

Making Friend with Letters (Book One)

September/October

This unit introduces students to letters, sounds, rhyme, and word play. The students will learn that to read and write, we need letters and sounds, just like the letters in our names.

Bend one launches a name study that begins with a study of the phonics mascot, Mabel. The letter M is introduced first because it is a continuous sound. Bend two continues the name study, but this time students will study their own names, including the letter formation pathways that will help them to write their names more efficiently and properly.

Bend three, continues to teach more letters, but a new emphasis on using what students learned in order to write. This bend will also introduce a few high frequency words (snap words): *me, a, the, I, like, my*. These are very abstract words and many students will need time to master. This unit requires the set up of many important materials that will be used in this unit and across the year: Name chart, name wall, star names, pictures for letter sorts, pictures for letter books, Elkonin boxes, and name baggies.

Anchor Standard

Students will...

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Big Ideas: Course Objectives/Content Statement(s)

- Study names to help introduce letters and sounds
- Write the letters in our names
- Use names to build new words
- Become familiar with most common high frequency words

<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How can studying a name help children get to know the alphabet? ● Why is it important to know the letters in your name? ● How can the letters in your name help to build new words? ● What are some words that will help kids to read and write in a snap? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● The letters in their name are part of the alphabet ● The letters in their names have specific sounds ● It is important to read and write their name ● Specific words we need to read and write in a snap
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Reading Foundation Skills</p> <p>Print Concepts</p> <p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Instructional Focus:</p> <p>Bend 1: Studying Peoples' Names Can Help You Get to Know Each Other--and the Alphabet</p> <p>Day 1: To Learn a Name Well, It Helps to Do Things with the Name (M)</p> <p>Today I want to teach you that when you want to really, really learn a new friend's name--like you will want to learn Mabel's name--it helps to do stuff with that name so you remember it, so it almost becomes part of you. We...</p> <ol style="list-style-type: none"> 1. Read it 2. Notice it 3. Name it 4. Say the first sound. 5. Think of things that start with that letter.

Phonological Awareness

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

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

- A. Read emergent-readers with purpose and understanding.
- B. Read grade level text for purpose and understanding.

Day 2: Names and Words Can Teach Us Letters and Sounds (Review M)

Today I want to teach you that when you want to learn a new friend's name, it helps to remember it. We...

Read the name

1. Read it
2. Clap it
3. Count the letters.
4. Study the first sound.
5. Cheer it.

Day 3: Learning to Own Letters (Write the Letter M)

Today I want to teach you that to own a letter, to know that letter so well that you have it in your back pocket, ready to use whenever you want to read or write, it helps to do things with that letter. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it.

Day 4: By Studying Names, We Can Learn More About the Letter (S)

Today I want to teach you the letter S. I will tell you a secret that will help you learn other letters. The secret is not only to learn a letter's name but it's sound, too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it.

Day 5: Vowels are Special Letters (Aa)

Today I want to teach you another secret about letters: there are two kinds of letters. Some letters are called consonants, and some letters are called Vowels. Vowels are special letters that make more than one sound. Today we will focus on names that start with the vowel Aa. We...

1. Name the letters
2. Look for a pattern: For example Ava is VCV
3. Notice that vowels can make more than one sound, sometimes the vowel sounds like the letters name, sometimes they don't like A as in Ava or A as in Adeline.

Day 6: Syllables Can Help Readers and Writers Tackle Long Words

Today I want to teach you another secret. When you write a long word or a long name, it helps to first say

the beat --the syllables. We...

1. Say the word/name.
2. Clap the word.
3. Listen for sounds.
4. Write using the beats and sounds.

Day 7: Comparing Two Names That Both Start with the Same Letter: Studying the Letter Cc

Today I want to teach you that when you want to get to know something really well --- it can help to look at a few of those things, names, or words and to think, "How are these the same, and how are they different? We can do this with the letter Cc. We...

1. Read it.
2. Clap it.
3. Count the letters.
4. Study the sounds.
5. Ask, "What is the same? What is different?"

Day 8: Reading and Writing the Letter N

Today I want to teach you the letter N. Remember that when you learn the letter's name, it is important to learn it's sound too. We...

1. Read it.
2. Sound it.
3. Write it.
4. Use it.

Day 9: Learning More Star Names with K and CK

Today I want to tell you another secret, some letters sound the same. Some letters that sound the same are C, K and CK all say /k/.

We...

1. Say the names
2. Listen for the /k/ sound
3. Compare names to ask, "Where is the /k/ sound in this name?"

For example, K for Kara, C for Caitlin begin with /k/ but CK in Mack, Zack, Jack, Rick, Annick, Beck end with /k/

Day 10: Study a T Star Name (T)

Today I want to teach you the letter T. Remember that when you learn the letter's name, it is important to learn it's sound too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it.

Day 11: Study a P Star Name (P)

Today I want to teach you the letter P. Remember that when you learn the letter's name, it is important to learn it's sound too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it.

Day 12: Study an O Star Name (O)

Today I want to remind you of a secret about letters: there are two kinds of letters. Some letters are called consonants, and some letters are called Vowels. Vowels are special letters that make more than one sound. Today we will focus on names that start with the vowel O. We...

1. Name the letters
2. Look for a pattern: For example Omar is VCVC
3. Notice that vowels can make more than one sound, sometimes the vowel sounds like the letter's name, sometimes they don't like O as in Omar or O as in Octavia.

Bend 2: Learning Your Own Name By Heart**Day 13: Learning Your Own Name by Heart**

Today I want to teach you that it is super important to know your name by heart. And we get to know our names by doing the same stuff that you have done to turn kids names into star names. We...

1. Read it.
2. Clap and stomp to beats.
3. Count the letters.
4. Study the sounds.
5. Cheer it.

Day 14: Learning to Write Names by Heart, Again

Today I want to teach you that it is super-important to learn to write your name fast--and, more than that, it is important that your muscles learn to write your name. We...

1. Look at your letter map
2. Follow the arrows
3. Write the letters

Day 15: Owning and Teaching Letters to Others (G)

Today I want to teach you that once you know your name by heart, you own the letters in your name and teach it to others. We...

1. Say our name
2. Say the first sound
3. Name the first letter
4. Write the letter

Day 16: Using Names to Build New Words

Exploring Rhyme

Today I want to teach you that when you know your name by heart you can use parts of it to make new words. We...

1. Say a name
2. Listen for the first sound
3. Change the first sound
4. Make a new word (Mike, hike, Pam, ham)

Bend 3: Using Star Names to Write

Day 17: Letters and Sounds Help Us Write

Today I want to teach you that in order to label something, you say the thing you want to write very s-l-o-w-ly, and you listen for sounds. When you hear a sound think, "Who has that sound in their name? Then you write the letter. We...

1. Say the word
2. Listen for the sounds
3. Write the letters for each sound
4. Use the letter pathways to help you write

Day 18: Learning More Words by Heart

Today I want to teach you that people don't just know how to write their own names by heart, in a snap. They also learn to write other words by heart, in a snap. We...

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it.

Day 19: Writing New Letters with the Help From Friends

Today I want to teach you that to write all the exciting things you want to write, you need to be brave and write new letters that you've never used before. We can do this with the help of our friends. We ...

1. Say the word
2. Listen to the sounds
3. Find a friend who has the same beginning sound
4. Practice writing the sound

Day 20: Favorite Characters Can Become Star Names (D)

Today I want to teach you that you can turn any name into a star name--your brother's name, your best friend's name, even your favorite character's name! We...

1. Read it
2. Clap beats.
3. Study the letters.
4. Say the sounds.
5. Cheer it.

Day 21: Learning a New Star Name with the Vowel Ii

Today I want to remind you of a secret about letters: there are two kinds of letters. Some letters are called consonants, and some letters are called Vowels. Vowels are special letters that make more than one sound. Today we will focus on the vowel Ii. We...

1. Name the letters
2. Look for a pattern: For example Isabel is VCVCVC
3. Notice that vowels can make more than one sound, sometimes the vowel sounds like the letter's name, sometimes they don't like I as in Ivan or I as in Isabel.

Day 22: Learning Even More Words by Heart

Today I want to teach you that kindergartners should go through their days making new friends all throughout the day. And not just people friends, but word friends too. We..

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it.

Day 23: Walking Through Life Differently: A Celebration

Today I want to teach you that once you know letters and their sounds, you walk through life differently. You see words everywhere. We...

1. Can look
2. Can think
3. Can read
4. Can learn

Sample Assessments:

- Concepts of Print
- Letter-Sound Correspondence

- Phonological Awareness: Blending/Segmenting
- TCRWP Running Records
- Assessing Snap Words: “Emptying Out Your Snap Word Pouch!”
- Assessing Developmental Spelling: “A Birthday Party” Kindergarten
- Book: “My Dog Max” and/or “Help Rasheed Write a Picture Book: Version 2: My Stick Ball Game” Grade One
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Projects/Post Assessment:

- Students learn letters and sounds for the purpose of reading labels around the room.
- Daily writing and reading workshops will give kids a chance to apply what they learn in phonics workshop. Teachers can use this time to informally assess for transfer of phonics skills.
- Check that students are using all the sound they hear to create a label or banner

Instructional Strategies

Interdisciplinary Connections

- Engage in storytelling via Reader’s Theater experiences
- Interactive writing: co-create charts outlining new habits and routines
- Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics

Technology Integration

- RazKids for decodable texts
- Use flipgrid to record student reading, partner feedback, and/or student goals
- www.getepic.com for digital storybooks
- www.brainpopjr.com for content-area integration
- <http://www.storylineonline.net/> for digital storybooks

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice phonics skills.

