



Wonders of Nature: Plants, Bugs, and Frogs

This document was compiled to help teachers engage students in the performance of the spelling portion of Language Standard 2, as well as Reading Foundational Skills Standards 2 and 3:

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.*

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds. (phonemes)

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Standards	Focus	Examples
 RF.K.2.e  <i>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</i>	<u>Phonological Awareness</u> Add/substitute phonemes	Listen to poems from unit: "Two Tree Toads", "The Caterpillar", "Little Black Bug", "Trees", and "Over in the Meadow" <u>Fountas and Pinnell Phonics Lessons</u> (March, April, May)
 RF.K.3.b  <i>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</i>	<u>Vowel Sounds</u> long a long e long o long i long u	The focus of this standard is that each vowel has an alternate sound. /a/ says, "cat" and "cake"; it has a short sound and a long sound /e/ says, "pet" and "peek" /o/ says, "shop" and "toad" /i/ says "hip" and "ice" /u/ says "umbrella" and "cube"

*The following standard should be assessed during writing as evidence of application of phonics skills listed above:



L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Many resources were utilized in the creation of this document, including, but not limited to:

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th edition) Bear, Templeton, Invernizzi & Johnson, 2012

Common Core Curriculum Maps, www.commoncore.org

Phonemic Awareness by Heggerty, M. 2003

The table below compares Phonological Awareness with Phonics for clarification of definitions.

 Phonemic Awareness (in the ear)	 Phonics (in print)
Main focus is on <u>phonemes/sounds</u>	Focus is on <u>graphemes/letters</u> and their corresponding sounds
Deals with <u>spoken language</u>	Deals with written <u>language/print</u>
All <u>auditory</u>	Both <u>visual and auditory</u>
Students work with <u>manipulating sounds</u> and sounds in words	Students work with <u>reading and writing letters</u> according to their sounds, spelling patterns, and phonological structure
<u>Hear the language</u> and play with it	<u>See the text representing the language</u> and play with it.

Phonemic Awareness by Heggerty, M. 2003