

# Idita-Phonics

**Developed by:**

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(extension of Lucy Calkins Phonics Unit 1 Bend 1)

**Discipline / Subject:**

ELA

**Topic:**

Phonics

**Grade Level:**

Elementary

**Resources / References / Materials Teacher Needs:**

- Classroom chart of phonics skills to be addressed (grade specific)
- 8 ½ x11 paper with the names of the Iditarod checkpoints prewritten
- Markers/crayons/colored pencils
- Checkpoint pronunciation <https://iditarod.com/zuma/virtual-trail-journey-checkpoint-pronunciation-and-quick-facts/>

**Lesson Summary:**

Students will use their prior knowledge of phonics to discover the patterns in Iditarod checkpoint names.

**Standards Addressed: (Local, State, or National)**

CCSS.ELA-LITERACY.RF.1.2.A

Distinguish long from short vowel sounds in spoken single-syllable words.

CCSS.ELA-LITERACY.RF.1.2.C

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CCSS.ELA-LITERACY.RF.1.2.D

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

CCSS.ELA-LITERACY.RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.1.3.A

Know the spelling-sound correspondences for common consonant digraphs.

CCSS.ELA-LITERACY.RF.1.3.C

Know final -e and common vowel team conventions for representing long vowel sounds.

CCSS.ELA-LITERACY.RF.1.3.D

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

CCSS.ELA-LITERACY.RF.1.3.E

Decode two-syllable words following basic patterns by breaking the words into syllables.

CCSS.ELA-LITERACY.RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.2.3.A

Distinguish long and short vowels when reading regularly spelled one-syllable words.

CCSS.ELA-LITERACY.RF.2.3.B

Know spelling-sound correspondences for additional common vowel teams.

CCSS.ELA-LITERACY.RF.2.3.C

Decode regularly spelled two-syllable words with long vowels.

CCSS.ELA-LITERACY.RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.3.3.C

Decode multisyllable words.

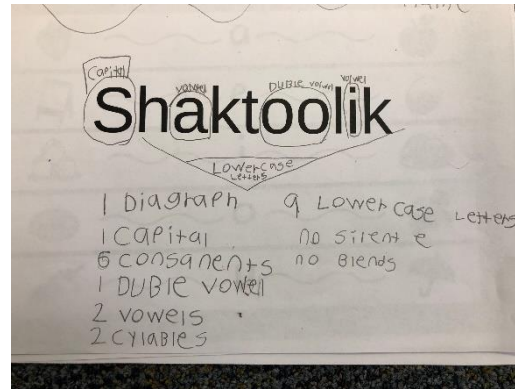
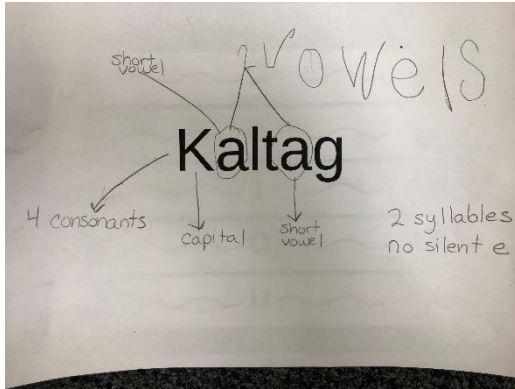
CCSS.ELA-LITERACY.RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.4.3.A

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

<p><b>Learning Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Correctly identify the number of syllables a word has.</li> <li>• Identify long and short vowels in a word</li> <li>• identify the location of a capital letter.</li> <li>• identify the silent e</li> <li>• identify diagraphs and blends in words</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Completed checkpoint with phonics skills correctly labeled.</li> <li>• Sharing of checkpoint.</li> </ul>
<p><b>Procedural Activities</b></p> <ol style="list-style-type: none"> <li>1. Review and post phonics skills you have covered with your class. For second grade, in September I would post: <ul style="list-style-type: none"> <li>Syllables</li> <li>Short Vowels</li> <li>Long Vowels</li> <li>Silent e</li> <li>Diagraphs (sh, th, wh, ch, ph)</li> <li>Blends (l blends, r blends, sk, st)</li> <li>Capitals</li> <li>Consonants</li> <li>Double Consonants</li> </ul> <p>If activity is done later in the school year more skills should be added (vowel teams, etc...)</p> </li> <li>2. Have prepared on 8.5 x 11 or larger paper the names of all the checkpoints. Using <a href="https://iditarod.com/zuma/virtual-trail-journey-checkpoint-pronunciation-and-quick-facts/">https://iditarod.com/zuma/virtual-trail-journey-checkpoint-pronunciation-and-quick-facts/</a> talk through all the pronunciations of the checkpoints. Show an example of how to be a phonics detective.</li> </ol>	



3. Then have students choose the checkpoint they would like to be phonics detectives on and begin working. (Depending on grade level preselect checkpoints that the student can more easily find the phonics skills.)
4. Once the students have completed with their checkpoint, have them share out.

**Technology Utilized to Enhance Learning:**

- <https://iditarod.com/zuma/virtual-trail-journey-checkpoint-pronunciation-and-quick-facts/>

**Other Information:**

**Modifications for Special Learners/ Enrichment Opportunities:**

**Modifications:**

- Use only 2-3 phonics rules versus the entire list when breaking apart the checkpoint. (Syllables, long vowels, short vowels)

**Enrichment:**

- Continue to be phonics detectives in daily reading.