

Language Arts Curriculum – 3K

6 Wks	Guidelines Introduced	Activities to Teach Guidelines
1 st	<p>1a-listens with increasing attention.</p> <p>1b-listens for different purposes (e.g., to learn what happens in a story, to receive instruction, etc.).</p> <p>1c-understands and follows simple oral directions.</p> <p>1d-enjoys listening to & responding to books.</p> <p>2c-experiments with new language sounds.</p> <p>5b-begins to identify rhymes & rhyming sounds in familiar words, participates in rhyming games & repeats rhyming songs and poems.</p> <p>8c-frequently requests the re-reading of books</p> <p>9a-recognizes favorite books by their covers.</p>	<p>1a-teacher speaks very softly and plays “Simon Says” type games to practice listening. (i.e. if you can hear my voice, touch your nose, etc.).</p> <p>1b-as children are listening to a story, teacher asks questions about details and sequence of the story. Play listening lotto games for further practice.</p> <p>1c- play simple games. If you are dismissing the children to centers, call on each one and give a short series of directions for them to follow before they may line up or choose a center. (i.e.: stand up, turn around, pat your head)</p> <p>1d- after reading a selection, teacher asks children what their favorite part of the story was and writes that on a language experience chart. Children can then draw a picture about their favorite part and teacher will add the words they dictated.</p> <p>2c-sing silly songs in which the beginning sounds of the words are changed to make new, nonsense words. (i.e.: “The Name Game”, “Ooples and Banoonoos”.</p> <p>5b-teacher reads lots of rhyming stories, focusing on the words that rhyme, and highlighting those words in the text. At group time, pass out picture cards that have a rhyming match and let the children experiment to see whose cards rhyme.</p> <p>8c-teacher keeps a basket of the children’s favorite stories near the group rug, and lets children take turns picking a book to be re-read as time permits.</p> <p>9a-teacher spends time discussing what the children see on the cover of the book to help them make a match between the cover and the story.</p>

<p>2nd</p>	<p>3b-uses new vocabulary in everyday communication, 4d-tells a simple personal narrative, focusing on favorite or most memorable parts. 4g-begins to retell the sequence of a story. 6b-understands that print carries a message by recognizing labels, signs, and other print forms in the environment. 6e-understands that a book has a title and an author. 7a-begins to associate the names of letters with their shapes. 7c-begins to notice beginning letters & familiar words. 9b-selects books to read based on personal criteria. 9j-shows appreciation of repetitive language patterns.</p>	<p>3b-teacher talks with children about the meanings of new words she is using that may be unfamiliar to the children. Then she uses them as often as possible the next few days to let children assimilate them into their own vocabularies. 4d-give the children opportunities to talk to you one-on-one about things that they are interested in. This might be done during center time, before class starts in the morning, or on the playground. 4g-after a story or fairy tale has been told several times, put flannel board pieces to the story into the library center and let the children re-tell it to each other. 6b-send a letter to parents asking them to send in environmental print that their children recognize. Talk about all the labels during group time and make an "I Can Read" book of the environmental print they have brought to school. 6e- spend a few minutes before reading the book talking about the person who wrote the words and the one who drew the pictures. Then tell the children that these people are called the author and the illustrator. Review that several times the first week, then at least once a week after that. 7a-during calendar time each day, spend some time talking about the target letter: show the class how it is formed, and talk about what it looks like, what sound it makes and what are some words that start with that sound. 7c- play name games with the children so their attention is drawn to the first letter (and its sound) in their names. Make a small bulletin board of "Popcorn Words" (the words that pop up everywhere in the text of books) and add new words as the children hear them repeated. Talk about the sound they hear at the beginning of these words. 9b-have a wide variety of books in the library center to appeal to different preferences. 9j-read repetitive language books and use them as a basis for the class to make their own class book that can be "read" in the library center.</p>
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<p>3rd</p>	<p>2c-experiments with new language sounds. 3a-shows a steady increase in listening and speaking vocabulary. 3e-links new learning experiences and vocabulary to what is already known about a topic 5c-begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g., “dog”, “dark”, and “dusty”). 6c-understands that letters are different from numbers. 6f-begins to understand that print runs from left to right and top to bottom. 7d-begins to make some letter/sound matches. 9f-imitates the special language in storybooks and story dialogues, and uses it in retellings and dramatic play (such as “Once upon a time...”). 9h-connects information and events in books to real-life experiences. 10b-uses known letters and approximations of letters to represent written language. 10c- attempts to connect the sounds in a word with its letter form.</p>	<p>2c-use activities in Phonemic Awareness books (such as the ones by Creative Teaching Press) to play with word sounds and make new words and nonsense words. 3a-teacher listens to conversations between students during centers and other work times and facilitates expanding the vocabulary if needed. 5c-use of phonemic awareness activities mentioned in 2c. 6c-group games focusing on counting objects and labeling them with the correct numeral, and on beginning sounds in words. 6f-use big books whenever possible and a pointer to follow the words as the teacher reads them. After some time the teacher may make a point of talking about print directionality. (Where do I always start reading on the page? When I come to the end of a line, where do I go next?, etc.) 7d-teach Dr. Jean’s “Alphardy” or some similar song that teaches the letter name and sound that goes with it. This should be used during group time as a starting activity for letter review. 9f-put puppets or flannel board pieces in library center and help as needed as they reconstruct the story that goes with the props. 9h-as stories are read, ask children if anything similar has ever happened to them or their family. 10b-give the children time after reading one of their favorite stories to draw a picture about it and “write” a line or two about their picture. Remind them that the alphabet frieze on the wall can help them figure out what letter they might need to start a word. 10c-at group time, spell out some simple words on the dry erase board. With the children’s help, sound out each letter, then practice blending the letter sounds together until they can say the word that is written.</p>
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4th

1d-enjoys listening to and responding to books.

