

INSTRUCTIONS FOR KINDERGARTEN LANGUAGE ARTS

This Kindergarten Language Arts *Getting Ready to Read* program is designed to develop early literacy skills. It is geared towards children of Kindergarten age (usually five-year-olds) and is meant to lead them gradually to reading. It provides the basis from which more advanced children can move into reading at any time. At the same time, it will gradually move children who are not yet ready to read into the reading process.

Each student book contains 80 lessons and is divided into four sections: the main lessons; a writing practice; a story log; and a story book. The last three sections are intended for use along with the main lessons throughout the year.

The pages of the student workbooks are perforated for easy tear-out. We recommend the pages be torn out so that the paper lies flat on the desk or table to promote better penmanship.

The *Writing Practice* section in Student Book One provides additional space to practice each letter of the alphabet as it is presented in the lessons. In Student Book Two, this section offers additional practice space for name, address, color, number, and shape words as well as position and direction words. This section is to be used in “small doses” according to the child’s abilities and individual needs. Correct letter formation and word spacing are the goal, not completion of a large number of pages in a short amount of time. If a child quickly forms some letters easily and well, additional practice for those particular letters may not be needed. Other letters, however, may cause more difficulty and require additional practice.

The *Story Log* section provides space for teacher, parent, or both to record the titles of

stories and poems read aloud to the students. As their abilities increase, this can also include stories read by the children. In several studies, reading aloud has been found to be one of the most important factors in successful learning for children. Reading aloud to children from an early age promotes vocabulary understanding and development; increases attention span; develops imagination; and helps the child gain an interest in reading. Reading to children also establishes a bond between child and reader that is very important for learning and growth. A key to this program is spending at least 15 to 30 minutes a day, every day, reading aloud. Trips to the library that allow the children to select books to be read aloud and to choose books they are able to read are also suggested.

The *My Stories* section of the student book provides space for stories *created by the child* but *scripted by the teacher, an older child, or another adult*. Telling and writing stories and reciting and creating poems are other keys to developing vocabulary and the skills needed for reading. This program contains many activities, both within the lessons and supplementary to the lessons, for creating stories and poems. At first, a child should not be expected to write out all of the stories created. This can be handled in several ways:

1. Write group stories or poems on chart paper and save them like a “big book.”
2. Write stories or poems on the board, copying them and reproducing them later into booklets for the child to revisit throughout the year.
3. Parents, aides, or older children who write legibly may script the stories and poems for the children in the back of their books or in a notebook.

LESSON 1

MATERIALS NEEDED	
Required	
• pencils	• crayons
• name cards	
Optional	
• photographs	• tactile letters

Objectives:

- 1. To follow directions.
- 2. To recognize and write first names.
- 3. To identify family members by name.
- 4. To recognize and tell age.

Teaching Pages 1, 2, and 3:

- 1. Turn to page 1. Read what Sam and Jip are saying. Write the first name of the child on the first line. Have the child trace and say their name. Have the child copy on the next line. If children have difficulty, help them. The pages of the student workbooks are perforated for easy tear-out. We recommend the pages be torn out so that the paper lies flat on the desk or table to promote better penmanship.
- 2. Introduce page 2 by talking about the names of family, friends, and pets. Have the children look at page 2 and talk about who they will place on the page. Fill in the blanks on the student page with the names that best represent their family. Have the children draw and color pictures for each box. If photographs are available, they may be used. Write the name of each person/ animal pictured for the children.
- 3. Introduce page 3 by asking the children their ages. Talk about the pictures. Count the candles on Sam’s and Jip’s cakes. Read the page and help the children write their ages in the space provided.

Student Book 1 | GETTING READY TO READ



What is your name?

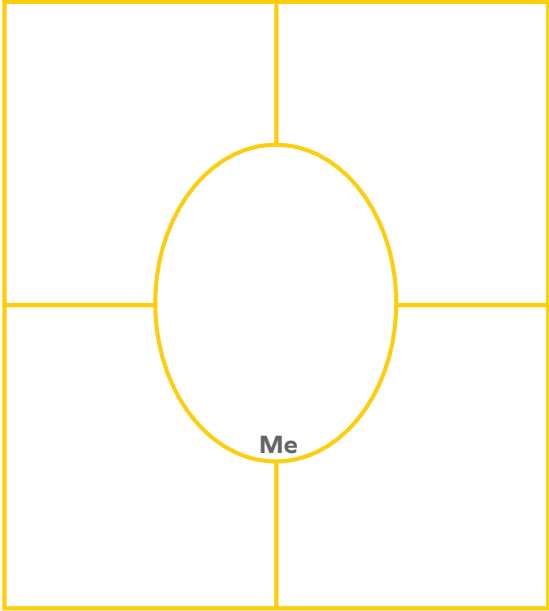
My name is

Lesson 1 | 1

Lesson 1 | GETTING READY TO READ

All about Me

Draw the pictures.



