Emily Hanson UNIT PLANNING TEMPLATE

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Unit Topic / Guiding Question: ELA – Letters (C, K, E, H, R, M, D, G, O, U, L, F, B)** | | | | | | |
|  | **Rationale: Students have explored the letters in many ways and are now taking a focused approach into each letter. This unit is a continuation on from the letters S, A, T, I, P, N. This is important because letters are the basics that the student need to know in order to grow in their learning. Students need to be able to understand letters and phonics in order to read, write and communicate. This knowledge is incorporated into so many other learning facets and it is therefore highly important that students learn the letters of the alphabet and their sounds.** | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| Playing with language helps us discover how language works. | | | *What sounds do letters make?*  *How do you form/print letters?*  *What is the name of the letter?* | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating   **In familiar settings, I communicate with peers and adults.**  Students will be communicating with the teacher as well as their peers for this unit. They will be sharing their ideas with the class and their partners, as well as participating in class discussions around the learning intentions. | * Creative Thinking * Critical & Reflective Thinking   **I can use evidence to make simple judgments.**    Students will be using their prior letter/phonics knowledge to make simple judgments in their thinking. | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility | |
|  | **Learning Standards – Curricular Competencies:**  Explore [foundational concepts of print, oral, and visual texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core)  Use developmentally appropriate [reading, listening, and viewing strategies](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core) to make meaning  Use sources of information and [prior knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core) to make meaning | | | | | |
|  | **KNOW** | **Learning Standards - Content:**   * [phonemic and phonological awareness](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core#;) * [letter formation](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core#;) * [letter knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core#;) | | | | | |
|  | **First Peoples Principles of Learning** | * *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.* | | | | | **Comments on how you will address the FPPL:**  **This FPPL will be incorporated into this unit because learning letters can be quite difficult for students. It is a new skill that they are learning, and they may have little to no exposure with letters. Learning letters and phonics takes a lot of time and a lot of patience and students will be reminded of this while they are participating in their learning.** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | *Class Discussion/Student Participation*  *White Boards – Show me*  *Play-Doh / Pipe Cleaner Letter Formation*  *Letter tracing worksheets*  *Matching letters with words activities*  *Brainstorming words that start with each letter* | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | *Teacher will ask students one on one to identify the letters, tell what the sound makes, do the action, write the letter and identify a word that begins with the letter* | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| *C/K*  *Feb 1-4* | *I can identify the letters C and K*  *I can print the letters C and K*  *I can understand and make the sound of the letters C and K* | | | * + **Start off by introducing the letter in the big book**   + **Have students tell what the character, setting and action of the page in the big book**   + **Have the students learn the song (line by line, every 3 lines, then by themselves) and then play the song from the CD**   + **During the calendar message, have students find the letters in the message**   + **Create a letter chart together – students brainstorm words that begin with the letter and teacher sounds it out, prints it, and draws a picture.**   + **Have students trace and copy the letters down on paper**   + **Have students complete practice worksheets in soft start**   + **Have students use either play dough, pipe cleaners, white boards, etc. to form letters**   + **Read books all about the letter**   + **Directed Drawing Activities**   + **Finding letters in books/classroom**   + **Making letters in the air with hand and other body parts** | | | |
| *E/H*  *Feb 8-12* | *I can identify the letters E and H*  *I can print the letters E and H*  *I can understand and make the sound of the letters E and H* | | | * + **Start off by introducing the letter in the big book**   + **Have students tell what the character, setting and action of the page in the big book**   + **Have the students learn the song (line by line, every 3 lines, then by themselves) and then play the song from the CD**   + **During the calendar message, have students find the letters in the message**   + **Create a letter chart together – students brainstorm words that begin with the letter and teacher sounds it out, prints it, and draws a picture.**   + **Have students trace and copy the letters down on paper**   + **Have students complete practice worksheets in soft start**   + **Have students use either play dough, pipe cleaners, white boards, etc. to form letters.**   + **Read books all about the letter**   + **Directed Drawing Activities**   + **Finding letters in books/classroom**   + **Making letters in the air with hand and other body parts** | | | |
| *R/M*  *Feb 15-19* | *I can identify the letters R and M*  *I can print the letters R and M*  *I can understand and make the sound of the letters R and M* | | | * + **Start off by introducing the letter in the big book**   + **Have students tell what the character, setting and action of the page in the big book**   + **Have the students learn the song (line by line, every 3 lines, then by themselves) and then play the song from the CD**   + **During the calendar message, have students find the letters in the message**   + **Create a letter chart together – students brainstorm words that begin with the letter and teacher sounds it out, prints it, and draws a picture.**   + **Have students trace and copy the letters down on paper**   + **Have students complete practice worksheets in soft start**   + **Have students use either play dough, pipe cleaners, white boards, etc. to form letters.**   + **Read books all about the letter**   + **Directed Drawing Activities**   + **Finding letters in books/classroom**   + **Making letters in the air with hand and other body parts** | | | |
| *D/Review*  *Feb 22/23* | *I can identify the letter D*  *I can print the letter D*  *I can understand and make the sound of the letter D* | | | * + **Start off by introducing the letter in the big book**   + **Have students tell what the character, setting and action of the page in the big book**   + **Have the students learn the song (line by line, every 3 lines, then by themselves) and then play the song from the CD**   + **During the calendar message, have students find the letters in the message**   + **Create a letter chart together – students brainstorm words that begin with the letter and teacher sounds it out, prints it, and draws a picture.**   + **Have students trace and copy the letters down on paper**   + **Have students complete practice worksheets in soft start**   + **Have students use either play dough, pipe cleaners, white boards, etc. to form letters.**   + **Read books all about the letter**   + **Directed Drawing Activities**   + **Finding letters in books/classroom**   + **Making letters in the air with hand and other body parts** | | | |
| *Feb 24/25* | *I can identify the letters we have learned so far*  *I can print the letters we have learned so far*  *I can understand and make the sound of the letters we have learned so far* | | | * + **Letter stamps**   + **Find a letter in the morning message/around the classroom**   + **Whiteboard letter formation**   + **Letter songs**   + **Memory Games**   + **Bang Game (Letter sound and recognition)**   + **Letter games/bingo** | | | |
| *G/O*  *Mar 1-5* | *I can identify the letters G and O*  *I can print the letters G and O*  *I can understand and make the sound of the letters G and O* | | | * + **Start off by introducing the letter in the big book**   + **Have students tell what the character, setting and action of the page in the big book**   + **Have the students learn the song (line by line, every 3 lines, then by themselves) and then play the song from the CD**   + **During the calendar message, have students find the letters in the message**   + **Create a letter chart together – students brainstorm words that begin with the letter and teacher sounds it out, prints it, and draws a picture.**   + **Have students trace and copy the letters down on paper**   + **Have students complete practice worksheets in soft start**   + **Have students use either play dough, pipe cleaners, white boards, etc.to form letters.**   + **Read books all about the letter**   + **Directed Drawing Activities**   + **Finding letters in books/classroom**   + **Making letters in the air with hand and other body parts** | | | |
| *U/L*  *Mar 8-12* | *I can identify the letters U and L*  *I can print the letters U and L*  *I can understand and make the sound of the letters U and L* | | | * + **Start off by introducing the letter in the big book**   + **Have students tell what the character, setting and action of the page in the big book**   + **Have the students learn the song (line by line, every 3 lines, then by themselves) and then play the song from the CD**   + **During the calendar message, have students find the letters in the message**   + **Create a letter chart together – students brainstorm words that begin with the letter and teacher sounds it out, prints it, and draws a picture.**   + **Have students trace and copy the letters down on paper**   + **Have students complete practice worksheets in soft start**   + **Have students use either play dough, pipe cleaners, white boards, etc. to form letters.**   + **Read books all about the letter**   + **Directed Drawing Activities**   + **Finding letters in books/classroom**   + **Making letters in the air with hand and other body parts** | | | |
| *F/B*  *Mar 15-19* | *I can identify the letters F and B*  *I can print the letters F and B*  *I can understand and make the sound of the letters F and B* | | | * + **Start off by introducing the letter in the big book**   + **Have students tell what the character, setting and action of the page in the big book**   + **Have the students learn the song (line by line, every 3 lines, then by themselves) and then play the song from the CD**   + **During the calendar message, have students find the letters in the message**   + **Create a letter chart together – students brainstorm words that begin with the letter and teacher sounds it out, prints it, and draws a picture.**   + **Have students trace and copy the letters down on paper**   + **Have students complete practice worksheets in soft start**   + **Have students use either play dough, pipe cleaners, white boards, etc. to form letters.**   + **Read books all about the letter**   + **Directed Drawing Activities**   + **Finding letters in books/classroom**   + **Sight letters on the whiteboard game (upper and lowercase on both sides of the board – students play one vs one)**   + **Making letters in the air with hand and other body parts** | | | |
|  |  | | | **( insert more rows as needed)** | | | |
|  | **Resources needed:** | | | | | | |
|  | **Jolly Phonics**  **Letter books**  **Worksheets**   * + **Letter formation**   + **Cut and Glue**   **CD**  **Letter Stamps**  **Pipe cleaners/ play-doh**  **Whiteboards**  **Chart Paper** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **This unit will be interweaved into the majority of all subjects. When communicating with children, reading stories, etc., the teacher will make sure to weave in the learning of the letters. For example, when the teacher is giving instructions or reading a story, the teacher can emphasize/point out words that begin with the letters we have been working on.** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |