

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

Trimester: **3rd**

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

Standard(s)	
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?

<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)