

Teacher:	Grade/Subject: Kindergarten Fairy Tales and Nursery Rhyme phonics, phonemic awareness, and vocabulary	Week of: Week 5—Review of the first four weeks
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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), Student will be able to recognize the characters in the rhyme. Students will be able to recognize rhyming words. Students will be able to recognize word families.

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? Can the student find rhyming words in the rhymes?

Vocabulary:
Sound, letter, stretch and slide, beginning, word, alphabet, character, rhyming words, illustration, punctuation, capitalization

Sight Words: Review
I, am, go, to, it, the, is, my, in, for, so

Opening:
Review the letters of the four previous weeks: m, s, t, n, and the vowel short “a”
Review the rhymes from the preview weeks:

- “Do You Know the Muffin Man?”
- “Mew, Mew”
- “Simple Simon”
- “Sing a Song of Sixpence”
- “Tom, Tom the Piper’s Son”
- “Little Tom Tucker”
- “Little Nanny Etticoat’
- “Jack Sprat”

Suggestions of ways to review the rhymes and letters:

- Review all the above rhymes using the Fairy Tale /Nursery Rhyme DVD.
- Create a ballot and allow the students to vote on their favorite rhyme. Record the votes on graph using pictures the student’s illustration to depict their favorite rhyme. (Cross-curricular activity).

Work Session:

- Allow the students to choose a center activity dealing with the rhymes. Examples: 1. Illustrate the rhymes 2. Draw their favorite main character.(use white copy paper and encourage the students to use details when illustrating their character. 3. Listen and follow along with the rhymes using the DVD or the computer.
- While students are in centers, the teacher will assess each student individually for sight recognition of letters, letter names, sounds, and sight words.

Closing: Allow students to share their illustrations and main characters.

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

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 Rhyme-A-Zoo

Teacher:	Grade/Subject: Kindergarten Fairy Tales and Nursery Rhyme phonics, phonemic awareness, and vocabulary	Week of: Week 5 - Review of the first four weeks
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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)
- Recognizes three letter words with the CVC combination.

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. Students will use the short "a" sound. Students will combine letters to make three letter (cvc) words.

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, rhyming words, illustration, punctuation, capitalization

Sight Words: Review

I, am, go, to, it, the, is, my, in, for, so

Opening:

Review the letters of the four previous weeks: m, s, t, n, and the vowel short "a"

Review the rhymes from the preview weeks:

- "Do You Know the Muffin Man?"
- "Mew, Mew"
- "Simple Simon"
- "Sing a Song of Sixpence"
- "Tom, Tom the Piper's Son"
- "Little Tom Tucker"
- "Little Nanny Etticoat"
- "Jack Sprat"

Work Session:

Review “Do You Know the Muffin Man?” and “Mew, Mew.”

- Sing the song “Do You Know the Muffin Man.” Allow the girls to sing to the boys and the boys answer with “Yes, I Know the Muffin Man!” Repeat the process by allowing the girls and boys to switch places.
- Create a template of a muffin. Have students decorate and create their own muffin. The students should name the type of muffin and describe the muffin in a sentence dictated to the teacher.
- While students are in centers, the teacher will assess each student individually for sight recognition of letters, letter names, sounds, and sight words.

Closing: The students will share their creations with the class. Extend the activity by graphing the different types of muffins.

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Teacher:	Grade/Subject:	Week of: Week 5 Review of the first four weeks -
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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 mail character of the rhyme. Students will recognize the rhyming words in 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? Can the student find the rhyming words in the rhyme?

Vocabulary: Sound, letter, stretch and slide, beginning, word, alphabet, character, rhyming words, illustration, punctuation, capitalization

Sight Words: Review

I, am, go, to, it, the, is, my, in, for, so

Opening:

Review the letters of the four previous weeks: m, s, t ,n, and the vowel short “a”

Review the rhymes from the preview weeks:

- “Do You Know the Muffin Man?”
- “Mew, Mew”
- “Simple Simon”
- “Sing a Song of Sixpence”
- “Tom, Tom the Piper’s Son”
- “Little Tom Tucker”
- “Little Nanny Etticoat’
- “Jack Sprat”

Work Session:

Review the rhymes “Simple Simon” and “Sing a Song of Sixpence.”

- Have children decide who Simple Simon could meet on the way to the fair other than a pie man. Example: a cookie man, cake man, muffin man, etc. Then have the children create a picture of the new character holding the new dessert.
- Gather the students and have them sing the song and as the birds fly away let the students fly away like a bird.
- While students are in centers, the teacher will assess each student individually for sight recognition of letters, letter names, sounds, and sight words.

Closing:

Allow the students to share the pictures and tell about their dessert.

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

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Teacher:	Grade/Subject:	Week of: Week 5 - Review of the first four weeks
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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 the rhyming words. Students will be able to recognize short “a” and “n”

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, rhyming words, illustration, punctuation, capitalization

Sight Words: Review

I, am, go, to, it, the, is, my, in, for, so

Opening:

Review the letters of the four previous weeks: m, s, t, n, and the vowel short “a”

Review the rhymes from the preview weeks:

- “Do You Know the Muffin Man?”
- “Mew, Mew”
- “Simple Simon”
- “Sing a Song of Sixpence”
- “Tom, Tom the Piper’s Son”
- “Little Tom Tucker”
- “Little Nanny Etticoat’
- “Jack Sprat”

Work Session:

Review “Tom, Tom the Piper’s Son” and “Little Tom Tucker.”

- While students are in centers, the teacher will assess each student individually for sight recognition of letters, letter names, sounds, and sight words.
- Tom stole a pig for a pet – do you have a pet and what is it? Share a story about your pet with your elbow partner. Create a picture of you and your pet.

Closing: Allow the students to share their illustrations and stories with the class.

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Teacher:	Grade/Subject: Kindergarten	Week of: Week 5- Review of the first four weeks
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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, character, rhyming words, illustration, punctuation, capitalization

Sight Words: Review

I, am, go, to, it, the, is, my, in, for, so

Opening:

Review the letters of the four previous weeks: m, s, t, n, and the vowel short “a”

Review the rhymes from the preview weeks:

- “Do You Know the Muffin Man?”
- “Mew, Mew”
- “Simple Simon”
- “Sing a Song of Sixpence”
- “Tom, Tom the Piper’s Son”
- “Little Tom Tucker”
- “Little Nanny Etticoat”
- “Jack Sprat”

Work Session:

Review the rhymes “Little Nanny Etticoat” and “Jack Sprat.”

- While students are in centers, the teacher will assess each student individually for sight recognition of letters, letter names, sounds, and sight words
- Allow the students to cut pictures of their favorite foods from magazines and newspapers. Provide the students with a paper plate to glue the pictures on. Remind the students to look for healthy foods.

Closing: Allow the students to compare their plates. Talk about healthy choices compared to “junk” food. Ask the students who ate the healthy food, Jack or his wife? Record the answers on a graph.

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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