

Growing Up & Feelings

Introductory Unit Lesson Plan

DEVELOPING TALKERS: PRE-K



Introductory Unit

These lesson plans introduce teachers to the *Developing Talkers: Pre-K* program and the *Hablemos Juntos: Pre-K* program that were developed by the Children’s Learning Institute at the University of Texas Health Science Center at Houston. Developing Talkers: Pre-K and Hablemos Juntos: Pre-K are curricular supplements designed to meet the needs of many aspects of your Tier 1 (whole group/core instruction) and Tier 2 (targeted small group) oral language instruction. This first unit addresses social studies topics and social/emotional skills by discussing how it feels to grow up and try new things. Subsequent units address other important science topics. Texas Pre-K Guidelines addressed are shown in the Scope and Sequence on the next page.

These first four weeks of lessons introduce teachers to Tier 1 instructional routines by gradually adding new components to each week. In this way, it allows teachers to get ready to implement the full lesson plans in later units by adding new pieces to the lesson plan each week. By the end of the introductory unit, teachers will have experienced all aspects of Tier 1, whole-group read alouds. In the final week of the introductory unit, teachers will also have an opportunity to try out one important part of Tier 2 instruction by using vocabulary cards with a small group of 4-5 students the teacher selects because they need extra oral language instruction.

★The teacher learns how to use these new components each week:

Week 1: Asking Guiding Questions & Giving Scaffolding

– The Guiding Question is one important question that is previewed before reading and answered after reading. Suggested scaffolds are given to make the question easier for children who answer incorrectly.

Week 2: Asking Check Understanding Comprehension Questions

– These in-text questions for during reading are designed to check children’s understanding of both simple and more complex concepts. A suggested scaffold is given if the question is too difficult.

Week 3: Giving Vocabulary Elaborations

– During reading teachers give child-friendly definitions of six important vocabulary words and then link the vocabulary word back to the text. Vocabulary words are underlined on in-text stickers.

Week 4: Using Vocabulary Cards

– These vocabulary cards can be used in Tier 1 (whole group) after reading to help all students talk about three vocabulary words per day. Teachers of English language learners (ELL) can also consider downloading optional basic vocabulary word cards - available at www.childrenslearninginstitute.org.
– Next, teachers should pull a small group (4-5 students) and ask students who need more support with oral language to talk more about the same 3 vocabulary words using the same cards.

During the final week of the introductory unit, the teacher can select the Tier 2 small group of students based on any informal assessment or observational criteria because most teachers will not have completed their beginning of year screening/progress monitoring assessments when using these materials. In later units, teachers will learn specific procedures to use data to select children for the Tier 2 small group. Teachers might use the Pre-K Oral Language Checklist on p. 7-8 to rate students’ language skills as one possible way of assessing which students might benefit from the more targeted small group instruction.

We encourage teachers to have fun exploring these books and instructional routines with students and use this introductory unit as a time to reflect on how to maximize students’ learning from these materials.

Pre-K Language CBM

Monthly Curriculum Based Measure

DEVELOPING TALKERS: PRE-K



Pre-K Language Curriculum-Based Measure (CBM) Checklist

Teacher Name: _____

Date: _____

These targets represent skills directly taught in the Developing Talkers lessons. Review your implementation notes, anecdotal notes, student portfolios, or other data sources. Mark whether the child's performance over the last month (or to date) indicates that the Vocabulary (VOC) or Listening Comprehension (COM) skill is:

- **1 – Emerging:** Child never or infrequently demonstrates the skill.
- **2 – Developing:** Child often demonstrates the skill, but it is irregular and/or needs guidance or scaffolding.
- **3 – Proficient:** Child consistently demonstrates the skill.

| VOC TARGETS | Name Child 1: | Name Child 2: | Name Child 3: | Name Child 4: |
|--|--|--|--|--|
| 1. Child uses a large speaking vocabulary adding several new words daily. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 2. Child uses and understands a wide variety of words to label and describe people, places, things, and actions. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 3. Child uses category labels to understand how the words/objects relate to each other. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 4. Child uses new words representing time (before, during, then, after, once; first, second, third). | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 5. Child uses new words representing feelings (sad, angry, frustrated, shy) and thinking processes (think, know, remember, imagine). | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 6. Child talks about the meaning of unfamiliar words and how some words have more than one meaning. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| COM TARGETS | | | | |
| 7. Child shows understanding by responding appropriately to a text read aloud or by answering questions about text. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 8. Child asks own appropriate questions about books read aloud. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 9. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 10. Child identifies and describes characters and setting in texts. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 11. Child sequences three or more major events in a text. Or child retells or reenacts a text to include most major events. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 12. Child combines sentences that give detail and stick to the topic to produce a fictional or personal narrative. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |

Pre-K Language CBM

Monthly Curriculum Based Measure

DEVELOPING TALKERS: PRE-K



Speaking Skills

These targets represent skills implicitly taught in the Developing Talkers lessons when teachers intentionally extend children's utterances. It is normal for young preschool children to use simple sentences, to overgeneralize grammatical rules, but with teacher modeling of more adult-like language, children may develop more sophisticated speaking skills. Review your implementation notes, anecdotal notes, or other data sources. Mark whether the child's performance over the last month indicates that the Sentences and Structure (SS) skill is:

- **1 – Emerging:** Child never or infrequently demonstrates the skill.
- **2 – Developing:** Child often demonstrates the skill, but it is irregular and/or needs guidance or scaffolding.
- **3 – Proficient:** Child consistently demonstrates the skill.

| SS TARGETS | Name Child 1: | Name Child 2: | Name Child 3: | Name Child 4: |
|---|--|--|--|--|
| 13. Child uses complete sentences with four or more words. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 14. Child uses sentences with subject, verb, and object correctly ordered. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 15. Childs uses regular and irregular plurals and personal and possessive pronouns. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 16. Childs uses regular past tense verbs and subject-verb agreement correctly. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 17. Child uses sentences with more than one phrase. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 18. Child combines more than one idea using complex sentences. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |

CBM for English Language Learners

Teachers of English Language Learners (ELL) must take particular care to ensure that their learning needs are met. Keep in mind that instructional objectives for ELL language skills may differ from native English speakers as shown in the following objectives. As you read each ELL oral language objective, consider the extent to which Tier 2 students are learning each skill. Only mark these items #19-22 for children whose primary home language is not English.

| ELL TARGETS | Name Child 1: | Name Child 2: | Name Child 3: | Name Child 4: |
|--|--|--|--|--|
| 19. (ELL) Child attempts to use new vocabulary and grammar in speech. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 20. (ELL) Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 21. (ELL) Child engages in various forms of nonverbal communication with those who do not speak her home language. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| 22. (ELL) Child uses single words and simple phrases to communicate meaning in social situations. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |