**KINDERGARTEN**

ELA – Unit 2 - Part 1

Theme: Rhymes-“Alphabet Song”

Notes-quarter & eighth

**ELA**  **Music**

Key Details and Ideas Beat-steady, rhythm-long/short

1. Questioning - Ask/Answer sounds
2. Retell dynamics-loud/soft, notes(quarter & 8th)
3. Identify – characters/settings/major events tempo- fast/slow, pitch-high/low

Print Concepts

1.a. Demonstrate following words L. to R.

Phonological Awareness

2.a. Demonstrate…recognize and produce rhyming words

2. b. Count, pronounce, blend & segment syllables in spoken words

Text Types & purpose

2. Use drawing dictating & writing to compose informative text in

which they name what they are writing about and info about topic.

**Common Core and Readiness:**

RL.K.1/RL.K.2/RL.K.3/RF.K.1a/RF.K.2a/RF.K.2b/WS.K.2

**Music Objectives:**

S1.C2.PO1/S1.C1.PO2/S1.C2.PO3/S3.C1.PO4/S3.C1PO3

Rhyme: “Alphabet Song”

Vocabulary: Main vocabulary word for lesson: **Notes**-Symbols that show how long/short to play or sing a sound.

**Objective:** I can identify quarter notes and eighth notes in “Alphabet Song” by demonstrating one or two sounds per beat using the drums and sticks.

1. Review B & R with thumbs up/down. Talk about how notes relate to b&r.
2. Have students say name and clap to it. The number of times you clap to your name that is syllables
3. Listen to 1st then sing the alphabet song (keep beat.) 1.36 Q&A about the rhyming words in the song- What makes them rhyming words? How do you know?
4. Sing song again-Identify all long tones(quarters) and short tones(eighths) What makes these tones quarters or eighths? Syllables Show notes corresponding to syllables on board
5. Instruments: Drums=8ths, Sticks=quarters. Play piece using instruments
6. **Close** – Review notes w/syllables. Pass out lap boards. Play one and two syllable sounds. The students draw the note that it corresponds with. As you go home today listen to sounds your feet make and determine what note you are walking.