

Course/Grade Level: Kindergarten Reading Curriculum

Focus: Students will construct a foundation for reading by showing instant recognition of letters and basic sounds so they can blend and decode quickly. They will comprehend words using these skills. Students will distinguish the difference between letters, words, and sentences.

R.K.1 Students will demonstrate automatic recall of letters/sounds, and be able to manipulate them, in order to construct meaning from text.

Students will...

R.K.1.1 ▲ identify sounds of both upper and lower case letters of the alphabet. *also include the digraphs *sh, th, ch, wh* and the r-controlled vowel *ar* (Letter-sound Relationships)

(see Animated Literacy appendix and game appendix) (K1.1.1)

R.K.1.2 ▲ identify names of both upper and lower case letters of the alphabet.

(see game appendix) (K.1.1.2)

R.K.1.3 distinguish letters from words by recognizing that words are separated by spaces. (K.1.1.3)

Instructional Example: use a pocket chart with sentences that show amount of space between each word.

R.K.1.4 ▲ demonstrate *phonemic awareness* skills by hearing and orally manipulating sounds (e.g., *p phoneme isolation, p identification, p categorization, blending, segmentation, deletion, addition, substitution*).

(Phonemic Awareness) (see game appendix) (K.1.1.4)

Instructional Examples:

- phoneme isolation - have students isolate beginning, medial, and ending sounds. (What sound does *dog* begin with? What is the ending sound of *sun*?)
- identification - ask students what letter makes the */m/* sound.
- categorization - say the words *nut, bag, nest* and have the students identify the word that does not belong. Response: *bag*
- blending - demonstrate sounds in short-term memory and combine them to form a word (e.g., What word do we have when you put these sounds together: */m/, /a/, /t/*)
- segmentation - have the students tell you what sounds they hear in the word *dog*. Response: *d/o/g*
- deletion - ask the students to say *bat* without the */b/*. Response: */at/*
- addition - ask the students what word they would have if they added the sound */p/* to the sound */at/*. Response: *pat*
- substitution - ask the students what new word they would have if they took the */h/* off the word *hat* and instead put a */b/*. What new word would they have if they took the */p/* off the word *sip* and instead put a */t/*?

R.K.1.5 identify and make oral *rhymes* and begin to hear *onsets* and *rimes* (e.g., *alliteration, intonation*).

(*Phonological Awareness*) (see game appendix) (K.1.1.5)

R.K.1.6 ▲ demonstrate an understanding of *graphemes* and *phonemes* (i.e., sound-symbol relationships) in written and spoken language.

(*Phonics*) (K.1.1.6)

Instructional Examples:

- demonstrate that some words have more than one *phoneme* (e.g., The word "step" has four *phonemes* /s/, /t/, /e/, /p/) with *Elkonin boxes*.
- demonstrate that *graphemes*/chunks may include one or several letters (e.g., b, d, g, or ch, sh, th).
- have the students manipulate letter tiles to match spoken letter sounds. Then show the students the connections between the letter tiles or letter cards with written word on the board or overhead.

R.K.2 Students will examine books in order to know how to properly use them and will demonstrate an ability to read with inflection in emergent oral reading.

Students will...

R.K.2.1 demonstrate an understanding of concepts of *print* (e.g., front-to-back, top-to-bottom, left-to-right) and begin to track print (one-to-one correspondence). (K.1.2.1)

Instructional Example: provide the opportunity for students to make their own books, for example, a short repetitive story with one word per page, eventually creating longer stories.

R.K.2.2 locate periods, question marks, and exclamation points in grade level text. (K.1.2.2)

R.K.2.3 imitate the rhythm of speech in *emergent oral reading*. (K.1.2.3)

Instructional Examples:

- Echo Reading - read a picture book story to the students. On the second read of the story, read a sentence and then have the students echo your modeling using the same intonation and phrasing.
- Book Buddies - pair kindergarten students with upper-grade students and have the buddies read to them.
- Author's Chair - give students opportunities to read to the entire class journal entries, short stories, etc., that they have written.

R.K.3 Students will demonstrate the ability to read simple words.

Students will...

R.K.3.1 read one-syllable and often-heard words by sight.
(see word-list appendix and game appendix) (K.1.3.1)

R.K.3.2 use picture clues to identify unknown words and meanings. (K.1.3.2)

R.K.4 Students will compare and contrast grade-level narrative and expository text.

Students will...

R.K.4.1 discriminate between what is a *narrative* text and an *expository* text. (K.1.4.1)

R.K.4.2 differentiate among the concepts of title, author, illustrator, and illustrations. (K.1.4.2)

R.K.4.3 use picture clues to make predictions. (K.1.4.3)

R.K.4.4 respond logically to literal, inferential, and *critical thinking* questions before, during, and after listening to the text. (K.1.4.4)

Instructional Example: have the students use the *QAR Framework* and pose questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.

R.K.4.5 sequence 2-3 events in order. (K.1.4.7)

R.K.4.6 *retell* or role play important events and information from the text. (K.1.4.9)

Instructional Examples:

- use puppets to retell story.
- organize small groups of students to create a play that retells the story.
- structure an art activity to illustrate *characters*, *setting*, and sequence of events in a story.

R.K.5 Students will analyze grade level text in order to distinguish literary elements.

Students will...

R.K.5.1 identify the main character in grade level text. (K.2.1.1)

R.K.5.2 identify the setting in grade level text. (K.2.1.2)

R.K.5.3 distinguish cultural elements in grade level text read aloud. (K.2.2.1)

Instructional Example: enlist the assistance of the school librarian in locating "read-aloud materials" from a variety of cultures.

Animated Literacy Characters for Kindergarten

CONSONANTS

B - Baby Barnaby
C - Crazy Camel
D - Daisy Dragon
F - Farley Fox
G - Gilda Goose
H - Hippy Hippo
J - Jenny Jaguar
K - Kimmy Kangaroo
L - Lizzy Lamb
M - Mimi Mermaid
N - Nellie Newt
P - Polly Panda
Q - Quentin Quail
R - Rosie Raccoon
and Rhino Ralph
S - Sadie Seal
T - Timmy Tiger
V - Vinnie Vulture
W - Winkie Walrus
X - Felix Fox and
Max the Ox
Y - Yakety Yak
Z - Zackary and Zena

SHORT VOWELS

A - Actress Annie
E - Edgar Elf
I - Ichabod
Ichthyosaurus
O - Ollie Ostrich
U - Uncle Upton

DIGRAPHS/R-CONTROLLED

CH - Chauncy Chipmunk
SH - Sheriff Shad
TH - The Thorny Thing
WH - The White Whistling
Whale
AR - Arnie Aardvark

KINDERGARTEN WORDS

Tested Sight Words	Enrichment Sight Words	Animated Literacy Words
<p>a and go I is like me my not of the to you</p>	<p>am at be but by can did for from get got had has he her him in it on she was with</p>	<p>ax bat box bug bus car cat cup dad dog drum fan fox frog gum hat jar jug map mask mom mop ox pig pop pot pup rat star stop sun top</p>

Kindergarten Reading Games Appendix

NOTE: Most of these games can be adapted to work on letter names, letter sounds, or sight word recognition.

Alphaball:

Materials: Two or three cards for each of the following labels - 1, 2, 3, and HOME RUN and three cards labeled OUT.

Procedure: Divide students into two teams and have them sit at their desks. Place base markers on the floor at what would be home, first, second, and third base. The first player from one team comes to the plate. You write a letter on the chalkboard. If the player correctly names the letter, have him reach into a container and remove a playing card. He takes the number of bases indicated or is out. The next player comes to bat. The first team continues playing until two outs are accumulated. Then the other team comes to bat.

ABC Race:

Write three letters on the chalkboard. Call on a child and tell her to find a specific letter. The child will CAREFULLY run to the chalkboard and touch under that letter.

Transformer Words:

Give each child a mini chalkboard. Write a word on the front chalkboard. Have the children copy this word onto their boards. Ask them to change one letter to make the next word you want.

Example: You begin with the word "bat". You ask them to change one letter to make the word "rat". Next you ask them to change one letter to make the word "rag". Continue changing one letter at a time.

Shaving Cream Letters/Sounds:

Have children put their painting shirts on and squirt some shaving cream on their desks. You show children a letter and the children write the letter in their shaving cream.

Tic-Tac-Toe:

Draw a grid on the board and fill in the spaces with letters or sight words. Divide the class into the X group and the O group. A child must identify a letter/letter sound/ sight word before he may cross it out with an X or an O. First team to get three in a row wins!

Hangman:

Draw a scaffold on the chalkboard. Make a box at the top, left to write the incorrect letters guessed. Write the vowels along the top. Draw some lines under the scaffold to represent the number of letters that are going to be in the chosen word. Have the children guess which letters they think are in the word. If a guessed letter is in the word, write it in the appropriate blank(s). If the letter is not in the word, write that letter in the box in the corner of the chalkboard and draw a body part on the person who is to be "hung" on the scaffold. The children want to identify the word before you add all the body parts of to the figure.

Sound Graphing:

Give each child a piece of graph paper. Write two or three letters on the chalkboard. Talk about what sounds they make. Have the children write the letters at the bottom of their graph paper. Children then go around the room and find examples of objects that begin with those sounds. When an object is found, the children should color in a square above the corresponding letter on the graph. When finished, talk about the results of their graphing.

Around-The-World:

Have one child stand behind another child. Show them both a word card. The first one to identify the word gets to go on to the next child's desk. The child who doesn't identify the word first will sit at that desk.

Playdough Letters:

Give each child a ball of playdough. You write a letter on the board. Have the children roll some dough between their hands and lay the lines on their desks in a manner that makes the letter shown.

Alphabet Toss:

Toss an alphabet ball (a blown-up beach ball with alphabet letters on it). Whatever letter the teacher's thumb is on, the student identifies that letter and the letter's sound.

Journals:

Give each child a set of stapled blank paper. Have children write journal entries/short stories using invented spelling.

Definition of Invented Spelling - When the child writes what she hears when sound out an unknown word.

Examples: home might be hom; car might be kr; duck might be duk

RHYMING GAMES**Rhyme March:**

Have each child bring a chair up to the front of the room and put them back-to-back. Put a word to each child's chair (there will be two of each word). Start a record and have the children walk around the chairs. When the music stops, have each child sit in a chair. Say a word off the list that rhymes with one of the word sets on the chairs. Two children will have a word that rhymes with the one called out. Both will be out of the game. Play continues until only 2 children are left.

Rhyming Jail:

You stand in the middle of the room and hide your eyes. The children start walking around you. When you say, "Freeze! Go to Jail!" the children go to the nearest set of desks and that becomes their "jail". You go around to the different jails and give them a word to rhyme with. If they can say a rhyming word, they are free. If they can't, they must stay in jail.

Kindergarten Glossary

addition (phoneme) - adding initial, medial, or final phonemes (smallest unit of sound) of a word.

Instructional Example: ask the students what word they would have if they added the sound /p/ to the sound /at/. Response: pat

alliteration - the repetition of the initial sounds in neighboring words or stressed syllables, as "The fair breeze blew, the white foam flew / "The furrow followed free" (Samuel Taylor Coleridge, "The Rime of the Ancien Mariner"). v. alliterate adj. alliterative

blending (phoneme) - v. to combine the sounds represented by letters to pronounce a word; sound out. n. the joining of the sounds represented by two or more letters with minimal change in those sounds, as /gr/ in *grow*, /spl/ in *splash*: consonant cluster.

Instructional Example: demonstrate sounds in short-term memory and combine them to form a word (e.g., What word do we have when you put these sounds together: /m/, /a/,

categorization (phoneme) - sorting phonemes (smallest unit of sound) by attributes (e.g., recognizing in a sequence of sounds the word with the odd sound).

Instructional Example: say the words *nut*, *bag*, *nest* and have the students identify the word that did not belong. Response: *bag*

concepts of print - book handling skills which include directionality, one-to-one match, hierarchical concepts and conventions of print.

critical thinking - (1) the logical thought processes characteristic of the scientific method. (2) the thought processes characteristic of creativity and criticism in literature and other arts; divergent thinking.

Note: Heath (1991) observed, "Educators do not, in general, equate either inventive thinking or literary and other artistic criticisms with logical, reflective, critical thinking. Instead they tend to link critical thinking with problem-solving heuristics that characterize science."

deletion (phoneme) - removing phonemes (smallest unit of sound) and determining what

Instructional Example: ask the students to say bat without the /b/. Response: /at/

emergent reading - the course of a child's early interaction with books and other print, as from pretend reading to genuine efforts to understand the nature and meaning of print.

expository text - nonfiction in which the author seeks to explain or inform. The information can be verified as true. Common structures within expository text include description, comparison/contrast, cause/effect, problem/solution, sequence, or a combination of such structures.

Expository Characteristics: to form, explain, describe, enumerate, discuss, compare/contrast, and problem-solve. Subject orientated; is focused on a specific topic. Multiple organizational patterns, such as context clues or text features. Difficult to predict based on content. Various text patterns are signaled by different headings, subheadings, and signal words. Contains facts and information using clear and precise dialogue.

Examples of Expository Texts: ABC books, autobiographies, biographies, essays, book reports, brochures, cartoons, catalogs, comics, complaints, definitions, government reports, graphs and charts, interviews, invitations, journals, lists, memoirs (depends on purpose and text structure), newspaper/magazine articles, recounts of an event, research papers, speeches, etc.

grapheme - n. a written or printed representation of a phoneme, as *b* for /b/ and *oy* for /oi/ in boy.
Note: in English, a grapheme may be a single letter or a group of letters. It includes all the ways in which the phoneme may be written or printed.

identification (phoneme) - recognition of the common sound associated with a letter or letters combinations.

Instructional Example: ask students which letter makes the / m / sound.

intonation - the distinctive patterns of pitch that contribute to the meanings of spoken phrases and sentences, as between commands and questions such as "Go now!" and "Go now?": intonation

narrative text - often fiction in which the values are used to describe and/or to explain human behavior. It involves a setting and a character or characters who are involved in one or more conflicts (e.g., interpersonal, internal; with society). Theme may be directly stated or implied. The piece makes sense when read from beginning to end.

Narrative Characteristics: Tells a story, contains well-developed characters, a setting describing where or when the story takes place, a carefully fashioned plot with a problem and resolution, a theme that explains the meaning of the story, vocabulary used to enrich understanding of the story, and may be written in first, second, or third person.

Examples of Narrative Texts: Biographies (depending on text structure), drama, diaries, excerpts from novels, fables, fantasies, folk tales, historical fiction, legends, mysteries, myths, novels, personal narratives, plays, poetry, mysteries, science fiction, short stories, sitcoms, tall tales, etc.

onset - that part of a syllable preceding the syllable peak or nucleus; normally, the consonants preceding the vowel or a syllable, as *str* in *strip*.

phoneme - a minimal sound unit of speech that, when contracted with another phoneme, affects the meaning of words in a language, as /b/ in *book* contrasts with /t/ in *took*, /k/ in *cook*, /h/ in *hook*.

Note: The phoneme is an abstract concept manifested in actual speech as a phonemic variant, as the allophones of the phoneme /t/ in *top*, *stop*, *pot*.

phoneme isolation - the act of recognizing individual sounds in a word.

Instructional Example: have students isolate beginning, medial, and ending sounds.
(What sound does *dog* begin with? What is the ending sound of *sun*?)

phonemic awareness - the awareness of the sounds (phonemes) that make up spoken words.

phonics - a way of teaching reading and spelling that stresses symbol-sound relationships, used especially in beginning instruction.