

UNIT 1: FAMILY / WEEK 2 Making Names

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
 Peter's Chair Oonga Boonga/Crybaby tag or poster board 	• letter: a symbol representing a speech sound	EZRA JACK KEATS PETER'S CHAIR
 tag or poster board letter tiles small dishes or trays 	• name : what you call a person	CRYBAR
 Unifix cubes small round stickers magnetic or foom letters 	 square: a shape with four straight sides and four right angles 	

• magnetic or foam letters

Preparation: Set up materials.

Depending on the ability of the children, use tiles/foam/magnetic letters/Unifix cubes for letters.

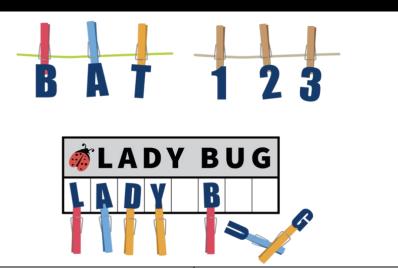
For fine motor development, write letters on clothespins and

ask children to clip clothespins on top of corresponding letter.

clothespins

• match: look the same

Intro to Centers



 "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."
 "Here are the *letters* in their *names*. What do you notice?"
 Show names written on sentence strips. Children respond.



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

"You practiced <i>writing names</i> 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 <i>name</i> . Here is''s <i>name</i> . How do we know this is 's <i>name</i> ? There is a <i>square</i> underneath each <i>letter</i> . Next, find the <i>letter</i> that <i>matches</i> and is the same as the <i>letter</i> in the <i>name</i> . Now put it in the <i>square</i> ."	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.

