West Haven Public Schools
Unit Planning Organizer

Subject: LITERACY  Grade: Pre-K
Units: 1-9  Pacing: August - June

PRIORITIZED STANDARDS

Language Comprehension

- What helps you follow directions?
  - Big Idea: Listening to what a person says helps me follow directions.
  - (L.48.2) Understand increasingly complex sentences that include 2-3 concepts (e.g., “Put the blue paper under the box.”)

Language Structure

- How do people understand what you say?
  - Big Idea: If I talk clearly, people will understand me.
  - (L.48.9) Use speech that is mostly intelligible to familiar and unfamiliar adults.

Language for Interaction

- How do I keep a conversation going?
  - Big Idea: I answer questions.
  - (L.48.11) Answer simple who, what, where, and why questions.

Understanding of stories or informational text

- How can you show you understand what has been read to you?
  - Big Idea: I can answer questions to show I understand a book.
  - (L.48.14) Ask and answer simple who, what, where, and why questions related to story or text.

Book Concepts

- How is a book read?
  - Big Idea: You read the words on a page then turn to the next page.
  - (L.48.15) Look at the pages of a book from left to right (or according to conventions of home language).

Letter Recognition

- How can you find your name tag?
  - Big Idea: I can look for the first letter and other letters on a name tag to find my name.
  - (L.48.18) Recognize some letters especially those in one's own name.
Phonological Awareness

- **What sound do you hear?**
- Big Idea: Words are made of different sounds.
- (L.48.21) Identify when initial sounds in words are the same.

**Phonological Awareness (Start: Unit 7-9)**

- **Do cat and hat rhyme?**
- *Big Idea: They do! They sound the same at the end.*
- (L.48.20) Recognize rhyming words in songs, chants, or poems

**Drawing and Writing (Start: Unit 7-9)**

- **What can you do with a pencil?**
- *Big Idea: I can write my name or draw a picture.*
- (L.48.23) Draw or write to convey and idea, event, or story.
- (L.48.24) Write in a manner that is distinct from drawing.

**SUPPORTING STANDARDS LITERACY**

**Word Comprehension**

L.48.1 Understand words or signs for objects, actions, and visible attributes found frequently in both real and symbolic contexts.

**Vocabulary**

L.48.3 Use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.

L.48.4 Use simple pronouns (e.g. I, me, you, mine, he, she)

L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race, or jog.)

**Expression of Ideas, Feelings, and Needs**

L.48.6 Communicate about current or removed events and/or objects.

L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.

**Language Structure**

L.48.8 Use basic grammar rules including irregular past tense and questions. Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage by their family.
Conventions of Conversation

L.60.9 Initiate, maintain and end conversations by repeating what the other person says and/or by asking questions.

Interest and Engagement with Books

L.48.12 Select fiction and nonfiction books to be read and attend with interest.

Understanding of Stories or Information Stories or information may be shared through oral storytelling, sharing of pictures and/or books.

L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events, or sharing information learned from nonfiction text.

Book Concepts

L.48.16 Recognize that print represents spoken words (e.g., first name in print, environmental labels).

Print Concepts

L.48.17 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.

Phonological Awareness

L.48.19 Recognize rhyming words in songs, chants, or poems.

L.48.21 Distinguish individual words in a sentence.

Drawing and Writing

L.48.22 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters, and/or letter-like shapes (e.g., make pretend list, or use their words to dictate a message to communicate with other).

L.48.23 Writing is distinct from drawing; combine scribbles with letter-like forms.
### Reading “Unwrapped” Concepts and Skills, and Webb’s Depth of Knowledge

<table>
<thead>
<tr>
<th>Concepts (Need to Know)</th>
<th>Skills (Able to Do)</th>
<th>DOK</th>
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</thead>
<tbody>
<tr>
<td><strong>L.48.2</strong> complex sentences w/ 2-3 concepts</td>
<td><strong>L.48.2</strong> Understand</td>
<td>1</td>
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<tr>
<td><strong>L.48.9</strong> intelligible speech</td>
<td><strong>L.48.9</strong> Use</td>
<td>1</td>
</tr>
<tr>
<td><strong>L.48.11</strong> simple who, what, where, when, why conversational questions</td>
<td><strong>L.48.11</strong> Answer</td>
<td>2</td>
</tr>
<tr>
<td><strong>L.48.14</strong> simple who, what, where, when, why book questions</td>
<td><strong>L.48.14</strong> Ask</td>
<td>2</td>
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<tr>
<td><strong>L.48.15</strong> left-to-right directionality of a book</td>
<td><strong>L.48.15</strong> Demonstrate (Look)</td>
<td>1</td>
</tr>
<tr>
<td><strong>L.48.18</strong> letters (especially in one’s own name)</td>
<td><strong>L.48.18</strong> Recognize</td>
<td>1</td>
</tr>
<tr>
<td><strong>L.48.20</strong> Initial sounds in words</td>
<td><strong>L.48.20</strong> Identify</td>
<td>3</td>
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</tbody>
</table>

### Assessments
- Universal Screening & Benchmark Assessments
- "Dipsticks" (Informal Progress Monitoring Checks)

### Instructional Planning

**Suggested Resources/Materials:**
- Timer
- Sandpaper letters
- Trace and write board
- Magnetic boards
- Shaving Cream
- Play dough
- “Gak”
- Letter cards
- Picture cards
- Puzzles
- Flash cards
- Sound/artifact box
- Magnetic letters
- Quiet Signal (chime, bell, hand signal)
- Role playing
- Pencil grips
- Nursery rhymes
- Dry erase boards and markers
- Classroom library books
- Big books
- Independent reading books
- Morning message board
Subject: MATHEMATICS     Grade: Pre-K
Units: 1-9     Pacing: August - June

PRIORITIZED STANDARDS

Number Names

- How high can you count?
  - Big Idea: I can count to 20!
  - (M.60.1) Say or sign the number sequence up to at least 20.

