

# Unit 3

Content Area:	Reading
Course(s):	Reading/Phonics K
Time Period:	February
Length:	6 weeks
Status:	Published

## Unit Overview

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In Unit 3 the following skills will be taught and reviewed:

- distinguish long and short vowel sounds
- use phonemic awareness skills to identify the beginning and ending sounds in words
- blend three sounds into words
- segment and spell three sound short vowel words (CVC words)

In this unit, spelling 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 3, 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.)

- Phoneme Isolation
- Read and Spell Power Words
- Syllables
- Initial blends and digraphs

## Priority Standards

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ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in 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.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.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.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.

## Additional Standards

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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.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.1.E	Write a common grapheme (letter or letter group) for each phoneme.
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

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- How can I use the different phoneme sounds in a word to tap and blend to read a word?
- Can I use my decoding skills to spell new CVC words?
- How are words formed?
- How can I use a word I can read or spell to make a new word I can read and spell?
- How can knowing my letters and sounds help me spell words?
- How do I count, produce, blend, and segment syllables in words?
- How do I know if words rhyme?
- How do I track print?
- What is the importance of knowing each letter sound?
- 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 many uppercase and lowercase letters?
- Why is it important to know that the vowels make two sounds?
- Why is it important to use my decoding skills when writing CVC words?

## Student Learning Goals

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(Manual Unit 3) Student Learning Goals

SWBAT

- recognize and name all uppercase and lowercase letters of the alphabet

Week 1-6

- 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
- write a letter for most consonant and short-vowel sounds

End of Week 6      Foundations Manual Unit 3 Assessment

## **Learning Targets**

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- I can add individual sounds in simple, one-syllable words to make new words.
- I can associate the long-vowel sounds with common spellings for the five major vowels.
- I can associate the short-vowel sounds with common spellings for the five major vowels.
- I can blend three sounds to make a word.
- I can isolate & pronounce the final sound in three-phoneme words.
- I can isolate & pronounce the initial sound in three-phoneme words.
- I can isolate & pronounce 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 each consonant in the alphabet.
- I can produce the sound for each long-vowel in the alphabet.
- I can produce the sound for each short-vowel in the alphabet.
- 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 understand that words are made up of letters.
- 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 direction
- Small group conferences
- Tasks broken down into small sequential steps
- Tripod pencil gripper

## **Unit Assessments (Required)**

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- DIBELS
- Foundations Unit 3 Assessment

## Additional Unit Assessment

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

## Technology Integration

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Website	Skills
Google Classroom	Virtual Learning / Individualized Student Instruction
Screencastify	Online lesson creation
www.kizphonics.com	beginning and ending consonants; short vowel sounds; word families; digraphs
www.starfall.com	letter recognition; letter sounds; CVC words; digraphs
www.youtube.com	letter recognition; letter sounds; CVC words; word families; trick words; rhyming syllables; digraphs
www.abcy.com	letter recognition; letter matching; letter sounds; letter writing; alphabetical order
www.pbskids.org	letters and sounds; rhyming
www.teachyourmonstertoread.com	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

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- Connection to Math: Students apply math skills to count the number of letters and sounds in words.
- Connection to Music: Students sing songs with CVC words, digraphs, and rhyming words..
- Connection to Reading: Students apply reading strategies to read simple words and sentences containing CVC words.
- Connection to Writing: Students apply writing strategies to write simple words and sentences containing 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.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.

## **Materials and Resources**

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- Alphabet ARC Books
- Digraph Large/Standard Sound Cards
- 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**

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- Alphabet chart
- Dry erase boards
- 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