Global Perspectives

[Global Learning Resource Library | A Fairer World](#)

Career Readiness, Life Literacies, and Key Skills

Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet /

		Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:

TCRWP Kindergarten Phonics Units of Study: Making Friends with Letters Unit 1 (2018)

TCRWP Guide to the Units of Study in Phonics (2018)

TCRWP Small Groups to Support Phonics (2018)

Heinemann Resources: <https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E10553>

Heinemann Resource: [Supporting Phonological Awareness](#)

Use the suggested sequence for Unit One: Making Friends with Letters

Suggested Student Texts:

TCRWP Resource Kit (2018) Songs, Poems, Decodable Texts, Charts

Word Scientists Book 2

October/November

The three primary goals to this unit are letter knowledge and letter-sound correspondences, phonological awareness, and high frequency words. The unit begins with rallying kids to become word scientists. They will do what scientists do: look closely, notice, note, question, and invent.

Bend one will focus on studying the alphabet chart to recognize letters and sounds. Bend two focuses on using the alphabet chart as a tool to help students learn to read and write. Bend three focuses on developing knowledge of high frequency words.

Students will receive their own snap word collection, which they will place in a special pouch. At the end of the bend one and three students celebrate all they learned by teaching the alphabet and high-frequency words to their stuffed animals with an ABC School and Word School. Snap words introduced in this unit are: look, at, see, here, is, this, it, in, an, and

Anchor Standard

Students will...

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Big Ideas: Course Objectives/Content Statement(s)

- Study the alphabet chart to recognize letters and sounds
- Use phonological awareness to read and write letters
- Develop knowledge of high frequency words

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do students use the alphabet chart to recognize letters and sounds?
- What are ways students can listen to sounds to help them read and write letters?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- The alphabet charts has letters and key words that help with initial letter sounds
- The alphabet chart can help to read and write

<input type="checkbox"/> Why is it important to develop knowledge of high frequency words?	words <input type="checkbox"/> High frequency words are important to learn because these are words that frequently appear in books and in writing
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Reading Foundation Skills Print Concepts RF.K.1. Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>Phonological Awareness RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>Phonics and Word Recognition RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one</p>	<p>Instructional Focus Bend 1: Studying the Alphabet and the Alphabet Chart</p> <p>Day 1: We Are Word Scientists Today I want to teach you that, just as scientists study rocks and oceans and creatures that live in rotting logs or in cracks in the sidewalk, word scientists study the alphabet chart, looking closely at it. Word scientists notice lots of things on the alphabet chart. They...</p> <ol style="list-style-type: none"> 1. Read the letter. 2. Name the picture. 3. Say the sound. <p>Day 2: Learning a Letter (R) Today I want to teach you the letter R. Remember that when you learn the letter's name, it is important to learn it's sound too. We...</p> <ol style="list-style-type: none"> 1. Name it. 2. Sound it. 3. Write it. 4. Use it. <p>Day 3: Understanding How the Alphabet Chart Works - Word and Initial Sounds Today I want to teach you that the pictures on the alphabet chart can help you remember the sound that goes with a letter. We ...</p> <ol style="list-style-type: none"> 1. Look at the box with the letter and picture 2. Say the name of the picture slowly 3. Catch the first sound of that word. <p>Day 4: Learning a Letter (L) Today I want to teach you the letter L. Remember that when you learn the letter's name, it is important to learn it's sound too. We...</p> <ol style="list-style-type: none"> 1. Name it. 2. Sound it. 3. Write it. 4. Use it. <p>Day 5: Learning Snap Words to Write About What</p>

letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

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

C. Read high-frequency and sight words with automaticity.

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

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

We Notice

Today I want to teach you that when you know you will need to use a word over and over - like if you want to tell another class 'Look!' or 'I see' over and over- that's a good time to learn the new word so that you can use it easily, in a snap. We...

1. Read a word
2. Study it (the sound)
3. Spell it
4. Write it
5. Use it

Day 6: Comparing Different Alphabet Charts

Today I want to teach you that to understand how an alphabet chart works, you can compare different alphabet charts. It helps to figure out what is the same and what is different on more than one alphabet chart, so you can use any alphabet chart to help you read and write. We....

1. Look at charts
2. Research the charts
3. Notice what is same and different

Day 7: Learning a Letter (H)

Today I want to teach you the letter H. Remember that when you learn the letter's name, it is important to learn it's sound too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it.

Day 8: Learning a Letter (F)

Today I want to teach you the letter F. Remember that when you learn the letter's name, it is important to learn it's sound too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it.

Day 9: Learning a Letter (B)

Today I want to teach you the letter B. Remember that when you learn the letter's name, it is important to learn it's sound too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it

Day 10: Learning a Letter (J)

Today I want to teach you the letter J. Remember that when you learn the letter's name, it is important to learn it's sound too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it.

Day 11: Matching Letters to the Alphabet Chart

Today I want to remind you when you want to figure out the first letter in a word, you say that word super slowly, to catch the first sound. You grab the very first sound before it slips past you. If you don't know the letter that makes that sound, you hold on to it, and check a completed alphabet chart. We...

1. Look at the picture
2. Say the name of the picture
3. Catch the first sound

Day 12: Adding Pictures to the Alphabet Chart

Today, I want to teach you that scientists study things in the world—like rotting logs and stars and even alphabet charts, too. Scientists become inventors by...

1. Studying the Alphabet Chart
2. Thinking, "I have a better idea!"
3. Reinventing the chart

Day 13: Using the Alphabet Chart with Increasing Autonomy

Today I want to teach you that, just as cooks benefit from knowing just where the pot holders are, writers benefit from knowing where the letters and sounds are that they'll need to write. Writers have to be able to find the letters and sounds they need fast. We...

1. Look at picture card
2. Say the word
3. Listen for the first sound
4. Point to the alphabet chart

Day 14: Learning a Special Letter (Ee)

Today I want to teach you the letter Ee. This letter is special because it is a vowel. Remember that vowels have more than one sound. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it

Day 15: Learning a Special Letter (Uu)

Today I want to teach you the letter Uu. This letter is special because it is a vowel. Remember that vowels have more than one sound. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it

Day 16: ABC School

Today I want to teach you that once you become an expert in something-like your ABCs-you can teach others everything you know. It's important for everyone to know their ABCs! We...

1. Say letter name
2. Say its sound
3. Name things that start with that letter

Bend 2: Using the Alphabet to Write

Day 17: When You Know the Alphabet Chart Really Well, You Can Use It to Write

Today I want to remind you that when you want to write a word, you start by figuring out the first sound in a word. We...

1. Say the word s-l-o-w-l-y
2. Catch the first sound
3. Find it on the chart
4. Write that letter on your page.

Day 18: Learning a Letter (Q)

Today I want to teach you the letter Q. Q is a special consonant because it is almost always followed with the vowel U. Remember that when you learn the letter's name, it is important to learn it's sound too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it.

Day 19: Learning a Letter (Y)

Today I want to teach you the letter Y. Remember that when you learn the letter's name, it is important to learn it's sound too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it.

Day 20: Learning a Letter (X)

Today I want to teach you the letter X. This is a special

letter because it makes two sounds /ks/. Remember that when you learn the letter's name, it is important to learn it's sounds too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it.

Day 21: Learning a Letter (W)

Today I want to teach you the letter W. Remember that when you learn the letter's name, it is important to learn it's sound too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it

Day 22: Writers Use What They Know About Letter to Label Their Writing

Today I want to remind you that writers use letters and pictures to put their ideas on the page. Then other people can read what's on the page and figure out what it says. We...

1. Tap and say what you want to write
2. Say each word slowly listen for sounds
3. Use the sounds to write the word

Day 23: Learning New Snap Words

Today I want to teach you that anytime, you can decide to learn some new words, and if you learn them really well, then when other kids write those words, you can read them in a snap-and you can read and write them too. Your reading and writing goes faster when you know words in a snap. We...

1. Read it
2. Study it (the sound)
3. Spell it
4. Write it
5. Use it.

Day 24: Listening to the Ends of Words Matter

Today I want to teach you that when you want to write a word, you need to listen not only for the first sound, but also for the other sounds you hear. Sometimes people don't hear the last sound, because they don't listen to it. It helps to really listen for the last sound too. We...

1. Say the word
2. Listen for first sound and final sound
3. Write all the sounds you hear

Day 25: Learning a Letter (Z)

Today I want to teach you the letter Z. Remember that when you learn the letter's name, it is important to learn it's sound too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it

Day 26: Learning a Letter (V)

Today I want to teach you the letter V. Remember that when you learn the letter's name, it is important to learn it's sound too. We...

1. Name it.
2. Sound it.
3. Write it.
4. Use it.

Day 27: Listening for Sounds Across a Whole Word

Today I want to teach you that when you write, some words will be words that you know in a snap, and you just write those. Other words will be ones that you say s-l-o-w-l-y all the way to the end, working to hear and record all the sounds. That way people can read your writing without even needing the picture. They read your letters. We...