Cardinality

- How many bears do you have?
  - Big Idea: I have 10 bears.
  - (M.60.2) Count up to 10 objects using 1:1 correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.

- Can you show me 5 bears?
  - Big Idea: Here are 5 bears.
  - (M.60.3) Count out a set of objects up to five.

Written Numerals

- What number is this?
  - Big Idea: This is number 9.
  - (M.60.4) Recognize written numerals up to at least 10.

Data

- What can you tell me about these two groups of bears?
  - Big Idea: These two groups are the same/more/less.
  - (M.48.9) Sort objects into two groups, count, and compare the quantity of the groups formed.

Sorting and Classifying

- How can you sort these?
  - Big Idea: I can sort by color, size or shape!
  - (M.48.10) Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).
Spatial Relationships

- Where is the bear?
- The bear is (______________).
- (M.48.11) Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object.

Identification of Shapes

- What shape is this?
- Big Idea: This shape is (_______).
- (M.48.12) Identify 2-dimensional shapes in different orientations and sizes.

SUPPORTING STANDARDS MATHEMATICS

Reading “Unwrapped” Concepts and Skills, and Webb’s Depth of Knowledge

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<th>Skills (Able to Do)</th>
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<tr>
<td>M.60.1 Number sequence up to 20</td>
<td>M.60.1 Say or Sign</td>
<td>1</td>
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<tr>
<td>M.60.2 1:1 correspondence (10 objects)</td>
<td>M.60.2 Count</td>
<td>2</td>
</tr>
<tr>
<td>M.60.3 Set of objects up to 5</td>
<td>M.60.3 Count</td>
<td>2</td>
</tr>
<tr>
<td>M.48.9 Objects into 2 groups (more/less)</td>
<td>M.48.9 Sort, count, and compare</td>
<td>2/3</td>
</tr>
<tr>
<td>M.48.10 By one attribute (color, size, shape)</td>
<td>M.48.10 Sort and classify</td>
<td>2</td>
</tr>
<tr>
<td>M.48.11 Positional vocabulary to describe</td>
<td>M.48.11 Use</td>
<td>1</td>
</tr>
<tr>
<td>M.48.12 2D Shapes</td>
<td>M.48.12 Identify</td>
<td>1</td>
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</tbody>
</table>
Assessments
- Universal Screening & Benchmark Assessments
- “Dipsticks” (Informal Progress Monitoring Checks)

Instructional Planning

Suggested Resources/Materials:
- Timer
- Play dough
- Puzzles
- Flash cards
- Magnetic numbers
- Dry erase boards and markers
- Math picture books
- Counting manipulatives (i.e., bears)
- 2D and 3D shapes
- Attribute items (color, shape and size)
- 3D numerals (Touch Math)
- Math links
- Unifix Cubes
- Number lines (large and small)
- File folder games
- Dice
- Tanagrams
- Positional Words Resource Box
- Scale
- Measuring tape
- Sensory table
**LITERACY AND MATHEMATICS**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Interdisciplinary Connections</th>
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</thead>
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<tr>
<td>Body parts (head, eyes, nose, ears, mouth, body, arms, hands, legs, feet)</td>
<td><strong>Gym</strong></td>
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<tr>
<td>Fiction/Non-Fiction</td>
<td>• Trace target letters on floor</td>
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<tr>
<td>First name</td>
<td>• Use jump ropes (or students) to make target letter on floor</td>
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<tr>
<td>Last Name</td>
<td>• Obstacle course (balance beam, tunnel, over/between cones, etc.)</td>
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<tr>
<td>Conversation</td>
<td><strong>Art</strong></td>
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<tr>
<td>Mat Man/Woman</td>
<td>• Draw and label things that begin with the target letter</td>
</tr>
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<td>Prepositions (in, out, on, off, under, top, bottom, between, in front of, behind, beside)</td>
<td>• Create letters/words using paint or clay</td>
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<tr>
<td>Question words – ask &amp; answer (who, what, where, when, why)</td>
<td>• Draw pictures to show characters, setting, events</td>
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<tr>
<td>Writing</td>
<td><strong>Library</strong></td>
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<td>Zero (number name and quantity of)</td>
<td>• Distinguish between fiction and nonfiction</td>
</tr>
<tr>
<td>Color words (Red, Yellow, Orange, Blue, Green, Purple, Pink, Black, White, Grey, Brown)</td>
<td><strong>Music</strong></td>
</tr>
<tr>
<td>Shapes (Circle, Square, Triangle, Rectangle, Rhombus, Oval, Heart, Star)</td>
<td>• Patterns with rhythms</td>
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<td>More, less, same/equal</td>
<td>• Singing nursery rhymes</td>
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<td>Big, little, tall, short, long</td>
<td>• Following directions through song</td>
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<td></td>
<td>• Imitating teacher/peers</td>
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<td>• Dance (work cooperatively)</td>
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<td><strong>Snack</strong></td>
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<td>• Questions/prompts to facilitate conversation</td>
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<td>• Asking for what they want (in complete sentence ideally)</td>
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<td>• Using manners to request (please/thank you)</td>
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<td>• Placemats listing key info (name ID, address, etc.)</td>
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