

V. Sounds of Language (Phonological Awareness)

A. Attend to Sounds of Language

2. Participates in Word Games

Step One: Focus on Key Words

1. Circle what students should be able to do (verbs).
2. Underline the concepts or knowledge the students should know (nouns).
3. Place brackets around any context information.

Domain: Sounds of Language (Phonological Awareness)

Strand: Attend to Sounds of Language

Standard: Participates in Word Games

Step Two: Map It Out

What will students <u>do</u> ?	With what <u>knowledge</u> or <u>concepts</u> ?	In what topic or context?	Level of Thinking
Participate	Word games	Involving syllables, sounds and rhyming words	Level 2
Segmenting	Syllables	Multi-syllable words	Level 3
Identify	Rhyming words	In word families	Level 2

Step Three: Analyze the standard

Type: Knowledge ____ Reasoning X Skill ____ Product ____

Implied Learning Targets:

I can participate in word games.

Standard Extended (Enrichment):

- I can produce my own multi-syllabic rhyming words.
- I can identify where the sound is in a word (beginning/middle/ending).
- I can produce my own words that start with the same sound.
- I can tell how many syllables are in a word.
- I can blend words (CV, VC, CVC) (continuant then stops).
- I can sort words that end with the same sound.
- I can give the beginning/initial/first sound of a word when asked.

Meeting Proficiency (Pre-kindergarten (PK)):

- I can sort words that start with the same beginning sound.
- I can generate rhyming words.
- I can segment/clap/tap out syllables in multisyllabic words.

Approaching Expectation (Preschool (PS)):

- I can identify sounds that are the same and sounds that are different.
- I can judge if word pairs rhyme. Then identify the “odd one out” rhyming word.
- I can finish cloze rhyming statements in books after multiple readings.
- I can segment/clap/tap out syllables in compound words.
- I can show an understanding in the vocabulary “beginning/initial/first” and “end/final/last”

Prerequisite Skills (Preschool 3 (PS3)):

- I can imitate letter sounds.
- I can listen to sounds and rhymes.

- I can show an interest in nursery rhymes.
- I show an interest in fingerplays and music time.
- I show an interest in books.

Vocabulary: Produce, Identify, Syllables, Cloze Statements, Beginning, Middle, End, Fingerplays, Nursery Rhymes, Interest, Continuants, Stops, Multisyllabic, Segmenting, Generate, Initial, Judge, "Odd One Out," Imitate

Step Four: Determine Big Ideas

Participation: The student participates in word games by segmenting syllables, identifying sounds, and identifying rhyming words.

Segmenting: The student segments multi-syllabic words.

Identifying: The student identifies rhyming words that are part of word families.

Step Five: Establish Essential Questions to be answered by your instruction.

Participation: Does the student participate in word games involving segmentation, identifying sounds, and identifying rhyming words?

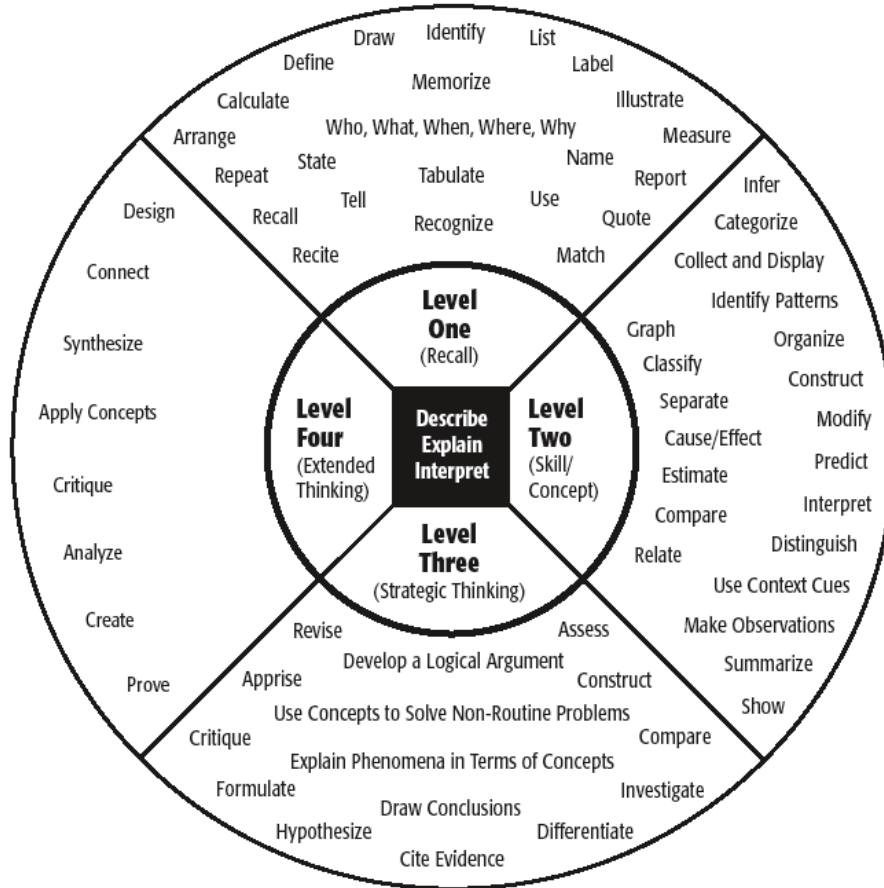
Segmenting: Can the student segment multi-syllabic words?

Identifying: Can the student identify rhyming words that are part of word families?

Instructional Strategies

<u>Enhancement Activities</u>	<u>Enhancement tools</u>
ABC chart- repeat letters, sounds, motion	ABC chart
Touch letters on doors	Letters on doors
Letter sound with letter tactile card	Letter tactile cards
Pictures cards (id beginning sounds)	Pictures cards
Letter videos	Alphabet soup cans
Nursery rhyme flip chart (letter id, sounds, rhyming)	Nursery rhyme flip chart
Independent reading time	Books
Music instruments for rhyming and syllables	
Magnetic letters- sorting by letter id and sounds	

Bloom's Taxonomy	Marzano's Taxonomy	Webb's Depth of Knowledge	Daggett – Rigor/Relevance
Remembering	Level 1: Retrieval	Recall & reproduction (DOK 1)	1. Knowledge/Awareness
Understanding	Level 2: Comprehension	Skills and concepts (DOK 2)	2. Comprehension
Applying	Level 3: Analysis	Strategic thinking/complex reasoning (DOK 3)	3. Application
Evaluating	Level 4: Knowledge utilization	Extended thinking/reasoning (DOK 4)	4. Analysis
Creating	Level 5: Metacognition		5. Synthesis
	Level 6: Self-system thinking		6. Evaluation



Level 1: Recall - involves basic tasks that require recall of facts or rote reproduction of simple procedures. These kinds of tasks do not require any cognitive effort beyond remembering the right response or formula.

Level 2: Skills and Concepts - requires a student to make some decisions about problem solving and procedures. DOK 2 tasks may involve applying a skill in a new context or explaining thinking in terms of concepts..

Level 3: Strategic Thinking - more complex and abstract. Students must use reasoning, planning, and evidence to explain their thought processes. Often, Level 3 tasks have more than one valid response, and students must justify their choices..

Level 4: Extended Thinking - at least as complex as level 3 tasks but require an extended time period—several weeks, perhaps, or even longer—to complete.