1. Say a word slowly
2. Isolate each sound
3. Write the sound you hear

Bend 3: Studying and Using High Frequency Words to Read**Day 28: Keeping Your Word Collection Close, So You Can Grow, Study, and Use It**

Today I want to remind you that as important as the alphabet chart is, it is not the only tool that you rely on to read and to write. No Way! You also need snap words. People who read and write a lot are always adding to their collection of snap words. We...

1. Read it
2. Study it
3. Spell it
4. Write it
5. Use it

Day 29: Recognize Snap Words When the Front is Different

Today I want to teach you that your snap words- the

words you know by heart- sometimes get changed around a little bit, and they can be tricky to recognize. Word scientists always know that words are still words, even if it looks a little different. We...

1. Zoom in on the word
2. Point under the letters
3. Check that the letters
4. Say the sounds

Day 30: Interactive Writing

Today I want to teach you that writers don't just learn letters and words, they use them to communicate. You can use snap words you know to write messages in a snap. We...

1. Reread your sentences
2. Listen for snap words
3. Fix spelling if needed

Day 31: Making Lesson Plans

Today I want to teach you that when you know something really well (like snap words), you can pass that knowledge along by teaching it to others. We...

1. Pick a snap word
2. Teach it to others

Day 32: Making New Words with Initial Sounds and Phonograms

Today I want to teach you that snap words can hide inside words we know. Snap words help us make other words. We...

1. Think of a snap word
2. Add a letter to it.
3. Ask, "Is it a word?"

Day 33: Word School

Today I want to teach you that once you learn a lot about something-- like snap words--you can pass it on, you can teach others everything you know. We...

1. Decide what word to teach
2. Pull one word out of your pouch
3. Plan how to teach

Sample Assessments:

- Concepts of Print
- Letter/Sound Correspondence
- Phonological Awareness: Blending/Segmenting
- TCRWP Running Records
- Assessing Snap Words: "Emptying Our Snap Word Pouch"
- Assessing Developmental Spelling: A Birthday

Party (Kindergarten)

- Assessing Developmental Spelling: Help Rasheed Label a Picture (Grade One)
- Book: "My Dog Max" and/or "Help Rasheed Write a Picture Book: Version 2: My Stick Ball Game" Grade One
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Projects/Post Assessment:

- Students learn letters and sounds for the purpose of writing and reading.
- Daily writing and reading workshops will give kids a chance to apply what they learn in phonics workshop. Teachers can use this time to informally assess for transfer of phonics skills.
- At the end of bend one and three ABC School and Word School celebrations is a time for assessment.

Instructional Strategies

- Engage in storytelling via Reader's Theater experiences
- Interactive writing: co-create charts outlining new habits and routines
- Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics

Technology Integration

- RazKids for decodable texts
- Use flipgrid to record student reading, partner feedback, and/or student goals
- www.getepic.com for digital storybooks
- www.brainpopjr.com for content-area integration
- <http://www.storylineonline.net/> for digital storybooks

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice phonics skills.

Global Perspectives

[Global Learning Resource Library | A Fairer World](#)

Career Readiness, Life Literacies, and Key Skills

Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet /

		Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

TCRWP Kindergarten Phonics Units of Study: Word Scientist Unit 2 (2018)

TCRWP Guide to the Units of Study in Phonics (2018)

TCRWP Small Groups to Support Phonics (2018)

Heinemann Resources: <https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E10553>

Heinemann Resource: [Supporting Phonological Awareness](#)

Use the suggested supports for phonological awareness that go with Unit Two: Word Scientists

Suggested Student Texts

TCRWP Resource Kit Materials (2018): Songs, Decodable Books, Poems

Word Part Power Book 3

November/December

The focus of this unit is to push kids toward conventional reading and writing. Students will move from writing labels on their drawings to writing sentences by isolating, stretching, and blending sounds they hear. Bend one focuses on writing power and that students can use their pointer power in not only reading but writing too. A big emphasis is getting kindergarten students to write all the sounds they hear.

Bend two will focus on phonograms (at, in, it, and an) with an emphasis on onset and rimes. Bend three continues work with common VC phonograms, more high frequency words added to their collection, and an introduction to digraphs (sh, th, wh, ch).

The unit ends with a Rime Rodeo where children get a chance to round up rimes and combine them with onsets. Many of the snap words covered in this unit help students make and sort new words, understanding how they can combine different onsets and rimes to write new words. The snap words covered in this unit are: can, to, do, we, be, got, was, went, she, he

Anchor Standard Students will...

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Big Ideas: Course Objectives/Content Statement(s)

- Write words using all the sound they hear
- Combine different onsets and rimes to help them write
- Grow collection of high frequency words
- Introduce digraphs

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How can readers and writers use sounds to help them read and write words?
- Why is blending different onset and rimes

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Using pointer power can help them to read and write words

<ul style="list-style-type: none"> helpful in learning to write? What high frequency words can readers and writers use to help them with decoding and encoding fluency? How can combining digraphs help make more words to read and write? 	<ul style="list-style-type: none"> Little words can be made into bigger words Words they know in a snap can help them to read and write Digraphs can be added to word parts to make even more words
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>Reading Foundation Skills</p> <p>Print Concepts</p> <p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>Phonological Awareness</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce rhyming words.</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>Phonics and Word Recognition</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding</p>	<p>Bend 1: Writing Power</p> <p>Day 1: Using Pointer Power in Writing Workshop</p> <p>Today I want to teach you that you don't just use pointer power to read. You also use pointer power to write—and to write in ways that help people read your writing.</p> <p>We ...</p> <ol style="list-style-type: none"> Say the sentence Touch and tap paper Write the sentence Reread sentence <p>Day 2: Learning a New SNAP Word: Can</p> <p>Today I want to teach you a new snap word. The more words we know in a snap the stronger reader and writer we will be. We...</p> <ol style="list-style-type: none"> Read it. Study it. Spell it. Write it. Use it. <p>Day 3: Writers Take Risks</p> <p>Today I want to teach you that snap words can help you write sentences. When you want to write a word, you can think “is this a snap word” If it is, you can get it and write it in your sentence. No stretching needed. If it's not a snap word, you can stretch it out and write all the sounds you hear. We...</p> <ol style="list-style-type: none"> Look at each word and ask “Is this a snap word?” or “Does it need to be stretched out?” If it's a snap word, get it from the pocket chart and write it. If it's not a snap word, stretch it out and write all the sounds you hear. <p>Day 4: Learning New Snap Words: To and Do</p> <p>Today I want to teach you a new snap word. The more words we know in a snap the stronger reader and</p>

words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

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

C. Read high-frequency and sight words with automaticity.

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

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

writer we will be. We...

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it.

Day 5: Hearing and Recording More Sounds in Words

Today I want to teach you that writers don't avoid long words, instead they bravely try to write them. They say the long word slowly, listening carefully, and writing all the sounds they hear. Then they say the word again, listening to even more sounds. They do this until they hear all the sounds in a word. We:

1. Say a long word slowly
2. Listen carefully writing all the sounds
3. Say the word again, listening for more sounds

Day 6: Learning New Snap Words: We, Be, and Me

Today I want to teach you a new snap word. The more words we know in a snap the stronger reader and writer we will be. We...

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it.

Day 7: Hearing and Recording More Sounds in Words

Writers, I want to give you a tip. To make your writing extra easy for readers to read, you need to write all the sounds you hear in the word, not just the first and last sounds. We..

1. Say the word slowly, stretch it down your arm
2. Listen for all the sounds
3. Figure out which letters makes each sound
4. Write the letters you hear

Day 8: Using Sound Boxes to Segment a Word into Individual Sounds

Today I want to teach you that listening to sounds can be tricky. One special tool that will help you hear and write sounds in a word is an Elkonin box. We ...

1. Say the word slowly
2. Listen for the sounds
3. Ask, "How many do I hear?"
4. Point and say each sound that fits in each box (B,M,E)

Day 9: Using Our Writing Superpowers to Edit and Celebrate Out Written Word

Writers, I want to teach you that before you share your writing with the world, or even just with your rug club, you want to make sure it's easy to read. You can do this by using all of your writing superpowers. We...

1. Reread, using pointer power to signal under each word
2. Make sure to record every sound you hear, in every word, when you notice that you have missed a sound, stretch out the word slowly and carefully record each sound
3. Edit to make the writing easy to read

Bend 2: Word Part Power

Day 10: Using Word-Part Power

Today, as we continue to become more super readers and writers, I want to teach you that rhyming isn't just a fun thing to do in songs and poems and nursery rhymes. It's actually an important part of spelling, or writing words. Rhyming gives you word-part power. We...

1. Use the rime -at to make make words
2. Take a new initial letter in front of -at to make a new word
3. Study the new word

Day 11: Blending and Segmenting Onset and Rime (-at and -in)

Today I want to teach you the word part power shake to help you listen to the onset and rime. The beginning and ending part of words. We...

1. Make a fist: Say, "sat"
2. Hold with your thumb up say /s/
3. Stretch out your fingers with thumb up: /at/
4. Collapsed your hand and thumb say, "sat."

Day 12: Making Words with More Vowel-Consonant Rimes (it- and -an)

Today I want to teach you that there aren't just one or two magic words. There are actually a bunch of snap words that give writers word-part power. You can take those snap words and use them to make more and more words. We...

