

A Colorful Time with Rhythm and Rhyme

In this first six-week unit of Kindergarten, students are introduced to colorful picture books, traditional poetry, and nursery rhymes filled with rhythm and rhyme.

Essential Question

How does rhyme affect the way that we hear and read poetry?

Reading Standards for Literature	Resources, Materials , Activities & Assessment
<p>RL.K.4 Ask and answer questions about unknown words in a text. RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>As students read a nursery rhyme (or poem) from a chart in the front of the class, choose a student to come up and follow the words from left to right with a pointer. Large poem, pointer</p>
Reading Standards for Informational Text	
<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>Discuss which rhyme in this unit is their favorite. As the class reads an informational or literary book, introduce the idea of author and illustrator. Describe their roles in the creation of a text</p>
Writing Standards	
<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinions pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)</p>	<p>Hand out prepared papers with the following: My favorite color is _ because _. Instruct students that when they have written (or dictated) their answer, they should illustrate their thinking with a detailed drawing. (An art-related extension to this activity would be to have students fill in and illustrate: My favorite painting is _ because _.)</p>
Speaking and Listening Standards	
<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <i>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</i></p>	<p>Discuss which rhyme in this unit is their favorite. Talking stick, listening ears</p>
Language Standards	
<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>a. Print many upper- and lowercase letters.</i></p>	<p>Prepare a basket of colored objects. Invite students to come to the basket and choose something to tell the class about. This is the rule: Each student must describe the object using at least two “describing words” (i.e., adjectives). Example: a</p>

<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><i>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</i></p> <p><i>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites(antonyms).</i></p> <p><i>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</i></p>	<p>bright red apple, a small green block. Extend this activity by introducing opposites of one of the adjectives. “You showed me a small block. Now find a large block.” You could have another vocabulary activity with the same collection by sorting the same objects into color categories such as “red” and “green.”</p> <p>Teacher Observation</p>