



Unit at a Glance	ECE: Unit 1: Coming to School
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Unit 1: Coming to School

Introduction

In this unit, students learn that school is a community that each person is a part of. They become familiar with people in a school and explore feelings about starting something new. The lessons and activities are centered around learning routines, rules, and procedures of interacting with one another and the use of classroom materials.

 English Language Learner (ELL) connection—These planning guides were written to intentionally integrate transitioning ELLs’ needs. The star symbol indicates a strategy and/or additional support essential for transitioning ELLs and embedded throughout the lessons. These suggestions may also benefit other learners. The Notes column shows details and reminders related to ELL strategies, as well as additional information for teachers working with different student populations.

<p style="text-align: center;">Colorado Standards</p> <ul style="list-style-type: none"> • Standard 1: Students read and understand a variety of materials. • Standard 2: Students write and speak for a variety of purposes and audiences. • Standard 3: Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. • Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing. • Standard 5: Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. • Standard 6: Students read and recognize literature as a human experience. 	<p style="text-align: center;">New Standards (Speaking and Listening)</p> <ul style="list-style-type: none"> • Standard 1: Habits—Talking a Lot; Talking to One’s Self; Conversing at Length on a Topic; Discussing Books • Standard 2: Kinds of Talk and Resulting Genres—Narrative; Explaining and Seeking Information; Getting Things Done; Producing and Responding to Performances • Standard 3: Language Use and Conventions—Rules of Interaction; Word Play; Phonological Awareness and Language Awareness; Vocabulary and Word Choice
<p style="text-align: center;">Big Ideas</p> <ul style="list-style-type: none"> • The school is a community, and each person is part of that community. • Feelings are associated with starting something new. • We make friends at school. • We come to school to learn and play. • We learn to follow rules at school. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> • Principal, classmate, secretary, librarian, teacher, nurse, auditorium, cafeteria or lunchroom, centers, classroom, gym, library, playground, rules, safety, listen, play, pretend, feel, help make, clean, crossing guard, worried, excited, breakfast, lunch, share, together, pencils, paper, glue, erasers, crayons, easel  La directora/el director, compañero de clase, personal de la oficina, bibliotecarios, maestro/a, enfermeras, cafetería o comedor, los centros, el salón, gimnasio, biblioteca, patio de recreo, reglas, la seguridad, escuchar, jugar, invención, sentir, ayudar, hacer, limpiar, guardias de cruce de peatones, preocupado/da, desayuno, almuerzo, compartir, juntos, lápiz, papel, borradores o goma de borrar, los colores o crayones, caballete

Center Extensions

When children are independently working during Literacy Workshop and Centers, they learn to use materials and put them back where they belong. Picture labels are provided to assist them.

- Literacy—Children are provided with books related to school and friendship; a miniature school can be set up for children to “play” school.
- Blocks—Pictures of schools and school materials can be added so students can build and “play” school (e.g., small traffic signs, busses, miniature children).
- Art—Children can use large paint brushes and cans of water to go outside and “paint” the school.
- Table Toys—Children may use puzzles with four to six pieces, string beads, and access other simple manipulatives.
- Dramatic Play—Children can “play” school. School-related items can be added.
- Science—Children learn rules for magnifying glasses, scales, and water/sand table.

Literacy Resources

- *Fee, Fie, Phonemic Awareness* by Mary Hohmann
- *Let's Talk About It!* poster and teacher's guide, Level A
- *School/La escuela* (big books) by Samantha Berger
- *Hurray for Pre-K!/ ¡Que viva el preescolar!* (big books) by Ellen Senisi
- *Franklin Goes to School/Franklin va a la escuela* by Paulette Bourgeois and Brenda Clark
- *Going to School/Voy a la escuela* by Melinda Radabough
- *The Kissing Hand/Un beso en mi mano* by Audrey Penn
- *Look Out, Kindergarten, Here I Come!/ ¡Preparate, Kindergarten! Alla voy* by Nancy Carlson

DLM Early Childhood Express, Teacher's Resource Anthology (Spanish titles are on the same page, and page numbers are in parentheses.)

- "Make New Friends" (7)
- "Good Morning" (9)
- "This Is the Way We Go to School" (20)
- "Days of the Week Song" (22)
- "This Is Tiffany" (25)
- "Are You Lonely?" (28)
- "Clean Up" (30)
- "The More We Get Together" (30)
- "Cleanup Time" (34)
- "Oh, Do You Know the Principal?"/"Ah, ¿conocen al director?" (41)
- "Are You Listening?/¿Me estas escuchando?" (44)
- "Open, Shut Them" (54)
- "School Days" (55)
- "This Is the Way We Walk to School" (58)
- "Time to Go Home"—Chant (93)
- Friendship Doughnuts—Recipe (153)
- "Pam and Sam"—Listening Story (208)
- "I Like School"—Flannel Board Story (300)

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<p>Lessons 1-2 and Cultural Competency Lessons 1-3</p>	<p>Literacy Workshop</p>	<p>Cultural Competency Lesson 1: Becoming a Member of My Classroom Family ⊕★</p>	<p>Lesson 1: My First Day of School— Making Text-to- Self Connections ★</p>	<p>Cultural Competency Lesson 2: Creating Emotional Security in Classroom Family I ⊕★</p>	<p>Lesson 2: Building Comprehension ★</p>	<p>Cultural Competency Lesson 3: Creating Emotional Security in Classroom Family II ⊕★</p>
<p>Lessons 3-7</p>	<p>Literacy Workshop</p>	<p>Lesson 3: Making Text-to-Self Connections ★</p>	<p>Lesson 4: Creating and Using Classroom Rules ★</p>	<p>Lesson 5: Cleaning Up Centers ★</p>	<p>Lesson 6: Making Text-to-World Connections I ★</p>	<p>Lesson 7: What We Do at School ★</p>
<p>Lessons 8-12</p>	<p>Literacy Workshop</p>	<p>Lesson 8: Creating Rituals for Talking about Pictures</p>	<p>Lesson 9: Following Directions</p>	<p>Lesson 10: Learning about the People in a School</p>	<p>Lesson 11: Making Text-to-World Connections II</p>	<p>Lesson 12: Using Pictures to Make Predictions</p>
<p>Lessons 13-16</p>	<p>Literacy Workshop</p>	<p>Lesson 13: Identifying Sounds</p>	<p>Lesson 14: Talking about Best Friends ★</p>	<p>Lesson 15: Telling a Story from Picture Books ★</p>	<p>Lesson 16: Planning for Buddy Reading ★</p>	