1. Say a word
2. Take off the onset
3. Add new onset to rime
4. Say new word

Day 13: Learning to Hear Rimes in Words (-at, -it, and -an)

Today I want to teach you that to have wordpart power you need to have strong really ear muscles. Really! It takes strong ears to hear that cat and mat both have the same word part; at. So, it is really important that you get stronger ear muscles. We...

1. Look at cards
2. Name the picture
3. Say the word
4. Listen for sounds
5. Ask, "Does it have the sound I'm listening for?"

Day 14: Blending Onset and Rime with Sesame Street (-ad)

Today I want to remind you that to have word-part power you need to have strong ear muscles. It takes strong ears to hear that sad and mad both have the same word part. Building strong ear muscles helps you to read and write. We...

1. Say the word
2. Say the first sound
3. Push the first sound together with the last part.
4. Say the word and think, "What does it mean?"

Day 15: Mix and Match (-at, -an, -am, -it-, and -in)

Today I want to teach you that when you have word-part power, you try putting letters and parts of words together, even without knowing if they will make a word. We...

1. Use a snap word
2. Put a consonant in front
3. Listen for the sound
4. Blend them together
5. Ask, "Does it make a word?"

Day 16: Reading Words Letter-by-Part Instead of One Letter at a Time (-at, -an, -am, -it, and -in)

Today I want to teach you that when you are reading, you can use all your powers-sound power, pointer power, and word part power-to read. Your word part power is especially helpful when you come to a word that you can't easily figure out.

We ...

1. Look at a word
2. Find a word part that you know
3. Blend the other parts of the word together

Bend 3: Words Parts, Snap Words, and Digraphs -

Yee-Haw!

Day 17: Discover New Word Parts (-ap and -op)

Today I want to teach you that to write short vowels that aren't on a word wall, it sometimes helps to say the word and to listen for the first sound, then to listen to the word part. We...

1. Say the word
2. Say the first part
3. Write the first letter (onset)
4. Then write the last part (rime)
5. Read the word by blending parts together

Day 18: Learning More Snap Words (Got, Was, Went)

Today I want to teach you a new snap word. The more words we know in a snap the stronger reader and writer we will be. We...

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it.

Day 19: Using Word Parts to Write New Words (-ip and -op)

Today I want to teach you that to write short vowels that aren't on a word wall, it sometimes helps to say the word and to listen for the first sound, then to listen to the word part. We...

1. Say the word
2. Say the first part
3. Write the first letter (onset)
4. Then write the last part (rime)
5. Read the word by blending parts together

Day 20: Using Word Parts and Dr. Seuss-like Rhymes to Read

Today I want to teach you that words that rhyme, or sound the same at the end, are sometimes spelled the same at the end. And, when words are spelled the same at the end, they sometimes sound the same-they rhyme. We...

1. Read the word
2. Listen for all the sounds
3. Look at the ending word part
4. Use it to help read other words

Day 21: Finding Word Parts in the Alphabet Chart

Today I want to teach you that once you have word-

part power, you can hear and see word parts everywhere and all of them can help you read and write. We...

1. Say the word (cat)
2. Make lots of words with the word part (at)
3. Write words: Cat, Sat, Pat, Bat

Day 22: Studying One Word to Learn How Letters and Word Work

Today I want to teach you that you can study any one word and learn more about how letters and words work. For example, when you study *she* you can learn about the *sh*-a digraph-two letters that go together to make one sound!

We..

1. Look how *s* and *h* together make a new sound /sh/
2. Use the sound to help make new words

Day 23: Learning Three New Snap Word (He, Was, and Be)

Today I want to teach you a new snap word. The more words we know in a snap the stronger reader and writer we will be. We...

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it.

Day 24: Learning a New Digraph by Studying a Snap Word We Already Know

Today I want to teach you that you can study any one word and learn more about how letters and words work. For example, when you study the word *the* you can learn that *-th* is a digraph. Two letters that go together to make one sound!

We..

1. Look how *t* and *h* together make a new sound /th/
2. Use the sound to help make new words

Day 25: Word-Part Rodeo (-ch)

Today I want to remind you that word part power can help you make new words. You can chop off the beginning of one word and add another beginning. But, here's something new- sometimes you'll need to chop off or glue on not just one, but two letters, like digraph *ch*

We...

1. Activate our word part power
2. Lasso up the word part
3. Chop off both letters when there is a digraph

Day 26: Using All Your Power: Snap Word Power, Sound Power, and Word Part Power to Write

Today I want to teach you that when you want to write up a storm, it helps to think of a word you want to write, and then think, 'How will I write this? Is this a word I'll write in a snap? A word that takes word-part power to figure out? A word to stretch out like a rubber band using sound power? Writers try all these ways to write words.' We ...

- Look at a writing piece
- Put the sentence together using super powers
 - Pointer power
 - Snap word power
 - Sound power
 - Reread power
 - Sometimes word part power

Sample Assessments:

- Concepts of Print
- Phonological Awareness: Blending and Segmenting
- TCRWP Running Records
- Assessing Snap Words: "Emptying Our Word Pouches"
- Assessing Developmental Spelling: "A Birthday Party" Kindergarten
- Assessing Developmental Spelling: "Help Rasheed Label a Picture
- Book: My Dog Max" and/or "Help Rasheed Write a Picture Book:Version 2: My Stick Ball Game"
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Projects/Post Assessment:

Throughout the reading and writing workshop make sure students are applying snap words and phonics skills in their reading and writing. As students create a sign to celebrate the end of unit informally assess phonics skills.

Instructional Strategies

Interdisciplinary Connections

- Engage in storytelling via Reader's Theater experiences

	<ul style="list-style-type: none"> ● Interactive writing: co-create charts outlining new habits and routines ● Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics <p>Technology Integration</p> <ul style="list-style-type: none"> ● RazKids for decodable texts ● Use flipgrid to record student reading, partner feedback, and/or student goals ● www.getepic.com for digital storybooks ● www.brainpopjr.com for content-area integration ● http://www.storylineonline.net/ for digital storybooks <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice phonics skills. <p>Global Perspectives Global Learning Resource Library A Fairer World</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via	Increase opportunities to	Individualized assessment tools

computer or electronic device	engage in active academic responding	based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

TCRWP Kindergarten Phonics Units of Study: Word Part Power Book 3 (2018)

TCRWP Guide to the Units of Study in Phonics (2018)

TCRWP Small Groups to Support Phonics (2018)

Heinemann Resources: <https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E10553>

Heinemann Resource: [Supporting Phonological Awareness](#)

Use the suggested supports for phonological awareness that go with Unit 3: Word Part-Power

Suggested Student Texts:

Dr. Seuss Books

TCRWP Resource Kit Materials (2018): Songs, Decodable Books, Poems

Vowel Power Book 4

January/February

The unit opens up with a note from a special friend who notices that vowels are missing in students' writing. This friend gives the kindergarten students a new power, Vowel Power. This leads the class into a discovery that all words have a vowel. Students are introduced to several more high frequency words: am, did, how you, on, up, fun, get, day, play, say, for

Bend one focuses on vowels A and I. In this bend students will discover that there is a vowel in every word. The students will be introduced to a new tool, a vowel shield. The instruction will focus on mostly CVC words, which helps students to isolate middle sounds.

Bend two expands by studying CVC words that contain E, O, and U. In this bend students will learn to distinguish between short-vowel sounds. Students will continually refer to their vowel shields to help them when reading and writing words.

Bend three students will study vowels in words that are longer than CVC words, bigger multisyllable words. Students will even study classmates' names that are multisyllabic. Students will begin to realize that not only does every word have a vowel that every syllable has a vowel too. The unit ends with the phonics Mascot, Mabel, leading the students in a graduation celebration parade because they are now stronger readers.

Anchor Standard

Students will...

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Big Ideas: Course Objectives/Content Statement(s)

- Recognize that vowels are in every word
- Distinguish short-vowel sounds
- Accumulate more sight word vocabulary
- Notice that bigger multisyllabic words have a vowel in every part

Essential Questions

What provocative questions will foster inquiry,

Enduring Understandings

What will students understand about the big ideas?

<i>understanding, and transfer of learning?</i>	
<ul style="list-style-type: none"> • Why is it important to recognize that vowels are in every word? • What are ways to distinguish short-vowel sounds? • Why is it important to accumulate more sight word vocabulary? • Why do multisyllabic words have a vowel in every part? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> • All words have a vowel • Most CVC words have a short vowel sound pattern • Accumulating snap words helps with reading and writing • Bigger words can have more than one part and each part contains a vowel
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will: Reading Foundation Skills Print Concepts RF.K.1. Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>Phonological Awareness</p>	<p>Bend One: Vowels in Every Word</p> <p>Day 1: Every Word Has At Least One Vowel Today I want to teach you that every single word needs at least one vowel. Every label, every name, every snap word...they all have at least one vowel. We ...</p> <ol style="list-style-type: none"> 1. Look at vowels in each word 2. Name the vowel or vowels 3. Say the word. That word says... <p>Day 2: Checking for Vowels in Writing Today I want to teach you that vowel power is more than just knowing what vowels are and recognizing them. When you have vowel power, you use vowels to help you write. We ...</p> <ol style="list-style-type: none"> 1. Reread our writing 2. Look for the vowel in each and every word

- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - 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/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read high-frequency and sight words with automaticity.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

- Read emergent-readers with purpose and understanding.
- Read grade level text for purpose and understanding.

