

Angela Oh

Standards for the Unit

RF 1.2: Phonological Awareness- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF 1.3: Phonics and Word Recognition- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

b. Decode regularly spelled one-syllable words.

Enduring Understandings for the Unit (at least 2)

♥ Letters represent sounds. Building letters is building sound to build words.

♥ Parts make a whole. Sounds make a word.

Essential Questions for the Unit (at least 2)

How does knowing letter-sounds help us to read or create words?

How does breaking down different sounds help us to build words?

Performance Assessment (Summative Assessment for the Unit)

G: The goal for this unit is to train students' ears to listen to the different sounds in words. Students had prior knowledge in phonics, but need support in identifying the different phonemes in words. Our focus is help students' identify and isolate the sounds in words and then sound them out in order to create a firm foundation in phonemes leading into phonics and decoding words.

R: Students' roles are to create the UNO game together by writing their cvc, short-vowel words on UNO cards. Then they will play the game. Students will take turns saying the word that they wrote on the card.

A: The audience is their small group during their RTI (Response to Instruction).

S: Students will be listening and writing down the short-vowel cvc words as I read it aloud to them. They will sound out each phoneme and write the correct letter. As we play the game, they will read aloud the words they wrote.

P: Students will be showing understanding of phonemes and phonics. This will be evident as they repeat the word I say, segment it and write it on the UNO cards.

S: Students will be able to correctly write their short-vowel, cvc words and decode other short-vowel, cvc words.

Rubric for Performance Assessment (Add Hyperlink)

	Needs Support	Approaching Expectation	Meets Expectation	Exceeds Expectations
Isolation	Struggles to isolate any sounds.	Can Isolate some sounds with prompt. Might say the letter.	Correctly isolates beginning, middle, and ending sounds in most CVC words	Correctly isolates all 3 sounds in CVC words with confidence and speed
Segmentation	Cannot segment words	May segment words with little error and with support.	Segment most cvc words correctly with minor mistakes.	Can segment all sounds independently.
Spelling CVC Words	Unable to spell CVC words without step-by-step help	Attempts spelling but often misses key sounds/letters	Spells most CVC words correctly, minor errors	Spells all CVC words correctly by matching sounds to letters independently
Reading CVC Words	Unable to decode/read words without support	Reads with hesitation or frequent decoding errors	Reads most cards accurately with some sounding out	Reads all cards fluently and confidently

Formative Assessments (At least 3)

I will be using Elkonin blocks for these assessments. Each block will resemble a sound. Since we will be working on three letter cvc words each student will have four different colored blocks and one block is the changing block.

1. I will say the word "bit" using my three fingers and touching my chin as I say it. Then I will ask the students where is the beginning, middle or end sound. I will have students place their changing block behind the sound I asked for.
2. Then I will have students say the word "bit" and segment the word. "b-i-t". Then I will write the word on the board. I will introduce a new word, "bat". I will ask what sound changed? Students will say "i". What sound did it change to? Students will reply the "i" change to "a". What letter makes "a" sound? Then I will write the new word on the board and have students change their Elkonin block. Then I will have students sound out the new word while pointing to the Elkonin blocks.
3. After I review 4 words, students will write bit, bat, sat and sit. Then I will have them read the words they wrote back to me.

Isolate the initial, medial (short vowel) & final sound.				Segmenting words into phonemes.			
RF 1.2.C: Phonological Awareness: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.				RF 1.2.D: Phonological Awareness: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			
I will say a word and you will repeat it. What is the first/middle/final sound you hear in the word _?				I will say a word and you will say it back to me. What are the sounds you hear in the word?			
Word	CR	SR	Result	Word	CR	SR	Result
1. bit			/5	1. bit			/5
2. bat				2. bat			
3. sat				3. sat			
4. sit				4. sit			

Criteria	Needs Support	Approaching Expectation	Meets Expectation	Exceeds Expectations
Isolate initial, medial (short vowel) & final sounds.	Has difficulty isolating individual phonemes in cvc words, even with support.	Isolates and pronounces some sounds but may struggle with or confuse sound positions. Requires some prompting.	Accurately isolates and pronounces initial, medial, and final sounds in most cvc words with minimal support or prompting.	Consistently and accurately isolates and pronounces all three phonemes in a wide variety of cvc words without prompting.
	Score: 0/4	Score: 1/4	Score: 3/4	Score: 4/4
Segmenting words into phonemes.	Unable to segment words into individual sounds, even with modeling or support.	Segments only some phonemes in a word or confuses sound order. May omit or blend	Accurately segments beginning, middle, and ending sounds in most	Consistently and accurately segments all phonemes in a wide range of cvc words independently.

	May repeat the word as a whole or guess randomly.	phonemes together. Needs frequent support or prompting.	cvc words with minimal prompting.	
	"cat" Score: 0/4	"letter c -t" Score: 1/4	" -a-t" Score: 3/4	"c-a-t" Score: 4/4

Self-Assessment with Rubric (Add Hyperlink)

	I need help. 😊	I'm getting there. 💖	I did it! ★
Initial sound	I did my best! c / a / t	I can say some of the sounds. I met get a little confused. c / a / t	I can say the beginning sound of the word. c / a / t
Middle sound	I did my best! c / a / t	I can say some of the sounds. I met get a little confused. c / a / t	I can say the middle sound of the word. c / a / t
Final sound	I did my best! c / a / t	I can say some of the sounds. I met get a little confused. c / a / t	I can say the final sound of the word. c / a / t
Segmenting the word into phonemes	I did my best! I can say the word. "cat" 😊	I can say some of the sounds. c - - t 💖	I can say all the sounds in the word. c - a - t ★

Summary of Key Learning Events and Instruction (3 Lessons in Sequence)

Use this [lesson plan template](#) for each lesson. List the title of your lesson and create a hyperlink to access your full lesson.
Be sure to connect your lessons to stages 1 and 2.

Lesson 1
Lesson 2
Lesson 3