Lesson 1 | 2

LESSON 21

MATERIALS NEEDED

- pencils and crayons
- poster board or chart paper
- magazines or newspapers
- glue or paste
- scissors

Objectives:

1. To recognize capital *E* and small *e*.
2. To write capital *E* and small *e*.
3. To recognize the sound of short *Ee*.

Teaching Pages 42 and 43:



1. For the steps to teach pages 42 and 43, see pages 14 and 15 of Lesson 7. Emphasize the short sound of *e* in *egg*, *elephant*, *Elliot*, and *Emory* on page 42.
2. Read a list of words such as *egg*, *bat*, *men*, *elephant*, *man*, and *pet*. Have the children raise their hands or hold up a card with an *e* on it when they hear the short *e* sound.


Extended Activities:

1. Make a short *Ee* chart.
2. Play a rhyming game with short *e* words. Say a word, such as *hen* or *get*, and see if the children can find other words that rhyme with them.
3. For more advanced children, continue the letter game begun in Lesson 15, Extended Activity 2. Help the children sound out new words with the sounds they have learned. Examples: *met*, *bet*. The children can also review other words they have made, such as *mat*, *bat*, *rat*.

Lesson 21 | GETTING READY TO READ

Practice **e E**.

e  egg  elephant




E Elliot Emory 



Lesson 21 | 42

GETTING READY TO READ | Student Book 1

Ee

How does short /e/ sound?

 envelope  pencil  bell

 men  bed **10** ten

Listen for short /e/.
Can you find more?

43 | Lesson 21

LESSON 61

MATERIALS NEEDED

- pencils
- crayons
- magazines and newspapers
- paste or glue
- materials to make a puppet
- alphabet scrapbook
- alphabet charts and flashcards
- 3" x 5" cards

Objectives:

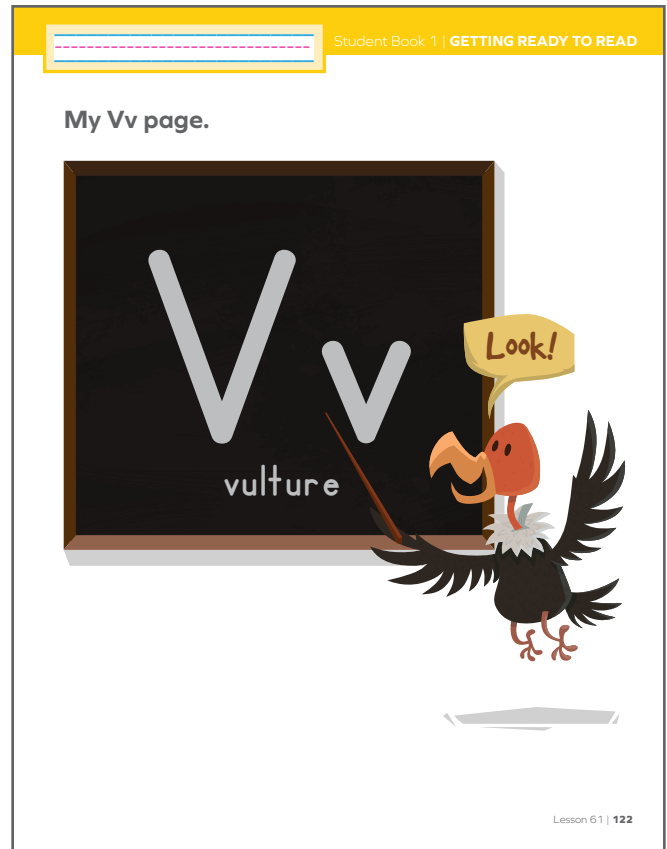
1. To recognize capital V and small v.
2. To write capital V and small v.
3. To recognize the sound of Vv.
4. To review initial consonants: c, f, p, j, m, l, t, p, s, b, d, and r.

Teaching Pages 122 and 123:

1. To reinforce and review the Vv sound on page 122, follow the procedures for steps 1, 2, and 3 of Lesson 8.
2. To prepare for page 123, say the words *jump*, *bake*, *pink*, and *tub* slowly and clearly. Ask the children to identify the beginning sound for each. Repeat the words one by one. Review the procedure used for number 2, Lesson 55 (page 111). Read the directions and complete the first row of boxes with the children. Let them finish the exercise by themselves AFTER naming all of the pictures in the boxes. When everyone has finished, have the children take turns naming the picture, giving the beginning sound, and naming the letter circled.