- Add a vowel in, if it missing

Day 3: Introducing New Snap Words (How and You)

Today I want to teach you a new snap word. The more words we know in a snap the stronger reader and writer we will be. We...

- Read it.
- Study it.
- Spell it.
- Write it.
- Use it.

Day 4: Isolate the Short-Vowel Sound in the Middle of Words (-vc)

Today I want to teach you that your vowel power grows stronger when you listen very closely. You can study the sounds that vowels make and notice how one vowel sounds different from another. Some vowels make a short sound, like /a/ in apple or /i/ in igloo. We

...

- Listen to sounds in the middle of words
- Ask, "What sound do I hear?"
- Say the word like a robot

Day 5: Introducing New Snap Words (Am and Did)

Today I want to teach you a new snap word. The more words we know in a snap the stronger reader and writer we will be. We...

- Read it.
- Study it.
- Spell it.
- Write it.
- Use it.

Day 6: Building on Segmentation with Elkonin Boxes

Today I want to remind you about a special tool that helps to strengthen our ear muscles and our vowel power-- Elkonin Boxes. We...

- Say the word slowly
- Listen for the B, M, E sounds
- Point to each box and say the sound
- Slide your finger to blend the word

Day 7: Writing Sentences with Short a and Short i (cvc words)

Today I want to teach you that when you want to write a word you can say each sound in the word and listen for the vowel. Then think, which vowel makes sense. We ...

1. Say a sentence eg. I see dad dig.
2. Work out how many words in a sentence.
3. Write each word by listening to the beginning, middle, and ending sounds

Day 8: Shared Reading with a Focus on Short A and Short I

Today I want to teach you that vowel power works with all of your other super powers. When you are reading, you can use all your powers to help you. We ...

1. Activate pointer power
2. Activate vowel power
3. Activate reread power
4. Activate picture power, "Does this make sense?"

Day 9: Editing for Short Vowels A and I

Today I want to teach you that you are responsible for your vowels. You can reread each and every word of your writing and think, 'Does this word have a vowel? Is it the right vowel?' We...

1. Reread each word
2. Ask, "Do I have a vowel? Is it the right vowel?"
3. Add or revise if needed

Bend 2: Distinguishing Short-Vowels: E, I, O, U

Day 10: Distinguishing E, O, and I

Today I want to teach you that as your vowel power grows you'll need to know more vowel sounds to help you read and write well. Remember that sometimes e makes the short sound and sometimes o makes the short sound. We...

1. Chant the word
2. Listen to the sounds
3. Zoom in on to the sound in the middle
4. Ask, "Does the sound match the picture?"

Day 11: Practice Segmenting and Blending with Elkonin Boxes (Digraphs)

Today I want to remind you about a special tool that helps to strengthen our ear muscles when using words with digraphs-- Elkonin Boxes. We...

1. Say the word slowly
2. Listen for the B, M, E sounds
3. Point to each box and say the sound
4. Slide your finger to blend the word

Day 12: Identifying and Editing for E, O, and U

Sounds

Today I want to teach you that as writers you need to work hard to tell vowel sounds apart, especially short O and sometimes U and E. We...

1. Say each part of a word
2. Listen closely for the vowel sound
3. Write the vowel that makes the sound

Day 13: Vocalizing Vowels Sounds to Notice Differences

Today I want to teach you that as your vowel power gets stronger, you'll start to notice that different vowels feel different in your throat or your mouth when you say them. You can make your vowel power even stronger by not only listening for vowel sounds, but also feeling for vowel sounds. We ...

1. Chant the vowel sounds
2. Pay attention to the sound in your throat
3. Feel the shape of your mouth

Day 14: Introducing New Snap Words (On, Up, Fun, and Get)

Today I want to teach you that you can lean on certain words to help you remember your short vowel sounds. When you turn them into snap words, you'll always have those helpful words with you.

We...

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it.

Day 15: Using Interactive Writing to Build Ownership and Transfer

Today I want to teach you that you are responsible for using your vowel power. It is important to try your best to listen for the vowel sound in every word, then use your vowel power to think about what vowel you should write.

We...

1. Think of a piece to write
2. Rehearse the piece
3. Compose using your vowel power
4. Listen for the vowel sound in every word

Day 16: Making New Word by Changing Vowels and Other Letters

Today I want to teach you that, when your vowel power gets really strong, you can make tons of words. You'll

find that, just by changing the vowels in words, you can do amazing things, like turn *big* into *beg* or even *bug*.

We ...

1. Say the word
2. Spell the word
3. Change the vowel to make a new vowel
4. Spell the new word
5. Check the new word

Bend 3: Vowels in Bigger Words

Day 17: Every Syllable Has At Least One Vowel

Today I want to teach you that not only does every word have at least one vowel, every syllable does, too!"

We ...

1. Listen for the beat in a word
2. Clap the syllables
3. Notice the vowels in each syllable

Day 18: Segmenting Bigger Words by Syllable

Today I want to teach you that writers can use syllables to help them write bigger words. They can clap out the syllables and then make sure that each syllable has a vowel. That makes their writing much easier to read.

We ...

1. Clap out the syllables
2. Use robot talk to listen for the sounds
3. Write sounds that we hear
4. Check that our word has a vowel
*when more than one syllable, segment the word and write the sounds for each segment (each segment/syllable should have a vowel)

Day 19: Distinguishing Short-Vowel Sounds in Bigger Words

Today I want to teach you that to strengthen your vowel power, you'll need to notice vowel sounds in bigger words. It will help to say the word slowly, listening for the vowel sound in the middle.

We ...

1. Say the word slowly
2. Decide which vowel matches the sound

Day 20: Vowels Take More Than One Sound

Today I want to remind you that vowels can make more than one sound. Sometimes, vowels make a short sound, like in the words we've been studying.

Sometimes vowels make a long sound, which is the sound that matches their names.

We ...

1. Using Robot Talk
2. Saying the word slowly
3. Asking, "Is it a short or long vowel?"

Day 21: Learning HFW (Hey, Say, and Day)

Today I want to teach you a new snap word. The more words we know in a snap the stronger reader and writer we will be. We...

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it.

Day 22: Adding Inflections to Snap Words (Play, Say, Do, and Look)

Today I want to teach you about special syllables that join at the end of words. One special syllable is -ing . It hangs at the end of words. We...

1. Say the word
2. Blend the two parts together: *play-ing*
3. Use in context: *I was playing in the park.*

Day 23: Adding Inflection to Words (-ed, /d/ or /t/)

Today I want to teach you about special syllables that join at the end of words. One special syllable is -ed . It hangs at the end of words. We...

1. Say the word
2. Blend the two parts together: *play-ed/looked*
3. Use in context: *I played in the park. I looked at the dog.*

Day 24: Becoming More Automatic with Digraphs

Today I want to remind you that some letters go together to make one sound, C and H in chin. When you see a digraph at the beginning of a word remember that they make one sound. We...

1. Look at the beginning of a word
2. Get your mouth ready to make one sound
3. Say the word

Day 25: Practice Segmenting and Blending with Elkonin Boxes (Digraphs)

Today I want to remind you about a special tool that helps to strengthen our ear muscles when using words with digraphs-- Elkonin Boxes. We...

1. Say the word slowly
2. Listen for the B, M, E sounds
3. Point to each box and say the sound
4. Slide your finger to blend the word

Day 26: Flexibility with Vowel Power, Word Part Power, and Snap Word Power in Writing

Today I want to teach you that writers are flexible. They speed up or slow down, and use the powers they need, to write even the biggest words the best that they can.

We ...

1. Rehearse what to write
2. Write words slowly
3. Use sound power and vowel power
4. Speed up at times to use word part power or snap word power

Day 27: Learning the Snap Word For

Today I want to teach you a new snap word. The more words we know in a snap the stronger reader and writer we will be. We...

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it.

Day 28: Mabel's Graduation and Celebration of Vowel Power

Today I want to teach you that writers keep their vowel power activated all the time, always staying on the lookout for vowels in their writing. Now and forever, they can check that every syllable of every word has at least one vowel. We ...

