

Kindergarten Phonological Awareness/Phonics/Sight Words

Link Community Charter School

UNITS (4/4 SELECTED)	SUGGESTED DURATION
<input type="checkbox"/> Unit 1: The Phonics of My Name	<i>20 lessons</i>
<input type="checkbox"/> Unit 2: Loving Our Letters and Sounds	<i>50 lessons</i>
<input type="checkbox"/> Unit 3: SIPPS Beginning Level	<i>70 lessons</i>
<input type="checkbox"/> Unit 4: SIPPS Extension (optional)	<i>15 lessons</i>

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 3, 2021

STANDARDS ADDRESSED

New Jersey Common Core State Standards - Kindergarten - English Language Arts

CCSS.ELA-Literacy.RF.K.1d

CCSS.ELA-Literacy.RF.K.1c

CCSS.ELA-Literacy.RF.K.1a

CCSS.ELA-Literacy.RF.K.1b

CCSS.ELA-Literacy.L.K.1a

Unit 1: The Phonics of My Name

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DESIRED RESULTS

Established Goals

In this one month unit, Kindergarten students review prerequisite skills needed in order to develop recognition of letter-sound relationships and grade-level reading foundational skills. Students will master identifying all 26 letters of the English alphabet and will be introduced to grade-level appropriate texts that reinforce alphabetic knowledge and principles. Students will also celebrate the importance of their names, name histories, and the phonics of their names/ classmates' names. Print concepts will be introduced through interactive read aloud as students begin to read from left to right and top to bottom while noticing the space in between words.

Transfer

Students will be able to independently use their learning to...
Learn the phonics of my name, my classmates' name, snap words and various words around the classroom and school community.

Meaning

Big Ideas & Understandings

Students will understand that..

- Letters make up names and words and names and words appear in text
- Words are separated by space in a text
- Readers track text from left to right, top to bottom, and page by page
- A book has a front cover, back cover, and spine
- Pointing to one word and saying one word is reading (concept of word)

Essential Questions

Students will keep considering...

- How do we learn new words?
- Why is it important to learn letters and sounds?
- What makes the English alphabet special?

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Meaning	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• the letters and sounds that make up their names• the letters and sounds that make up their friend's names.• the proper formation of the letters in their names.• 6 snap words	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Printing upper and lowercase letters of their names.• Applying understanding of concepts of print• Explaining that words are separated by spaces in print• Creating a class alphabet based on letters and names• Writing thier names using upper and lowercase letters.

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none">• Students will write their names using uppercase and lowercase letters• Class made alphabet (Students will create and illustrate a class made alphabet)• Concepts of Print Assessment (Pre and Post)	<p>Performance Task(s):</p> <p>Letter ID</p> <p>Writing names in upper and lowercase letters</p> <p>Identify and spelling of classmates names</p>
	<p>Other Evidence:</p> <ul style="list-style-type: none">• Teacher Observations during word work activities• Anecdotal Notes• Exit Tickets

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Session 1: Chicka Chicka Boom Boom

Introduce Alphabet in its entirety

Extensions:

Alphabet Song

Session 2: To Learn a name well, it helps to Do Things With the Name.

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 Kade's name--it helps to do stuff with that name so you remember it, so it almost becomes part of you.

Extensions:

*Teach students Willoughby Wallaby Woo.

*Identify K items for Kade

*Begin a class name chart.

Session 3: Names--and Words--Can Teach Us Letters and Sounds

Today I want to remind you that when you want to learn a new friend's name--like we will want to learn Kade's name and Kylie's name, --it helps to do things with that name, so you remember it, so it becomes part of you.

Focus Letters: K,J

Extensions:

***Use the star name celebration song to add**

K names to the word wall. (Kylie, Kade, Kindergarten)

<https://www.youtube.com/watch?v=3GwjfUFyY6M>

Session 4: Learning to Own Letters

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 it whenever you read or write, it helps to do some things with the letter. It helps to name the letter, sound it, write it, and use it to make lots of words.

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Session 5: By Studying Names, We Can Learn More

Today I want to teach you that when you learn the letter S, you learn a secret that will help you learn tons of other letters. This is the secret: for many letters, when you know the letter's name, you can figure out the letter's sound.

Focus letters: K,J

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

Today I want to teach you another secret. When you go to write a long word or a long name, it helps to first say the name (or the word) in a way that lets you hear the beats--the syllables. Writers can say any word and hear the beats in it, hear what people call the syllables of that name or that word.

(Tracee)

Session 6: Comparing Two Names that Both Start with the Same Letter

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

Focus Letters: t, b

(Compare 2 names that start with the same letters)

Session 7: Vowels are Special Letters

Today, I want to teach you another secret about letters: there are two kinds of letters. Some letters are called vowels, and some letters are called consonants. This is important because almost every single word is made with both kinds of letters--some consonants and some vowels. Vowels are special letters that make more than one sound.

Extensions:

*Play apples and bananas

*Celebrate with the alphabet song

Session 8: Learning Your Own Name by Heart

Today I want to teach you that it is super-important to know your own name by heart. And the way you get to know your own name by heart is by doing all the stuff with your own name that you have done to

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turn other kids' names into start names.

Extensions:

- *Make name necklaces

- *Teach students how to read the name wall

in different ways

- *Introduce the star name celebration song

Session 9: Learning to Write Names by Heart

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

Session 10: Owning Letters and Teaching Them to Others

Today I want to teach you that once you know your name by heart, you own the first letter (and maybe even other letters) in your name. When you own a letter, you can even teach what you know to others!

Session 11: Using Names to Build New Words

Today I want to teach you that when you know your name by heart (or actually, when you know any word by heart) you can use parts of it to make new words. You can make real words, and you can make silly pretend words, too.

Focus Letters: v,p

(spiral all instructed letters into lessons)

Extension:

- *Play the name game

Session 12: Labeling Things in the Classroom

Today I want to teach you that when you want to label something--anything-- you can use the names you know to help you figure out how to write that label. You say the thing you want to write sl-ow-ly, and you listen for the sounds. When you hear a sound, you can think, "Who has that sound in their name?" Then you write that letter.

Extension:

- *Add labels to items in the classroom using interactive writing to revise labels

Session 13: Learning More Words by Heart

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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.

Focus Sight Word: me, a, the

Extensions:

*Introduce the How to learn a word chart

Session 14: Writing New Letters with Help from Friends

Today I want to teach you that to write all the exciting things you want to write, you sometimes need to be brave and write with new letters that you've never used before. One way to do that is to ask a friend whose name starts with a sound you need to help you out.

Extensions:

*Play Hickety Pickety Bumblebee to reinforce name study

*Continue adding star names to the word wall

Session 15: Favorite characters can become star names

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! All you have to do is study it using all that you know from our class name study work.

Session 16: Learning Even More Words by Heart

Today I want to teach you that kindergarteners should go through their days making new friends. They make new friends during recess, and at lunch, and during reading workshop. And it's not just important to make new people-friends, it is also important to make new word-friends.

Focus Letters: z, d

Focus Sight Word: I, like, my

Extensions:

*Use sentence starters with new snap words and have students complete sentences

*Make a book using "I like"

Session 17: Walk through life Differently

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

Focus Sight Word: I, like, my

Students should learn letters using proper letter formation, star names, and rhyming/syllable activities.

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Writing:

Teacher resources:

- Chicka Chicka Boom Boom
- How Rocket Learned to Read
- How Rocket Learned to Write
- LMNO Peas
- ABC books (Classroom library)

- The Writing Strategies Book by Jen Seravallo
- Freight Train
- Creak! Said the Bed
- Farm Animals

Student resources:

- Bend anchor charts
- Differentiated writing paper
- Modeled writing pieces

Digital Resources:

- Units of Study Online Resources

Songs:

- Guess the Name
- Star Name Celebration Song
- Alphabet Song
- Apples and Bananas
- The Name Game
- Hickety Pickety Bumble Bee
- Charts:
 - How to learn a letter
 - Let's study a name
 - How to learn a letter

Student resources:

- Letter formation charts
- Copies of anchor charts
- Snap word cards

Unit 1: The Phonics of My Name

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Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities

Unit 1: The Phonics of My Name

Kindergarten Phonological Awareness/Phonics/Sight Words - *Last Updated on August 3, 2021*

- Multi-leveled tiered activities
- Peer teaching

Unit 2: Loving Our Letters and Sounds

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

STANDARDS ADDRESSED

New Jersey Common Core State Standards - Kindergarten - English Language Arts

CCSS.ELA-Literacy.RF.K.1c

CCSS.ELA-Literacy.RF.K.1d

CCSS.ELA-Literacy.RF.K.2a

CCSS.ELA-Literacy.L.K.1a

CCSS.ELA-Literacy.L.K.2c

Unit 2: Loving Our Letters and Sounds

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

DESIRED RESULTS

Established Goals

In this unit of Loving Our Letters and Sounds, children are introduced to the alphabet in its entirety, and are introduced to each letter of the alphabet through short, explicit, concise phonics lessons. Identification of letters, sounds they represent and the proper formation of each letter of the alphabet are also goals of this unit.

Transfer

Students will be able to independently use their learning to...

Identify 26 letters of the alphabet, (upper and lowercase), identify new words with their new letter knowledge, develop skills around phonological awareness and phonics, (single consonants, consonant digraphs, and short vowels, and apply these understandings to both reading and writing.

Meaning

Big Ideas & Understandings

Students will understand that...

- there are 26 letters of the alphabet
- Each letter has an upper and lowercase
- there is a proper formation of each letter
- letters represent sounds (phonemes)

Essential Questions

Students will keep considering...

- How do writers use what they know about letters and sounds to help them begin to write?
- Why is the alphabet important?
- Why is it important to know how to write each letter of the alphabet?

Acquisition

Knowledge

Students will know...

- there are 26 letters in the alphabet

Skills

Students will be skilled at...

- recognizing 26 letters of the alphabet

Unit 2: Loving Our Letters and Sounds

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Acquisition	
<ul style="list-style-type: none">• Each upper and lowercase letter has a proper formation• sounds represent letters• that letters make up words• that letter knowledge helps us to think in the language• that letter knowledge leads to learning more and more words in the English Language.	<ul style="list-style-type: none">• reciting the alphabet song• identify 26 letters of the alphabet (both upper and lowercase)• Classifying upper and lower case letters of the alphabet• Illustrating words/names beginning with each letter of the alphabet• Collaborate with peers to write words/stories

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Create an alphabet book with words, and concepts learned during this unit.
	Other Evidence:

Unit 2: Loving Our Letters and Sounds

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Summary of Key Learning Events and Instruction:

Progression of Letter Introduction:

Focus on letters and sounds. In addition introduce proper formation of each letter. (Handwriting)

Week 1: k, j

Week 2: t, b

Week 3: v, p

Week 4: z, d

Week 5: f, l

Week 6: m, r, x

Week 7: Focus on letters: n, s, a

Week 8: Focus on letters: g, i, h, c

Week 9: Focus on letters: o, q, u, e

Week 10: Focus on letters: w, y

Lesson Progression:

Explanation of Objective: Today, you will be learning the name, sound, and how to write the letter _____. Learning this letter will help you to read and write many words.

Instruction Letter Name Identification: (~ 1-2 minutes)

1. This is the letter _____. This is the uppercase letter _____. This is the lowercase letter _____. (Show and/or write the letter, explaining the form.)
2. Let's practice naming this letter. What is this letter? _____. (Point to uppercase and lowercase letters in different order at least 3 times asking students to identify the letter name). Letter Sound Identification: (~ 1-2 minutes)
3. The letter _____ represents the sound /____/. When I say the sound /____/ I place my tongue & mouth like this _____. (Provide explanations/stories/key words to help students remember the sound.)
4. Let's practice saying the sound of this letter. The letter _____ represents the _____ sound. Say the _____ sound with me _____, _____, _____. (Point to uppercase and lowercase letters in different order at least 3 times asking students to identify the letter sound). Hint: For vowels, teach students the short vowel sound and explain that when reading words the vowel letter represents its name or its sound.

Recognizing the Letter in Text: (~ 3 minutes)

Unit 2: Loving Our Letters and Sounds

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5. Now, let's see if we can find the letter ____ (Students locate the uppercase and lowercase letter in text and state the letter name and sound each time the letter is located) There are a number of alternatives for student practice with recognizing the letter in text such as: • sorting through magnetic letters/tiles to isolate the particular letter • identifying the letter in charts of classmates' names • using a crayon to circle the letter in newspapers or magazines • placing highlighter tape over the letter in easy-to-read children's books

Producing the Letter Form: (~ 4-5 minutes)

6. Let me show you how to write the letter _____. Here's where I begin on the paper lines to write the letter _____. (Provide description and hints about how to write the uppercase and lowercase form of the letter). 7. Let's practice writing the letter ____ together.


Producing the letter can also use alternatives for practice such as:

- using a transparency and marker to trace over the letter as it is identified in enlarged print from children's books
- writing the letters on small white boards as the teacher dictates
- producing the letter form with clay, pipe cleaners, wiki sticks

Note: Tasks such as using a rubber stamp and ink to stamp the letter or gluing items to an outline of the letter (e.g. gluing beans on the letter b) is not producing the letter form as the form has already been produced and students are not required to think about how to create the form.

Please read article below.....before beginning instruction in Unit 2: Loving Our Letters and Sounds

ATTACHMENTS

 Enhancing_alphabet_knowledge_instruction__Research_implications_a.pdf

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

- Alphabet Books (Classroom Library)
- Name Chart
- Poetry
-

Unit 3: SIPPS Beginning Level

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STANDARDS ADDRESSED

New Jersey Common Core State Standards - Kindergarten - English Language Arts

CCSS.ELA-Literacy.RF.K.1a

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CCSS.ELA-Literacy.RF.K.1c

CCSS.ELA-Literacy.RF.K.1d

CCSS.ELA-Literacy.RF.K.2a

CCSS.ELA-Literacy.RF.K.2b

CCSS.ELA-Literacy.RF.K.2c

CCSS.ELA-Literacy.RF.K.2d

CCSS.ELA-Literacy.RF.K.2e

CCSS.ELA-Literacy.RF.K.3a

CCSS.ELA-Literacy.RF.K.3b

CCSS.ELA-Literacy.RF.K.3c

CCSS.ELA-Literacy.RF.K.3d

CCSS.ELA-Literacy.RF.K.4

Unit 3: SIPPS Beginning Level

Kindergarten Phonological Awareness/Phonics/Sight Words - Last Updated on August 4, 2021

DESIRED RESULTS

Established Goals

**The most important prerequisite skill for students starting at Lesson 1 is: Mastery of at least 20 of the 26 lowercase letters*

In SIPPS beginning level, students master alphabetic strategies for reading and writing. Students receive instruction in phonological awareness, phonics (single consonants, consonant digraphs, and short vowels), and high-frequency sight words. They apply this knowledge to both reading and spelling. During both group and individual fluency practice, students begin by reading hybrid text (a combination of sight words and predictable text) and move on to decodable stories keyed to the phonics and sight words they are learning.

Transfer

Students will be able to independently use their learning to...

Identify all 26 letters of the English alphabet, orally blend words, recognize and produce rhyming words and apply phonemic awareness and phonics to their reading and writing. Identify grade appropriate sight words.

Meaning

Big Ideas & Understandings

Students will understand that...

- The English alphabet has 26 letters
- It is important to be able to identify all 26 lower-case letters and sounds for reading and writing
- Words are separated by space in a text
- Readers track text from left to right, top to bottom, and page by page
- Readers can blend onsets and rimes

Essential Questions

Students will keep considering...

- How do we learn new words?
- Why is it important to learn letters and sounds?
- What makes the English alphabet special?

Unit 3: SIPPS Beginning Level

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Meaning	
<ul style="list-style-type: none">• Readers can segment first, middle, and last sounds• Readers can orally blend phonemes• Readers can substitute and manipulate phonemes• Readers can recognize and produce rhyming words	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ol style="list-style-type: none">1. All 26 letters of the alphabet.2. The difference between letters and words3. Classroom routines for using the word wall/ sound wall4. How to work cooperatively with peers during word work activities.5. Pointing to one word and saying one word is reading (concept of word)6. Readers can orally blend words and syllables7. Readers can segment words and syllables	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Recognizing 26 letters of the alphabet• Identifying 26 letters of the alphabet• Printing upper and lowercase letters• Applying understanding of concepts of print• Explaining that words are separated by spaces in print• Identifying grade-level appropriate sight words with automaticity• Blending and segmenting words• Reading familiar decodable texts with fluency and automaticity• Writing words and sentences, applying previous phonics and decoding skills learned

Unit 3: SIPPS Beginning Level

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Acquisition	

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: If students have not mastered 20/26 letters of the alphabet, then administer Appendix C, "Assessment and Placement: K-3."	Performance Task(s): Letter ID Concepts of Print Unit Tests(Mastery tests)
	Other Evidence:

Unit 3: SIPPS Beginning Level

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LEARNING PLAN


Each daily lesson consists of these components:

- Rereading a Story
- Phonological Awareness
- Phonics and Decodable Words
- Sight Words
- Reading a Story
- Guided Spelling and Segmentation
- Fluency Practice

Scope and Sequence SIPPS Beginning Level (55+ Lessons)

Daily Objective for Lessons: Students will be able to blend and segment phonemes/words, reread familiar texts with fluency, identify and review sight words, discover words in context, and write using skills learned.

ATTACHMENTS

 SIPPS-Beginning-Scope-and-Sequence.pdf

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Materials:

- Sound cards, one for each spelling (2 sets)
- Sight word cards, one for each sight word (2 sets)
- Sight word wall cards, one for each sight word
- Spelling-sound wall cards
- Story poster for each lesson
- Sets of little books for student practice reading (6 sets)
- Book of reproducible stories for take-home reading (repeating the little books text)
- *In addition, some reproducible pages are also provided in the appendices to the Teacher's Manual. These are: ○ SIPPS Assessment evaluator's form and student card copy*
- *Mastery Test teacher's cumulative record and student card copy*
- *Guided Spelling page ○ Fluency Record sheet ○ Spelling-Sound Wall Cards facsimile pages*
- *Sight Word Dictionary (Lessons 1–40) ○ Sight Word Dictionary (Lessons 1–55) The reproducible materials are also available online at ccclearninghub.org*

Unit 4: SIPPS Extension (optional)
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STANDARDS ADDRESSED
DESIRED RESULTS
ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)
LEARNING PLAN
SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION