

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

Trimester: **3rd**

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

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

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

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)