Title: Letters to Munch On

Subject Matter Emphasis and Level: Phonics Grade 1

Author: Cherie Petry

School District: Wagner 11-4

Email: cherie.petry@k12.sd.us

Brief Description of the Lesson/Unit:
In this unit the students will learn to match a sound to each letter and blend these sounds together to make words through the use of a variety of different media forms.

SD Content Standards:
1.R.1.1 Students are able to use knowledge of letters and sounds to read text.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   The letters and their sounds.
2. What essential questions will guide this unit and focus teaching/learning?
What do we need to make words and how do we use letters to make words.

3. What key knowledge and skills will students acquire as a result of this unit?
Each letter makes its own sound to be a part of a word.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?
Backwards letters, y&w letter and sound confusion and e&i sound confusion.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

Performance Tasks:

- Students will read decodable texts.
- Students will create an alphabet book that illustrates each letter and its sound.
- Students will identify all the letters and sounds within 45 seconds.

Other Evidence:
*Quizzes, Tests, Prompts, Work Samples (summarized):*

The students will use their knowledge of letters and sounds in their daily reading and writing.
**Unprompted Evidence: (observations, dialogues, etc.)**

Type Here.

**Student Self-Assessment**

/i/ = feeling his/her neck for the adams apple to jump up and dot the i.

---

**Stage 3: Plan Learning Experiences and Instruction**

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

**Major Learning Activities:**

- Explicit direct instruction
- Repetitive choral speaking
- Sounds on tape
- Mimic reading.

**Materials & Resources (technology & print):**

- [www.starfall.com](http://www.starfall.com)
- [www.ReadingA-Z.com](http://www.ReadingA-Z.com)
- [www.Readingrainbow.com](http://www.Readingrainbow.com)

**Management:**

Whole group with specific instruction based on their immediate needs.

**Support Services and Special Teacher Notes:**

Reading coach. Cannot deviate from the core of Reading First.
Extensions and Adaptation:

Use their knowledge of letters and sounds in their independent and whole group daily reading.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

Differentiated Process:

- Sound by sound blends
- Vowel team blends
- Consonant blends

Differentiated Content:

Word family tale books from www.ReadingA-Z.com
Reading orally word family tales so that they hear it before seeing it.

Differentiated Product:

Each student will make their own word family booklets based on the word family studied at the time.