Focus:
Language Arts

Theme:
COLORS ALL AROUND

Overall Learning Goal:
Phonemic Awareness: Beginning Sounds

Common Core Standards:
Reading Foundational Skills 2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.

Reference to Preschool Foundations (48-60 months):
Phonological Awareness 2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.

Resources:

<table>
<thead>
<tr>
<th>Books</th>
<th>Manipulatives</th>
<th>Music</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose books with an S, M or R</td>
<td>Letter cards</td>
<td>• Zoophonics alphabet song</td>
<td>Starfall.com</td>
</tr>
<tr>
<td>in the title or name of the</td>
<td>Playdough</td>
<td>• Alphafriends alphabet song</td>
<td></td>
</tr>
<tr>
<td>main character</td>
<td>Picture cards</td>
<td>• Sammy Seal’s Song</td>
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<tr>
<td></td>
<td></td>
<td>• Minnie Mouse’s Song</td>
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<td></td>
<td></td>
<td>• Reggie Rooster’s Song</td>
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</tbody>
</table>
## Transitional Kindergarten/Kindergarten Lesson Plans

### Learning Goal:
*(Weekly objective per district adopted curriculum?)*

**Phonemic Awareness**

<table>
<thead>
<tr>
<th>Week</th>
<th>Kindergarten</th>
<th>Transitional Kindergarten</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We will identify the sound “s” at the beginning of words.</td>
<td>We will identify the sound “s” at the beginning of words.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>We will identify the sound “m” at the beginning of words.</td>
<td>We will identify the sound “m” at the beginning of words.</td>
<td></td>
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<tr>
<td>3</td>
<td>We will identify the sound “r” at the beginning of words.</td>
<td>We will identify the sound “r” at the beginning of words.</td>
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</tbody>
</table>

### Questioning Techniques:
*(What specific questions will you use to engage learners?)*

**Examples:**

- What sound do you hear when I say “snake”?
- Can you find the letter that begins the word, “snake”?
- What sound do you hear when I say “snake”? Can you think of another word that begins with “s”? Can you find the letter that begins the word, “snake”? Can you write the letter that begins the word “snake”?

### Activities/Centers:
*(What specific activities will you use with students to?)*

- Sort Letters
- Sort letter/pictures
- Make playdough letters
- Use salt boxes in forming letters
- Sort Letters
- Sort letter/pictures
- Write letters
**Transitional Kindergarten/Kindergarten Lesson Plans**

| Social & Emotional Integration:  
(How will you incorporate social and emotional skills into your day?) | Transitional Kindergarten | Kindergarten |
|---|---|---|
| Examples with Emphasis on Dramatic Play:  
Social emotional development skills will be integrated in all activities throughout the day through teacher observation, peer to peer interaction, and adult to child interaction.  
Children will pretend to be Sammy Seal (Minnie Mouse, Reggie Rooster) in the dramatic play center |  
Social emotional development skills will be integrated in all activities throughout the day through teacher observation, peer to peer interaction, and adult to child interaction.  
Children will sort letters as table groups, pairs, or other groupings. |

**For More Information, Refer to:  
Foundations pgs. 1-45  
Framework pgs. 37-96**

| Performance Outcomes:  
Formative & Summative  
(see district adopted curriculum) | Transitional Kindergarten | Kindergarten |
|---|---|---|
| • Use HM Theme Assessment using observation | • Use HM Theme Assessment using observation  
• HM Theme Skills Test |

| Extension Ideas:  
(How will you extend this lesson?) | Transitional Kindergarten | Kindergarten |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Journal Illustrations</td>
<td>Journal Illustrations and labeling</td>
<td></td>
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</tbody>
</table>

| Homework:  
(What will the students be required to do at home to reinforce learning goal?) | Transitional Kindergarten | Kindergarten |
|---|---|---|
| • Students will look for five things that begin with s (m,r). Draw pictures of what they see. | • Students will look for five things that begin with s (m,r). Draw pictures of what they see.  
• Label pictures of s (m,r) words with adult support. |