

UNIT PLANNING TEMPLATE

	<p>ELA Unit Topic / Guiding Question: Building Phonemic Awareness / Reading CVC words using short a, e, i vowels / Rhymes / Story Block</p>
	<p>Rationale: English Language Arts is cross-curricular by its nature, especially in kindergarten. Stories or video presentations and their associated discussions are used as introductions to other activities for subjects like Social Studies, Science, Careers and Art.</p> <p>In our class, we have four groups with diverse abilities in literacy: red, yellow, blue and green. Red, yellow and blue, members can decode beginning consonant sounds independently, while green team is still approaching in terms of decoding words. The next step is to begin to decode CVC words and blending phonemes. Only a few students in Red group can read whole sentences independently, so building decoding skills and phonics is a priority for this ELA unit plan. In addition, while most students can write capital letters, almost all students struggle to write lower case letters. As our worksheets require writing, I have also incorporated writing practice for all letters as a daily writing centre (assuming we have EA support that day). Additional worksheets are provided for practicing writing difficult letters such as “a, e, b, d.” CVC words will be learned through breaking down the individual phonemes to create word families and then blending the initial sound with the word family. This is modeled and practiced during our literacy block using the Oxford Phonics World 2 series. Students have completed the Oxford Phonics World 1 book which introduces all of the single phoneme sounds for all of the letters. After practicing words families, rhymes will also be covered in this unit. The digraphs “ch, th, and sh” were previously covered but not mastered. To keep it simple, I will limit the decoding to CVC words.</p>

STAGE 1: Desired Results	
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	Big Ideas →	Essential Questions
UNDERSTAND	<p>Language and story can be a source of creativity and play.</p> <p>Stories and other texts can help us learn about ourselves and families</p> <p>Stories and other texts can be shared through pictures and words.</p> <p>Everyone has a unique story to share.</p>	<p>Through class discussion of videos, story books, students learn about and make connections to the world around them. Students share their own personal stories through story based prompts such as: “What makes you feel happy?” “Who do you talk to when you have a big problem?” “When do you go to see a doctor/dentist?” “What are some examples of boundaries?”</p> <p>Playing with language is done through chants, songs, and finding rhymes. Rhymes for CVC words are based on word families. Example: “What is a word that rhymes with “cat?” “Can you spot some rhyming words in the story? Raise your hand if you find some.”</p>

Playing with language help us to discover how language works.

Through listening and speaking, we connect with others and share our world.

Core Competencies:

C Communication

- Communicating
- Collaborating

I share my ideas and try to connect them with others' ideas.

I contribute during group activities, cooperate with others, and listen respectfully to their ideas.

Students will be listening to a variety of texts throughout the unit. They will be asked to share their own ideas and connections as well as listening to others while building new connections. Students will be encouraged to ask questions to build on and extend ideas and thinking.

Students will be encouraged to work in pairs/groups to complete phonics worksheets during their formative learning (peer-supported learning).

T Thinking

- Creative Thinking
- Critical & Reflective Thinking

I generate new ideas as I pursue my interests.

I can use my imagination to get new ideas, or build on others' ideas, or combine others' ideas in new ways.

Students will write or draw in their journals based on their own ideas and perspectives inspired from the text or discussions. During story discussions, students will be asked to reflect on the text and extend thinking beyond using their own ideas, or from their peers.

PS Personal & Social

- Personal Awareness & Responsibility
- Positive Personal & Cultural Identity
- Social Awareness & Responsibility

Personal Awareness:

I have some strategies that help me recognize and manage my feelings and emotions.

I can show a sense of accomplishment and joy, and express some wants, needs, and preferences.

I

Positive Personal:

I am aware of different aspects of myself. I can identify people, places, and things that are important to me. (Things that I like!)

Social Awareness:

I can be aware of others and my surroundings. (I can be kind to others!)

As part of the social emotional learning students are expected to be aware of others and their surroundings -- especially, personal boundaries! Stories and videos teach students about kindness, and they will discuss various ways they can be kind to others. Students will also reflect on recognizing and regulating their emotions. Ableism will be discussed during this unit and students are expected to recognize that people can be the same even when they are different.