1. Say and tap what to write
2. Write words
3. Double check for vowels
4. Reread and repeat

Assessments:

- Concepts of Print
- Letter/Sound Correspondence
- Phonological Awareness: Blending and Segmenting
- TCRWP Running Records
- Assessing Snap Words: "Emptying Our Word Pouches"
- Assessing Developmental Spelling: "A Birthday Party." Kindergarten
- Assessing Developmental Spelling: "Help Rasheed Label a Picture Grade One
- Book: My Dog Max" and/or "Help Rasheed Write a Picture Book: Version 2: My Stick Ball Game" Grade One

	<ul style="list-style-type: none"> ● Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time) <p>Projects/Post Assessment:</p> <ul style="list-style-type: none"> ● Students learn letters and sounds for the purpose of writing and reading. Daily writing and reading workshops will give kids a chance to apply what they learn in phonics workshop. Teachers can use this time to informally assess for transfer of phonics skills. ● Check that students are using all the sound they hear in their reading and writing, including vowels. Check students signs they made for the celebration parade (capitals, punctuation, words include vowels). <p>Instructional Strategies</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Engage in storytelling via Reader’s Theater experiences ● Interactive writing: co-create charts outlining new habits and routines ● Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics <p>Technology Integration</p> <ul style="list-style-type: none"> ● RazKids for decodable texts ● Use flipgrid to record student reading, partner feedback, and/or student goals ● www.getepic.com for digital storybooks ● www.brainpopjr.com for content-area integration ● http://www.storylineonline.net/ for digital storybooks <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice phonics skills. <p>Global Perspectives Global Learning Resource Library A Fairer World</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p>	

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language

Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

TCRWP Kindergarten Phonics Units of Study: Vowel Power Unit 4 (2018)

TCRWP Guide to the Units of Study in Phonics (2018)

TCRWP Small Groups to Support Phonics (2018)

Heinemann Resources: <https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E10553>

Heinemann Resource: [Supporting Phonological Awareness](#)

Use the suggested supports for phonological awareness that go with Unit 4: Vowel Power

Suggested Student Texts:

TCRWP Resource Kit (2018) Songs, Poems, Decodable Texts, Charts

Playing with Phonics Book 5

March/April

The unit begins by inviting students to “horse-around” with a wide variety of animal sounds and other invented noises. The purpose of this work is to continue to develop phonological awareness. Bend one focuses on playing with sounds and continues working on blends and digraphs through the use of poetry.

Bend two, Writing Longer Words, students experiment with long strings of sounds to help with the spelling of words. During bend two students will progress from spelling words letter-by-letter to looking for word parts.

Bend three, Playing with Phonics, children take a closer look at poetry to develop their sound knowledge: word parts, phonograms, blends, digraphs. The bend culminates with a celebration when children transform the classroom into a poetry cafe.

This unit has a bend four, Phonics Projects, which helps review all the phonics work students have done throughout the year. During the final bend students will look closely at vowel sounds by studying the letter I. The purpose is to notice both short and long vowel sounds. Snap words covered in this unit are: come, are, love, too, all, ball, had, will, go, so, no, by, has, as, her, him

Anchor Standard

Students will...

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Big Ideas: Course Objectives/Content Statement(s)

- Develop deeper phonological awareness
- Study consonant blends and digraphs to read and write
- Building awareness of phonograms to read, write, and spell
- Use snap words to form new words
- Compare and contrast long and short vowel sounds

Essential Questions

What provocative questions will foster inquiry,

Enduring Understandings

What will students understand about the big ideas?

<i>understanding, and transfer of learning?</i>	
<ul style="list-style-type: none"> • What are ways to develop phonological awareness? • How do blends and digraphs help us to read and write words? • Why does building an awareness of phonograms help us to read, spell and write? • How does using snap words help to spell new words? • How can comparing and contrasting long and short vowel sounds help with reading fluency? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> • Capturing all the sounds you hear helps to read and write words fluently • Specific consonant blends go together at the beginning of words • Building a storehouse of phonograms supports reading and writing • Using snap words can lead to writing new words • Vowels can have more than one sound
<p align="center">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will: Reading Foundation Skills Print Concepts RF.K.1. Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Bend 1: Playing with Sounds</p> <p>Day 1: Play with Sounds: Hearing and Recording Letters to Match Today I want to teach you that people who love letters and sounds like nothing better than inventing totally cool, amazing sounds and figuring out ways to put those sounds on paper. We...</p> <ol style="list-style-type: none"> 1. Say each sound slowly 2. Write each sound you hear 3. Run finger under each letter 4. Read back asking, "Do I have all the sounds?" <p>Day 2: Learning New Snap Words (Come, Are, To, and Love) Today I want to teach you a new snap word. The more</p>

Phonological Awareness

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

A. Recognize and produce rhyming words.

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

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

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/.)

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

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

C. Read high-frequency and sight words with automaticity.

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

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

words we know in a snap the stronger reader and writer we will be. We...

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it.

Day 3: Listening for Sounds that are “Hiding in the Edges:” Blends

Today I want to teach you that you need to listen carefully to all of the details in a sound, so you don't miss any of the sounds that may be hiding. It's sometimes easy to miss that there is more than one sound blended in. In the sound /grr/, it is easy to miss the starting g, but it's there. We...

1. Say the word really slowly
2. Listen carefully to beginning part
3. Ask: What two sounds do you hear?
4. Write down the first sounds you hear

Day 4: Listening Closely to Words with Blends: tr-, ch-

Today I want to remind you we must listen closely to the edges of words. Some words that start with tr- and ch- can be tricky to say and spell. We...

1. Say the word slowly
2. Listen to the beginning sound (s)
3. Ask, “What sounds do I hear?”

Day 5: Reading Poetry with All You Know

Today I want to teach you that just like it's fun to play with sounds and try to capture them on the page just as they sound, it's also important to try to read the sounds that others write just the way they are meant to be read.

We...

1. Look closely at the first part
2. Make the sounds of the digraph or blend
3. Run your finger underneath the word as you read
4. Read sound just as it is written

Day 6: Playing with Poetry

Today I want to teach you that blends alone won't help you read words. Readers read through the whole word, the beginning, middle, and end. This helps us to understand what we just read.

We ...

1. Look at the first part of the word and make the

- first sound(s): Blend or Digraph
2. Read through the whole word
 3. Ask, "Does this sound right and make sense?"

Day 7: Generating More Words with Blends

Today I want to remind you that you need to listen carefully to all of the details in a sound, so you don't miss any of the sounds that may be hiding in the beginning of a word. It's sometimes easy to miss that there is more than one sound blended in. In the sounds /dr/, it is easy to miss the starting d, but it's there. We...

1. Say the word really slowly
2. Listen carefully to beginning part
3. Ask: What two sounds do you hear?
4. Think of more words that start with that sound

Day 8: Revising Writing to Capture All the Sounds in Words

Today I want to remind you that capturing sounds onto the page isn't easy. Sometimes you do your best, then later you reread, and then you think, "Whoops, I can do better! Then, you revise." We...

1. Say each sound slowly
2. Write sounds we might have missed
3. Run finger under each letter
4. Ask, "Do I have all the sounds?"

Bend 2: Writing Longer Words

Day 9: Magic Spells

Today I want to teach you that if you want to write a story that has pretend magic in it, you can play around with sounds until you come up with something that sounds just right! Then you figure out how to put those sounds onto paper. We...

1. Say it slowly
2. Listen to each sound
3. Write it down

Day 10: Activate Word Part Power to Write Longer Words

Today I want to teach you that when you want to write a word you've never seen before - maybe even an invented word- the easiest way to spell that word is part by part. You can break the word into syllables and then spell each syllable, thinking about the ending part of that syllable. We...

1. Clap the word into syllables
2. Say each part
3. Write each part

4. Ask, "Did I write all the sounds I hear?"

Day 11: Learning New Snap Words to Write Even More: All, Ball, Had, and Will

Today I want to remind you that when you are learning new snap words, those new words will often give you word parts that you can use to spell and read more and more new words. We...

1. Read it
2. Study it
3. Spell it
4. Write it
5. Use it

Day 12: Reading Magic Spell with Snap Words: Ball, Will, and Had

Today I want to teach you that we can make magic with snap words. You can make magic spells by taking off the beginning sound and adding a blend to the beginning. This will help us to read with blends. We...

1. Read the snap word
2. Take off the beginning sound: will/ill
3. Add a blend: frill
4. Read the new word

Day 13: Using Snap Words and Blends to Add Sound Effects to Our Writing

Today I want to teach you that if you want to write with words that sound like real talk - words that beg and boom and whine and whisper - you need to make sure people can read what you write. And to do that, it helps to remember that there is magic power in the words you know by heart.

We...

1. Say the word we want to write really slowly and think: is there a familiar word part in it?
2. Look at the word wall and see if there are any snap words that have the same word part as the word you want to write.
3. Chop the head off your snap word to find the word part, then use the blends chart to find the right blend to go with it.
4. Use more than one snap word to help you (like we could use both *play* and *on* to help us write *crayon*.)

Day 14: Writing Silly Rhyming Poems

Today I want to teach you that writing poetry is another way to play with sounds. When writing rhyming poetry, writers use all they know about words and word parts

to write poems that sound right and make sense. We...

1. Invent a character
2. Think, "What does my person say, have, or do?"
3. Make sure it rhymes with the character's name

Day 15: Introducing New High Frequency Words: Go, So, No, and By

Today I want to teach you a new snap word. The more words we know in a snap the stronger reader and writer we will be. We...

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it.

Day 16: Building a Storehouse of Rhymes (-ick, -ill-, -uck, -ow, and -og)

Today I want to remind you that writers use lots of rhyming words to write fun poems. Remember, one way to make rhyming words is to change the first part of the word but keep the last part. Oftentimes, words rhyme if the last part in both words is the same. We do this by...

1. Think of words that rhyme
2. Take off the beginning letter (onset)
3. Take the word ending (rime)
4. Try out different letters along the alphabet
5. Ask, "Is it a word?"

Day 17: Revising Rhymes Using Blends and Digraphs

Today I want to teach you that after you write a poem, you can play around with it, revise it, and come up with new words and new ideas. One way to do that is to use blends and digraphs to come up with more rhyming words and then think, "What else could I add to this poem?"

We...

1. Read the poem
2. Think, "What words rhyme?"
3. Make new rhyming words use blends and digraphs chart
4. Ask, "Which word will fit best?"
5. Reread poem

Day 18: Alliteration: Playing Even More with Blends

Today I want to teach you that when poets play with words, they don't just play with the sounds at the end of

the words, they also play with the first sounds. They can create tongue-twisters by putting together a whole bunch of words with the same beginning sound like when they write 'The green grass grows and grows.' We...

1. Think of a word
2. List across fingers of other words that start with the same sound/letter
3. Read the words from your list
4. Pick a few to make a tongue twister

Day 19: Using Blends to Change Snap Words into New Words

Today I want to remind you that you can take a familiar snap word and change it into a whole new word. This helps us to read and write more words. We...

1. Pick a snap: got
2. Take off the beginning letter: g
3. Add a blend: sp
4. Blend the whole word: spot

Day 20: Writing Real Poetry Using All Our Phonics Knowledge

Today I want to teach you that the fun little rhymes and tongue-twisters we've been writing aren't the most important work that poets do. Poets write about things that matter very much to them, and they try to find exactly the right words and exactly the right sounds to say what really matters. They can work for days and months even to come up with the perfect way to say something that is too big for regular words. We...

1. Pick a topic that matters
2. Ask, "How might the poem go?"
3. Think, "Is that the word you want? What feelings do you want people to have?"
4. Write each word carefully, using tools to help

Bend 4: Phonics Projects

Day 21: Launching Phonics Projects: Investigating Letter I

Today I want to teach you that when you're going to launch a project about a letter or a sound, the first thing you do is collect words that have that letter or sound. After you get a big pile of those words, it makes sense to sort them into groups that go together. We...

1. Collect words
2. Ask, "What sound does it make?"
3. Sort words by similar sound

Day 22: Learning New Snap Words: Has, As, Her, Him

Today I want to teach you a new snap word. The more words we know in a snap the stronger reader and writer we will be. We...

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it.

Day 23: Compare and Contrast Words with the Letter I

Today I want to teach you that when you have a project going, and you take some time "to just play," you end up learning from that play. That's true if your project involves collecting race cars, and it is true if your project involves collecting words that have the letter /i/ in them. You play with the cars or the words, and either way, you end up learning! We are going to learn 3 games we can play to practice with the letter /i/.

1. Play Old McDonald song/game - Old McDonald has things with a short or long /i/.
2. Play Sound Match - match picture cards where both cards have the SAME /i/ sound (long or short) in the SAME place in the word (beginning, middle, or end).
3. Play "Where Am I?" - Similar to a "Where's Waldo?" - Search a scene for pictures that have a long or short /i/ sound.

Day 24: Being Flexible When I Read Words

Today I want to teach you that when you are doing a phonics project and learning a lot about letters and sounds, you need to use all you learned as you read and write. We...

1. Stop your reading when it doesn't sound right
2. Try it another way
3. Check if it makes sense

Day 25: Learning Even More

Today I want to teach you that when you learn a lot about one thing, like trucks or a letter, often you are really learning more about a group of things. To check if the ideas you learned about one letter (or one truck) are true for other letters (or trucks) you can study more things and test your ideas against those new things. We...

1. Stop reading when it doesn't sound right
2. Try it another way

3. Check if it makes sense

Day 26: Sharing All We Learned About Vowels

Today I want to teach you that when you want to teach others about letters and sounds you are learning, you can say a little bit about what you've learned and then read or write together to show what you've learned.

We...

1. Choose a letter
2. Tell a little bit about what you learned: This letter is important because...
Some examples are...
3. Invite person your teaching to do some work with shared reading
 - a. Choose a poem
 - b. Highlight words with vowel
 - c. Teach about those vowels

Day 27: Celebrating Our Learning from Kindergarten

Today I want to teach you that when you are going to teach others about what you know, you need to plan what you will teach and how you will teach. To plan what you'll teach, you take a topic- say, blends- and you remember everything you know that your students will want to know. To plan how you'll teach, you think about something fun the students can do that will help them learn.

We ...

1. Think of phonics topics we learned this year
2. Choose a topic to teach
3. Decide how you will teach the class

Sample Assessments:

- Concepts of Print
- Letter-Sound Correspondence
- Phonological Awareness: Blending/Segmenting
- TCRWP Running Records
- Assessing Snap Words: "Emptying Out Your Snap Word Pouch"
- Assessing Developmental Spelling: "A Birthday Party" Kindergarten
- Book: "My Dog Max" and/or "Help Rasheed Write a Picture Book: Version 2: My Stick Ball Game" Grade One
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

	<p>Projects/Post Assessment:</p> <ul style="list-style-type: none"> • Students learn letters and sounds for the purpose of writing and reading. Daily writing and reading workshops will give kids a chance to apply what they learn in phonics workshop. Teachers can use this time to informally assess for transfer of phonics skills. • Check that students are using all the sound they hear in their reading and writing, including vowels. • Check students build sentences and reread their writing, drawing on all they've been learning in the first four units, as they create their phonics project <p>Instructional Strategies</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Engage in storytelling via Reader's Theater experiences • Interactive writing: co-create charts outlining new habits and routines • Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics <p>Technology Integration</p> <ul style="list-style-type: none"> • RazKids for decodable texts • Use flipgrid to record student reading, partner feedback, and/or student goals • www.getepic.com for digital storybooks • www.brainpopjr.com for content-area integration • http://www.storylineonline.net/ for digital storybooks <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice phonics skills. <p>Global Perspectives</p> <p>Global Learning Resource Library A Fairer World</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> • Act as a responsible and contributing community member and employee. • Attend to financial well-being. • Consider the environmental, social, and economic impacts of decisions. 	

- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:

TCRWP Kindergarten Phonics Units of Study: Playing with Phonics Unit 5 (2018)

TCRWP Guide to the Units of Study in Phonics (2018)

TCRWP Small Groups to Support Phonics (2018)

Heinemann Resources: <https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E10553>

Heinemann Resource: [Supporting Phonological Awareness](#)

Use the suggested phonological awareness supports for Unit 5: Playing with Phonics

Suggested Student Texts:

TCRWP Resource Kit (2018) Songs, Poems, Decodable Texts, Charts

If/Then Phonics Projects

May/June

This unit is designed to engage students in another round of phonics projects. Students will follow the same process of How to Do a Phonics Project: Collect words, sort them into groups, play to learn more, use what you've learned, add to your project, teach others. The unit can be adjusted to meet the needs of students in your classroom based on your assessments: running records, spelling inventory, writing samples.

Bend one will focus on a continuation of studying vowels from Unit Five: Playing with Phonics. The class will move from the vowel I to studying the vowel U. Then divide the class to study other vowels. The purpose is to give students a chance to become flexible readers and writers.

Bend two will focus on blends and digraphs. The purpose is to give students some extra time to collect and sort words that contain blends and digraphs. Bend three will focus on reviewing the bank of snap words collected by students throughout the year. This final bend also introduces other special sounds that appear in many of the books they read and that many students are ready to use in their writing. The unit will end with students having a chance to teach others all they have learned in kindergarten phonics.

Anchor Standard

Students will...

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Big Ideas: Course Objectives/Content Statement(s)

- Compare and contrast vowel sounds to be flexible readers and writers
- Activate word part power to read and write
- Develop deeper awareness of blends and digraphs
- Build a larger bank of snap words

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

<ul style="list-style-type: none"> • Why is it important to develop vowel flexibility? • Why does building an awareness of word parts (phonograms) help us to read, spell and write new words? • Why is knowledge of blends and digraphs important for reading and writing fluency? • How does building and using snap words help to spell new words? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> • Vowels can have more than one sound • Building a storehouse of phonograms supports reading and writing • Specific consonant blends go together at the beginning of words to help make new words • Using snap words can lead to writing new words
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will: Reading Foundation Skills Print Concepts RF.K.1. Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>Phonological Awareness</p>	<p>Bend 1: Exploring Vowels</p> <p>Day 1: Jump Start a Phonics Project: Investigating the Letter U Today I want to teach you that when you're starting a project about a letter or a sound, the first thing you do is to collect words that have that letter or sound. After you get a big pile of those words, you sort them into groups that do together. We...</p> <ol style="list-style-type: none"> 1. Collect words with the U sound 2. Sort the words in groups: Long, short, other <p>Day 2: Comparing and Contracting Words with the Letter U Today I want to teach you that when you have a project going, and you take some time to "just play" you end up learning from that play. We ...</p> <ol style="list-style-type: none"> 1. Decide on a game to play (Old Mc Donald, Sound Match or Where am I?)

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

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

- A. Read emergent-readers with purpose and understanding.
- B. Read grade level text for purpose and understanding.

- 2. Say the word slowly
- 3. Ask, "Do I hear a short or a long sound?"
- 4. Think, "What am I learning?"

Day 3: Being Flexible When You Read U Words

Today I want to teach you that when you are doing a phonics project and are learning a lot about letters you need to use all that you've learned as you read and as you write. We...

- 1. Read the word
- 2. Ask, "Does it sound right, look right and make sense?"
- 3. Try the word another way, if it doesn't

Day 4: Learning Even More: Investigating Other Vowels

Today I want to teach you that when you learn a lot about one thing, like the letter U, often you are really learning more about a group of things. You can check if the ideas you learned about one letter are true for other letters, you can study more vowels and test your ideas against those new things like with the Vowel Ee. We...

