

Teacher:	Grade/Subject: Kindergarten Fairy Tales and Nursery Rhyme phonics, phonemic awareness, and vocabulary	Week of: Week 2
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Date: Monday – mini lesson

- Standards:**
- Isolate and pronounce the initial, medial, and final vowel sounds.
 - Demonstrate basic knowledge of long and short vowel sounds.
 - Recognize all upper and lower case letters of the alphabet (Zaner-Bloser writing style)
 - Read common high frequency words by sight (use the Dolch Word list)

Enduring Understanding:
Students will be able to recognize the letter (upper and lower case), pronounce its sound and use it in a word (beginning position).

Essential Questions:
Can the student recognize the letter? Can the student create the correct letter sound? Can the student use the letter correctly in a word? Can the student write the letter correctly?

Vocabulary:
Sound, letter, stretch and slide, beginning, word, alphabet

Sight Words: go, to, it

Opening:
Letters of the week: “Ss” “Aa”
Present the rhyme “Simple Simon” to your students. Use the Fairy Tale/Nursery Rhyme DVD (you will receive a free copy of this disk), or the hearatale.org internet site to bring up the nursery rhyme. The rhyme is found under the Mother Goose Rhymes section in the table of contents.

Suggestions of ways to present the rhyme:

- Chart paper - Circle the letter the students hear most of the time throughout the rhyme – it should be the “s”— (hint) laminate your chart paper and it can be used over and over. It will erase with hand sanitizer. This is a perfect place to present “illustration” to the students.
- Sentence strips –Write the rhyme on sentence strips and then ask the students to put them into the correct order. The students can also illustrate these strips to match the nurse rhyme.
- Present the rhyme from a different version. Ask the students to compare and contrast the rhymes as found in the different versions.

The students will like to repeat the rhyme with you or clap the rhythm. Many students who do not like to talk out in front of a group will repeat a nursery rhyme or clap the beats to the rhyme.

- Work Session:**
- Students will be placed in differentiated groups according to learning styles.
 - The teacher can use the DVD in a small group. The students can find the words that begin with the letter presented. The students can write a list of the words beginning with the letter to increase their vocabulary. At this time in the year, the students may not be able to write a sentence with their word list, but can illustrate the words or dictate a sentence to the teacher. Remind the students to use the sight words from the week before also.
 - The teacher can allow the students to use a computer, X-Box, PlayStation, DS or hand held device to log on to Rhyme –A-Zoo or Brainy Phonics. The students can practice the letters that are being taught this week. The teacher, parent, or student can use the table of contents to find the rhymes that will reinforce the weekly

letter.

Closing: Review the rhyme and ask the students to share one thing they learned during the lesson. This is a good place to create a K-W-L chart. Let the students share what they know about the nurse rhyme, what they want to learn and then leave the “L” open to fill in as the week progresses – the students can add something they learn daily.

Resources:

Fairy Tale/Nurse Rhyme DVD, Fairy Tale/Nursery Rhyme Children’s Literature Books, Computer, X-Box, PlayStation, DS, and hand held devices, and applications for Brainy Words, Brainy Phonics, hearatale.org and RhymeAZoo

Teacher:	Grade/Subject: Kindergarten Fairy Tales and Nursery Rhyme phonics, phonemic awareness, and vocabulary	Week of: Week 2
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Date: Tuesday

Standards:

- Isolate and pronounce the initial, medial, and final vowel sounds.
- Demonstrate basic knowledge of long and short vowel sounds.
- Recognize all upper and lower case letters of the alphabet (Zaner-Bloser writing style)
- Read common high frequency words by sight (use the Dolch Word list)

Enduring Understanding:

Students will be able to recognize the letter (upper and lower case), pronounce its sound and use it in a word (beginning position).

Essential Questions:

Can the student recognize the letter? Can the student create the correct letter sound? Can the student use the letter correctly in a word? Can you write the letter correctly?

