

# Unit 2

Content Area: **Reading**  
Course(s): **Reading/Phonics K**  
Time Period: **January**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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### Fundations

In Unit 2 the following skills will be taught and reviewed:

- Letter formation for uppercase letters A-Z
- Letter sequence A-Z
- Reading short vowel sounds

In the unit, words will begin with the letters f, l, m, n, r, s and end with the letters d, g, p, t. The middle sound will be a short vowel sound: mat, nap, sit.

Throughout Unit 2, 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
- Alliteration
- Phoneme Isolation
- Read and Spell Power Words
- Syllables
- Initial blends and digraphs

## Priority Standards

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LA.L.K.1.A	Print many upper- and lowercase letters.
LA.RF.K.1.C	Understand that words are separated by spaces in print.
LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
LA.RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending

with /l/, /r/, or /x/.)

LA.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.

LA.RF.K.3.C

Read high-frequency and sight words with automaticity.

## Additional Standards

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LA.L.K.2.C

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

LA.L.K.2.D

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

LA.L.K.4.A

Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

LA.L.K.4.B

Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

LA.RF.K.2.B

Count, pronounce, blend, and segment syllables in spoken words.

LA.RF.K.2.C

Blend and segment onsets and rimes of single-syllable spoken words.

LA.RF.K.3.B

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

LA.RF.K.3.D

Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

## Essential Questions

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- Can I use my decoding skills to spell new CVC words?
- How can I add or substitute sounds in simple, one-syllable word to make new words?
- How can I put words in ABC order?
- How can I use the sounds I know to tap, blend, and read a word?
- How do I know if words rhyme?
- How do I track print?
- Why is it important to know the letter sounds?
- Why is it important to recognize the uppercase and lowercase letters?

## Student Learning Goals

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**Week in Foundations**  
**Unit 2**

**Student Learning Goals**

(Manual Unit 2)

**SWBAT**

**Weeks 1-4**

- recognize and name all uppercase and lowercase letters of the alphabet
- produce the correct sound for each consonant in the alphabet
- tap, blend and segment words with three sounds (c-v-c words)
- print many uppercase and lowercase letters correctly

- recognize and produce rhyming pairs

**End of week 4**

Unit 2 Assessment

## **Learning Targets**

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- I can blend three sounds to make a word.
- I can isolate & produce the final sound in three-phoneme words.
- I can isolate & produce the initial sound in three-phoneme words.
- I can isolate & produce the medial vowel sound in three-phoneme words.
- I can isolate and pronounce the initial, medial vowel, and final sound in three-phoneme words.
- I can print lowercase letters.
- I can print uppercase letters.
- I can produce rhyming words.
- I can produce the sound for the letters in the alphabet.
- I can read common high-frequency (Power) words by sight.
- I can recognize and name lowercase letters.
- I can recognize and name uppercase letters.
- I can recognize and produce rhyming words.

- I can recognize rhyming words.
- I can substitute individual sounds in simple, one-syllable words to make new words.
- I can write CVC words by using my letter sounds.

## **Strategies for Differentiating Instruction**

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- 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)**

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- DIBELS
- Unit 2 Assessment
- Unit 3 Assessment

## **Additional Unit Assessments**

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

## Learning Plan (Skills and Activities)

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### Fundations

	Day 1	Day 2	Day 3	Day 4	Day 5
UNIT 2		Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	
Week 1	Drill Sounds/Warm-Up	Word Play	Word Play	Word Play	Drill Sounds/Warm-Up
	Introduce New Concepts	Student Notebook	Alphabetical Order	Make It Fun	Word Play
	Sky Write/Letter Formation	Echo/Letter Formation	Echo/Find Letters	Echo/Letter Formation	
Weeks 2&3	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	
	Word Play	Word Play	Word Play	Make It Fun	Drill Sounds/Warm-Up
	Sky Write/Letter Formation	Sky Write/Letter Formation	Sky Write/Letter Formation	Sky Write/Letter Formation	Alphabetical Order
Week 4	Student Notebook	Student Notebook	Student Notebook	Student Notebook	Echo/Find Letters
	Echo/Letter Formation	Echo/Letter Formation	Echo/Letter Formation	Echo/Letter Formation	
	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up

	Word Play		Word Play		
		Word Play		Sky Write/Letter Formation	Word Play
	Sky Write/Letter Formation		Sky Write/Letter Formation		
		Sky Write/Letter Formation		Student Notebook	
	Student Notebook		Student Notebook		
		Student Notebook	Echo/Letter Formation	Make It Fun	
	Echo/Letter Formation				
		Echo/Letter Formation			
Unit 2 Assessment	After completion of the 4 weeks of Unit 2 instruction				

**Fundations**

**UNIT 3**

	Day 1	Day 2	Day 3	Day 4	Day 5
	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	
		Word Play	Word Play	Word Play	Drill Sounds/Warm-Up
Week 1	Introduce New Concepts	Alphabetical Order	Echo/Letter Formation	Dictation (Dry Erase)	Word Play
	Echo/Find Letters & Words	Echo/Find Letters & Words	Introduce New Concepts	Make It Fun	
	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up
Weeks 2-4 & 6	Word Play	Word Play	Teach Trick	Word Play	Word Play

			Words		
	Alphabetical Order	Echo/Find Letters & Words		Make It Fun	Trick Word Practice
			Echo/Letter Formation		
	Echo/Find Letters & Words	Echo/Letter Formation		Dictation (Dry Erase)	
			Dictation (Dry Erase)		
	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up
	Word Play	Word Play	Teach Trick Words	Word Play	
Week 5					Word Play
	Introduce New Concepts	Echo/Find Letters & Words	Echo/Letter Formation	Make It Fun	
					Trick Word Practice
	Echo/Find Letters & Words	Echo/Letter Formation	Dictation (Dry Erase)	Dictation (Dry Erase)	
Unit 3 Assessment	After completion of the 6 weeks of Unit 3 instruction				

## Technology Integration

Website	Skills
Google Classroom	Virtual Student Learning/Individualized Student Instruction
ScreenCastify	Online Lesson Creation
www.abcya.com	letter recognition; letter matching; letter sounds; letter writing; alphabetical order
www.starfall.com	letter recognition; letter sounds; CVC words
www.youtube.com	letter recognition; letter sounds; CVC words; word families; rhyming
www.pbskids.org	letters and sounds - spectacular spelling play; rhyming - rhyme time

Teachyourmonstertoread.com Phonics Practice

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

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- Connection to Math: Students can count the number of letters and sounds in words and the number of words in a sentence.
- Connection to Music: Students sing songs with letter sounds, rhyming words, CVC words, and power words.
- Connection to Reading: Students can recognize power words in books, identify rhyming words when listening to stories, and begin to read CVC words in leveled readers.
- Connection to Writing: Students can practice writing lowercase and uppercase letters, power words, and CVC words.

## 21st Century Life & Career Ready Practices

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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.CRP3

Attend to personal health and financial well-being.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP9

Model integrity, ethical leadership and effective management.

## Materials and Resources

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- Dry Erase Boards
- Echo/Baby Echo
- Home Support Pack Unit 2
- Home Support Pack Unit 3
- 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 Notebook
- Vowel Extension Poster



- Wilson Foundations Teacher's Manual - 2nd Edition

## **Accommodations for Students with Special Needs**

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- 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