

Teacher:	Grade/Subject: Kindergarten Fairy Tales and Nursery Rhyme phonics, phonemic awareness, and vocabulary	Week of: Week 4
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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

Sight Words: in, for , so

Opening:

Letters of the week: “Nn” “Aa”

Present the rhyme “Little Nanny Etticoat” to your students. Explain to the students they are to listen for the “N” sound in the rhyme. Use the rhyme “Jack Sprat” to present the short “a” sound. 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.
- 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.
- Talk about the definitions of the vocabulary words found in the poem –petticoat, nanny

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 nursery 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 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 4
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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, illustration

Sight Words: in, for, so

Opening:

Letters of the week: “Nn” “Aa”

Review the rhyme “Little Nanny Etticoat” with your students. Introduce the rhyme “Jack Sprat” Ask the students to touch their head, nod their head, and stand up, etc. when the students hears the “N” or the short “a” 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 nursery 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 “Little Nanny Etticoat.” Ask each small group to practice the rhyme and act it out for the whole group during closing.
- Art – Direct a small group to create an illustration depicting the scenes in the “Jack Sprat.”

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. Some students may begin to write sentences using the sight words and the letters that have been introduced. Encourage them to write the sentences and then read the sentence to someone. The teacher can help the student to edit their sentence. This is the beginning stages of creative writing. Those not ready to write sentences may continue to illustrate the rhymes.
- 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 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/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:	Week of: Week 4
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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, illustration

Sight Words: in, for, so

Opening:

Letters of the week: "Nn" "Aa"

Choral read the rhyme "Little Nanny Etticoat" and "Jack Sprat" with your students. Ask the students what letter sound they hear most frequently 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 rhymes are found under the Mother Goose Rhymes section and found under the Father Gander Rhymes section of DVD.

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 "Nn" —(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 nursery rhyme. Remember to extend the activity by cutting the strips into words!
- 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.
- Allow students to create motions for the rhyme. Use the motions as the students recite 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.
- 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.

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:	Week of: Week 4
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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, illustration

Sight Words: in, for, so

Opening:

Letters of the week: “Nn” “Aa”

Recite the rhymes “Little Nanny Etticoat” and “Jack Sprat” with 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 and Father Gander 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 antidental notes to help when assessing the student’s growth.

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 “Nn”- (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. Use a Venn diagram to show the way the rhymes are alike, different, or the same.

The students will like to repeat the rhymes 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.
- Allow the students to create a list of vocabulary words they do not know. The group will then discuss the definitions of the new vocabulary words.

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.

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	Week of: Week 4
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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, illustration

Sight Words: go, to, it

Opening:**Letters of the week: "Nn" "Aa"**

Act out the rhymes "Little Nanny Etticoat" and "Jack Sprat" 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 nursery 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. Encourage the students to begin to write sentences. Help the students edit their sentences by listening to them read their sentence and correct the mistakes. This is a good time for a mini lesson on punctuation and capitalization.
- 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: 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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