Extended Activities:

1. Make a Vv puppet.
2. Add to the alphabet scrapbook at home.
3. If new words or pictures have been found, add them to the Vv chart.



GETTING READY TO READ | Student Book 1

Circle the letter.

 c b	 m f	 g p
 j i	 n m	 o l
 t f	 p b	 a s
 b t	 d h	 n r

123 | Lesson 61

LESSON 111

MATERIALS NEEDED

- pencils and crayons
- *ch* chart
- pictures charts of objects that end in the __*d* sound and the __*g* sound

Objectives:

1. To write a story.
2. To recognize words that begin with the soft sound of *ch*.
3. To recognize the sound of *d* at the end of words.
4. To recognize the sound of *g* at the end of words.

Teaching Pages 62 and 63:

1. Prepare for page 62 by asking the students to find as many words or objects in the room as they can that begin with the *ch* sound. Allow about five minutes and then ask them to tell you the words they have found. Write the words on a whiteboard or paper. Next, ask the children if they can group any of the words together. Begin working on ideas for a story that will use as many *ch* words as possible.
2. Work with the children to write the *ch* story. Write it on the board or on chart paper. Some children may be able to copy the story into their books. Others will need help. If the story is longer than the space in the book, have them write the name of the story and one sentence of the story in their book. Have students draw a picture to accompany the story.
3. Write the letter *d* on the board and have the children give you words that begin with the letter. Explain that today they will be looking for this sound at the end of words. Ask them if they can think of any words that end with the *d* sound. Instruct the children to

[illegible]

GETTING READY TO READ | Student Book 2

_____ d

_____ d

_____ d

_____ d

More
ending sounds!

_____ g

_____ g

_____ g

_____ g

Can you find more?

63 | Lesson 11.1

LESSON 121

MATERIALS NEEDED

- pencils
- crayons
- magazines or newspapers
- paste or glue
- chart paper or poster board
- *wh* flashcards


Objectives:


1. To recognize the consonant digraph *wh*.
2. To find words and pictures which begin with the sound of *wh*.

Teaching Pages 82 and 83:


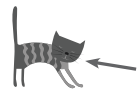




1. Prepare for page 82 by asking the class to say the *wh* sound as in the word *where*. As the children say the sound, ask them to put their hands in front of their mouths. What do they feel? In what position are their lips? This is a quiet sound. How is it different from the *w* sound? Ask them to think of words that begin with the *wh* sound and write them on the board. Then have the children look at the first picture on the page (whale) and ask the class to say the word. What sound do they hear at the beginning? (*wh*) Have them write *wh* on the lines under the picture. Repeat this procedure for the remaining pictures.
2. Read a list of words such as *what, why, this, children, when, them, whistle, shop, and white*. Have the children raise their hands or hold up a *wh* card when they hear the *wh* sound.
3. Page 83 is a review and reinforcement of the *wh* sound. It gives the class an opportunity to work with you to find pictures and words with the hard *wh* sound. Discuss the work done on page 82.
4. Have the children trace the large *wh* on the page.

Lesson 121 | GETTING READY TO READ





How does /wh/ sound?


 whale <hr style="border-top: 1px solid blue;"/> <hr style="border-top: 1px dashed pink;"/> <hr style="border-top: 1px solid blue;"/>	 whiskers <hr style="border-top: 1px solid blue;"/> <hr style="border-top: 1px dashed pink;"/> <hr style="border-top: 1px solid blue;"/>	 white <hr style="border-top: 1px solid blue;"/> <hr style="border-top: 1px dashed pink;"/> <hr style="border-top: 1px solid blue;"/>
 whistle <hr style="border-top: 1px solid blue;"/> <hr style="border-top: 1px dashed pink;"/> <hr style="border-top: 1px solid blue;"/>	 wheel <hr style="border-top: 1px solid blue;"/> <hr style="border-top: 1px dashed pink;"/> <hr style="border-top: 1px solid blue;"/>	 wheat <hr style="border-top: 1px solid blue;"/> <hr style="border-top: 1px dashed pink;"/> <hr style="border-top: 1px solid blue;"/>


Listen for /wh/. Can you find more?

