



Using Vocabulary Cards

Standard
Connection:
ELA.RF.PK4.1e
ELA.W.PK4.1c
PD.GM.PK4.1
PD.GM.PK4.5

Enduring Understanding(s):

- Family members have names for each other.

Essential Question(s):

- How do you most effectively communicate your thoughts, feelings, and traditions?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> unit books writing utensils paper small blank books, 3-4 pages set of vocabulary cards (from unit) pocket folders Thera-putty or Playdoh squeezy-balls 	<ul style="list-style-type: none"> fiction: make believe non-fiction: based on facts and real events vocabulary: words that someone knows word: a sound or combination of sounds that has meaning and is written illustrate: create a picture story: an account of events 	

Intro to Centers

Preparation: Set up materials.

Glue image of unit book's cover on the outside of a pocket folder and place the corresponding vocabulary word picture cards inside.

If appropriate, allow children to "warm up" their hands before drawing and writing by squeezing Thera-putty or with simple hand exercises (opening and closing fists and opening them, wiggling their fingers writing the letters in the air, etc.).

"We have read fiction and non-fiction books. What do you notice?"	Show books. Children respond.
"We learned vocabulary words in these books. What are some words you learned from _____?"	Show books. Children respond.

"Today in Creative Writing, you can use these materials to illustrate and write your own stories with vocabulary words you've learned."	Show materials. Model using cards and returning them to the appropriate folder.
"This word says_____. What is a sentence with this word?"	Children respond.

During Centers:

If appropriate, draw a line on the bottom of the page as a visual cue for writing. Encourage children to act out stories they have written. Encourage children to sequence stories with *first, next, then, last*, etc. Encourage children to notice features of letters/words (number of letters, line formation, etc.).

Guiding Questions during Centers:

- How did you decide to write a fiction or non-fiction story?
- What can you do if you want to write a word from a book, but there is no vocabulary card?
- If this vocabulary word did not have a picture on the card, how could you figure out what the word is?
- How do illustrations help you learn new words?

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 processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Display children's finished work (pictures and/or books) in Library and Listening alongside classroom books. Encourage children to categorize peers' books (according to theme, fiction/non-fiction, etc.). Challenge children to write alternate endings to unit books.

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 writing tools and paper for children to use. Allow children with fine motor challenges to dictate their story to an adult or to a speech-to-text program/app.