

Print Concepts- Kindergarten Unit 2

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

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

Skills

Listen for word length; identify longer and shorter words in print.

Identify capital letter, period, and specific printed words on sentence strips.

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

Skills

Listen for word length; identify longer and shorter words in print.

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

Skills

Using a printed alphabet template, match plastic or wooden letters to the model and name them in sequence.

Model Activities

Write two words, one long and one short. Ask children to guess which one is a match for the word you say: *Ann, Anthony; Kate, Katherine; ball, basketball; elf, elephant; hip, hippopotamus.* (RF.K.1b,c)

Write a four- to five-word sentence from a familiar rhyme or story. Ask students to point to each word as they read aloud with you, and point to and name the end punctuation and the capital letter(s). (RF.K.1a,b,c)

Phonological Awareness- Kindergarten Unit 2

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

a. Recognize and produce rhyming words.

Skills

Orally identify rhyming words and understand that rhymes have the same last rime (i.e., the vowel and any consonants that follow)

b. Count, pronounce, blend, and segment syllables in spoken words.

Skills

Count, segment, and delete parts of compound words and words with two and three syllables.

c. Blend and segment onsets and rimes of single-syllable spoken words.

Skills

Orally identify rhyming words and understand that rhymes have the same last rime (i.e., the vowel and any consonants that follow)

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

Skills

Identify the distinguishing features of voiced and voiceless consonant phonemes; orally produce individual consonant phonemes after correct teacher modeling of the voicing distinction: /p/ /b/; /k/ /g/; /t/ /d/; /f/ /v/; /sh/ /zh/; /th/ /th/; /ch/ /j/; /s/ /z/

Classify vowel sounds as open sounds and consonants as closed sounds; locate the vowel sound in every syllable.

With teacher modeling and a picture or gestural cue from a key word, pronounce the short vowel sounds and the long vowel sounds (orally—no print!).

Model Activities

Using different colored index cards representing three common rimes (/ -ill/, / -ock/, / -ate/) and other colored cards for first sounds (/l/, /d/, /m/), show in a pocket chart that the first sound(s) might change, but if the last part is the same, the words rhyme (d-ock, l-ock do rhyme; l-ock and l-ate do not rhyme). (RF.K.2a,c)

Say a word slowly in syllables and have students say the whole word: *tooth-paste*; *bath-tub*; *but-ter-fly*; *ba-na-na-bread*. (RF.K.2b)

With students looking in mirrors and putting their hands over their ears to hear vocal resonance, model and describe the difference between /p/ and /b/; /f/ and /v/; /k/ and /g/; and so forth; with students, classify spoken consonant sounds as voiced or unvoiced. (RF.K.2d)

Describe vowels as open sounds and consonants as closed off by the lips, teeth, and tongue; categorize the first sounds of spoken words as vowels (open sounds) or consonants (closed sounds): *o-ver*; *m-ouse*; *sh-ower*; *a-lligator*. (RF.K.2d)

With puppets, pictures, or gestures, associate each short vowel sound with its keyword and letter name:
/i/ - itch - i /ă/ - apple - a /ü/ - up - u /ĕ/ - edge - e /ö/ - octopus - o
(RF.K.2d)

Model Activities continued

With puppets, pictures, or gestures, practice associating a long vowel sound with its keyword and letter name:

/ā/ - apron – a /ē/ - eagle – e /ō/ - oval – o /ū/ - unicorn – u /ī/ - ice cream – i
(RF.K.2d)

Phonics and Word Recognition- Kindergarten Unit 2

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

Name the key word that goes with a letter; say the sound that goes with a key word; and say the letter(s) that represent a sound.

Given a sound-symbol card, say the keywords and consonant phonemes that are represented with two letters: th, sh, ch, ng, wh.

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

Skills

Name the key word that goes with a letter; say the sound that goes with a key word; and say the letter(s) that represent a sound.

Given a sound-symbol card, say the keywords and consonant phonemes that are represented with two letters: th, sh, ch, ng, wh.

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

Play the sound-symbol game with known vowels and consonants: You say a keyword (or make a gesture); students say the sound. Or, you say the sound, and students make the gesture and say the letter name. (RF.K.3a).

[Suggested order for introduction and mastery through a 12–18 week period: /m/, /s/, /f/, /a/, /t/, /p/, /n/, /i/, /h/, /k/ spelled c, /l/, /b/, /j/ spelled j, initial /r/, /o/, /k/ spelled k, /d/, /g/ spelled g, /e/, /y/ spelled y, /z/, /ks/ spelled x, /u/, /kw/ spelled qu, /v/, /w/.]

Once the students have practiced the sound-symbol associations by recitation, hand out sound-symbol cards to students seated in a circle. Toss a beanbag to students randomly, and have them say the letter name, keyword, and/or sound on their card. (RF.K.3a, b)

Fluency- Kindergarten Unit 2

Not Applicable