

Unit/Topic Title: **Real vs. Make-Believe/Letters/Vocabulary**

Trimester: **2nd**

Estimated Time (When): **February (includes time for reteaching and enrichment)**

<p>Standard(s)</p> <ol style="list-style-type: none"> 1. Oral Expression and Listening 2. Reading for All Purposes 4. Research and Reasoning 	
<p>Prepared Graduates:</p> <ul style="list-style-type: none"> ➤ Use language appropriate for purpose and audience ➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary ➤ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning 	
<p>Grade Level Expectation: Preschool</p>	
<p>Concepts and skills students master:</p> <ul style="list-style-type: none"> • Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities (1.1) • Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed (2.2) • Relevant information is different from non-relevant information (4.1) 	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> • Demonstrate use of vocabulary in oral language to express ideas and events (1.1.c) • Recognize the names of a minimum of 10 letters of the alphabet, specifically letters in own name. (2.2.b) • Begin to identify key features of reality versus fantasy in stories, pictures, and events. (4.1.b) <p>Reinforce Concepts/Outcomes: Spatial awareness and positional vocabulary (on top/under, in front/behind, etc.)</p>	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> • What are the names of different people (teacher, principal, assistant, classmate, lunch lady) in the school? • What are the names of people in the community, friends, and relatives? • How many words do you know that have an opposite? • What is your favorite kind of story? One you know already or one you make up? Why? • What do letters mean? • How do letters and words communicate meaning? • Why is it important that people know the letters in their name? • How do letters connect with phonemes (speech sounds)? • What items in a box are alike in some way? (For example, bear, bull-they are both animals. Both bear and bull start with /b/). • What is a question? • What is a statement? • What is real and what is make-believe?

	<ul style="list-style-type: none"> • Which character do you think is the most important one in our story? Why do you think that? • When someone asks a question, what do others in the group do? • When someone shares information with another person, does it improve learning? • How do readers know that a story is real? • How do readers know if the information is relevant?
	<p>Relevance and Application:</p> <ul style="list-style-type: none"> • Develop vocabulary to effectively express feelings and thoughts, describe experiences, interact with others, and communicate their needs. (In PE or dance class, it is important to listen to directional instructions (first/last, over/under). Visual artists must understand the functions of color, shape, and texture when creating a piece of artwork.) • Electronic mapping tools can be used in sorting and organizing ideas. • Children begin to understand that letters are symbols that represent meaning. • Letters will help children learn to be good readers and writers. • Children learn how to sort many items in their lives. • Using letters to write a name or say the names of letters will help children be better readers. • Good readers know the difference between sharing something they know (a statement) and asking about something they wonder about (a question). • Good readers notice the features of imaginative text versus nonfiction. • In a class discussion, students are able to decide if information about cats is relevant (related) to insects. • Good readers know the difference between what is real and what is make-believe in the stories they read.
	<p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> • Good communicators use words of time and position, including first, second, next, on, under, beside, and over, to give directions orally. • Readers know that phonemes (speech sounds) are connected to print using graphemes (letters). • Readers understand that letters and words convey meaning in the world. • Researchers know that the world is full of information. • The question lays out the problem or issue and guides thinking. • Researchers understand that for thinking to improve, it is necessary to seek out alternative ways to solve problems.

Essential Vocabulary:

- Mastery: pretend, real, make-believe, letter names (10), *Additional vocabulary related to specific classroom events and topics of interest
- Reinforcement: positional words
- Introductory: upper case, lower case

Assessments:

- Teaching Strategies GOLD™
 - 9. Uses language to express thoughts and needs
 - 9a. Uses an expanding expressive vocabulary
 - 6. Describes and tells the use of many familiar items
 - 9d. Tells about another time or place
 - 6. Tells stories about other times and places that have a logical order and that include major
 - 16. Demonstrates knowledge of the alphabet
 - 16a. Identifies and names letters
 - 4. Recognizes as many as 10 letters, especially those in own name
 - 14. Uses symbols and images to represent something not present
 - 14b. Engages in sociodramatic play
 - 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

Instructional Resources:

- Teaching Strategies GOLD online activity bank; The Creative Curriculum System, such as *The Creative Curriculum for Preschool: Literacy* (vol. 3) – (For example Ch. 17 pp.538-542, 554-558, and 564; Ch. 19 pp. 596-617; Ch. 20)