

# Pre-K 2020 Unit #8: Language Arts - Moving On (PK)

Content Area: **Language Arts**  
Course(s): **Pre K**  
Time Period: **Marking Period 4**  
Length: **4 Weeks**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

LA.PK.3.1.1	Follow oral directions that involve several actions.
LA.PK.3.1.2	Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others).
LA.PK.3.1.3	Show understanding of listening activities by incorporating ideas into play (e.g., by incorporating themes from an earlier story into dramatic play or making a neighborhood in the block area after a discussion of different kinds of houses).
LA.PK.3.1.4	Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions.
LA.PK.3.2.1	Describe previous experiences and relate them to new experiences or ideas.
LA.PK.3.2.2	Use language for a variety of purposes (e.g., to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others).
LA.PK.3.2.3	Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.
LA.PK.3.2.4	Use compound sentences (e.g., "I wanted to make a long snake, but Mimi has the scarf."), if-then statements (e.g., "If I set the table, then you can serve the food."), and complex sentences (e.g., "Pigs wouldn't like it on the moon because there isn't any mud.").
LA.PK.3.2.5	Use language to communicate and negotiate ideas and plans for activities.
LA.PK.3.2.6	Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic.
LA.PK.3.2.7	Ask questions to obtain information.
LA.PK.3.2.8	Join in singing, finger-plays, chanting, and retelling and inventing stories.
LA.PK.3.2.9	Connect meanings of new words to vocabulary already known (e.g., "It's called bookend because the books end.").
LA.PK.3.2.10	Use new vocabulary and ask questions to extend understanding of words.
LA.PK.3.3.A.1	Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus).
LA.PK.3.3.A.2	Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines).
LA.PK.3.3.A.3	Identify some alphabet letters, especially those in his/her own name.
LA.PK.3.3.A.4	Recognize own name in a variety of contexts.
LA.PK.3.3.A.5	Recognize that letters are grouped to form words and that words are separated by spaces.
LA.PK.3.3.A.6	Recognize that it is the print that is read in stories.
LA.PK.3.3.B.1	Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom).

LA.PK.3.3.B.2	Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover).
LA.PK.3.3.B.3	Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing).
LA.PK.3.3.B.4	Answer simple recall and comprehension questions about a book being read (e.g., Goodnight Gorilla: "What do you see the gorilla doing now?").
LA.PK.3.3.B.5	Use a familiar book as a cue to retell their version of the story.
LA.PK.3.3.B.6	Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories).
LA.PK.3.3.B.7	Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences.
LA.PK.3.3.C.1	Engage in language play (e.g., manipulate separate and repeating sounds).
LA.PK.3.3.C.2	Make up and chant rhymes (e.g., at the water table, saying "squishy, wishy, dishy soap," or at lunchtime, saying, "A light is for night.").
LA.PK.3.3.C.3	Play with alliterative language (e.g., "Peter, Peter Pumpkin Eater").
LA.PK.3.4.1	Ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project).
LA.PK.3.4.2	"Write" messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling).
LA.PK.3.4.3	Attempt to write own name on work.
LA.PK.3.4.4	Share and discuss work samples containing drawings, paintings, and pictures.
LA.PK.3.4.5	Attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubberstamps, alphabet blocks, or a computer).

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- Can you identify uppercase/lowercase letters X - Z?
- What have you learned this year?
- What sounds do letters X - Z make?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- The students will explore uppercase/lowercase letters X - Z through phonological awareness and alphabet knowledge
- The students will reflect on all the ways they have grown and changed during the year through concepts of print and comprehension, emergent writing and oral language

## Content

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Students will be able to:

- identify/produce rhyming words
- match initial sounds
- blend phonemes
- match initial or final phonemes
- identify letter names
- identify letters
- match uppercase/lowercase letters
- identify letter sounds
- recognize letter sounds
- produce correct letter sounds
- identify parts of a book
- demonstrate appropriate book handling
- understand book directionality
- understand that print has meaning
- understand conventions of print
- retell a story
- identify story sequence
- create a new story ending
- extends a story
- use book information
- ask and answer questions
- identify role of author and illustrator
- identify story characters
- make predictions
- distinguish real from make believe
- use picture clues
- write to convey meaning
- write name
- label pictures
- writes symbols or letters
- contribute ideas for writing
- complete a sentence
- dictate sentences and stories
- copies letters
- forms letters
- use writing conventions
- write a list
- make books
- respond appropriately
- follow oral directions
- show understanding of spoken English
- demonstrate positive listening habits
- demonstrate attentive listening
- use language for different purposes
- use greetings and introductions
- share a personal experience
- engage in conversation
- make relevant comments
- take turns speaking

- share appropriate information
- uses verbal and nonverbal conversation rules
- speak clear and use appropriate tone of voice
- demonstrate a growing understanding of English
- build oral fluency
- use naming words
- use action words
- use describing words
- use words for comparison
- understand words with similar meanings
- understand words with opposite meanings
- understand instructional language
- understand meanings of new words
- use and increase speaking vocabulary
- use story words
- use theme words
- use school words
- increase English listening vocabulary
- use common English nouns and phrases
- speak in complete sentences
- use subject, verb and object order
- use verb tenses
- use subject verb agreement
- combine ideas in complex sentences
- use detail in sentences

#### Vocabulary:

- travel
- trip
- visit
- canyons
- mane
- marshes
- peace
- prairies
- shaggy
- slam
- world
- behind
- left
- position
- right
- challenge
- encourage
- try
- clumsy
- crooked
- hissed

- munching
- nervous
- prance
- shuffling
- squaked
- swaying
- finish
- goal
- quit
- bloom
- golden
- jolly
- rumbled
- sloppy
- soaring
- spying
- kindergarten
- practice
- proud
- succeed
- success

## Resources

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Please add your Resources by clicking on the Lists tab above.

- Can You Say Peace? by Karen Katz
- Chicka Chicka Boom Boom by Bill Martin Jr.
- Dot the Fire Dog by Lisa Desimini
- Giraffes Can't Dance by Giles Andreae
- If You Take A Mouse to School by Laura Numeroff
- In Our Country by Susan Canizares
- Knuffle Bunny by Mo Willems
- Leo the Late Bloomer by Robert Kraus
- Little Bat by Tania Cox
- Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate
- My New School by Kirsten Hall
- Read and Rise by Sandra L. Pinkney
- The Little Engine That Could by Watty Piper
- We're Going on a Lion Hunt by David Axtell
- You and Me Together by Barbara Kerley

