Title: Environmental Print

Subject Matter Emphasis and Level: To use environmental print to improve students’ letter and word identification (Kindergarten)

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Brief Description of the Lesson/Unit:

Students will choose from a variety of environmental print activities including a field trip, categorizing and/or alphabetizing environmental print pictures and words, and playing Environmental Print Bingo and/or Concentration. Through these activities, they will increase their word recognition by identifying environmental print in context first, then matching that print to the same print out of context.

SD Content Standards:

K.R.1.2 – Connect personal experience to information found in text.
K.R.1.3 – Recognize environmental print/differentiate letters from words.
K.R.4.1 – Identify print materials that provide information.
**Stage 1: Identify Desired Results**

1. **What enduring understandings are desired?**

   Students will learn that they really do know more words than they thought, just by identifying print in the environment around them. By knowing the environmental print in context, it will help them learn other words out of context.

2. **What essential questions will guide this unit and focus teaching/learning?**

   What do the students already know about environmental print, (stop sign, McDonald’s, labels on cereal boxes)?
   What activities do the students need to do to get the connection from environmental print to print out of context?

3. **What key knowledge and skills will students acquire as a result of this unit?**

   Students will be able to transfer their knowledge of print in context to print out of context to help them become better readers. They will compare/contrast and categorize print in different ways.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**

   Those students that have had limited experiences outside of their home, will have had less exposure to a variety of environmental print as prior knowledge. An example might be if your family doesn’t buy pop or candy bars, then the child would not recognize those labels, because they would not be familiar to them.

**Stage 2: Determine Acceptable Evidence**

1. **What evidence will show that students understand?**

   **Performance Tasks:**
   
   Students will complete two activities of their choice each day.
   Students will bring environmental print from home to share.
   Students will write, tell, or illustrate a story telling how they can use their knowledge of environmental print to help them in the future.
Other Evidence:
Quizzes, Tests, Prompts, Work Samples (summarized):
- Pretest and post test
- Parent survey (pre/post)

Unprompted Evidence: (observations, dialogues, etc.)
- I will journal student observations each day while they are participating in the activities provided.

Student Self-Assessment
- Student post – survey (oral)

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:
- Students will participate in a field trip downtown to identify the print the students recognize in their environment.
- Students will bring labels or pictures of print in their home for our Environmental Print “Show and Tell”.
- Students will collaboratively work on making an ABC Environmental Print book.
- Students will match pictures to pictures, pictures to print, and/or print to print through partner share, Concentration, and/or Environmental Print Bingo.
- Students will write, tell, or illustrate a story telling how they can use their knowledge of environmental print to help them in the future.

Materials & Resources (technology & print):
- Pictures/labels can be found on the Internet for the Concentration and Bingo games.
- I took photos of traffic signs and restaurant signs found in our community.
- Also needed are household objects such as cereal boxes, pop cans, McDonald or Subway logos.
- Pre/post tests, parent surveys, and student surveys are designed and printed for use.

Management:
- I will keep a notebook with all pre/post tests, surveys, and observational journaling in it. I (or my teacher’s aide) will pretest each child individually before we begin the unit. I will keep track each day which activity each child is participating in.
Support Services and Special Teacher Notes:
I will use my teacher’s aide, Title I teacher, and/or Sped teacher to help/assist children as needed as I observe them. By journaling my observations, I will be able to identify those students that need extra small group or one-to-one instruction or assistance.

Extensions and Adaptation:
Extra small group or one-to-one instruction will be given to those struggling. Final projects (their story) can be shown by writing, illustrating, or telling it to an adult or on tape, or any combination of these to apply what they learned.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

Differentiated Process:
Large group instruction will be used for motivating the children to be interested in the topic. Large group will be used for brainstorming prior knowledge, the field trip, (environmental walk downtown), and the Environmental Print “Show-and Tell”. It will also be used for tallying our favorite Environmental Print. (Favorite restaurants, cereal, beverage, etc.).

Small groups will be used for making the ABC Book, and/or playing the Concentration and Environmental Print Bingo games. Small groups or partners will be used to make the Favorite Environmental Print books that we voted on.

Partner or individuals will do the matching activity, sorting labels by category, journaling their observations on the field trip by writing or drawing pictures of print that they saw.

Students will be given choices in the activities they do, and how they complete their final project (story).

Differentiated Content:
Depending on how well students do on the pretest will indicate whether they will start with matching print in context to print in context, or print in context to print out of context, or print out of context to print out of context. They need to make the connection at each level with most of the print before trying the more difficult levels.

Each game or activity will have all three choices to use to play the game or do the activity.

Differentiated Product:
Final projects (their story) can be shown by writing it, illustrating it, telling it to an adult or on tape, or any combination of these to apply what they learned.