**Unit 2 Kindergarten Model Activities**

**RFK.1.b,c** 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.

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

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**Goal**: I can identify which words are long and which are short by listening to the word, and check my thinking by looking at the number of letters in a word.

**APK (use power point for APK and for New Information)**

What do you see in this picture? (Show the *two sticks on the power point*) What can you tell about the sticks? (*one is long, one is short)*

We can tell one stick is longer than the other by comparing them to each other, or by measuring each stick.

**New Information**:

We are going to identify which words are long, and which are short, by the sound of the words, and by the number of letters in each word. Look at these two words: **Bed Bedroom**

Listen to me say these words. Which word is longer? How do you know? (it takes longer to say, it sounds longer, there are more sounds, etc.)

Let’s check your thinking. Count the letters in the first word. How many letters are there in this word? (three)

Count the letters in the second word. How many letters are there in this word? (six)

**Application**: present these words to students. Do not present the short word first every time. Vary how you present the words. Say each set of words, and ask students to identify the word that is longer/shorter (vary each time). Ask them to explain how they know. Instruct students to check their work by counting the letters in each word.

**Ant Animal Cup Container Dog Doing**

**Goal:** I can identify which words are long and which are short by listening to the word, and check my thinking by looking at the number of letters in a word.