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| <b>Teacher:</b> | <b>Grade/Subject:</b> Kindergarten<br>Fairy Tales and Nursery Rhyme<br>phonics, phonemic awareness, and<br>vocabulary | <b>Week of:</b> Week 6 |
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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, capitalization, punctuation

**Sight Words:** jump, find, she

**Opening:**  
**Letters of the week: “Ff” “Ii”**  
Present the rhyme “Hey Diddle, Diddle” and “Once I Caught a Fish Alive” to your students. Explain to the students they are to listen for the short “I” sound and “Ff” sound in the rhymes. 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. Remember you will be working with two sounds: a consonant and a vowel. Use the signal technique to assess the students’ growth as the opening progresses.

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. Note: Watch the students to see if they notice there is only one word with an “f” in the rhyme this time. Leave this as an open ended discussion.
- 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. Address the illustrations and the different figurative language that is found in the rhyme. Ask the students to compare and contrast the rhymes as found in the different versions. There are many different children’s literature books that have these rhymes.
- Talk about the definitions of the vocabulary words found in the rhyme.

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. Begin asking the students to find words in the rhymes that sound alike. Emphasize they only need to sound alike to be rhyming. Use the DVD to show the words that rhyme. It is found under the Volland rhymes under the Mother Goose rhymes.
- 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 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:** 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

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| <b>Teacher:</b> | <b>Grade/Subject:</b> Kindergarten<br>Fairy Tales and Nursery Rhyme<br>phonics, phonemic awareness, and<br>vocabulary | <b>Week of:</b> Week 6 |
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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, capitalization, punctuation

**Sight Words:** jump, find, she

**Opening:****Letters of the week: “Ff” “Ii”**

Present the rhyme “Hey Diddle, Diddle” and “Once I Caught a Fish Alive” to your students. Explain to the students they are to listen for the short “I” sound and “Ff” sound in the rhymes. 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. Remember you will be working with two sounds: a consonant and a vowel. Use the signal technique to assess the students’ growth as the opening progresses.

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. Note: Watch the students to see if they notice there is only one word with an “f” in the rhyme this time. Leave this as an open ended discussion.
- 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. 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. Address the illustrations and the different figurative language that is found in the rhyme. Ask the students to compare and contrast the rhymes as found in the different versions. There are many different children’s literature books that have these rhymes.
- Talk about the definitions of the vocabulary words found in the rhyme.

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: Continue the work session from previous day to complete activities.**

- 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. Begin asking the students to find words in the rhymes that sound alike. Emphasize they only need to sound alike to be rhyming. Use the DVD to show the words that rhyme. It is found under the Volland rhymes under the Mother Goose rhymes.
- 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 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 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 Rhyme-A-Zoo

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| <b>Teacher:</b> | <b>Grade/Subject:</b> | <b>Week of:</b> Week 6 |
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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. 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, capitalization, punctuation

**Sight Words:** jump, find, she

**Opening:**  
**Letters of the week: “Ff” “Ii”**  
 Present the rhyme “Hey Diddle, Diddle” and “Once I Caught a Fish Alive” to your students. Explain to the students they are to listen for the short “I” sound and “Ff” sound in the rhymes. 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. Remember you will be working with two sounds: a consonant and a vowel. Use the signal technique to assess the students’ growth as the opening progresses.

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. Note: Watch the students to see if they notice there is only one word with an “f” in the rhyme this time. Leave this as an open ended discussion.
- 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. Address the illustrations and the different figurative language that is found in the rhyme. Ask the students to compare and contrast the rhymes as found in the different versions. There are many different children’s literature books that have these rhymes.
- Talk about the definitions of the vocabulary words found in the rhyme.

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: Continue the work session from previous day to complete activities.**

- 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. Begin asking the students to find words in the rhymes that sound alike. Emphasize they only need to sound alike to be rhyming. Use the DVD to show the words that rhyme. It is found under the Volland rhymes under the Mother Goose rhymes.
- Allow the students to rewrite the lines in “Once I Caught a Fish Alive.” Name different animals that you may catch and substitute them into the rhyme.

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” opened to fill in as the week progresses – the students can add something they learn daily.

**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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**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). Students will be able recognize the sight words (Dolch Words). Students will recognize the main 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, capitalization, punctuation

**Sight Words:** jump, find, she

**Opening:**

**Letters of the week: “Ff” “Ii”**

Present the rhyme “Hey Diddle, Diddle” and “Once I Caught a Fish Alive” to your students. Explain to the students they are to listen for the short “I” sound and “Ff” sound in the rhymes. 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. Remember you will be working with two sounds: a consonant and a vowel. Use the signal technique to assess the students’ growth as the opening progresses.

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. Note: Watch the students to see if they notice there is only one word with an “f” in the rhyme this time. Leave this as an open ended discussion.
- 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. Address the illustrations and the different figurative language that is found in the rhyme. Ask the students to compare and contrast the rhymes as found in the different versions. There are many different children’s literature books that have these rhymes.
- Talk about the definitions of the vocabulary words found in the rhyme.

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: Continue the work session from previous day to complete activities.**

- 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. Begin asking the students to find words in the rhymes that sound alike. Emphasize they only need to sound alike to be rhyming. Use the DVD to show the words that rhyme. It is found under the Volland rhymes under the Mother Goose rhymes.
- Allow the students to rewrite the lines in “Once I Caught a Fish Alive.” Name different animals that you may catch and substitute them into the rhyme.
- Allow the students to create a musical instrument to play with cat. Supply different types of art mediums for the students to use.

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 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: 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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**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). Students will be able recognize the sight words (Dolch Words). Students will recognize the main 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, capitalization, punctuation

**Sight Words:** jump, find, she

**Opening:**  
**Letters of the week: “Ff” “Ii”**  
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 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. Note: Watch the students to see if they notice there is only one word with an “f” in the rhyme this time. Leave this as an open ended discussion.
- 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. Address the illustrations and the different figurative language that is found in the rhyme. Ask the students to compare and contrast the rhymes as found in the different versions. There are many different children’s literature books that have these rhymes.
- Talk about the definitions of the vocabulary words found in the rhyme. 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: Continue the work session from previous day to complete activities.**

- 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. Begin asking the students to find words in the rhymes that sound alike. Emphasize they only need to sound alike to be rhyming. Use the DVD to show the words that rhyme. It is found under the Volland rhymes under the Mother Goose rhymes.
- Allow the students to rewrite the lines in “Once I Caught a Fish Alive.” Name different animals that you may catch and substitute them into the rhyme.
- Allow the students to create a musical instrument to play with cat. Supply different types of art mediums for the students to use.
- Review the sight words and use in sentences and then allow the students to illustrate the sentences created. Remember to ask the students to provide details. If the students are not writing sentences by themselves have them dictate the sentences to you.

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 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: 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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