

## Print Concepts- Kindergarten Unit 4

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

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

Skills

Increase fluency in naming randomly ordered upper- and lowercase letters to benchmark level

### Model Activities

Devote a few minutes of classroom time to simple speed drills several times weekly. Create or find letter naming practice sheets with randomly ordered upper- and lowercase letters on a page. Have students work in pairs to practice naming the letters as quickly as they can until they can name approximately twenty-seven letters in one minute. Re-teach any letters students are missing. (RF.K.1d)

## Phonological Awareness- Kindergarten Unit 4

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

**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

Delete and substitute initial sounds and final sounds in spoken words; segment one-syllable words with three to four phonemes, using sound boxes. Isolate and pronounce the vowel sound.

Identify and recite the long vowel sounds; learn a long vowel song or rhyme for mnemonic support.

### Model Activities

Use a picture clue and a puppet who can't say his last sounds. Ask students to help him say a whole word correctly: peanu(t), butt(er), sandwi(ch); chicke(n) McNugge(ts); vanill(a) i(ce) crea(m). (RF.K.2d)

Use a grid (sound box template) in which each box stands for one speech sound. Students work with movable tiles or chips. Say a word with two (*zoo*), three (*fog*), or four (*fast*) phonemes. Model, then lead students as they segment each sound, moving a chip into a box as they say the sounds in order. Say the whole word after it is segmented. Ask, which is the first sound? The second sound? The last sound? And so forth. (RF.K.2d)

Ask students to listen for two long vowels (e.g., /ā/ or /ū/) in the words you say. After you say a word, students say the vowel sound: *cape*, *soon*, *say*, *blue*, *stew*, *sail*, etc. Or ask students to hold up the sound-symbol card with the correct sound. (RF.K.2d)

## Phonics and Word Recognition- Kindergarten Unit 4

**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

Using manipulative cards, blend initial letter-sounds /f/, /l/, /m/, /n/, /r/, /s/, final sounds /d/, /g/, /p/, /t/, and short vowels /a/, /i/, /o/ into VC and CVC combinations.

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

Skills

Using manipulative cards, blend initial letter-sounds /f/, /l/, /m/, /n/, /r/, /s/, final sounds /d/, /g/, /p/, /t/, and short vowels /a/, /i/, /o/ into VC and CVC combinations.

**c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**

Skills

Read up to ten of the most common words by sight, using multi-sensory or manipulative props as necessary.

### 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 blending of simple words with letter tiles or letter cards. Students watch and follow: For example, with the word —"sat," 1) point to the spelling of the first sound[s] and say "sound" as you point to it; 2) point to the second spelling [a] and say "sound" as you point to it; 3) sweep your hand from left to right under the letters as you say "blend it;" 4) point to the third spelling [t] and say —"sound" as you point to it; 5) sweep your hand from left to right under the letters as you say —"blend it." Then say, "What's the word?" Quickly use it in a sentence. (RF.K.3a,b)

Give students letter cards or tiles with a few consonants and one or two short vowels. Model, then lead them in building words with two to three sounds. (RF.K.3a,b)

Progress to sound substitution: Change at to an; an to man; mat to man, man to fan, fan to fin, and so forth. (RF.K.3a,b)

Explain that some words in English do not play fair or follow the rules. Introduce up to five to ten of the most frequent irregular words.

## Fluency- Kindergarten Unit 4

### RF.K.4. Read emergent reader text with purpose and understanding.

#### Skills

After previewing, read simple, decodable texts with words and sound-symbol correspondences that have been taught.

## Model Activities

Use simple —first step stories with high-frequency words and decodable words that have been taught and practiced. Preview the book: What (who) is it about? Where is the title? What might happen? Let students read to a partner and then retell the story. (RF.K.4)

Have students revisit their predictions. If the prediction was incorrect, explain what was different.