

# COMMON CORE CURRICULUM MAPS

## ENGLISH LANGUAGE ARTS


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## 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?

[Standards Checklist](#)

### OVERVIEW

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Focusing on phonological awareness, students are challenged to listen for rhythm and rhyming words within the literature. Concepts of print are taught as students read poems on wall charts and in informational books. Descriptions of gathered objects and art pieces highlight the secondary focus on color, encouraging rich description, discussion in spoken language, and vocabulary development. In this early stage of writing, students use a combination of drawing, dictation, and writing to give opinions about favorite colors.

### FOCUS STANDARDS

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These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **RL.K.5:** Recognize common types of texts (e.g., storybooks, poems).
- **RF.K.2:** Demonstrate understanding of spoken words, syllables, and phonemes.
- **RF.K.2(a):** Recognize and produce rhyming words.
- **W.K.1:** Use a combination of drawing, dictating, and writing to compose opinion 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...).
- **SL.K.1:** Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.1(a):** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns talking about the topics and texts under discussion).
- **L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **L.K.5(a):** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

[Common Core State Standards, ELA](#) (1.5 MB)

### SUGGESTED STUDENT OBJECTIVES

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- Recognize the difference between a storybook and a poem.
- Understand that poems (poetry) are written by poets and often rhyme.

- Distinguish between a verse (stanza) and a line in a poem.
- Identify the author and illustrator of a storybook and of an informational book.
- Ask questions about unknown words in a text.
- Understand the organization and basic features of print.
- Identify the front cover, back cover, and title page of a book; follow the words from left to right, top to bottom, and page by page.
- Understand that words are separated by spaces in print.
- Develop phonological awareness by reciting and producing rhyming words.
- Use a combination of drawing, dictating, or writing to share an opinion of a favorite color.
- Listen to others and take turns speaking while discussing favorite rhymes.
- Begin to learn to print letters.
- Expand vocabulary by sorting objects by color, noticing colorful places in school, and describing objects by two adjectives.

## SUGGESTED WORKS

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(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

### LITERARY TEXTS

#### Picture Books (Read Aloud)

- *Red, Green, Blue: A First Book of Colors* (Alison Jay)
- *Colors! Colores!* (Jorge Lujan and Piet Grobler)
- *Brown Bear, Brown Bear* (Bill Martin, Jr. and Eric Carle)
- *If Kisses Were Colors* (Janet Lawler, Alison Jay)
- *My Many Colored Days* (Dr. Seuss) (EA)
- *Mary Wore Her Red Dress* (Merle Peek)
- *The Red Book* (Barbara Lehman)
- *Chicka Chicka Boom Boom* (Bill Martin, Jr., John Archambault, and Lois Ehlert)
- *Rap a Tap Tap, Here's Bojangles –Think of That!* (Leo and Diane Dillon)
- *And the Dish Ran Away with the Spoon* (Janet Stevens and Susan Stevens Crummel)
- *The Real Mother Goose* (Blanche Fisher Wright)
- *Red is for Dragon: A Book of Colors* (Roseanne Thong and Grace Lin)
- *Clang! Clang! Beep! Beep!: Listen to the City* (Robert Burleigh and Beppe Giacobbe)

#### Poems (Read Aloud)

- "Halfway Down" (A.A. Milne) (E)
- "Singing Time" (Rose Fyleman) (E)
- "Mary Had a Little Lamb" (Sarah Josepha Hale)
- "Time to Rise" (Robert Louis Stevenson)
- "Twinkle Twinkle Little Star" (Ann and Jane Taylor)

#### Nursery Rhymes / Songs (Read Along)

- "Diddle, Diddle, Dumpling"
- "Early to Bed"
- "Georgie Porgie "
- "Hey Diddle Diddle"
- "Humpty Dumpty"
- "Jack and Jill"
- "Jack Be Nimble"
- "Little Bo Peep"
- "Little Boy Blue"
- "Little Jack Horner"
- "Little Miss Muffet"
- "Old Mother Hubbard"
- "Pat-a-Cake"
- "Ring Around the Rosey"
- "Rock-a-bye, Baby"

- "Roses Are Red"
- "Simple Simon"
- "Star Light, Star Bright"

### INFORMATIONAL TEXTS

#### Informational Books

- *My Five Senses* (Aliki) (E)

#### Informational Books (Read Aloud)

- *All the Colors of the Rainbow* (Rookie Read-About Science Series) (Allan Fowler)
- *The Magic School Bus Makes a Rainbow: A Book About Color* (Joanna Cole, Carolyn Braken, and Bruce Degan)
- *Colors and Shapes / Los colores y las figuras* (Gladys Rosa-Mendoza, Carolina Cifuentes, and Michele Noiset)
- *I Spy Colors in Art* (Lucy Micklethwait)
- *Colors* (Learning with Animals) (Melanie Watt)
- *Matisse the King of Color* (Laurence Anholt)
- *A World of Colors: Seeing Colors in a New Way* (Marie Houblon)

### ART, MUSIC, AND MEDIA

- Henri Matisse, *The Dessert: Harmony in Red* (1908)
- James Abbott McNeill Whistler, *Arrangement in Black and Gray: The Artist's Mother* (1871)
- Diego Rivera, *Flower Day* (1925)
- Peter Brueghel, *The Hunters in the Snow* (1565)
- Helen Frankenthaler, *Mountains and Sea* (1952)
- Paul Gauguin, *The Midday Nap* (1894)
- Pablo Picasso, *Le Gourmet* (1901)

## SAMPLE ACTIVITIES AND ASSESSMENTS

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### Poetry/Print Concepts

As students read a rhyme, ask them to focus on listening for rhyming words and hearing the rhythm of the lines. By teaching the children to follow along with you on wall charts, they are able to enjoy rich vocabulary in context and become familiar with sight words and word families. (RF.K.1, RF.K.3c)

### Poetry/Phonological Awareness

While reading (reciting) "Humpty Dumpty," snap your fingers on the word at the end of a line (e.g., "wall"). The children will snap when they hear the word that rhymes with it (e.g., "fall"). Continue with various rhymes and poems. (RFK.2a)

### Poetry/Print Concepts

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. Instruct the students that if there is a word they do not understand in this rhyme, they should raise a hand to ask about it. (RFK.1a, RL.K.4, RL.K.5)

### Informational/Literary Text

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. Carefully show the front cover, back cover, and title page of the book. As you read an informational text such as *All the Colors of the Rainbow*, pause to ask the children questions. Encourage them to ask questions about the text and especially about words they do not understand. (RI.K.4, RI.K.5, RI.K.6, RL.K.4)

### Class Discussion/Poetry

Arrange small groups of students and place an object (e.g., a block) in the middle of each circle. Discuss which rhyme in this unit is their favorite. Students pick up the block when ready to share and put the block back in the middle when finished. (SL.K.1, SL.K.1a)

### Writing/Art Connection

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 \_\_\_\_\_.) (W.K.1, L.K.1a)

### Language/Vocabulary

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 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." (L.K.5a, L.K.5b)

### **Class Discussion/Vocabulary/Art Connection**

Display two of the works of art, which are all examples of masterful use of color. Ask children to describe the colors they see in the paintings. Ask the children about the use of color in each of the paintings. To take the discussion to a higher level, ask how the paintings are the same and how they are different, preparing the way for literature conversations in comparing and contrasting texts. (L.K.5ca)

## **READING FOUNDATIONS**

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### **A PACING GUIDE FOR READING INSTRUCTION**

This guide is based on the "reading foundations," writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide.

[Reading Foundations and Activities \(K: Units 1-3\)](#)

[Reading Foundations and Activities \(K: Units 4-6\)](#)

## **ADDITIONAL RESOURCES**

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- [Generating Rhymes: Developing Phonemic Awareness](#) (ReadWriteThink) (RF.K.2a)
- [Growing Readers and Writers with Help from Mother Goose](#) (ReadWriteThink) (RFK.2a, RFK.1b)
- [Hats Off to Color](#) (ArtsEdge, The Kennedy Center) (L.K.5a)

## **TERMINOLOGY**

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- artist
- author
- description
- illustration
- illustrator
- informational book
- line
- opinion
- poem
- poet
- poetry
- rhyme
- rhythm
- stanza
- story book
- verse

## **MAKING INTERDISCIPLINARY CONNECTIONS**

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### **This unit teaches:**

- **Art:** Color in art pieces (e.g., Matisse, Whistler, Rivera, Brueghel, Frankenthaler, Gauguin, Picasso)
- **Science:** Color in nature (e.g., rainbows), the five senses (e.g., seeing color—eyes, hearing rhythm and rhyme—ears)

**This unit could be extended to teach:**

- **Art:** Color (e.g., the color wheel, warm and cool colors, and primary and secondary colors)
- **Science:** the five senses (e.g., touch—skin, smell—nose, taste—tongue)
- **Math:** Patterns (e.g., rhyming patterns in Mother Goose rhymes)

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