2a-percieves the differences between similar sounding words (e.g.: "coat" and "goat", "three" and "free")

3a-shows a steady increase in listening and speaking vocabulary.

3e-links new learning experiences and vocabulary to what is already known about a topic.

4e-asks questions and makes comments related to the current topic of discussion.

5b-begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems.

5c-begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g.: "dog", "dark", and "dusty")

7a-begins to associate the names of letters with their shapes.

7d-begins to make some letter/sound matches.

8e-shares books and engages in pretend reading with other children.

8f-enjoys visiting the library.

10d-understands that writing is used to communicate ideas and information.

1d-after story is read, make a graph of who liked the story and who didn't. Discuss why. Prepare extension activities to go along with the stories (ie: make stick puppets and help re-read the story using them).

2a-play rhyming games as a group by putting pictures of things whose names rhyme on cut-outs appropriate to the unit and pass them out to the class. Let the children find their partner by finding the word that rhymes with theirs.

3a-ask questions after reading a story or discussing a topic to determine how well they listened. Listen for longer responses using more of the words from the unit in their responses.

3e-ask if the new learning experience reminds them of something they have already done. Ask if they have ever heard a new vocabulary word before – ""where?"

4e-remind children before beginning a new unit that if there is something they don't understand, they can ask the class; and if they have had an experience similar to what we are talking about that they can share it with the class.

5b-read lots of rhyming stories throughout the year and have class point out words that rhyme. Teach at least one new rhyming song or poem per unit to practice with the sounds.

5c-write an alliterative sentence on chart paper and read it several times so the children can hear the beginning sounds. Then have them say the sentence along with you and underline the beginning letter of each of the words.

7a-provide lots of practice using the shapes of the letters. Fill in hollow letters with various art materials, trace the letter in sand, make letter mold in sand at the discovery table, trace the letters with markers, and always talk about the name of the letter as they work with it.

7d-put pictures of various objects with different beginning sounds in a pocket chart and pass out the letters to the children. Let them match their letter to the picture that begins with that sound.

8e-at the beginning of the year, teach children how to make up stories about the pictures they see in books. Let them practice at group time, then observe to see if they are able to do it during the year in library center. provide more practice as needed.

8f-place a sufficient number of books in the library center for variety and change them out whenever you notice children are not using that center much.

10d-let the children see you write lists of things you need to do, make a grocery list, write a class thank you note to someone

	<p>Ideas and information.</p> <p>10f-begins to dictate words, phrases and sentences to an adult recording on paper. (e.g.: letter writing, story writing)</p>	<p>who has done something for the class, etc. Let children work with you as you look up information in a book or online.</p> <p>10f-after you have read a book to them a few times, have each child draw a picture of their favorite part and dictate a sentence to you about the picture. When they have had lots of practice with that, make a class book and let each child draw a picture for their page and dictate the story line to you.</p>
5 th	<p>4b-uses sentences of increased length (three or more words) and grammatical complexity in everyday speech.</p> <p>5a- becomes increasingly sensitive to the sounds of spoken words.</p> <p>7b-identifies ten or more printed alphabet letters.</p> <p>10d-understands that writing is used to communicate ideas and information.</p> <p>10c-attempts to connect the sounds in a word with its letter forms.</p> <p>10e-attempts to use a variety of forms of writing.</p>	<p>4b- introduce making terrific sentences using pictures and a word bank during circle time or small group time. Make up silly sentences as a group.</p> <p>5a-create silly alliterative sentences, such as, "Thomas told Tim to take ten trucks."</p> <p>7b-use a variety of activities throughout the year to build letter recognition. Practice with instant letter recognition charts during small group time.</p> <p>10d-have the children "write" Mother's Day cards. Have them draw a picture and dictate the text to the teacher. Have the students watch as the teacher writes their words. Use the same activity with journals.</p> <p>10c-play a game by passing out letter cards for each sound in a simple word to individuals in the group. Build the word together by having the teacher sound out the word and ask, "Who has the letter that makes this sound?"</p> <p>10e-practice "skywriting" in circle time. Use a variety of materials for sensory writing – shaving cream, dirt, wiki sticks, playdough.</p>
6 th	<p>5b-begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games and repeats rhyming songs and poems.</p> <p>9i-begins to retell some sequences from events in stories</p>	<p>5b-read lots of rhyming stories throughout the year and have class point out words that rhyme. Teach at least one new rhyming song or poem per unit to practice with the sounds.</p> <p>9i-read a story in circle time. Using sequencing cards, have the students as a group recreate the story. Repeat this activity during small group time. Have sequencing cards available in the writing center.</p>