

CV

Unit Title-Fall

Grade Level – Pre-K ESE

Area-Literacy/Language

Materials-

Book-There Was An Old Lady Who Swallowed a Pie 4th or 5th read

Story Props

Time Frame: 15-20 Minutes

Material for teacher the book

Material for students story Props

EQ Why is it important to listen to a story?

Learning Goal: The students will be able to a story and answer comprehension questions in complete sentences or 3 to 4 word phrases.

LESSON-

Step 1: State the learning goals for the lesson and review the scale.

The Learning Goal is to answer comprehension questions using 3-4 word phrases or complete sentences.

Step 2: Discuss concepts of print such as front and back of book, author, illustrator, title, and title page

Step 3: Discuss cover of book and predict what the story will be about by asking the following question: What do you think this book is about? Make a connection what other book did we read about a old lady?

Step 4: Review vocabulary words from story (read to) : pie, cider, roll, squash, salad, turkey, pot, cake, bread with visuals.

Step 5: Read Story one page at a time and ask comprehension questions.

Questions: Page 1 What is a pie?

Page 2 What type of pies do you eat on Thanksgiving?

Page 3 What is cider?
Page 4 What does moisten?
Page 5 What is a roll?
Page 6 What is rumbled?
Page 7 What is a squash?
Page 8 What is a salad?
Page 9 What is a turkey?
Page 10 What is murky?
Page 11 What is a pot?
Page 12 What is a cake?
Page 13 What is a ten-layer cake?
Page 14 What is bread?
Page 15 What is Thanksgiving?

Step 6: Review the learning goal and have students assess them selves.

Extension Activities

Whole Group

Time frame 5-10 minutes

Learning goal: Retell the story using story props on the white board

The students will be able to retell the story I Know an Old Lady Who Swallowed a Pie using story props.

Lesson:

1. The teacher states the learning goal: “Your learning goal is to retell the story.”
2. The teacher will give students story props of items the Old Lady swallowed.
3. Teacher will review each main event and have the students place the story prop on the whiteboard in (sequential) order.
4. The students will retell the story using the story props on the white board.
5. Each child will assess him/herself after the sequencing activity.

Small Group Activity

Time Frame: 5-10 minutes

Teacher Led: Syllable Game

Materials: story prop cards

Learning Goal: The students will be able to clap out the number of syllables in words.

State the learning goal. Using story prop cards, students will use the picture clue to state the vocabulary word. Then, they will clap out the number of syllables.

At the end of the lesson, review the learning goal and assess their performance.

In the other group will draw their favorite props from the story.

ESP Led

Time Frame: 5-10 minutes

Learning Goal: Students will be able to draw a picture about their favorite part.

Materials: crayons and paper

State the learning goal. The students will draw a picture of their favorite part of the story, I Know an Old Lady Who Swallowed a Pie. In their spelling, they will write about it. Students will dictate to the ESP what their favorite part is.

At the end of the lesson, review the learning goal and assess their performance.

Scale:

Thumbs up: Students are able to answer comprehension questions using 3-4 word intelligible phrases.

Thumbs sideways: Students are able to answer comprehension questions using 3-4 word intelligible phrases with the help of the teacher.

Thumbs down: Students are unable to answer comprehension questions using 3-4 word intelligible phrases.

Effort Rubric Scale

4 – I tried hard through out the lesson

3 – I tried hard through most of the lesson

2 – I tried hard through some of the lesson

1 – I did not try hard at all.

As part of Preschool ESE Specialized, we integrate many objectives into each lesson.

Objectives that can be documented in Teaching Strategies Gold:

Physical Development

D. Fine Motor Development

1. Demonstrates increasing control of small motor muscles to perform simple tasks
2. Uses eye-hand coordination to perform fine motor tasks
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination

Cognitive Development

A. Eagerness and Curiosity

1. Shows curiosity and is eager to learn new things and have new experiences

B. Persistence

1. Attends to tasks for a brief period and seeks help when needed

C. Creativity

1. Approaches daily activities with creativity

D. Planning and Reflection

1. Shows initial signs of planning and learning from their experiences

Social Emotional Development

A. Self-Regulation

b. Life/Adaptive

1. Follows simple rules, agreements, and familiar routines with teacher support
2. Begins to use materials with increasing care and safety
3. Adapts to transitions with increasing independence

B. Relationships

a. Self

1. Shows increasing confidence in their own abilities

b. Peers

1. Interacts with and develops positive relationship with peers
2. Develops special friendships
3. Shows care and concern for others

c. Adults

1. Develops positive relationships and interacts comfortably with familiar adults

Language Development

A. Listening and Understanding

1. Increases knowledge through listening

Benchmark a: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.

2. Follows multi-step directions.

Benchmark a: Child achieves mastery of two-step directions with teacher support and

multiple experiences over time.

B. Speaking

1. Speech is understood by both a familiar and an unfamiliar peer or adult

C. Vocabulary

1. Shows an understanding of words and their meanings

Benchmark a: Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each.

Benchmark b: Child has mastery of functional and organizational language of the classroom.

2. Shows increased vocabulary to describe many objects, actions, and events

Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.

D. Sentences and Structure

1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.

Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

2. Connects phrases and sentences to build ideas

Benchmark a: Child uses sentences with more than one phrase.

Benchmark b: Child combines more than one idea using complex sentences.

Benchmark c: Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.

E. Conversation

1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems

Benchmark a: Child demonstrates varied uses of language 2. Initiates, ask questions, and responds to adults and peers in a variety of settings

Benchmark a: Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.

Benchmark b: Child provides appropriate information for the setting 3. Uses appropriate language and style for context

Benchmark a: Child demonstrates knowledge of verbal conversational rules Benchmark

b: Child demonstrates knowledge of nonverbal conversational rules

Benchmark c: Child matches language to social and academic contexts

F. Emergent Reading

2. Shows age-appropriate phonological awareness

Benchmark d: Child combines syllables into words

Benchmark e: Child can delete a syllable from a word

4. Demonstrates comprehension of text read aloud

Benchmark a: Child retells or reenacts a story after it is read aloud.

Benchmark b: Child asks and answers appropriate questions about the story

G. Emergent Writing

1. Shows motivation to engage in written expression

Benchmark a: Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.

Benchmark b: Child intentionally uses scribbles/writing to convey meaning

2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas

Benchmark a: Child independently uses letter-like shapes or letters to write words or parts of words.

Benchmark b: Child writes own name not necessarily with full correct spelling or well-formed letters.

3. Demonstrates age-appropriate ability to write letters

Benchmark a: Child independently writes some letters on request.

4. Demonstrates knowledge of purposes, functions, and structure of written composition

Benchmark a: When writing or dictating, child uses appropriate writing conventions

A. Mathematical Thinking

a. Number Sense

6. Shows understanding of and uses appropriate terms to describe ordinal positions

Benchmark a: Child demonstrates the concept of ordinal position with concrete objects

Benchmark b: Child names ordinal positions

e. Spatial Relations

1. Shows understanding of spatial relationships and uses position words Benchmark a: Child shows understanding of positional words

Benchmark b: Child uses the positional terms verbally with teacher support and multiple experiences over time.