- 1. Read on the lookout for E words
- 2. Collect those words
- 3. Ask, "How do I sort these words?"

Day 5: Celebrating All We've Learned About Vowels: Student-Led Shared Reading

Today I want to teach you that when you want to teach others about letters and sounds you are learning, you can say a little bit about what you've learned and then read or write together to show what you've learned. We...

- 1. Think of a few sentences to teach what you've learned
- 2. Say, "We learned about the letter...some examples are..."
- 3. Plan a shared reading: read, highlight words to teach
- 4. Practice with partner reading
- 5. Teach a few words

Bend 2: Exploring Blends and Digraphs

Day 6: Listening for the Sounds of Beginning Blends

Today, I want to teach you that it is important to listen to all the sounds you hear. One way we do that is to listen carefully to the beginning sounds of the words

and blend them together.

We...

1. Slide your finger across the word
2. Listen for all the sounds you hear
3. Think: Are there any sounds that are hiding?
(example: grip, grab, scarf, skate)
4. Blend the first two sounds together
5. Read across the whole word

Day 7: Discovering Digraphs

Today, I want to teach you that it is important to listen to all the sounds you hear. Pay attention to a pair of letters that make one sound. This is called a digraph.

We...

1. Slide your fingers across the word
2. Say the beginning part of the word
3. Listen carefully for the first sound
4. Read across the whole word

Day 8: Searching for Blends and Digraphs Using What You Know

Today, I want to teach you that it's fun to capture the sounds you read on the page. One way we do this is being on the lookout for blends and digraphs.

We...

1. Read the words
2. Pause when you see blends and digraphs
3. Make the first sounds that you hear
4. Reread the word
5. Ask, "Does this sound right and make sense?"

Day 9: Reinventing Your Blends and Digraphs Chart

Today, I want to remind you that on your blends and digraph chart there is a picture that goes with each sound. We can make the pictures more interesting and exciting to help remember the sounds we hear.

We...

1. Look over your chart
2. Pick a blend or digraph
3. Think of a picture that would make the sound more interesting and memorable.
4. Draw the picture to add to the chart (/cl/-clock to cloud, /cr/- crayon to cry)

Day 10: Using the Blends and Digraphs Chart to Learn More Digraphs: wh- and ph

Today I want to remind you that sometimes two letters come together to make one sound, we call this a digraph. Use your blends and digraphs chart to learn

even more digraphs like wh /hw/ as in whale and ph/f/ as in phone. We...

1. Look at the chart
2. Find the box with wh and ph
3. Ask, "What sound do I hear?"
4. Think of other words that start with that sound.

Day 11: Listening for Digraph -ng at the End of Words

Today I want to remind you that sometimes two letters come together to make one sound, we call this a digraph. The digraph -ng/ng/ always appears at the end of words. We...

1. Read it
2. Study it
3. Spell it
4. Write it
5. Use it

Day 12: Listening to Sounds at the End of Words: -nk

Today I want to remind you that sometimes two letters come together at the end of a word to make the -nk /n/[k] sound like in the word bank. We...

1. Read it
2. Study it
3. Spell it
4. Write it
5. Use it

Day 13: Celebrating All We've Learned About Blends and Digraphs

Today I want to teach you that when you want to teach others about letters and sounds you are learning, you can say a little bit about what you've learned and then read or write together to show what you've learned.

We...

1. Think of a few sentences to teach what you've learned
2. Say, "We learned about the blend/digraph...some examples are..."
3. Plan a shared reading: read, highlight words to teach
4. Practice with partner reading
5. Teach a few words

Bend 3: Exploring High Frequency Words and Other Special Sounds, Too

Day 14: Becoming Expert to Learn Words by Heart

Today I want to remind you whenever you want to learn a word we use it over and over again like when learning the word 'play' or 'come', it's a good time to use your "How to Learn a Word Chart".

We..

1. Read it!
2. Study it!
3. Spell it!
4. Write it!
5. Use it!

Day 15: Making Word Magic

Today I want to teach you that you can hear snap words hiding in other words we use. This can help us make lots of other words. We...

1. Read a word
2. Listen carefully for a word we know
3. Ask "What is the sound to place in front of _____ to make a new word? Is it a word or a nonsense word?"
4. Make more words (sit-hit, pit, fit)

Day 16: Snap Words Help Us Remember Short-Vowels: On, Up, Fun, Get, At, Set, In

Today I want to remind you that you can lean on certain words to help you remember your short-vowel sounds. When you turn them into snap words, they help you to read and write. We...

1. Read it.
2. Study it.
3. Spell it.
4. Write it.
5. Use it

Day 17: A, E, I, O, U, and Sometimes Y

Today I want to remind you that every single word must have a vowel that helps you to read and write, sometimes Y takes the place of a vowel. The vowel Y can say /e/ as in pretty or say /i/ as in the snap words *my* and *by*. We...

1. Read the whole word.
2. Ask, "What sound does the Y make?"
3. Reread blending all the sounds.

Day 18: Snap Words: Play, Say, and Day

Today I want to remind you that every single word must have a vowel that helps you to read and write. Sometimes Y works together with the last vowel in a word, making words like play, say and day. Let us make sure we know them in a snap!. We...

1. Read it
2. Study it
3. Spell it
4. Write it
5. Use it

**Day 19: Spelling Word Endings: Controlled r /ur/
Spelled -er**

Today I want to remind you that not only does every word have at least one vowel, every syllable does too. One syllable that appears at the end of words is -er like in butter. It is important to know this to help you read and write. We...

1. Read the whole word.
2. Ask, "What sound do I hear at the end of this word?"
3. Reread blending all the sounds.

Day 20: Other Word Endings: -ll, -zz, -ff, and -ss

Today I want to remind you that words can have special endings. One kind of ending is doubled consonants that are followed by a vowel like in hill, buzz, and pass. It is important to know this to help you read and write. We...

1. Read the whole word.
2. Ask, "What sound do I hear at the end of this word?"
3. Reread blending all the sounds.

Day 21: Other Word Endings: le /ul/

Today I want to remind you that not only does every word have a vowel, every syllable does too. One kind of ending is -le like in apple. It is important to know this to help you read and write. We...

1. Read every part of the word.
2. Ask, "What sound do I hear at the end of this word?"
3. Reread blending all the sounds.

Day 22: Sometimes Vowels Make the Scwaha Sound /uh/

Today I want to teach you a special vowel sound called schwa. It is pronounced 'uh' like in the word sofa . This sound can appear in the beginning, middle and the end of words. It is important to know this to help you read and write. We...

1. Read the word.
2. Notice the vowels
3. Ask, What sound do I hear?
4. Blend the sounds together.

Day 23: Remember That Vowels Have Many Sounds: Long ee

Today I want to teach you another vowel pattern double ee. It makes the long /e/ where Ee says its name. It is important to know this to help you read and write. We...

1. Read the word.
2. Notice the vowels
3. Ask, What sound do I hear?
4. Blend the sounds together.

Day 24: Interactive Writing: Invitation to a Phonics Celebration

Today I want to teach you that writers don't just learn letters and words, they use them to communicate. You can use snap words you know to write messages in a snap.

We...

1. Think "What should we say?"
2. Listen for snap words
3. Write the words using the sounds
4. Reread pointing to the snap words

Day 25: Celebrating Out Snap Words

Today I want to teach you that when you want to teach others about the snap words you are learning, you can say a little bit about what you've learned and then read or write together to show what you've learned.

We...

1. Think of a few sentences to teach what you've learned
2. Say, "We learned about the snap words...some examples are..."
3. Plan a shared reading: read, highlight words to teach
4. Practice with partner reading
5. Teach a few words

Sample Assessments:

- Concepts of Print
- Letter-Sound Correspondence
- Phonological Awareness: Blending/Segmenting
- TCRWP Running Records
- Assessing Snap Words: "Emptying Out Your Snap Word Pouch"
- Assessing Developmental Spelling: "A Birthday Party" Kindergarten
- Book: My Dog Max" and/or "Help Rasheed Write a Picture Book: Version 2: My Stick Ball

Game” Grade One

- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Projects/Post Assessment:

- Students learn letters and sounds for the purpose of writing and reading. Daily writing and reading workshops will give kids a chance to apply what they learn in phonics workshop. Teachers can use this time to informally assess for transfer of phonics skills.
- Check that students are using all the sound they hear in their reading and writing, including vowels.
- Check students build sentences and reread their writing, drawing on all they’ve been learning throughout kindergarten, as they create their second round of phonics projects

Instructional Strategies

Interdisciplinary Connections

- Engage in storytelling via Reader’s Theater experiences
- Interactive writing: co-create charts outlining new habits and routines
- Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics

Technology Integration

- RazKids for decodable texts
- Use flipgrid to record student reading, partner feedback, and/or student goals
- www.getepic.com for digital storybooks
- www.brainpopjr.com for content-area integration
- <http://www.storylineonline.net/> for digital storybooks

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice phonics skills.

-

Global Perspectives

[Global Learning Resource Library | A Fairer World](#)

Career Readiness, Life Literacies, and Key Skills

Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
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Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
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Heinemann Resources: <https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E10553>

Unit posted under general information link

Heinemann Resource: [Supporting Phonological Awareness](#)

Suggested Student Texts:

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