

Unit Title: Learning to Read
Grade Level: 2nd
Subject Area: Reading
Duration/Length/Number of class periods: 5 lessons
Description: Students will learn the sounds that each letter of the alphabet can make. Students will be able to use sounds to read the words and become proficient readers.
Established Goals: ISTE Goal: 1.6a and 1.6c Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats and digital media appropriate to their goals. ELA Goal: R1 Foundations of reading, phonological and phonemic awareness.

What <u>Enduring Understandings</u> are desired? Identifying word sounds allows people to read words correctly to become better readers and communicators.
What <u>Essential Questions</u> will be considered? Why is it important to learn how to read?
Students will know / be able to Work together, communicate, and learn to read.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Fo rm ati ve	Su m ma tiv e	Intr odu ctor y Acti vity	Lea rnin g Acti vity	Stu den t Tec hno logy Use d	Teache r Technol ogy Used	IS T E St an da rds
During our meet and greet, I am able to spend 10 minutes with each student and they read a second grade word list and a reading passage.	x						

Google Form: Students will record themselves on Seesaw reading the word list to show growth.		x					
Students will use their ipads to interview each other about reading			x				
https://www.ixl.com/ela/grade-2/complete-the-word-with-the-correct-initial-consonant-blend https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_phoneme_isolating/23_pa012_phoneme_quest.pdf				x	IXL SeeSaw	Flipgrid IXL Seesaw	
IXL and Seesaw					x		
MAC Book, SMARTBoard, learning centers and Slides						x	
Students communicate clearly and express themselves							1.6a 1.6c

Materials, tools and resources:

Seesaw
IPADS
Microphones
SMARTBOARD Slides
IXL Practice
Google Form for Testing
<https://fcrr.org/student-center-activities/second-and-third-grade>,
https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_phoneme_isolating/23_pa012_phoneme_quest.pdf

Unit Plan Author Jackie Giesinger, Jeffers Pond Elementary School, jgiesinger@plsas.org

Additional credit given to:

<https://fcrr.org/student-center-activities/second-and-third-grade>,

<https://www.ixl.com/ela/grade-2/complete-the-word-with-the-correct-initial-consonant-blend>

https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_phoneme_isolating/23_pa012_phoneme_quest.pdf

Day 1: To start out I will put students in groups of three, one student will be the Interviewer and ask the questions provided. One IPAD will be used for every group of three. Questions will be:

1. Why Is It Important to Learn How To Read?
2. What do you need to do to learn how to communicate with others?
3. How will learning to read help you in the future?

Day 2: Whole Group discussion about survey answers. Review Drill Sounds together. Students will record themselves on Seesaw.
https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_phoneme_isolating/23_pa012_phoneme_quest.pdf

Day 3: Students will go on IXL activity C-1
<https://www.ixl.com/ela/grade-2/complete-the-word-with-the-correct-initial-consonant-blend>

Day 4: Drill Practice, Phoneme blending, What's my word? Practice by communicating with a partner.

Day 5: Students will reflect on their learning and use Flip to record themselves, students will take Unit 1 test.