



## ELA Unit 1: My Name Pre-Kindergarten 3

August 1, 2023

\*Archdiocesan Essential Curriculum > 2023-2024 > PK3 > PK3 >  
All Year

### Unit 1: My Name

Stage 1: Desired Results	
<p><b>General Information</b></p> <p>This unit is built to be introduced in Skills blocks. Each block consists of one or two skills. These skill blocks are to be taught sequentially, only after the prior skill is mastered. Students will master different skills at different times, necessitating small group work and individualization in ELA instruction.</p> <p>The recommendation for timing is to break each skill block into ½ of a trimester, but this will be dependent upon each student's readiness and ability.</p> <p>Recognizing one's own name is a critical step in understanding that letters represent sounds and that letters make up words. Names will be some of the first words that your students recognize.</p> <p>Writing one's own name should only be attempted when fine motor skills are in place to do so – proper grip, pressure, and understanding of letter formation. Some students will not be ready for this until PreK-4. When the student begins to write their name, it should be written with the beginning letter capitalized and the rest lower-case (except in cases of initials or more than one capitalized letter).</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"><li>• What does my name look like?</li><li>• What letters make up my name?</li><li>• What does your name represent?</li></ul>
<p><b>Enduring Understandings and Knowledge</b></p> <p><b>Students will understand that:</b></p> <ul style="list-style-type: none"><li>○ names are made up of letters</li><li>○ names begin with a capital letter</li><li>○ names have similarities and differences</li></ul>	<p><b>Skills</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>• <b>Skills Block #1:</b><ul style="list-style-type: none"><li>○ become familiar with names of peers through songs, name games, alliterations</li><li>○ <b>look</b> at his or her name in print on belongings</li></ul></li><li>• <b>Skills Block #2:</b><ul style="list-style-type: none"><li>○ begin to <b>recognize</b> his or her own name in print</li></ul></li><li>• <b>Skills Block #3:</b><ul style="list-style-type: none"><li>○ <b>find</b> his or her own name in the classroom</li><li>○ begin to <b>form</b> name puzzles</li></ul></li><li>• <b>Skills Block #4:</b><ul style="list-style-type: none"><li>○ begin to <b>notice</b> similarities and differences in peers' names</li></ul></li><li>• <b>Skills Block #5:</b><ul style="list-style-type: none"><li>○ begin to <b>name</b> the letters in name</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ practice <b>tracing</b> name</li> <li>● <b>Skills Block #6:</b></li> <li>○ practice <b>writing</b> name independently</li> </ul>
<p>Connections to Catholic Identity / Other Subjects</p> <p><u>Religion:</u></p> <ul style="list-style-type: none"> <li>● <i>God knows us by name. God made me. He made me different and Special</i> ties closely with the <i>God Loves Me</i> unit.</li> </ul> <p><u>Speaking:</u></p> <ul style="list-style-type: none"> <li>● Making comparisons among names (length, first letter) ties in well with “begins to make comparisons” in <i>Speaking Skills</i>.</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● name</li> <li>● capital</li> <li>● lower-case</li> <li>● letters</li> <li>● same</li> <li>● different</li> </ul>
<p>Standards &amp; Frameworks Addressed</p> <p><b>Maryland Early Learning Standards: Language and Literacy</b>  RF1 Demonstrate understanding of the organization and basic features of print.  Recognize that symbols have corresponding meaning (e.g., sing the alphabet song, pointing to the letters).</p> <p><b>Maryland Early Learning Standards: Speaking and Listening</b>  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  Demonstrate active listening skills (e.g., ask questions about what has been heard).</p> <p><b>Maryland Early Learning Standards: Reading Foundational Skills</b>  Know and apply grade- level phonics and word analysis skills in decoding words.  Recognize that symbols have corresponding meaning (e.g., look for and identify familiar logos or signs, find own name card on a carpet square and sit there).</p> <p><b>Maryland College and Career Readiness Standards</b>  <b>RF.PK.3.c</b> Recognize name in print as well as some environmental print (symbols/words).</p>	
<p>Teaching Ideas/Resources</p> <ul style="list-style-type: none"> <li>● <a href="#">Content Area Expert Resources</a></li> </ul>	