

QUARTER 1 Syllabus

<p>School Division: ECE 2</p>	<p>Title of Course: Language Art Length of Course: 1 Year</p>	<p>Program Syllabus prepared by: Milennis Rojas</p>
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<p>Essential Questions:</p> <p>How is a word formed?</p> <p>How does the zoo-phonics encourage student during process of learning the writing skills?</p> <p>How do the zoo-phonics sounds help us to write a word?</p> <p>How do you spell and write your own name?</p> <p>How does communicating our needs and thoughts in English help us to socialize and learn in our community school?</p>	<p>Activities:</p> <p>Practice the Zoo-Phonics alphabet.</p> <p>Spell CVC words using the Zoo-phonics sounds</p> <p>Write CVC words using worksheet from the zoo-phonics font.</p> <p>Write own name.</p> <p>Make creative writing.</p> <p>Make comments, express needs and requests.</p> <p>Share stories during the circle time.</p> <p>Listen attentively to stories. Read books that tell about real things as well as make-believe.</p>
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Standard: Uses the general skills and strategies of the writing process		
Benchmark	Description	Evidence of Mastery
1.2	Uses drawings to express thoughts, feelings and ideas.	Through creative drawing student will express their ideas about their opinions about different topics.
1.3	Uses forms of emergent writing (e.g., scribble writing, random symbols, random letter- like marks) to represent ideas.	Through creative writing students will use forms of emergent writing in order to represent their ideas about seasons, holydays, family and zoo-phonics animals.
1.6	Uses knowledge of letters to write or copy familiar words, such as own name.	Using knowledge of the zoo-phonics alphabet student will write their own names. Through worksheets from the zoo-phonics font students will copy CVC words in order to gain writing skills.
1.7	Uses writing tools and materials (e.g., pencils, crayons, chalk, markers, rubber stamps, computers, paper, chalkboard, cardboard).	Through zoo-phonics activities students will be encouraged to use the zoo-phonics rubber stamps and students will be encouraged to use in most of the activities pencils, markers, crayons and white boards.
Standard: Uses grammatical and mechanical conventions in written compositions.		
Benchmark	Description	Evidence of Mastery
3.2	Uses phonetic knowledge to spell simple words.	By using Instant learning center material such as: middle sounds box, sound switch box, rhyming sounds box to spell out CVC words.
Standard: Uses listening and speaking strategies		
Benchmark	Description	Evidence of Mastery
8.5	Tells stories based on personal experience or make-believe.	Using story telling time students will be able to tell personal stories or make up their own stories.
8.8	Follows conversations rules (.e.g., taking turns, making relevant comments, stay on topic) when talking with peers and adults.	Through discussions during the circle time students will show that they are able to follow conversation rules when talking to the group.
8.19	Listens to a variety of fiction, nonfiction, poetry, drama, rhymes and songs.	Using reading time and circle time, students will listen to a variety of stories, rhymes and songs to enrich her/his vocabulary in order to improve her/his communication skills.

Grading:

Student Grades will be determined as follows:

Teacher observation of student work and Individual testing at the end of the quarter.

Resources

Literature Resources: Zoo-phonics books, the Three Little Pigs, The Little Red Hen, The very hungry Caterpillar, The Cat in the Hat, Good times with Rhymes, The great Shape Hunt, Tall and Small, Every Shape and Size, What season is this?, The seed, Finding out about Weather, Finding out about Plants, Finding out about seasons, The Ghost- Eye Tree, It's Pumpkin time.

Grammar Resources: Zoo-phonics activity worksheets by Georgene E. Bradshaw, Irene M. Clark and Charlene A.wrighton, Sing, Spell, Read & Write by Sue Dickson,

Additional Teacher Comments:

Why using Zoo-phonics as a main resource for teaching Language art? The principle of Zoo-phonics maximizes understanding, memory, utilization and transference to all areas of the reading, spelling and writing process in a playful and interactive way. Using this program the ECE 2 students are able to identify all the letters of the alphabet by hearing, seeing and speaking.

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