**Kindergarten Core Knowledge**

**Literature**

**Poetry, Quarter Three, Unit Organizer**

**Summary**

The students will hear and enjoy traditional poems and nursery rhymes to enhance their cultural literacy.

**The Bid Idea**

Listening to poetry and nursery rhymes helps children develop an understanding of the elements of a story, increases print and phonemic awareness, builds vocabulary and rhyming structure.

**Colorado State Standards**

**Sayings:**

RWC K.1.1.h Express words and word meanings as encountered in books and conversation

RWC K.1.1.j Relate new vocabulary to prior knowledge

RWC K.1.2.e Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

**Listening and speaking:**

RWC K.1.1.c Speak audibly and express thoughts, feelings, and ideas clearly.

RWC K.1.2.a Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**Phonologic and Phonemic Awareness:**

RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.

**Comprehension and Discussion of Read-alouds:**

**RWC K.1.2.b** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requestion clarification if something is not understood.

**Colorado Common Core State Standards:**

**LK.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**e**. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

**LK.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

**RFK.1** Demonstrate understanding of the organization and basic features of print.

**RIK.1** With prompting and support, ask and answer questions about key details in a text.

**RLK.2** With prompting and support, retell familiar stories, including key details.

**RLK.3** With prompting and support, identify characters, settings, and major events in a story.

**RLK.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**RLK.10** Actively engage in group reading activities with purpose and understanding.

**Core Knowledge Content:**

1. Poetry
   1. January: The More It Snows. Twinkle, Twinkle Little Star, Star Light, Star Bright, Ring Around the Rosey, Little Miss Muffet
   2. February: My Nose, Simple Simon, Sing a Song of Sixpence, Pat-a-Cake, Hot Cross Buns, Hickory, Dickory Dock, A Diller, A Dollar, Roses are Red
   3. March: Humpty, Dumpty, Georgie Porgie
2. Listening and Speaking
   1. Classroom Discussion
   2. Presentation of Ideas and Information
   3. Comprehension and Discussion of Read-alouds

**Prior Knowledge:**

Pre-School

\*Nursery Rhymes and poems

\*Story book reading and story telling

**Next Unit**

Quarter Four Poems

**What Students Will Learn in Future Grades:**

**Grade 1**

**\***Poetry: The Owl and the Pussycat, The Purple Cow, Wynken, Blynken and Nod, My Shadow, Hope

**Grade 2**

\*Poetry: Who has Seen the Wind?, Hurt No Living Thing, Windy Nights

**Cross Curricular Links:**

Science: The More It Snows (weather), My Nose (healthy bodies), I Don’t Mind You Winter Wind (weather)

Music: Twinkle, Twinkle Little Star

**Additional Resources:**

For Teachers:

\*Core knowledge, Grade K, Teacher Handbook.

\*Listen My Children, Kindergarten, A Core Knowledge Book.

\*What Your Kindergartener Needs to Know, Teacher/Parent Handbook.

\*A Rhyme a Week: Nursery Rhymes for Early Literacy, httpp://curry.edschool.virginia.edu/go/wil/rimes\_and\_rhymes.htm

For Children:

\*The Oxford Nursery Treasury by Ian Beck, Oxford University Press 2002.

\*Listen My Children, Poems for Kindergarten, Core Knowledge Foundation, 2001.

\*A Child’s Garden of Verses by Robert Louis Stevenson, Simon & Schuster, 1999.