

<b>Teacher:</b>	<b>Grade/Subject:</b> Kindergarten Fairy Tales and Nursery Rhyme phonics, phonemic awareness, and vocabulary	<b>Week of:</b> Week 3
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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: “Tt” “Aa”**  
Present the rhyme “Tom, Tom” 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 nursery rhyme. Extend the activity – cut strips between the words and ask the students to put the words and the strips in 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.
- Have the students change the “Tom” to their name – ask the students which way they like the rhyme with their name or the original way -- (math – cross curricular – make a graph of the answers)

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. (Use Garner’s Multiply Intelligence as a way to place the students in groups.
  - 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:** These resources are good for homework experiences for the students. They reinforce the skills that are taught during the morning lesson.

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

<b>Teacher:</b>	<b>Grade/Subject:</b> Kindergarten Fairy Tales and Nursery Rhyme phonics, phonemic awareness, and vocabulary	<b>Week of:</b> Week 3
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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). Students will be able to recognize the characters in the rhymes.

**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? Who is the main character of the rhyme?

**Vocabulary:**

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

**Sight Words:** go, to, it

**Opening:**

**Letters of the week:** “Tt” “Aa”

Review the rhyme “Tom, Tom” with your students. Introduce the rhyme “Little Tommy Tittle Mouse.” Ask the students to touch their head, nod their head, and stand up, etc. when the student hears the “T” sound in a word in the rhyme. 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 Gander Rhymes section 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 for the student to illustrate the rhyme. Encourage the students to illustrate the beginning, middle, or end.
- 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.
- Drama- recreate the rhyme “Tom, Tom the Piper’s Son.” Ask each small group to practice the rhyme and act it out for the whole group during closing.

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: (use Garner’s Multiple Intelligences to place your students in the correct learning style group.)
- The teacher can use the DVD in a small group. The students can find the words that begin with the letter presented (alliteration). 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 nurse 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. To validate the student’s work, post their work in the classroom or the hallway.

**Resources: These resources are good for homework experiences for the students. They reinforce the skills that are taught during the morning lesson.**

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<b>Teacher:</b>	<b>Grade/Subject:</b>	<b>Week of:</b> Week 3
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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). Students will be able recognize the sight words (Dolch Words). Students will recognize the main character of the rhyme.

**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? Can the student find the main character of the story?

**Vocabulary:**

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

**Sight Words:** I, got, it

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

Choral read the rhyme “Tom, Tom the Piper’s Son” with your students. Introduce the rhyme Introduce the rhyme “Little Tom Tucker.” Ask the students what letter sound they hear most frequently in the rhyme. 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 rhymes are found under the Mother Goose Rhymes section and “Little Tom Tucker” 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 “Tt”—(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. Extend your activity by
- 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: These resources are good for homework experiences for the students. They reinforce the skills that are taught during the morning lesson.**

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

<b>Teacher:</b>	<b>Grade/Subject:</b>	<b>Week of:</b> Week 3
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**Date:** Thursday

- 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). Student will be able to name the characters of the rhyme. Students will be able to recognize

**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? Do you know the main character of the rhyme?

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

**Sight Words:** go, to, it

**Opening:**  
**Letters of the week: “Tt” “Aa”**  
 Recite the rhymes “Tom, Tom the Piper’s with your students. Introduce the rhyme “Little Tommy Tittle Mouse.” 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. Ask the students to retell or recite the rhymes that have been presented. Remember the students will enjoy reenacting the rhymes. Always ask the students to give a signal when they hear the letter of the week. This techniques helps the teacher assess which student recognizes the letter and its sound. The teacher can make antidotal notes to help when assessing the student’s growth.

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 “Ss”—(hint) laminate you r 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. 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 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:** These resources are good for homework experiences for the students. They reinforce the skills that are taught during the morning lesson.

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<b>Teacher:</b>	<b>Grade/Subject:</b> Kindergarten	<b>Week of:</b> Week 3
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**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:** “Tt” “Aa”

Act out the rhymes “Tom, Tom the Piper’s Son” and “Little Tommy Tiddle Mouse” with your students. Assign students a character to portray and let the students retell the rhyme in small groups. 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 present the rhyme:

- Chart paper - Circle the letter the students hear most of the time throughout the rhyme – it should be the “T”- (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. 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 learn and then leave the “L” opened to fill in as the week progresses – the students can add something they learn daily.

**Resources: These resources are good for homework experiences for the students. They reinforce the skills that are taught during the morning lesson.**

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