

Unit/Topic Title: **Letters and Language Expression**

Trimester: **3rd**

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

<b>Standard(s)</b>	
1. Oral Expression and Listening 3. Writing and Composition	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Use language appropriate for purpose and audience</li> <li>➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary</li> <li>➤ Master the techniques of effective informational, literary, and persuasive writing</li> <li>➤ Apply standard English conventions to effectively communicate with written language</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
<ul style="list-style-type: none"> <li>• Listening and comprehension skills are required to be clearly understood (1.2)</li> <li>• Early knowledge of phonemic awareness is the building block of understanding language (1.3)</li> <li>• Pictures express ideas (3.1)</li> <li>• Letters are formed with accuracy (3.2)</li> </ul>	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>• Use language to express ideas in complete sentences (with support of sentence stems as needed). (1.2.a)</li> <li>• Demonstrate understanding of initial sounds in words (such as mop begins with the /m/ sound). (1.3.d)</li> <li>• Use shapes, letter-</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>• How does asking questions help people understand the world?</li> <li>• Can people sing a story?</li> <li>• How do people remember things?</li> <li>• Why is important to recognize patterns in oral language?</li> <li>• Why is it important to hear sounds in words?</li> <li>• What do pictures tell us about this tale?</li> <li>• How is color used to help describe the story?</li> <li>• When are symbols like clues in a game?</li> <li>• How is the first letter of someone's name different from the other letters?</li> <li>• Why do writers use an uppercase letter at the beginning of names?</li> <li>• How do writers indicate the end of a sentence?</li> <li>• How do readers discriminate between symbols, digits, and letters?</li> </ul>

<p>like symbols, and letters to represent words or ideas. (3.1.c)</p> <ul style="list-style-type: none"> <li>Write and recognize letters in own name. (3.2.b)</li> </ul> <p><b>Reinforce Concepts/Outcomes:</b> Syllables</p>	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>Rhythm patterns using music or dance facilitate memorization.</li> <li>Emergency workers rely on citizens following directions so everyone remains safe.</li> <li>Digital media allows students to organize their thoughts into pictures</li> <li>Song lyrics using meter and rhyme use patterns of words to create music.</li> <li>Sounds of words are highlighted and exaggerated for better understanding in video prepared games and shows</li> <li>Good readers can tell others about what they have just read (or heard).</li> <li>Telling others about the characters helps readers understand more about the people in the stories.</li> <li>Writers like to take picture walks through their books and tell others what the story is about.</li> <li>English is written from left to right; Hebrew is written right to left.</li> <li>English words consist of letters; Hieroglyphic's consists of symbols.</li> <li>Spaces appear between the words in order to make meaning.</li> </ul>
	<p><b>Nature of Reading, Writing, and Communicating:</b></p> <ul style="list-style-type: none"> <li>People communicate to understand and to be understood.</li> <li>The ability to segment and blend phonemes facilitates spelling and decoding.</li> <li>Phonological and phonemic awareness prepares the brain for reading and spelling.</li> <li>The ability to notice and manipulate phonemes orally is essential for successful reading development.</li> <li>Beginning writers know how to spell many simple words because they know the sounds the letters make.</li> <li>Writers know all of the letters in their name and can write it by themselves.</li> <li>Writers remember to leave a space between their first name and their last name because they are two different words.</li> <li>Writers can identify upper- and lowercase letters.</li> <li>Letters are symbols used to represent speech sounds.</li> <li>Sounds in spoken words map to letters in printed words.</li> <li>Learning to share ideas is important so people know what others are thinking.</li> </ul>

### Essential Vocabulary:

- Mastery: letter, word, sentence, first name, last name, \*Additional vocabulary related to specific classroom events and topics of interest

### Assessments:

- Teaching Strategies GOLD™
  - 9. Uses language to express thoughts and needs
    - 9c. Uses conventional grammar
      - 6. Uses complete, four to six word sentences
  - 16. Demonstrates knowledge of the alphabet
    - 16b. Uses letter-sound knowledge
      - 2. Identifies the sounds of a few letters
  - 19. Demonstrates emergent writing skills
    - 19b. Writes to convey meaning
      - 3. Mock letters or letter like forms
  - 19a. Writes name
    - 6. Accurate name

### Instructional Resources:

- Teaching Strategies GOLD online activity bank; The Creative Curriculum System, such as *The Creative Curriculum for Preschool: Literacy* (vol. 3) – (such as Ch. 17 pp. 538-548 and 557-558; Ch. 19 pp. 596-604 and 633-641; Ch. 20)