

Unit/Topic Title: **Synthesis of Learned Vocabulary**

Trimester: **3rd**

Estimated Time (When): **May (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 	
<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 	
<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 complex vocabulary (1.1) • Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed (2.2) 	
<p>Evidence Outcomes</p>	<p>21st Century Skills and Readiness Competencies</p>
<p>Students can:</p> <ul style="list-style-type: none"> • Identify and sort common objects, events, pictures, words, colors, shapes, and textures into various classifications. (1.1.a) • Begin to name familiar objects, colors, letters, and numbers rapidly and in random order. (2.2.c) <p>Reinforcement concepts/outcomes:</p> <ul style="list-style-type: none"> • As needed from previous concepts/outcomes throughout the year <p>Introductory concepts/outcomes:</p> <ul style="list-style-type: none"> • Author/illustrator 	<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/).
	<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

	<p>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.)</p> <ul style="list-style-type: none"> • 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. <p>Nature of Reading, Writing, and Communication:</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.
<p>Essential Vocabulary:</p>	
<ul style="list-style-type: none"> ➤ Mastery: object words (table, door, etc.), event words (breakfast, bed time, etc.), picture words (animals, transportation, etc.), color words (5), shape words (5), texture words (bumpy, smooth, etc.), letter names, number words, *Additional vocabulary related to specific classroom events and topics of interest ➤ Reinforcement: vocabulary re-taught as needed 	
<p>Assessments:</p>	
<ul style="list-style-type: none"> ➤ Teaching Strategies GOLD™ <ul style="list-style-type: none"> • 13. Uses classification skills <ul style="list-style-type: none"> ○ 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape • 9. Uses language to express thoughts and needs <ul style="list-style-type: none"> 9a. Uses an expanding expressive vocabulary <ul style="list-style-type: none"> ○ 6. Describes and tells the use of many familiar items 	
<p>Instructional Resources:</p>	
<ul style="list-style-type: none"> ➤ Teaching Strategies GOLD online activity bank; The Creative Curriculum System, such as <i>The Creative Curriculum for Preschool: Literacy</i> (vol. 3) – (For example Ch. 17 pp. 538-542; Ch. 19 pp. 596-604; Ch. 20) 	