Alphabet Tic Tac Toe

A Special Education Experience
For struggling learners

Creating instructional unit resource guides based on principles of universal design and differentiated instruction.

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AUTHOR’S NOTE

Welcome to Alphabet Tic Tac Toe, a special education experience for struggling learners. I am a new teacher who is trying to make learning fun and creative for my students. But I am trying to create a unit that is versatile for all grades to you. The teacher implementing this unit has been a teacher since 2002, but this is her first year as a contracted teacher. She has been teaching and working with students privately and professionally since 1996.

Questions can be directed to Crystal at 219-956-3221 ext. 238 or cdrenner@kv.k12.in.us.
STANDARDS
WHAT STANDARDS WILL BE MET THROUGH THIS UNIT?

Keeping aligned with Indiana State Standards for Language Arts, this lesson is addressing Phonemic Awareness.

K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.
K.1.9 Blend consonant-vowel-consonant (cvc) sounds aloud to make words.
K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.

1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
1.1.6 Recognize that vowels’ sounds can be represented by different letters.
1.1.8 Add, delete, or change sounds to change words.

2.1.1 Demonstrate an awareness of the sounds that are made by different letters by:

2 distinguishing beginning, middle, and ending sounds in words.
3 rhyming words clearly pronouncing blends and vowel sounds.

HELP!
RESOURCES FOR LOCATING STATE STANDARDS:

Indiana Learning Standards: http://www.doe.state.in.us/standards/
ISTE: http://www.cnets.iste.org
Developing Educational Standards: http://www.edStandards.org/Standards.html
MCREL: http://www.mcrel.org/standards.
Some students will know:
They will be able to read and decode small CVC words.

Most students will know:
Sounds and letter relationships.

All students will know:
Recognize letters.
http://www.abcteach.com/directory/basics/phonics/
This site is dedicated to making several resources available at once to teachers. It provides links to various topics for the working classroom. You can also download worksheets and manipulative resources.
http://www.kiddyhouse.com/Worksheets/
This site is great for teachers and offers worksheets that are interactive. They also have a message board for teachers to share advice and ask questions.
http://www.eduscapes.com/
This website offers a vast variety of links to other websites to assist the teacher within the classroom. The site is constantly updating to keep up to date information for the technology directed teacher.
http://www.funbrain.com/
This website is great for the student who learners via games. This site is setup for grades k-8. This is a very kid friendly site.
This site is also kid friendly and offers educational games, via the computer. This site also offers downloads so the teacher can print items and use them in his/her classroom.

HELP! For locating instructional materials.

Google:  http://www.google.com

Yahooligans!  http://yahooligans.yahoo.com/

ASSESSMENT

http://rubistar.4teachers.org/index.php
This site offers rubrics that are ready to use, but also allows the teacher create their own rubric. They also include links to lesson plans, downloads, and links to other websites to assist the teacher within the classroom.

Links to other assessment materials:

http://school.discovery.com/schrockguide/assess.html
http://www.rubrics.com/
http://www.siec.k12.in.us/~west/online/eval.htm
http://www.brainchild.com/
http://www.quizlab.com/
# MODIFICATIONS

## Planning for Academic Diversity

<table>
<thead>
<tr>
<th>Learning Barrier</th>
<th>Possible Solutions</th>
<th>Web Link Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student cannot read at grade level</td>
<td>Para-professional to assist. Offer flashcards or manipulative to assist.</td>
<td><a href="http://www.edhelper.com">www.edhelper.com</a> <a href="http://www.funbrain.com">www.funbrain.com</a> <a href="http://www.brainpop.cm">www.brainpop.cm</a></td>
</tr>
<tr>
<td>Student has difficulty comprehending the material</td>
<td>Para-professional to assist. Give more basic and clear direction. Picture clues.</td>
<td><a href="http://www.kidspiration.com">www.kidspiration.com</a> <a href="http://www.cogcon.com/gamegoo/gooey.html">http://www.cogcon.com/gamegoo/gooey.html</a></td>
</tr>
<tr>
<td>Student has difficulty mastering the vocabulary of the unit.</td>
<td>Para-professional to assist. Picture cards.</td>
<td><a href="http://www.sheppardsoftware.com/web_games_menu.htm">http://www.sheppardsoftware.com/web_games_menu.htm</a></td>
</tr>
<tr>
<td>Student needs the instructional material in a language other than English.</td>
<td>Non-applicable</td>
<td>Non-applicable.</td>
</tr>
<tr>
<td>Student has difficulty with handwriting (speed or accuracy).</td>
<td>Non-applicable</td>
<td>Non-applicable</td>
</tr>
<tr>
<td>Student needs additional challenge.</td>
<td>Non-applicable</td>
<td>Non-applicable</td>
</tr>
<tr>
<td>Student has difficulty with calculating activities.</td>
<td>Non-applicable</td>
<td>Non-applicable</td>
</tr>
<tr>
<td>Student needs help with conducting research.</td>
<td>Non-applicable</td>
<td>Non-applicable</td>
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