labels etc.). Parents/caregivers assist in planning and creating the centers. Artifacts are in multiple languages based upon students’ native language use.	Teacher observes children as they interact in play centers, and gathers evidence of literacy use	Students are able to use literacy according to their level of development	Students have conversations in centers	CO 1, 3; LO 1, 3, 8

Use of technology

Computer program used to record students’ pre- and post-assessment data

Computer and projector used for shared book experiences

ELMO used for shared literacy experiences

Disposable cameras

Equipment/Materials

Computer and projector

ELMO

Disposable cameras

Electronic texts for reinforcing onset-rime patterns

Books for reinforcing onset-rime patterns

Rings and small cards for word rings

Large cards for word wall

Nametags

Clipboards

Whiteboards
Chart paper
Highlighters
Individual student journals
Materials for play centers (based upon the center)

Discourse Protocols

To encourage student talk and active participation, the following discourse protocols will be used throughout the unit.

Call/Response: The call/response protocol will be used as a management technique as well as to reinforce basic concepts. Example: “Teacher: When I say ‘like,’ you say ‘bike.’ Teacher: “Like.” Students: “Bike.” Teacher: “Like.” Students: “Bike.” Teacher: “Back to your seats.” This technique is particularly effective in getting students’ attention after a physical activity.

Oral Cloze: As the teacher reads orally, she leaves out words and the students fill in the blank. This protocol encourages active student participation. Oral cloze can be used to review basic concepts as well. Example: “Yesterday we were talking about onsets and ____.”

Shout It Out: This is a group response where students do not raise hands, but are asked to “shout out” the answer simultaneously.

Choral Reading: Students read a shared text together. Choral reading can be done with or without the teacher’s voice.

Talking Partners: Students converse with a partner. If they are asked to respond to a question, they can raise their hands together to indicate that they have arrived at an answer.

Think/Pair/Share: This protocol can be used with Talking Partners. The teacher poses a question and says “think first.” Students share their thoughts with a partner, and then share with the whole group.

Line Dancing: Students face each other in a line, knee to knee, and have a conversation. Once they are done conversing, one child moves to the end of the line and all of the students shift so that they have a new “partner.”

Inside/Outside Circle: This protocol is similar to “line dancing,” except students stand in two circles facing each other. Once they are done conversing, one circle moves to the right or left so that they have a new “partner.”

Musical Chairs: The teacher plays music and the students walk/dance around the room. When the music stops, the students converse with the nearest peer. The process is then repeated.

Echoing: Students echo the teacher. Example: Teacher: “Repeat after me. It – I-T” (as she holds up the word and points to the letters). Students: “It – I-T.”