Lesson 121 | 82

GETTING READY TO READ | Student Book 2

My wh page.





wh
orca whale

83 | Lesson 121

LESSON 151

MATERIALS NEEDED

- pencils
- crayons
- long vowel charts and stories
- pattern cards
- objects to make patterns

Objectives:

1. To review all long vowel sounds.
2. To recognize patterns.
3. To complete patterns.










Teaching Pages 142 and 143:

The lessons from this point on are primarily review lessons. They will include all of the major concepts covered in this program. This curriculum does not include “tests” as such. These pages may be used to check skills learned in previous lessons. Activities and procedures for all of these lessons can be drawn from previous lessons as well. Please feel free to go back to activities that the children liked and found helpful.

1. Page 142 can be used as a review to check recognition of long vowel sounds. Review the vowel sounds briefly with the children. Read the direction on page 142. Have the children say the names of all the pictures to make sure they can identify them. Do the first box with the children. Let them complete the page on their own. Check.
2. Put some simple patterns on the board:
2 3 2 3 _ _ _ _ ;
oval, square, triangle, oval, square, _ _ _ ,
_ _ _ , _ _ _ .
Ask the children to help you finish the patterns. Use both numeral and shape patterns. Read the direction on page 143. Ask the children to read the pattern in the first box: 1 2 1 _ _ _ . Have the children tell you what numeral comes after the 1 (2).

Lesson 151 | GETTING READY TO READ

Circle the letter.

 a e i o u e	 i o u e	 e
 i a o u e u	 o u e u	 u
 i o e i a u	 i a u	 a u

Lesson 151 | 142

GETTING READY TO READ | Student Book 2

Finish the pattern.

1 2 1 2 1 2

3 4 4 3 4 4

□ ○ □ ○ □

○ △ ○ △ ○

□ □ □ □ □

143 | Lesson 151

STUDENT EVALUATION: LESSONS 121–160

Alphabet:

Place a capital letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

___ A	___ B	___ C	___ D	___ E	___ F	___ G
___ H	___ I	___ J	___ K	___ L	___ M	___ N
___ O	___ P	___ Q	___ R	___ S	___ T	___ U
___ V	___ W	___ X	___ Y	___ Z		

Place a small letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

___ a	___ b	___ c	___ d	___ e	___ f	___ g
___ h	___ i	___ j	___ k	___ l	___ m	___ n
___ o	___ p	___ q	___ r	___ s	___ t	___ u
___ v	___ w	___ x	___ y	___ z		

Colors:

Place several objects of different colors in front of the student (crayons or pieces of construction paper are good). Have the color word cards for each color. Have the student select the color word for each object as you point to it. Check the colors that are known.

___ red	___ blue	___ green	___ yellow
___ purple	___ orange	___ pink	___ brown
___ black	___ white		

Shapes:

Have shape cards (or shapes cut from construction paper) available. Include different sizes for each shape and some shapes that the student does not know. Have the shape word cards for circle, square, rectangle, oval, star, and triangle on the table in front of the student. Ask the student to hand you the word card for the shape you choose and all the examples of a shape that they see.

___ circles ___ square ___ triangles ___ rectangles ___ ovals ___ stars

Have several objects that have obvious shapes in them (square or rectangular blocks or boxes, round wheels on toys, and so on). Ask the student to find an object for each shape as you name it. Have the student point out the shape in the object. Check those that are known.

___ circles ___ square ___ triangles ___ rectangles ___ ovals ___ stars

Name Recognition:

Ask the student to write their first and last name.

____ Yes ____ No

Age:

Ask the student how old they are.

____ Yes ____ No

Address:

Ask the student to tell you their address.

____ Yes ____ No

Phonics:

Have pictures or objects that have short *a*, *e*, *i*, *o*, and *u* vowels in their names available. Ask the child to select a picture or object for each short vowel sound as you give it. Place a *short a* flash-card on the desk or table. Ask the student to group the pictures or objects for short *a*. This may be done in two separate groups.

Repeat for other vowels. Check those completed correctly.

____ a ____ e ____ i ____ o ____ u

Review the initial consonant digraphs in the same manner, using pictures or objects.

____ sh ____ ch ____ th (soft) ____ th (hard)

Review all initial consonant sounds, using picture cards or objects. Use groups of 5 or 6:

First group: ____ k ____ c ____ f ____ b ____ d ____ l

Second group: ____ j ____ g ____ h ____ m ____ n

Third group: ____ v ____ w ____ y ____ r ____ s

Fourth group: ____ z ____ qu ____ x ____ t ____ p

Include some pictures which begin with sounds other than those in the group in each set. Ask more advanced students to name these extra sounds if they can. Record which additional sounds are recognized.

Review long vowel sounds in the same manner.

____ a ____ e ____ i ____ o ____ u