

## Print Concepts- Kindergarten Unit 1

### RF.K.1 Demonstrate understanding of the organization and basic features of print.

#### a. Follow words from left to right, top to bottom, and page, by page.

##### Skills

Identify and track single-syllable printed words in short sentences; identify examples of *word*, *sentence*, and *letter* on a printed page.

#### b. Recognize that spoken words are represented in written language by specific sequences of letters.

##### Skills

Identify and track single-syllable printed words in short sentences; identify examples of *word*, *sentence*, and *letter* on a printed page.

#### c. Understand that words are separated by spaces in print.

##### Skills

Identify and track single-syllable printed words in short sentences; identify examples of *word*, *sentence*, and *letter* on a printed page.

#### d. Recognize and name all upper- and lowercase letters of the alphabet.

##### Skills

Match letters to templates; match manipulative upper- and lowercase letters; and point to letters that the teacher names.

## Model Activities

As you read a short nursery rhyme (or poem) from a chart, ask students to point to words as they are read. (RF.K.1a,b,c)

With movable letters, word cards, and sentence strips, demonstrate the meaning of *letter*, *word*, and *sentence*. Then, ask students to identify examples of each in a printed phrase from a familiar rhyme. (RF.K.1a,b,c)

Students trace letters in sand trays, carpet squares, or sandpaper while naming them; trace letter shapes written in large font on a chalkboard; or match manipulative upper- and lowercase letters or letters written on cards until they can point to any letter you name. (RF.K.1d)

## Phonological Awareness- Kindergarten Unit 1

**RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

**a. Recognize and produce rhyming words.**

Skills

Listen to and participate in recitation of nursery rhymes, rhyming books, finger plays, songs, and poems.

Listen for specific words embedded in rhymes or stories.

### Model Activities

While reading (reciting) “Humpty Dumpty”, snap your fingers on a word at the end of a line (e.g., *wall*). The children will snap when they hear the word that rhymes with it (i.e., *fall*). Continue with various rhymes and poems. (RF.K.2a)

After recitation of a favorite rhyme or song, present a puppet that has trouble remembering his words. Students hold up their thumbs if they hear the puppet make a mistake: “Jack and Jill went up the **pill**.” Call on individuals to say the right word. (RF.K.2a)

Using felt rectangles to represent four to five spoken words (e.g., “Jack went up the hill”), ask students to change the color of the rectangle standing for the word that is changed in a spoken sentence (e.g., “Jill went up the hill.” “Jill climbed up the hill.” “Jill climbed up the ladder.” ). (RF.K.2a)

## Phonics and Word Recognition- Kindergarten Unit 1

**RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

**a. Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the primary or many of the most frequent sounds for each consonant.**

Skills

With the teacher leading, recite an alphabet song that includes the letter name, and a key word (picture or gesture) and sound associated with each letter.

**b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**

Skills

With the teacher leading, recite an alphabet song that includes the letter name, and a key word (picture or gesture) and sound associated with each letter.

#### Note:

A set of sound-symbol cards that includes most of the forty-four speech sounds of English should be displayed and learned in segments. High-frequency symbols (graphemes) for each of the consonant and vowel phonemes that are only represented by letter combinations (such as /sh/, /th/, /ch/, /ng/, and /aw/) can be gradually introduced before the end of the kindergarten year.

### Model Activities

Teach an alphabet song or rhyme by daily repetition. As you lead recitation of the alphabet song, point to the sound-symbol cards, and pause on occasion so that students can fill in a known letter name/keyword/sound (e.g., “r”, rabbit, /r/) on their own.

## Fluency- Kindergarten Unit 1

**Not Applicable**