

Unit 1

Content Area: **Reading**
Course(s): **Reading/Phonics K**
Time Period: **September**
Length: **12 weeks**
Status: **Published**

Unit Overview

Fundations Unit 1 begins with Orientation for the first five days. Orientation will help to prepare both teachers and students for the year ahead in Fundations. During Orientation students will learn:

- How to Echo
- The Large writing Grid (skyline, plane line, grass line, worm line)
- How to follow verbalizations
- Correct pencil grip
- Letter, keyword, sound
- How to Sky write
- Lowercase letter t

In Unit 1 students will learn letter names, sounds of the letters a-z, and letter formation for lower-case letters. This will lay the foundation for students to become fluent, independent readers. In this 12 week Unit the following skills will be taught and reviewed:

- Letter recognition a-z
- Letter formation a-z for lower-case letters
- Sound recognition (consonant and short vowels)
- Print awareness
- Word awareness
- Rhyming
- Phonemic awareness skills to identify the beginning and ending sounds in words

Throughout Unit 1, ARC targets the following skills: (These skills should be integrated in lessons throughout the day, including but not limited to Morning Meeting and Daily 5 Center Work.)

- letter names and sounds

- Words are represented by a specific string of letters
- Starter Consonants (b, t, d, j, k, p, v, z)
- Ender Consonants (f, l, m, n,r, s, x)
- Two-Sound Consonants (c, g)
- Remaining Consonants (h, q, w, y)
- vowels (a, e, i, o, u)
- Syllables
- Rhyme
- Alliteration
- Phoneme Isolation
- Read and Spell Power Words

Priority Standards

ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.

Additional Standards

ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

ELA.L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
ELA.L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
ELA.L.WF.K.2.C	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
ELA.L.WF.K.2.D	Writing frequently used words accurately.
ELA.L.WF.K.2.E	Attempting phonetic spellings of unknown words.
ELA.L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
ELA.L.VL.K.2.B	Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

Essential Questions

- How do I count, produce, blend and segment syllables in words?
- How do I know if words rhyme?
- What is the importance of knowing each letter sound?
- Why is important to learn high-frequency (Power) words?
- Why is it important to be able to recognize the uppercase and lowercase letters of the alphabet?
- Why is it important to know how to print uppercase and lowercase letters of the alphabet?

Student Learning Goals

Week in Foundations Unit

1

Week 1 - Letters Tt, Bb, Ff

Week 2 - Mm, Nn

Week 3 - Ii, Uu

Week 4 - Cc, Oo

Week 5 - Aa, Gg

Week 6 - Dd, Ss

Week 7 - Ee, Rr

Week 8 - Pp, Jj

Week 9 - Ll, Hh, Kk

Week 10 - Vv, Ww

Week 11 - Yy, Xx

Student Learning Goals

SWBAT

- print many uppercase and lowercase letters of the alphabet
- recognize and name uppercase and lowercase letters of the alphabet
- produce the correct sound for each consonant in the alphabet
- recognize and produce rhyming words

Week 12 - Zz, Qq

Week 13 - Unit Test

Learning Targets

- I can print new uppercase & lowercase letters
- I can print uppercase & lowercase letters learned
- I can produce the sound for new uppercase & lowercase letters
- I can produce the sound for uppercase & lowercase letters learned
- I can recognize and name new uppercase & lowercase letters
- I can recognize and name uppercase & lowercase letters learned

Strategies for Differentiating Instruction

- Alternative writing and/or handwriting paper
- Chunking material
- Extended time
- Form letters using hands-on manipulatives
- Graphic organizers
- Individual goal setting
- One-on-one conferences
- Paraprofessional support
- Peer modeling
- Play videos
- Preferential seating
- Provide audio
- Provide desk alphabet strip
- Provide enrichment activities
- Provide pictures and visuals
- Repetition of directions
- Small group conferences
- Tasks broken down into small sequential steps
- Tripod pencil gripper

Unit Assessments (Required)

- DIBELS

- Unit 1 Assessment

Additional Unit Assessments

- Class Participation
- Group Work
- Guided Practice
- Individual Practice
- Teacher Observation

Learning Plan (Skills and Activities)

Fundations UNIT 1	Day 1	Day 2	Day 3	Day 4	
Week 1	Letter-Keyword-Sound Sky Write/Letter Formation Student Notebook	Drill Sounds/Warm Up Sky Write/Letter Formation Student Notebook Echo/Letter Formation	Drill Sounds/Warm-Up Make It Fun Echo/Find Letters Student Notebook	Drill Sounds/Warm-Up Word Play Sky Write/Letter Formation Echo/Letter Formation	Dr Ec
Weeks 2-12 *(Week 6- Complete Mid-Unit Check Assessment)	Letter-Keyword-Sound Drill Sounds/Warm-Up Sky Write/Letter Formation Student Notebook	Drill Sounds/Warm-Up Sky Write/Letter Formation Student Notebook Echo/Letter Formation	Drill Sounds/Warm-Up Make It Fun Echo/Find Letters Student Notebook	Drill Sounds/Warm-Up Word Play Sky Write/Letter Formation Echo/Letter Formation	Dr Ec
Unit 1 Test	After completion of the 12 weeks of Unit 1 instruction				

Technology Integration

Website

Skills

Google Classroom

Virtual Learning/Individualized Student Instruction

ScreenCastify	Online lesson creation
www.abcy.com	letter recognition; letter matching; letter sounds; letter writing; alphabetical order
www.starfall.com	letter recognition; letter sounds
www.youtube.com	letter recognition; letter sounds; rhyming
www.pbskids.org	letters and sounds - spectacular spelling play
Teachyourmonstertoread.com	rhyming - rhyme time
	Phonics practice
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.

Cross Curricular Connections

- Connection to Math: Students can count the number of letters in words and in the alphabet.
- Connection to Music: Students sing songs with letter names, letter sounds, and rhyming words.
- Connection to Reading: Students can identify and recognize letters in books and identify rhyming words when listening to stories.
- Connection to Writing: Students can practice writing lowercase letters.

21st Century Life & Career Ready Practices

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Materials and Resources

- Alphabet ARC Books
- Dry Erase Boards
- Echo/Baby Echo

- Home Support Pack
- Large Sound Cards
- Large Writing Grid
- Lesson aligned read-alouds
- Letter Magnetic Boards & Tiles
- Phonemic Awareness in Young Children (ARC Resource Book)
- Sentence and Syllable Frames
- Standard Sound Cards
- Student Notebooks
- Vowel Extension Poster
- Wilson Foundations Teacher's Manual - 2nd edition

Accommodations for Students with Special Needs

- Alphabet chart
- Educational games
- Extended pacing of lessons
- Give responses in oral form
- Instructional centers focused on skills
- Letter songs and rhymes
- Materials in a larger print size
- Multisensory activities focused on skills taught
- Small group instruction
- Use of manipulatives
- Visual presentation
- Work with fewer items per page or line