Vocabulary:

Sound, letter, stretch and slide, beginning, word, alphabet

Sight Words: go,to,it

Opening:

Letters of the week: “Ss” “Aa”

Present the rhyme “Simple Simon” to your students. Use the Fairy Tale/Nursery Rhyme DVD (you will receive a free copy of this disk), or the hearatale.org internet site to bring up the nursery rhyme. The rhyme is found under the Mother Goose Rhymes section in the table of contents.

Suggestions of ways to present the rhyme:

- Chart paper --Circle the letter the students hear most of the time throughout the rhyme – it should be the “s”---(hint) laminate your chart paper and it can be used over and over. It will erase with hand sanitizer. This is a perfect place to present “illustration” to the students.
- Sentence strips –Write the rhyme on sentence strips and then ask the students to put them into the correct order. The students can also illustrate these strips to match the nurse rhyme.
- Present the rhyme from a different version. Ask the students to compare and contrast the rhymes as found in the different versions.

The students will like to repeat the rhyme with you or clap the rhythm. Many students who do not like to talk out in front of a group will repeat a nursery rhyme or clap the beats to the rhyme.

Work Session:

- Students will be in differentiate groups according to learning styles:
- The teacher can use the DVD in a small group. The students can find the words that begin with the letter presented. The students can write a list of the words beginning with the letter to increase their vocabulary. As this time in the year, the students may not be able to write a sentence with their word list, but can illustrate the words or dictate a sentence to the teacher.
- The teacher can allow the students to use a computer to log on to Rhyme–A-Zoo or Brainy Phonics. The students can practice the letters that are being taught this week. The teacher can use the table of contents to find the rhymes that will reinforce the weekly letter.

Closing: Review the rhyme and ask the students to share one thing they learned during the lesson. This is a good place to create a K-W-L chart. Let the students share what they know about the nursery rhyme, what they want to learn and then leave the “L” opened to fill in as the week progresses – the students can add something they learn daily. To validate the student’s work, post their work in the classroom or the hallway.

Resources:

Fairy Tale/Nursery Rhyme DVD, Fairy Tale/Nursery Rhyme Children’s Literature Books, Computer, X-Box, PlayStation, DS, and hand held devices, and applications for Brainy Words, Brainy Phonics, hearatale.org and RhymeAZoo

Teacher:	Grade/Subject:	Week of: Week 2
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Date: Wednesday

Standards:

- Isolate and pronounce the initial, medial, and final vowel sounds.
- Demonstrate basic knowledge of long and short vowel sounds.
- Recognize all upper and lower case letters of the alphabet (Zaner-Bloser writing style)
- Read common high frequency words by sight (use the Dolch Word list)

Enduring Understanding: Students will be able to recognize the letter (upper and lower case), pronounce its sound and use it in a word (beginning position).

Essential Questions:

Can the student recognize the letter? Can the student create the correct letter sound? Can the student use the letter correctly in a word? Can you write the letter correctly?

Vocabulary:

Sound, letter, stretch and slide, beginning, word, alphabet

Sight Words: I, am

Opening:

Letters of the week: “Ss” “Aa”

Choral read the rhyme “Simple Simon” with your students. Introduce the rhyme “Sing a Song of Sixpence.” Introduce the word “onomatopoeia” and its definition. Ask the students what word in the rhyme is an onomatopoeia. Use the Fairy Tale/Nursery Rhyme DVD (you will receive a free copy of this disk), or the

hearatale.org internet site to bring up the nursery rhyme. “Simple Simon” found under the Mother Goose Rhymes section and “Sing a Song of Sixpence” found under the Father Goose Rhymes section of DVD.

Suggestions of ways to presented the rhyme:

- Chart paper --Circle the letter the students hear most of the time throughout the rhyme – it should be the “s”---(hint) laminate your chart paper and it can be used over and over. It will erase with hand sanitizer. This is a perfect place to present “illustration” to the students. Suggestion – you may want to keep the illustrations to make a classroom book. By the end of the year, you will have enough books for each student to have a class made book.
- Sentence strips –Write the rhyme on sentence strips and then ask the students to put them into the correct order. The students can also illustrate these strips to match the nursey rhyme.
- Present the rhyme from a different version. Ask the students to compare and contrast the rhymes as found in the different versions. Try the Venn diagram to show the compare and contrast strategy.

