

3rd Quarter
1/25/11 –
3/ 30/11

What will Pre-K Students Learn this Quarter?

Reading

Our focus:

- Develop speaking skills and be able to use some content specific vocabulary.
- Develop further concepts about print and the structural features of text.
- Develop letter recognition and early phonological (hearing speech sounds and rhyming) awareness.
- Develop early reading processes - identify characters, setting, possible causes for events, sequence of events.

What will we learn?

- To recognize similarities and differences in letter formations.
- To distinguish between letters and numbers.
- To know where to begin reading on a page and know how to track print from left to right; To locate separate words in a line of print; to locate capital letters and periods.
- To identify words that begin with the same sound.
- To repeat and identify rhyming sounds.
- To recall information from a book read aloud.
- To discuss character and setting of familiar stories.
- Discuss possible causes for an event in familiar stories.
- Dictate a sentence related to a topic of interest.

How will we learn these things?

- Participate in small and large group discussions.
- Listen to and repeat finger plays, poems and text patterns.
- Discuss characters and settings of familiar stories.
- Discuss possible causes for events in familiar stories
- Participate in acting out a story
- Draw a picture to illustrate an event or character from a read aloud story

Why are we learning this?

Improved speaking skills and use of content specific vocabulary allows students to contribute relevant information to conversations and discussions and ask questions relevant to the topic.

Letter knowledge (identifying individual letters, making an association between the letter symbol and a sound) is useful in solving unknown words in early reading.

Print/text knowledge (tracking print left to right, starting on left, locating separate words in text, locating first letters in a word) is necessary in order to begin reading. Story recall and an understanding of characters, settings and event sequence allow students to comprehend the stories they hear.

Vocabulary Words:

Background knowledge	Author/illustrator	setting	Beginning or first sound
print	title	word	repeat
non fiction	fiction	prediction	labels
Illustration/picture	character	rhyme	Photo/photograph

What resources will we use?

- A wide variety of songs, rhymes, and stories or nonfiction texts.
- Pre-K centers - books, puppets, dramatic play.
- Action games and activities.
- Drawing a picture and dictating stories about the drawing.
- Name labels about the room-tables, cubbies, helper list, word wall.
- Labels, charts, posters in school and classroom environments.
- Photos, text illustrations, technology generated illustrations.
- White board and promethean board letter practice