

## Pre-K Curriculum Unit Overview

**Curriculum Area:** English Language Learning (ELL)

**Grade Level:** Pre-K

**Unit Summary:** Through this unit of study, with support of adults, students will be able to communicate using words or phrases in a language other than their own.

### Learning Targets

**Curriculum aligned with Standards:** New Jersey Preschool Teaching and Learning Standards 2014

**21<sup>st</sup> Century Skills:** Critical Thinking & Problem Solving X, Creativity and Innovation X, Collaboration, Teamwork and Leadership X, Cross-Cultural Understanding and Interpersonal Communications X, Communication and Media Fluency X, Accountability, Productivity and Ethics X

**Interdisciplinary Connection:** Math=MA, English=ELA, Science=SCI, Social Studies=SS, Physical Education=PE, Art=ART, Music=MU, Technology=TECH, World Language=WL

### Standards:

**Standard 7.1:** Children know that people use different languages (Including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.

7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).

7.1.2 Say simple greetings, words, and phrases in a language other than their own.

7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.

7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

### Unit Essential Questions

*Students will wonder...*

- What are ways we can communicate with our peers?
- How can we express what we are feeling?
- How can we let people know what we are thinking?
- What happened in the beginning (middle, end) of the story?
- How will you use these props to act out what happened in the story?

### Unit Enduring Understandings

*Students will understand that...*

- They understand and use English and their home language(s).
- They know there are different ways of speaking and different writing systems (alphabets).
- The purpose of communicating and building relationships.
- Exposure to varied vocabulary.
- Opportunities to be part of conversations that use extended discourse.

### Unit Learning Targets

*Students will know:*

- How to listen to and understand English
- Speak English

*Students will be able to:*

- Speak words and phrases
- Have simple conversations
- Recount simple stories

## Evidence of Learning

### Suggested Assessments

*Students learning is documented through anecdotal records and the Children's Observation Record (COR)*

### Suggested Assessment Evidence

PERFORMANCE TASK (S):

**Developmental Range:**

The children will approach each activity at different developmental levels:

**Earlier:**

Student requires adult supervision throughout the activity. Student needs to be redirected back to activity several times. For small group activities, student explores materials. For large group activities, student observes others or participates with adult assistance. Student uses little or no language and requires prompts to follow directions.

**Middle:**

Student requires some adult supervision and can do an activity independently for brief periods. Student needs some verbal prompts to be redirected back to the activity. For small group activities, student uses materials in a purposeful way, copies actions of other students, or starts using materials purposely with verbal suggestion from adult. For large group activities, student participates with some verbal prompt from adult or copies actions of other students. Student uses some language to describe, request, suggest, and comment during activities.

**Later:**

Student can independently participate in activities after the adult introduces them. Student needs to be redirected a few times or does not need redirection. For small group activities, student uses materials in purposeful and complex ways. Student is able to assist peers with their materials. For large group activities, student participates independently and offers suggestions during the activity. Student uses sentences to describe what they are doing, ask questions, and participate in conversations.

**Small Group:** (Adapted from Many Languages, One Classroom)

What You Need	Key Words and Phrases
<ul style="list-style-type: none"> <li>● A favorite storybook that can be acted out easily, such as “The Three Little Pigs”</li> <li>● Character costumes, including hats, masks, or t-shirts, for wolf and three pigs</li> <li>● Props to represent the flimsy straw, brittle sticks, and strong bricks</li> <li>● Story paper for children to create their own stories</li> </ul>	<ul style="list-style-type: none"> <li>● Bricks</li> <li>● Built</li> <li>● Chin</li> <li>● House</li> <li>● I’ll huff and I’ll puff</li> <li>● I’ll blow your house down</li> <li>● Little</li> <li>● Pig</li> <li>● Sticks</li> <li>● Straw</li> <li>● Strong</li> <li>● Three</li> <li>● Weak</li> <li>● Wolf</li> </ul>

- Read the storybook to the children.
- Use the key words to prepare yourself in advance by learning them in the languages advance by learning them in the languages that the children speak. Ask your bilingual staff to explain the story using the key words and helping the DLL children to connect the English key words with their understanding of the story.
- Encourage children who are shy or who do not speak English to participate by inviting them to be a part of the storytelling group rather than asking them to speak independently.
- Put on the costumes and act out the story using the repeating choruses to emphasize words and letter sounds. Then discuss the story with the children. Ask them open-ended questions such as, “What makes a house strong or weak?” “What kind of house do you live in?” and, “What might happen the day after the story ends?”
- Using the language they are most comfortable with, have children tell, write, or draw what happens next in “The Three Little Pigs” story.

**Large Group:**

- Later in the day or the next day, invite children to put the costumes back on, get out the props and act out the additional stories written by the children themselves. This gives the opportunity to reinforce the vocabulary and concepts introduced in the story.
- For the DLL children, seeing their stories acted out in their own language by classmates can help them see how much their language is valued in the classroom. Help the monolingual English speakers in the class learn the words

OTHER EVIDENCE:

- Teacher observations (anecdotal notes) during greeting time, work time, large group time, small group time, read aloud
- Writing samples
- Journal samples
- Report card
- Samples of conversations with adults and peers

**Learning Activities:**

***Suggested Instructional Strategies***

- Message Board
- Work Time
- Large Group Time
- Small Group Time
- Using Letter Links
- Playing language transition games
- Puppet play
- Reading books during greeting time, small group time, snack time, work time, read aloud, large group time
- Rhyming stories and songs throughout daily routine
- Alliterative stories and songs throughout daily routine
- Planning/Recall time
- Snack Time/ Meal Time conversations.

**Modifications and/or Accommodations:**

- **Special Education:** Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.
- **English Language Learners:** Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.
- **Students at Risk of School Failure:** Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.
- **Gifted Students:** Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related talent development opportunities.

**Teacher Resources:**

- Educating Young Children (HighScope)
- Essentials of Active Learning in Preschool (HighScope)
- Small-Group Times to Scaffold Early Learning (HighScope)
- 50 Large-Group Activities for Active Learners (HighScope)
- Lesson Plans for the First 30 Days (HighScope)
- Story Starters for Group Times (HighScope)
- Growing Readers Early Literacy Curriculum (HighScope)
- Fee, Fie, Phonemic Awareness (HighScope)
- Letter Links (HighScope)
- [www.highscope.org](http://www.highscope.org)