DO

Learning Standards – Curricular Competencies:

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Comprehend and connect (reading, listening, viewing)

Use prior knowledge to make meaning during discussions.

Use developmentally appropriate viewing strategies, prediction, inference and active listening to make meaning.

Explore [foundational concepts of print, oral, and visual texts](#) (pictures convey meaning, letter-sound relationships, etc.)

[Engage actively as listeners, viewers, and readers](#), as appropriate, to develop understanding of self, identity, and community (connect to personal knowledge, experiences, asking questions related to the topic at hand)

Recognize the importance of [story](#) in **personal**, **family**, and **community** identity. (SEL and understanding community roles in and out of school, teach us about human nature)

Use personal experience and knowledge to connect to [stories](#) and other [texts](#) to make meaning. (How are we the same as Susan who has to use a wheelchair?)

Create and communicate (writing, speaking, representing)

[Exchange ideas and perspectives](#) to build shared understanding (taking turns to speak, focusing on the speaker without interrupting, and contributing to the discussion)

Use language to identify, create, and share ideas, feelings, opinions, and preferences

Explore [oral storytelling processes](#) (sharing the story from memory with others, using vocal expression to clarify the meaning of the text)

Learning Standards - Content:

Students are expected to know the following:

Story

- recognizes [literary elements and devices](#) (rhymes, humorous/creative texts)

Strategies and Processes -

- demonstrates [reading strategies](#) (making meaning using predictions, inferences and connections; making meaning from story using pictures, patterns, memory, and prior knowledge)
- demonstrates [oral language strategies](#) (focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; making relevant contributions to discussion)
- [metacognitive strategies](#) (talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a *reader* and as a *writer*)

Language features, structures, and conventions

- [concepts of print](#) (the correspondence of spoken words to printed words (one-to-one matching), the correspondence between uppercase and lowercase letters, front and back of the book)
- [letter knowledge](#) (recognizing and naming most letters of the alphabet, recognizing most letter-sound matches, recognizing some familiar words)
- [phonemic and phonological awareness](#) ()
- [letter formation](#)
- the relationship between reading, writing, and oral language

KNOW

- Learning ultimately supports the **well-being of the self, the family, the community, the land, the spirits, and the ancestors.**
- Learning is **holistic, reflexive, reflective, experiential, and relational** (focused on **connectedness, on reciprocal relationships, and a sense of place**).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves **patience and time.**
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Students will need time and patience to learn how to read and write. Building phonemic awareness and improving writing skills takes time and practice. Discussions of stories which relate to social emotional learning helps to support the students' well-being and encourages community connections. Stories for this unit teach students about community helpers, and historical achievements and inventions from Black people. Stories will explore students' hobbies and interests, and supports their social emotional learning through class discussions on identifying emotions and ways to regulate them.

STAGE 2: Assessment Plan

Formative Assessment (Assessment as Learning and Assessment for Learning):

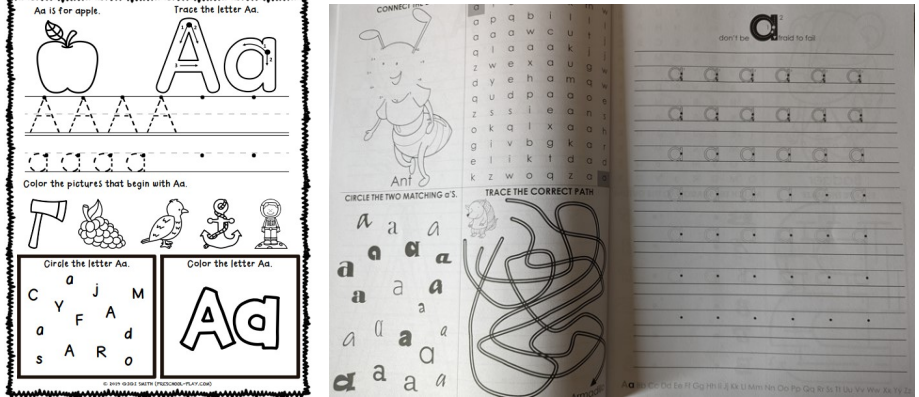
Observational assessment data can be collected throughout the unit for both assessment for learning and assessment of learning. Note when students show that they can do the following:

- *able to decode CVC words with short a, e, i vowels.* **Record the words that students have difficulty reading.*
- *able to encode (spell) CVC words using the CVC Letter blocks.* **Record the words that students have difficulty spelling.*
- *Oxford Phonics Workbook worksheets (dotted lower case letters will be provided to trace for those that require it)*
- *ABC Letters workbook (this includes pictorial association and first letter phonemes as well as writing).*
- *Practice Worksheets (letters and CVC words)*
- *“Pete the Cat” mailbox game for recognizing first letter sounds of words.*
- *Oxford Phonics World flashcards*
- *Diagnostic chart of letter sounds and their letters (This is to confirm if students have any trouble with single letter phonemes).*

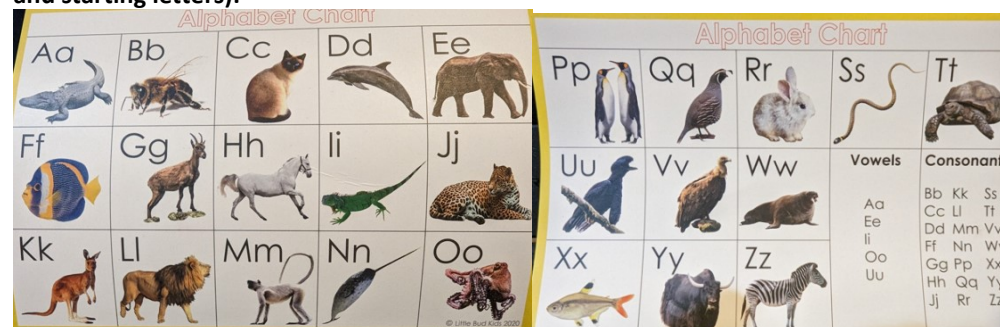
Summative Assessment (Assessment of Learning):

- Oxford Phonics World flashcards * Per individual student, record the CVC words they cannot decode without help, or words they incorrectly decode.
- Oxford Phonics Workbook worksheets (Review pages)
- For ELA discussions, students are expected to enter Journal entries or do custom worksheets related to the topic.

Stage 3: Learning Plan

Date/Lesson	Learning Intentions	Instructional Activities (brief description here – lesson plans will be used to flesh out each lesson)
Feb 13 th - April 5 th	<p>Daily ELA related activities.</p> <p>Learning centres :</p> <p>Vocabulary Building</p> <p>Review - CVC words</p> <p>Writing practice</p>	 <p>Learning centres - students practice writing letters A-Z at their own pace. This activity will be EA supervised to ensure proper writing form. Any letters that are difficult to write will have additional worksheet writing practice (example: small “a”). Montessori Worksheets provide additional practice for writing word family CVC words.</p> <p>Vocabulary Building: “Pete the Cat Phonics” word search game. (students find the picture card that matches the phonics word. Words are based on the beginning sound as these words are not CVC words.</p>

Before CVC word block practice, review the standard letter sounds with ABC animals (based on pictures for and starting letters):



Practice vocabulary by decoding and encoding CVC words using word blocks: (Formative assessment: speaking / reading / spelling - no writing during this activity)



Feb 6th - March 17th

Literacy Block - Phonics CVC words / Word families

Using the Oxford Phonics World book series and SmartTV interactive videos, students will practice decoding words phonetically by phonemes and by word families. Example for breaking up words phonetically: "c" "a" "t." Touching your arm in three places for each phoneme. Then blend sequentially using body movements moving along your arm slide to the elbow saying "ca" then touch again saying "t." Then slide all the way down your arm saying "cat."

