

Unit at a Glance	ECE: Unit 2: All about Me
------------------	---------------------------

Unit 2: All about Me

Introduction

In this unit, students learn they are special and unique.

- ★ 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 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"> • We are unique and special. • We each have a name. • We have five senses that help us learn about the world. • We all have feelings. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> • Taste, sight, smell, hearing, touch, tongue, eyes, odor, loud, skin, salty, shape, nose, low, rough, sweet, see, different, high, smooth, bitter, color, soft, ears, hot, sour, size, weak, sound, texture, cold, same, strong, feel ★ El sabor, la vista, el olfato, el oído, el tacto, lingual, ojos, olor, ruidoso/fuerte, prel/cutis, salado, figura, nariz, bajo, áspero(a), dulce, ver, diferente, alto(a), liso(a), amargo, color, suave, oídos, caliente, agrio, tamaño, débil, sonido, textura, frío, duro(a), igual, fuerte, sentir

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—Provide children with “feely” books to feel objects that are hard, soft, smooth, rough, bumpy, shiny, scratchy, etc.
- Blocks—Provide children with building materials that have different textures (e.g., pine cones, rocks, sponges). Encourage students to construct a representation of their own house using blocks and building materials.
- Art—Provide various containers of tempura paint containing lemon, peppermint, and vanilla extract for students to paint strips of paper to make “scratch and sniff” paper.
- Table Toys—Provide pictures of things you can smell, taste, feel, and hear. Have children sort pictures by sense.
- Dramatic Play—Provide students with lidded yogurt containers with a hole poked in the top. Each container has a different smell made by sprinkling extracts onto cotton balls. Suggested extracts include vanilla, lemon, peppermint, orange, and almond. Students can use these extracts while they “play” cooking.
- Science—Provide children with several rhythm instruments, each labeled by its shape drawn on butcher paper. Children explore different sounds made by the instruments. Children can also use magnifying glasses to closely examine their fingers, skin, hair, etc.

Literacy Resources

- *Avenues*, Units 1 and 3
- *Fee, Fie, Phonemic Awareness* by Mary Hohmann
- *Let's Talk About It!* poster and teacher's guide, Level A
- *Look, Listen, and Learn/Observa, escucha, y aprende* (big book) by Susan Canizares
- *My Five Senses/Mis cinco sentidos* (from *Avenues*) (big book) by Margaret Miller
- *Here Are My Hands/Aquí están mis manos* (big book) by Bill Martin, Jr.
- *Chrysanthemum/Crisantemo* by Kevin Henkes
- *When Sophia Gets Angry—Really Really Angry/Cuando Sophia se enoja, se enoja de versa* by Molly Bang
- *Hair/Pelitos* by Sandra Cisneros

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

- "Head, Shoulders, Knees, and Toes" (39)
- "This is the Way We Wash Our Faces" (42)
- "This is the Way We Wash Our Hands" (45)
- "I have Something in My Pocket" (55)
- "Eyes, Ears, Mouth, and Nose" (61)
- "Head, Shoulders, Baby" (74)
- "Here Are My Eyes/Aquí están mis ojos" (75)
- "Eye Rhyme" (81)
- "Here Are My Ears" (82)
- "These Little Hands of Mine" (100)
- "I Look in the Mirror" (103)
- "I Use My Senses" (104)
- "I Measure Myself" (106)
- "My Eyes Can See" (113)
- "Eye Winker"—Action Story (149)

Lessons 1-5	Literacy Workshop	Lesson 1: Answering Questions ★	Lesson 2: Five Senses—Using Questioning as a Strategy ★	Lesson 3: Developing Vocabulary Associated with the Five Senses ★	Lesson 4: Building Phonemic Awareness ★	Lesson 5: What's in a Name—Using Background Knowledge ★
Lessons 6-10	Literacy Workshop	Lesson 6: Phonemic Awareness—Sequencing Sounds ★	Lesson 7: Name Chart—Isolating Beginning Letters ★	Lesson 8: Working with Syllables ★	Lesson 9: Discussing Pictures ★	Lesson 10: Making Text-to-Self Connections ★
Lessons 11-14	Literacy Workshop	Lesson 11: Using Text and Pictures ★	Lesson 12: Face Colors—Making Text-to-Self Connections ★	Lesson 13: Face Colors—Making Comparisons ★	Lesson 14: Developing Vocabulary ★	