

Unit Plan			
Teacher	Chelsea Fought	Subject	Phonics
Unit	Short Vowel "A"	Grade	Preschool (3 and 4 years old)

Unit Introduction

In this unit, students will be engaging with the short vowel "a" sound in order to work on and develop various foundational phonetic skills. Throughout the duration of this unit, students will practice identifying the short vowel "a" phoneme, blending short "a" with consonants in order to read and identify CVC vocabulary, as well as use the learned vocabulary in context, both in reading and writing materials. This is the first unit in a series of five targeted units covering the short vowel sounds. The skills covered in this unit will create a foundation in these skills that will be carried on and built upon in future units.

Guiding Questions	Real-World Connection
<ul style="list-style-type: none"> • Why is knowing the letter sounds important? • What are words made of? • How can we figure out new words? • What does it mean to "spell" a word? • How can we try to write words on our own? • What are sentences made of? • Why is spelling words correctly important? 	<p>The answers to these questions are the skills the students will be introduced to through the duration of the short "a" unit. Not only will this unit build their English vocabulary, but these are foundational skills for reading and writing which are skills the students will utilize throughout their lives.</p>

Content Area	Standards Addressed
Phonological Awareness	<p>CCSS.ELA-LITERACY.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p>
	<p>CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
	<p>CCSS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p>
Print Concepts	<p>CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.</p>

Print Concepts Cont.	<p>CCSS.ELA-LITERACY.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>
	<p>CCSS.ELA-LITERACY.RF.K.1.C Understand that words are separated by spaces in print.</p>
Phonics & Word Recognition	<p>CCSS.ELA-LITERACY.RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or the most frequent sounds for each consonant.</p>
	<p>CCSS.ELA-LITERACY.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>

Overarching Goals

By the end of the unit, the students should:

- Be able to identify the short “a” phoneme confidently independently when compared to other short vowel sounds
- Have a basic understanding of how letters work together to build words, and that words work together to build sentences
- Be able to properly identify basic beginning, middle, and ending letters/sounds more independently when presented with written CVC vocabulary (none or limited pictures)
- Be able to sound out and spell CVC vocabulary more independently when presented with vocabulary via pictures (none or limited text)
- Have a developing understanding of how to sound out and blend letters in order to decode and identify unknown vocabulary

Content-Area Objectives

By the end of the unit, the students will either be able to do or have practiced doing the following:

- Visually identify upper and lowercase “Aa”
- Correctly identify the short “a” sound independently of CVC vocabulary
- Visually identify beginning, middle, and ending letters in written short “a” CVC vocabulary
- Blend consonant-vowel-consonant phonemes to decode and identify short “a” CVC vocabulary
- Decode and match written CVC vocabulary with the correct pictures
- Identify different short “a” word families
- Sort short “a” word families
- Substitute consonant sounds to create new words
- Use the correct strokes to write upper and lowercase “Aa”
- Use letters to build and create short “a” CVC words
- Use known sight words and CVC vocabulary to create simple sentences
- Independently identify CVC vocabulary with the short “a” sound



Literacy Skills

This unit is focused on developing the students' phonetic understanding of the short "a" sound. Each lesson has a focus on a different aspect of developing their short "a" recognition and utilization. The skills they are developing with their targeted short "a" practice is transferable to future lessons and their overall developing literacy skills across reading, writing, and speaking.

Vocabulary

Vocabulary to be covered in the lessons will include (but not limited to) the following:

beginning sound	middle sound	ending sound	consonant	vowel
sentence	period	finger-space	sound-out	blend
-ad bad dad had mad pad sad	-ag bag rag tag wag -am jam ram ham	-an can fan man pan tan van	-ap cap gap map nap tap -as gas	-at bat cat fat hat mat pat rat sat

21st Century Skills

Critical Thinking	Students will be developing their critical thinking skills throughout the lessons by how they interact with the material, ie. interpreting the content and applying it to identify CVC words as well as create and use their own short "a" words.
Creativity	Students will have the opportunity to create their own short "a" words, as well as use images to develop simple short "a" sentences to make stories about what they see.
Collaboration	Writing activities will be done as a class, so students will need to collaborate and agree on ideas (such as subjects of the stories and their actions) in order to create the sentences we write together. Additional games will also be played in groups, allowing students to practice working together.
Communication	Students will practice communicating their ideas and understanding of the material to the teacher as well as their friends throughout the lessons.

Prerequisite Skills

Prior to beginning the unit, students:

- Will be able to recognize alphabet letters by name and their corresponding phonemes
- Are able to fairly confidently identify if a letter is a consonant or a vowel
- Will be familiar with and able to identify some CVC vocabulary by picture
- Know the terms "beginning sound," "middle sound," and "ending sound" and their meaning
- Will have some previous experience blending phonemes to create words
- Have experience tracing and writing alphabet letters independently (though not necessarily using the correct strokes)
- Have experience identifying, tracing, and writing sight words

Formative Assessments

Description	Modification
<p style="text-align: center;">Whiteboard Games</p> <p>Students will have whiteboards and play individually or as a team in order to "race" to write the correct sound being asked by the teacher. If the teacher says the word "cat" and asks for the middle sound, students should be writing the letter "a" on their whiteboards. This game will be played in order to identify b/m/e sounds, as well as for practice writing full short "a" CVC vocabulary.</p>	<p>Students will be monitored throughout the activities. Additional assistance would be provided as needed throughout the duration of the "assessments," though no true modification would be created from the start.</p> <p>These games are already designed for an ELL classroom in mind, so most of the modifications that would come into play is giving hints to the students who need it, and then making sure to note who is having difficulty and in what capacity.</p> <p>For my students who may have difficulty focusing, or dislike writing or drawing, giving them options for speaking answers (when the time is right) rather than having them write or draw is a modification that can be provided to them.</p>
<p style="text-align: center;">Doodle It</p> <p>The teacher will write short "a" CVC words on the board, and students will work together in teams or individually in order to decode the words and "race" to see who can doodle a picture of the words the fastest.</p>	
<p style="text-align: center;">Boom! Sticks/Pop! Cards</p> <p>Students will play in teams with stacks of cards or popsicle sticks. In order to keep their card/stick they have to read the short "a" CVC word correctly. If they do not know the word, they must put it back. If they pull a "BOOM" or a "POP" all their sticks go back into the stack.</p>	



Summative Assessment	
Description	Modification
<p>Short “a” Reading & Writing “Quiz”</p> <p>Students will receive a “quiz” covering the skills they practiced during the unit. In the first part, they will be asked to read short “a” CVC words and match them with the correct images. In part two, they will be given short “a” CVC pictures, and asked to write the word’s missing letters. The final part of the “quiz” will be reading nonsense words with the teacher in order to identify any potential letter/phonemic gaps.</p>	<p>Additional guidance will be provided as needed, and marked down that the student needed the additional help to complete the assessment. Students who struggle with focus will be given additional time. In specific circumstances, students may be given ways to do the assessment verbally* rather than through written means.</p> <p><i>*This is idealistic, in reality my academy would not truly accept/allow a student to do an assignment in an alternative way/method.</i></p>

Unit Lessons	
Lesson One: Letter & Phoneme Recognition 1 Class / 40 Minutes	
Description	Students will review identifying the upper and lowercase letter “Aa” visually and its corresponding phoneme auditorily. Students will participate in games and activities such as coloring the correct letter and circling vocabulary that contain the short “a” sound to fortify the link between the letter “a” visually and its short “a” phoneme.
Objectives	<ul style="list-style-type: none"> • Visually identify upper and lowercase “Aa” • Correctly identify the short “a” sound independently of CVC vocabulary • Begin identifying short “a” in CVC vocabulary
Prerequisite Skills	<ul style="list-style-type: none"> • Will be able to recognize alphabet letters by name and their corresponding phonemes • Are able to fairly confidently identify if a letter is a consonant or a vowel
Differentiation	There would not be a lot of differentiation in this lesson as it should primarily feel like review for the students, however if it is clear that there are students struggling with the material (I would suspect the short “a” recognition within CVC vocabulary) I would give them more guidance with their worksheets, working with them to see where they are struggling with recognizing the sound—whether it’s hearing the short “a” in the word, or understanding they are looking for a middle sound, not a beginning sound.



Lesson Two: Blending & Decoding 1 Class / 40 Minutes	
Description	Students will practice reading CVC words that contain the short "a" sound. They will be presented with vocabulary with and without images in order to practice identifying different words and the letters that make them. For example, if students were given the letters "c-a-t," they would be asked to sound out the letters, then practice blending the sounds together to identify the word. Students will use their textbooks, games, and other activities to work on building this skill.
Objectives	<ul style="list-style-type: none">• Visually identify beginning, middle, and ending letters in written short "a" CVC vocabulary• Blend consonant-vowel-consonant phonemes to decode and identify short "a" CVC vocabulary• Decode and match written CVC vocabulary with the correct pictures
Prerequisite Skills	<ul style="list-style-type: none">• Will be familiar with and able to identify some CVC vocabulary by picture• Know the terms "beginning sound," "middle sound," and "ending sound" and their meaning• Will have some previous experience blending phonemes to create words
Differentiation	There would not be a lot of differentiation in this lesson as it is already designed for ELL learners. Where there is a larger language gap, the directions would be modified to be more simple, and more easily accessible. Students would also be given additional simple direction from teachers, and help as needed. For students who have difficulty with activities that require writing, more time and guidance would be provided as needed. In some cases, students may be allowed to answer the questions verbally, rather than be required to write.
Lesson Three: Word Families 1 Class / 40 Minutes	
Description	Students will continue practicing reading and identifying short "a" CVC words. Now they will take the vocabulary they have been working with and sort them into their different word families, learning how changing a letter changes the word (ie. "c-a-t" becomes "h-a-t" when they change the beginning sound or "c-a-t" becomes "c-a-n" if they change the ending sound).
Objectives	<ul style="list-style-type: none">• Identify different short "a" word families• Sort short "a" word families• Substitute consonant sounds to create new words
Prerequisite Skills	<ul style="list-style-type: none">• Will be familiar with and able to identify some CVC vocabulary by picture• Know the terms "beginning sound," "middle sound," and "ending sound" and their meaning• Will have some previous experience blending phonemes to create words
Differentiation	Please refer to the section on differentiation for lesson two.



Lesson Four: Writing Practice 1 Class / 40 Minutes	
Description	In this lesson students will take the short "a" CVC words they have been identifying and reading, and now practice writing them. Students will practice writing missing letters, entire CVC words independent of sentences, missing words in sentences, as well as working together to create simple sentences using their learned CVC vocabulary and known sight words.
Objectives	<ul style="list-style-type: none">● Use the correct strokes to write upper and lowercase "Aa"● Use letters to build and write short "a" CVC words● Use known sight words and CVC vocabulary to build simple sentences
Prerequisite Skills	<ul style="list-style-type: none">● Will be familiar with and able to identify some CVC vocabulary by picture● Know the terms "beginning sound," "middle sound," and "ending sound" and their meaning● Will have some previous experience blending phonemes to create words● Have experience tracing and writing alphabet letters independently (though not necessarily using the correct strokes)● Have experience identifying, tracing, and writing sight words
Differentiation	There would not be a lot of differentiation in this lesson as it is already designed for ELL learners. Where there is a larger language gap, the directions would be modified to be more simple, and more easily accessible. Students would also be given additional simple direction from teachers, and help as needed. For students who have difficulty with activities that require writing, more time and guidance would be provided as needed. In some cases, students may be allowed to answer the questions verbally, rather than be required to write.
Lesson Five: Review & Assessment 1 Class / 40 Minutes	
Description	Students will review short vowel "a" in context of phoneme recognition within CVC vocabulary. After the review is complete, students will be asked to independently complete the short "a" summative assessment that covers the skills of reading, identifying, and writing short "a" CVC vocabulary.
Objectives	<ul style="list-style-type: none">● Independently identify CVC vocabulary with the short "a" sound● Complete a short "a" reading and writing assessment
Prerequisite Skills	<ul style="list-style-type: none">● All skills listed in previous lessons● Skills that were developed and practiced over the course of the previous lessons
Differentiation	There would not be a lot of differentiation in this lesson as it should primarily feel like a review for the students. In the event it is clear that some students are struggling with our review of the material, more assistance will be provided either by additional hints/guidance, or more simply worded directions. Please refer to the summative assessment description/modification for details on the assessment's differentiation.



Remediation Activities

In the event there is a need for remediation:

- Recommend options for additional CVC practice at home to parents as needed
- Review "teams" where students with similar difficulties are grouped together to do differentiated review activities together to address their specific gaps
(ie. students struggling with differing a/o sounds vs. students struggling with blending phonemes)

Review Activities

For review of the material:

- Review games using websites such as ABCYa! Or Baamboozle reviewing CVC words
- Use of Boom Cards both online and physical cards on desks independently and in teams
- Movement games doing actions for certain phoneme sounds

Extension Activities

Additional activities for my talented learners and lesson extension:

- Continued practice using games and songs to strengthen skills
(ie. boom card game/sticks to be played in groups)
- Coloring and matching worksheets for students to identify and differentiate between short "a" CVC vocabulary
- Reading stories to identify the CVC vocabulary



Resources

The following resources are some examples of what would be used throughout the lessons:

- Sadlier Phonics A
<https://www.sadlier.com/school/phonics/phonics-instruction-program>
- Baamboozle
<https://www.baamboozle.com/game/465739>
- ABCYa!
https://www.abcya.com/games/alphabats_rhyming
- Epic!
<https://www.getepic.com/app/read/48296>
- YouTube
<https://youtu.be/oDVAhDyHZaA>
- Nonsense Word "Test" Example
<https://www.teacherspayteachers.com/Product/Nonsense-Word-Fluency-Practice-Sheets-Reading-Fluency-FREEBIE-1134124?st=14f3d277cf7dfee0a4cd8dfc4e5a3d27>
- Boom Cards
<https://www.boomlearning.com/deck/id-cvc-words-nhJ3WiFhZJyYAXB3x>
- Short Vowel Reading Quiz Example
<https://www.teacherspayteachers.com/Product/CVC-Word-List-Assessment-Freebie-2366525>
- Short Vowel Ladders
<https://www.teacherspayteachers.com/Product/Mixed-CVC-Short-Vowel-Word-Ladders-Ideal-for-Kindergarten-and-First-Grade-RTI-5124442>