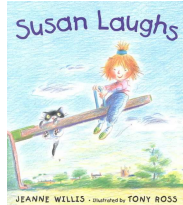
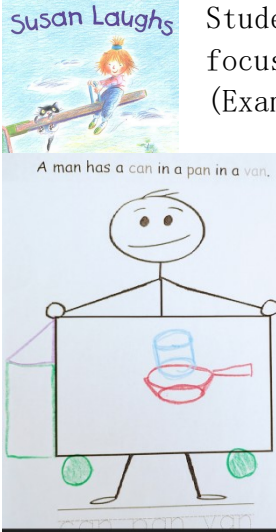
Encoding words using word families. Start with the same process but start at the elbow and blend for the word family ending: "a" + "t" which blends to "at." Then say "c" - "at" and then blend from the top of your arm saying "cat"

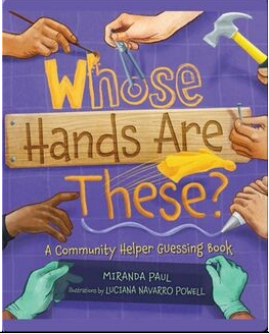
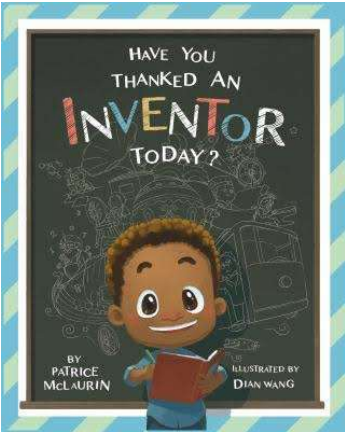
Each lesson have different activities but for "a" the words students will need to learn some non standard words (I.e. not just CVC): " ax, ant, yak, cat."

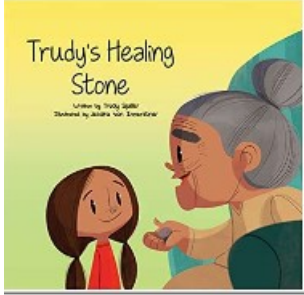
When chanting these words, have students move and do an action that represents the word. Say "ant" and do a pinching action. Say "ax" and do a chopping action. Say "yak" and do a pointy horn with your fingers. Say "cat" and do a cat paw wave. Teach the sight word "I" while touching your chest. Teach the word "see" while

		<p>using a hand gesture like we are trying to see a far distance with your hand over your brow. After the class learns all of the actions, say the chant combined with the associated action play:</p> <p>Ant, ant, ant. Ax, ax, ax. Ax, ax, ax, ant, ax. Ant, ant. Ax, Ax. I see. I see an ant. I see an ant and an ax. (x2)</p> <hr/> <p>After practicing the short vowel sounds and learning how to decode the word family, students learn CVC words. After the practicing oral language and reading practice, students will be assessed by using two worksheets (one from the textbook, and one from a workbook) each day. Worksheets are have dotted lines for all words as students are still learning how to write small letters. Pictures are also labeled for students to practice reading. As students literacy skills and writing skills improve, less dotted lines are provided as they are expected to sound out or write their answers independently. For the lowest level students and ELL student they will always have dotted lines for writing and labels for reading practice.</p> <p>Each day we will practice one or two word families. At the end of the week students do a review of all the CVC words relating to the short vowel.</p> <p>"short a and CVC words" Word Families - a, am, an, ad, ag, ap, at Vocabulary Examples: *ax, *ant, cat, yak, ram, yam, jam, dam, fan, man, can, dad, pad, bag, rag, cap, map, nap, tap, bat, rat, hat, mat</p> <p>"short e and CVC words" Word Families - e, et, en, ed Vocabulary Examples: egg, web, vet, ten, jet, net, wet, pet, hen, pen, red, bed</p> <p>"short i and CVC words" Word Families - i, ip, ib, id (*March 13-17 week 7): in, ig, it, ix Vocabulary Examples; hip, ink, zip, in, lip, tip, sip, rip, bib, rib, kid, lid *pin, fin, bin, win, fig, wig, big, dig, pit, hit, six, wit</p> <p>Example of a review canva presentation for short "a" based word families: https://www.canva.com/design/DAFaZthuK0g/IEm9igX-CQ-xl9kxrh-6uw/view?utm_content=DAFaZthuK0g&utm_campaign=designshare&utm_medium=link&utm_source=publicsharelink</p>
<p>Feb 6th - March 17th</p>	<p><i>Small groups - Literacy support. Once a week, 30-35 minutes for each group.</i></p>	<p>Students play various flash card games to practice the following CVC words based on Oxford Phonics World 2:</p>

		<p>"short a and CVC words" Word Families - a, am, an, ad, ag, ap, at Vocabulary Examples: *ax, *ant, cat, yak, ram, yam, jam, dam, fan, man, can,dad, pad, bag, rag cap, map, nap, tap, bat, rat, hat, mat</p> <p>"short e and CVC words" Word Families - e, et, en, ed Vocabulary Examples: egg, web, vet, ten, jet, net, wet, pet, hen, pen, red, bed</p> <p>"short i and CVC words" Word Families - i, ip, ib, id</p> <p>For Week 7 (March 13-17): in, ig, it, ix Vocabulary Examples; hip,ink,zip, in, lip,tip, sip, rip, bib, rib,kid,lid *pin, fin, bin, win, fig, wig, big, dig, pit, hit, six, wit Each word has a matching picture and written word card.</p> <p>Here are some of the ELA game examples students will play: Bean bag toss to the written card Race to the word Memory matching (Concentration Card Game) Show picture and find the word Read and find the picture (students read the word to know which picture to find) CVC Word Tower (Students decode words until they makes a mistake. Successfully decoded words are kept in a pile. After making a mistake, the next student gets a turn to decode words. Whoever has the most CVC word cards stacked when the pile of cards runs out, wins).</p>
<p>Feb. 15th</p>	<p><i>Cross-curricular Social Studies/ELA</i> Susan Laughs - Feelings</p>	<p>Play the "Scribble Spot" song: https://youtu.be/0076ZF4jg3o</p> <p>This lesson reviews various emotions using the book, "Susan Laughs." Students infer how Susan feels based on the pictures of the story book, and the text verifies when possible.</p> <p>Students discuss past experiences of when they felt the same way. Take a poll and do a pictograph of our class findings and enter it into the canva presentation. https://www.canva.com/design/DAFY-RwdHvQ/iEky_j6ccYA9Hjcj0JBOSQ/view?utm_content=DAFY-RwdHvQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelin</p>

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<p>Feb. 10th</p>	<p>Cross-curricular Social Studies/ELA Susan Laughs - We are the same (even when we are different). - Ableism</p>	<p>Read the story, "Susan Laughs?"</p>  <p>Show the book cover. Have students predict what they think story is about. Have students do some predicting and inferring based on the book cover: Who are the people on the see-saw? Who is Susan? Where do you think they are? (at home, at a park, at school?) How do you think Susan <i>feels</i>? How do you know? Discuss how Susan and the class are similar (same likes, same hobbies, etc). Why do you think Susan laughs? Who likes to watch funny TV shows? Who likes to swing like Susan? Where do you go to swing? At the end of the book, we discover Susan is in a wheelchair. This will come as a surprise to most readers. The story highlights how Susan can lead a very normal life despite her disability.</p>
<p>Feb 17th</p>	<p>Susan Laughs - Rhyme. Cross-curricular Art/ELA Directed drawing with Rhyme</p>	 <p>Students revisit the story, Susan Laughs, but this time the focus is for them to find rhyming pairs. (Example: "sings" and "swings"). Students are expected to write in their journal a pair of rhyming words. Examples based on the previously learned CVC word families will be given. "cat" and "hat"</p> <hr/> <p>Directed drawing: The following directed drawing picture is done in stages using simple shapes: A man. A man has a can. A man has a can in a pan.</p> <p>(Read and then draw a can) (Read and then draw a pan)</p>

		<p>A man has a can in a pan in a van. (Read and then draw a van)</p>
<p>Feb 27th</p>	<p>Cross-curricular Careers/ELA</p> <p>Read and discuss various community helpers.</p>	<p>Read the story, “Whose hands are these?” written by Miranda Paul and illustrated by Luciana Powell. Prior to reading the story, pre-teach the jobs vocabulary using this canva presentation. https://www.canva.com/design/DAFbukGYdOc/GhWIqjPr34y8OhIpwiZbHg/view?utm_content=DAFbukGYdOc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink#Z</p> <p>Introduce the different social communities and have students discuss how they are community helpers at school. What kind of jobs do students do in classroom? This is a vocabulary building exercise where students learn various job names based on the pictures of the book. Students try to guess what job is next based on the clues from the story.</p> 
<p>Feb 28th</p>	<p>Cross-curricular Social Studies/ELA</p> <p>Black History Month - Every day things invented by Black inventors</p>	<p>Read the story, “Have you thanked an inventor today?” written by Patrice McLaurin and illustrated by Dian Wang. Students learn about various day to day objects invented by Black people. Students discuss which inventions they like, if they have see them in their daily lives. Polling questions such as, “Who has an air conditioner at home?” “If you do not have one, how do you stay cool in the summer?” “This is a traffic light. What does red mean? What does yellow mean? How about green?”</p> <p>Students draw a picture in their journals of an invention they liked from the book or would like to make someday.</p> 

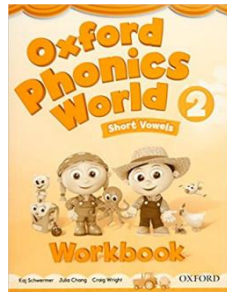
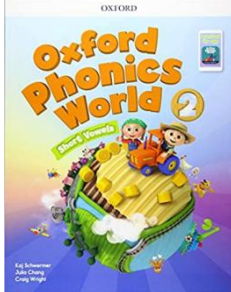
<p>March 10th</p>	<p><i>Cross-curricular ELA-Art</i> <i>Reading Trudy's Healing Stone</i> <i>Feelings / Things that make us happy /</i> <i>Painting our own Healing Stone</i></p>	<p>Read the story, "Trudy's Healing Stone," written by Trudy Spiller. Students will review the emotions we can experience. The class will reflect and discuss different ways we can change our red (angry), grey (worried), or blue (sad) feelings into positive ones like yellow (happy) or green (peaceful/calm). The story suggests that talking to others about things that make us angry or sad can help us heal and feel better. The class brainstorms the various people they feel safe to talk to when they have problems. If it is a small problem we feel or think we can talk to a "healing stone."</p> <p>Students will discuss what is happening with Trudy in the story and how we also can learn to cope with our emotions. During the art block, students will paint their own healing stones to take home and talk to when they have small problems to work out.</p> 
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<p><i>March 17th</i></p>	<p><i>ELA / Social Studies - Discussion</i></p>	<p>Read the story, "MONSTER TROUBLE!" by Lane Fredrickson (Author) and Michael Robertson (Illustrator.)</p> <p>This book was part of our social emotional learning (SEL) program. Students are learning about personal space, and boundaries. Students will discuss the importance of sleep and how we stay healthy. In this story, monsters prevent Winifred Schnitzel from sleeping well at night, until finally she discovers their weakness.</p> 
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Resources needed:

Resources:
Oxford Phonics 2 Student book and Workbook



<https://www.amazon.ca/Oxford-Phonics-World-Refresh-Students/dp/0194750388>

<https://www.amazon.ca/dp/0194596230>

Oxford Phonics 2 - Online resources

<https://elt.oup.com/student/oxfordphonicsworld/level02/?cc=ca&sellLanguage=en>

Writing Practice Booklet (During daily centres students - do one page or one letter depending on ability)

<https://www.teacherspayteachers.com/Product/My-Big-Alphabet-Book-Distance-Learning-3548036>

Book: Handwriting Practice for Gritty Kids

(This resource was used for writing practice of specific lower case letters: **a, e, d, b**)

<https://www.amazon.ca/Handwriting-Practice-Gritty-Kids-Kindergarten/dp/1735770868>

Dotted print font for writing custom worksheets

<https://www.dafont.com/kg-primary-dots.font>

Making custom writing sheets

<https://www.kidzone.ws/tracers/index.htm>

Montessori Workbooks (practice CVC words, phonics and writing during at learning centres):

<https://www.amazon.com.au/Montessori-Language-Workbook-Preschool-Skills/dp/B09JJHRX3B>

Montessori Language Workbook Word Families: CVC Words, Phonics, Reading Activities, Preschool, Kindergarten

<https://www.amazon.ca/Montessori-Language-Workbook-Word-Families/dp/B09WKJ3GKX>

CVC Letter blocks:

<https://www.amazon.ca/Montessori-Phonetic-Reading-Flashcard-Beginner/dp/B085X93ZJN>



Books:

Susan Laughs by Jeanne Willis and Tony Ross

<https://www.amazon.ca/Susan-Laugh-Jeanne-Willis/dp/0805065016>

Whose Hands Are These? by Miranda Paul

<https://www.amazon.ca/gp/product/B01BV2WJJA/>

Have You Thanked an Inventor Today? by Patrice McLaurin and Dian Wang

<https://www.amazon.ca/dp/0997315202>

Interdisciplinary connections:

(e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?)

CVC words learned in the phonics literacy block were used in directed drawing (Art), and ELA stories and their discussions are used a springboard for students to think about communities(Careers), social emotional learning (Social studies), and science (magnets). Note: Math teaches specialized academic language outside of the ELA lesson block.

	Reflection
	<p>How did the unit go? How do I know?</p> <p>The phonics portion of this unit went very well. All students could decode the majority of the words. The short vowel “a” words have the largest amount of vocabulary so some words are not yet mastered, but the process of the decoding and blending is well established. All groups students could decode with short “e” CVC words proficiently, but some students would swap letters when decoding . (Example: “ten” was decoded as “net.”) The lowest level students still need help with decoding. By giving them first phoneme and the word family, everyone could independently blend the sounds. For example: “h” + “en” They could blend to say “hen.” Some students in the lowest level group need extra time to process decoding independently, but with practice their fluency will improve. The highest level group is at proficiency with some students even at exceeding. When given new words that are part of the same word family, these students could successfully recognize the word family and decode the word.</p> <p>This unit’s daily ELA story blocks helped the students to better regulate themselves by allowing them to cool down into a “calm thinking and reflecting” state. Coupled with their social emotional learning, this has helped the class to better self-regulate themselves, making classroom management easier. One student who has ASD and another student who is an ELL, have also started to engage in the classroom discussions by the end of this unit. Connecting stories to the real life experiences is a crucial vector for student learning and growth.</p> <p>Our worksheets collected during the literacy phonics block shows that students are gradually improving their writing and phonemic awareness. For the high level groups, I am differentiating their worksheets by eliminating some of the dotted lines or labels to allow them to think and write more independently without the guides.</p>
	<p>Where to next?</p> <p>For the lower level students more practice is needed for encoding and decoding CVC words. All groups have done well decoding short “a” and “e” CVC words and are able to decode the majority of the words learned. As the class has just been introduced to short “i” CVC words, they still need additional time to practice them before reaching proficiency. The next new set of phonics CVC words to be taught will have short “o” and short “u” vowel sounds. During one of our small groups sessions, a student requested to learn short “u” CVC words. I obliged after we finished our current set of CVC cards with short “e.” As a result, the students who were present that day have had an introduction to the CVC words with short “u.”</p> <p>Now that their CVC words vocabulary has expanded, it is also time for students to practice reading whole sentences with them and learning a few important <i>sight words</i> like “I” and “the.” We may need to create custom decodable texts for students to read. One possible activity is to have students do a sequencing exercise where students have a mini picture book and they must cut and paste the correct sentence strip underneath each picture. The class could practice reading the sentence strips collaboratively and work together</p>

to figure out the which picture matches the sentence content.

As for the discussions during the ELA story block, we should continue to focus on social emotional learning topics for the class. Even past topics should be reviewed as they can help reinforce student understanding of the topics. Additionally, we should select stories related to the interest of our students as it helps them make meaningful connections. This way, students can more easily to present *their* story to the class.

Finally, students must continue to practice writing and reading small letters. I have started to insist that students in the high level groups write their names with a beginning capital letter followed by small letters. In later grades, students are expected to do this quick and automatically. I hope by the end of the school year that all students will have finished their writing ABC letters book.