The students will like to repeat the rhyme with you or clap the rhythm. Many students who do not like to talk out in front of a group will repeat a nursery rhyme or clap the beats to the rhyme.

Work Session:

- Students will be placed in differentiated groups according to learning styles:
- The teacher can use the DVD in a small group. The students can find the words that begin with the letter presented. The students can write a list of the words beginning with the letter to increase their vocabulary. As this time in the year, the students may not be able to write a sentence with their word list, but can illustrate the words or dictate a sentence to the teacher.
- The teacher can allow the students to use a computer to log on to Rhyme –A-Zoo or Brainy Phonics. The students can practice the letters that are being taught this week. The teacher can use the table of contents to find the rhymes that will reinforce the weekly letter.

Closing: Review the rhyme and ask the students to share one thing they learned during the lesson. This is a good place to create a K-W-L chart. Let the students share what the know about the nursey rhyme, what they want learn and then leave the “L” opened to fill in as the week progresses – the students can add something they learn daily.

Resources:

Fairy Tale/Nursey Rhyme DVD, Fairy Tale/Nursery Rhyme Children’s Literature Books, Computer, X-Box, PlayStation, DS, and hand held devices, and applications for Brainy Words, Brainy Phonics, hearatale.org and RhymeAZoo

Teacher:	Grade/Subject:	Week of: Week 1
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Date: Thursday

Standards: <ul style="list-style-type: none">• Isolate and pronounce the initial, medial, and final vowel sounds.
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- Demonstrate basic knowledge of long and short vowel sounds.
- Recognize all upper and lower case letters of the alphabet (Zaner-Bloser writing style)
- Read common high frequency words by sight (use the Dolch Word list)

Enduring Understanding: Students will be able to recognize the letter (upper and lower case), pronounce its sound and use it in a word (beginning position).

Essential Questions:

Can the student recognize the letter? Can the student create the correct letter sound? Can the student use the letter correctly in a word? Can you write the letter correctly?

Vocabulary:

Sound, letter, stretch and slide, beginning, word, alphabet

Sight Words: go, to, it

Opening:

Letters of

the week: “Ss” “Aa”

Recite the rhymes “Simple Simon” and “Sing a Song of Sixpence” with your students (make the sound of the word). Use the Fairy Tale/Nursery Rhyme DVD (you will receive a free copy of this disk), or the hearatale.org internet site to bring up the nursery rhyme. The rhyme is found under the Mother Goose and Father Goose sections in the table of contents.

Suggestions of ways to present the rhyme:

- Chart paper --Circle the letter the students hear most of the time throughout the rhyme – it should be the “Ss”—(hint) laminate your chart paper and it can be used over and over. It will erase with hand sanitizer. This is a perfect place to present “illustration” to the students.
- Sentence strips –Write the rhyme on sentence strips and then ask the students to put them into the correct order. The students can also illustrate these strips to match the nursery rhyme. The students can post the sentence strips in the correct order to show ownership of the activity.
- Present the rhyme from a different version. Ask the students to compare and contrast the rhymes as found in the different versions.

The students will like to repeat the rhyme with you or clap the rhythm. Many students who do not like to talk out in front of a group will repeat a nursery rhyme or clap the beats to the rhyme.

Work Session:

- Students will be placed in differentiated groups according to learning styles:(hint: use Garner’s Multiple Intelligences as a way to identify the learning styles.)
- The teacher can use the DVD in a small group. The students can find the words that begin with the letter presented. The students can write a list of the words beginning with the letter to increase their vocabulary. As this time in the year, the students may not be able to write a sentence with their worked list but can illustrate the words or dictate a sentence to the teacher.
- The teacher can allow the students to use a computer to log on to Rhyme –A-Zoo or Brainy Phonics. The students can practice the letters that are being taught this week. The teacher can use the table of contents to find the rhymes that will reinforce the weekly letter.

Closing: Review the rhyme and ask the students to share one thing they learned during the lesson. This is a good place to create a K-W-L chart. Let the students share what they know about the nursery rhyme, what they want to learn and then leave the “L” opened to fill in as the week progresses – the students can add something they learn daily.

Resources:

Fairy Tale/Nursey Rhyme DVD, Fairy Tale/Nursery Rhyme Children’s Literature Books, Computer, X-Box, PlayStation, DS, and hand held devices, and applications for Brainy Words, Brainy Phonics, hearatale.org and RhymeAZoo

Teacher:**Grade/Subject:** Kindergarten**Week of:** Week 2**Date:** Friday**Standards:**

- Isolate and pronounce the initial, medial, and final vowel sounds.
- Demonstrate basic knowledge of long and short vowel sounds.
- Recognize all upper and lower case letters of the alphabet (Zaner-Bloser writing style)
- Read common high frequency words by sight (use the Dolch Word list)

Enduring Understanding: Students will be able to recognize the letter (upper and lower case), pronounce its sound and use it in a word (beginning position).

Essential Questions:

Can the student recognize the letter? Can the student create the correct letter sound? Can the student use the letter correctly in a word? Can you write the letter correctly?

Vocabulary:

Sound, letter, stretch and slide, beginning, word, alphabet

Sight Words: go, to, it

Opening:**Letters of the week: “Ss” “Aa”**

Act out the rhymes “Simple Simon” and “Sing a Song of Sixpence” with your students. Assign students a character to portray and let the students retell the rhyme. Use the Fairy Tale/Nursery Rhyme DVD (you will receive a free copy of this disk), or the Hear-A-Tale.org internet site to bring up the nursery rhyme. The rhymes are found under the Mother Goose and Father Goose sections in the table of contents.

Suggestions of ways to presented the rhyme:

- Chart paper - Circle the letter the students hear most of the time throughout the rhyme – it should be the “S”—(hint) laminate your chart paper and it can be used over and over. It will erase with hand sanitizer. This is a perfect place to present “illustration” to the students.
- Sentence strips –Write the rhyme on sentence strips and then ask the students to put them into the correct order. The students can also illustrate these strips to match the nursey rhyme. As an extension of this activity cut the strips into words and have the students place them into the correct order.
- Present the rhyme from a different version. Ask the students to compare and contrast the rhymes as found in the different versions.

The students will like to repeat the rhyme with you or clap the rhythm. Many students who do not like to talk out in front of a group will repeat a nursery rhyme or clap the beats to the rhyme.

Work Session:

- Students will be in differentiated groups according to learning styles:(Remember to use an assessment for the students 'learning style placement.)
- The teacher can use the DVD in a small group. The students can find the words that begin with the letter presented. The students can write a list of the words beginning with the letter to increase their vocabulary. As this time in the year, the students may not be able to write a sentence with their worked list, but can illustrate the words or dictate a sentence to the teacher.
- The teacher can allow the students to use a computer to log on to Rhyme –A-Zoo or Brainy Phonics. The students can practice the letters that are being taught this week. The teacher can use the table of contents to find the rhymes that will reinforce the weekly letter.

Closing: Review the rhyme and ask the students to share one thing they learned during the lesson. This is a good place to create a K-W-L chart. Let the students share what they know about the nurse rhyme, what they want to learn and then leave the “L” opened to fill in as the week progresses – the students can add something they learn daily.

Resources:

Fairy Tale/Nurse Rhyme DVD, Fairy Tale/Nursery Rhyme Children’s Literature Books, Computer, X-Box, PlayStation, DS, and hand held devices, and applications for Brainy Words, Brainy Phonics, hearatale.org and RhymeAZoo