



UNIT 1: FAMILY / WEEK 2
Making Names


Standard Connection:
 ELA.RF.PK4.3c
 ELA.W.PK4.7
 M.CC.PK4.5
 M.CC.PK4.6
 PD.FM.PK4.1
 PD.FM.PK4.3
 SS.FC.PK4.2

Enduring Understanding(s):

- Family members have names for each other.

Essential Question(s):

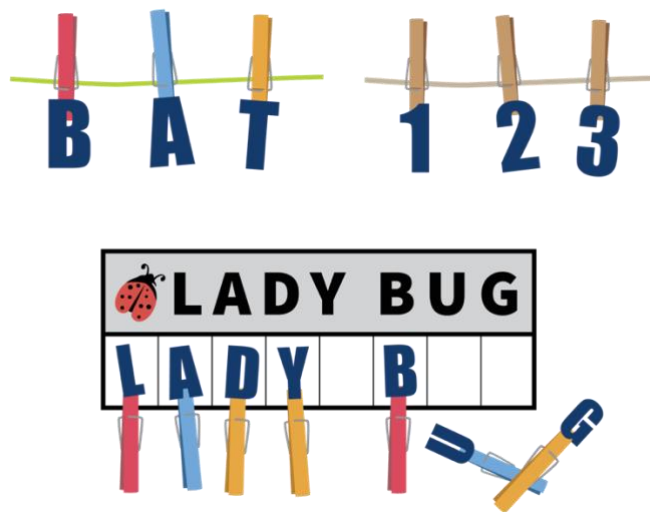
- How do you find the resources, information, and support to solve your problems?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Peter's Chair</i> • <i>Oonga Boonga/Crybaby</i> • tag or poster board • tag or poster board letter tiles • small dishes or trays • Unifix cubes • small round stickers • magnetic or foam letters • clothespins 	<ul style="list-style-type: none"> • letter: a symbol representing a speech sound • name: what you call a person • square: a shape with four straight sides and four right angles • match: look the same 	

Intro to Centers

Preparation: *Set up materials.*

Depending on the ability of the children, use tiles/foam/magnetic letters/Unifix cubes for letters. For fine motor development, write letters on clothespins and ask children to clip clothespins on top of corresponding letter.



“The children’s **names** in *Oonga Boonga* were Daniel and Louise. In *Crybaby*, Baby and Roy are the characters’ **names**. In *Peter’s Chair*, the children’s **names** were Peter and Susie.”

Show illustrations.

“Here are the letters in their names . What do you notice?”	Show names written on sentence strips. Children respond.
“You practiced writing names before in Creative Writing. What do you notice?”	Show children’s work. Children respond.
“Today, at Creative Writing, you can practice making names using these materials.”	Show materials.
“First, find the card with your name . Here is _____’s name . How do we know this is _____’s name ? There is a square underneath each letter . Next, find the letter that matches and is the same as the letter in the name . Now put it in the square .”	Model.

During Centers:

Support children with various levels of letter recognition and/or fine motor ability. Encourage children to collaborate. Refer to Week 1: *Draw and Label Family Pictures*. Encourage children to reference their name cards.

Guiding Questions during Centers:

- Who else has the same letters in their name as your name? How do you know?
- What lines/curves are in the letters of your name?
- Is your name longer or shorter than _____’s name? How do you know?
- Where in our classroom can you find the letters in your name?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Add tag or poster board cards with character names and/or vocabulary words from story reads to Creative Writing and/or Puzzles (Manipulatives).

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a variety of materials for children to use to create nametags for different family members’ names in Dramatic Play.

