

Year at a Glance Units of Study	ECE: Literacy Block
------------------------------------	---------------------

August	September	October	November	December
Coming to School*: Rituals and Routines		All about Me* Unit(s) of Choice (e.g., Safety, Fire Prevention, Fall, Harvest, Nocturnal Animals, Colors)	Family* Unit(s) of Choice (e.g., Gingerbread Man, Holidays, Celebrations, All About Me)	

### Unit Big Ideas

- 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.

- 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.

- The family is a group of people who live together and share their lives.
- Family members work together and take care of each other.
- Family members have responsibilities and work together to accomplish activities that are important to the family.
- Families differ in size, structure, cultural background, and types of homes they live in.
- Families have their own rituals, celebrations, traditions, and routines.

### Language and Literacy Expectations (excerpt from the Head Start Child Outcomes Framework)

#### Language: Listening and Understanding

- Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
- Shows progress in understanding and following simple and multistep directions.
- Understands an increasingly complex and varied vocabulary.
- For non-English-speaking children, progresses in listening to and understanding English.

#### Language: Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, and questions and for other varied purposes.
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- Uses an increasingly complex and varied spoken vocabulary.
- Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
- For non-English-speaking children, progresses in speaking English.

#### Language: Phonological Awareness

- Shows increasing ability to discriminate and identify sounds in spoken language.
- Shows growing awareness of beginning and ending sounds of words.
- Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.
- Shows growing ability to hear and discriminate separate syllables in words.
- Associates sounds with written words, such as awareness that different words begin with the same sound.

#### Language: Book Knowledge and Appreciation

- Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.
- Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
- Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.
- Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.

Resources	<i>Speaking and Listening Standards; Fee, Fie Phonemic Awareness; Let's Talk About It!; DLM Early Childhood Express Resource Anthology</i>
-----------	--

\*Lessons for these units are provided in Instructional Planning Guide.

<b>Year at a Glance Units of Study</b>	<b>ECE: Literacy Block</b>
--	----------------------------

<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>
<b>Farm* Unit(s) of Choice (e.g., Winter, Forest)</b>	<b>Community* Unit(s) of Choice (e.g., Friendship, Pets, Bears)</b>	<b>Zoo* Unit(s) of Choice (e.g., Spring, Plants)</b>	<b>Bugs* Unit of Choice (e.g. Ocean)</b>	

### Unit Big Ideas

<ul style="list-style-type: none"> <li>• A farm is a large plot of land in the country where food is grown and animals are raised.</li> <li>• People who operate farms are called farmers. Farmers and their families have jobs to do on the farm.</li> <li>• A farm has many animals, and each makes its own sound.</li> <li>• Farmers raise grain for animals to eat.</li> <li>• Farmers raise animals and grow food for people to eat.</li> </ul>	<ul style="list-style-type: none"> <li>• A community is a place where people live near each other and work together.</li> <li>• People in the community have jobs and businesses that provide goods and services necessary for people to live and be safe.</li> </ul>	<ul style="list-style-type: none"> <li>• A zoo is a safe place where wild animals from all over the world are kept for people to see.</li> <li>• At the zoo, animals are kept in special habitats similar to their former environments.</li> <li>• Zoo animals are cared for by special workers.</li> <li>• Zoo animals have different characteristics such as size and color.</li> </ul>	<ul style="list-style-type: none"> <li>• There are many different kinds of bugs, and they all have different characteristics.</li> <li>• Bugs live everywhere and have different kinds of homes.</li> <li>• Bugs grow and change.</li> <li>• Bugs do many things both helpful and destructive.</li> </ul>
--	---	---	---

### Language and Literacy Expectations (excerpt from the Head Start Child Outcomes Framework)

(continued)

**Language: Print Awareness and Concepts**

- Shows increasing awareness of print in classroom, home, and community settings.
- Develops growing understanding of the different functions of forms of print, such as signs, letters, newspapers, lists, messages, and menus.
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
- Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.

**Language: Early Writing**

- Develops understanding that writing is a way of communicating for a variety of purposes.
- Begins to represent stories and experiences through pictures, dictation, and in play.
- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
- Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words, such as their own name.

**Language: Alphabet Knowledge**

- Shows progress in associating the names of letters with their shapes and sounds.
- Increases in ability to notice the beginning letters in familiar words.
- Identifies letters of the alphabet, especially those in their own name.
- Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

<b>Resources</b>	<i>Speaking and Listening Standards; Fee, Fie Phonemic Awareness; Let's Talk About It!; DLM Early Childhood Express Resource Anthology</i>
------------------	--

\*Lessons for these units are provided in *Instructional Planning Guide*.