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One Word, One Meaning - Foundation

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Teacher Preparation - Unit Overview

PURPOSE

Learners distinguish a complete spoken or written word from a single letter, syllable or arbitrary word piece. They identify whole words in short messages and explain how a chosen word contributes meaning.

LEARNING GOALS

- Identify whole words using spoken rhythm, print boundaries and meaning.
- Explain that letters and word parts are not complete words.
- Explain what a chosen word adds to a message.
- Apply the word in a fresh short message.

FIXED TEACHING CORPUS

dog • cur • run • red

KEY CONTRAST

A big ant can run.

A small elephant can run.

Word length does not determine object size.

EVIDENCE TO COLLECT

Pointing or marking is acceptable. Record the learner's oral explanation verbatim when useful. Do not assess spelling beyond taught knowledge.

Teacher Preparation - Five-Lesson Sequence

1 MATCH A WORD TO MEANING

Use dog, cup and run. Learners match the whole word to an object, animal or action and say what it means.

2 FIND WORD BOUNDARIES

Contrast dog with d and og; cup with c and cu. Point to spaces and mark complete words in a short message.

3 TEST THE WORD-LENGTH MISCONCEPTION

Compare ant and elephant, then big ant and small elephant. Ask what each complete word contributes.

4 BUILD A MESSAGE

Combine complete word cards to make and read a short message. Remove or replace one word and discuss what changes.

5 EXPLAIN AND TRANSFER

Use the rehearsal pages, then assess two fresh messages. Accept pointing, marking, writing, drawing or a clear oral response.

Teacher Observation Record and Key

LOOK AND LISTEN FOR

- ☐ Finds each complete word rather than a letter or piece.
- ☐ Uses spaces, spoken rhythm and meaning as evidence.
- ☐ Explains what a chosen word contributes.
- ☐ Transfers the idea to a new message.

COMMON MISCONCEPTIONS

- Every letter is a word.
- A syllable is always a whole word.
- More letters mean a bigger object.

PROMPTS

Where does the whole word start and end? What does that complete word mean?

QUICK ANSWER KEY

Mat 1: 4; cup; red tells colour.

Mat 2: 4, 4, 5; dog; red, elephant names the animal.

Mat 3: 5; 6; elephant is longer, but length does not set size.

Rehearsal 1: 5; cup names object; red tells colour.

Rehearsal 2: small and big tell size; written length does not set object size.

Assessment: 5 and 6 words; explanations must match each message.

Use the answer pages for exact response placement. Use the rubric to record the next teaching step.

A WORD CARRIES MEANING

dog



WORD — names an animal

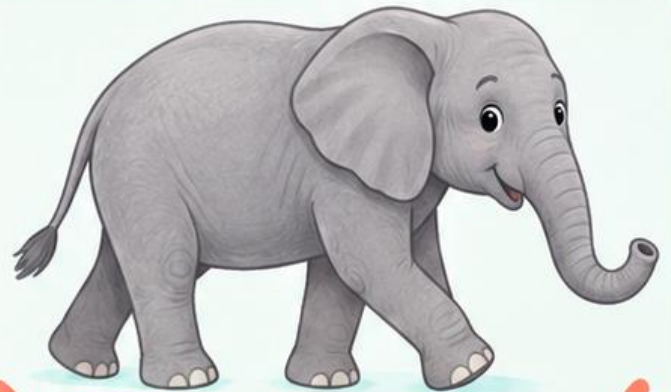
run



WORD — tells an action

d

LETTER — one symbol
inside dog



elephant

SPOKEN PART — not the
whole word meaning

A whole word carries meaning in a message.

MEET THREE WHOLE WORDS

dog



names an animal

The dog can run.

cup



names an object

The cup is red.

run



tells an action

I can run.

WORDS TELL DIFFERENT THINGS

red

tells a colour



The cup is red.

ant

short written word



A big ant can run.

elephant

long written word



The small elephant can run.

Word length does not tell object size.

WHOLE WORD OR JUST A PIECE?



dog

dog names an animal.

d

a letter

og

a piece



cup

cup names an object.

c

a letter

cu

a piece



run

run tells an action.

r

a letter

ru

a piece

A piece inside a spelling is not automatically the whole word.

BUILD A MESSAGE WITH WHOLE WORDS

The red dog can run.



Each tile is one whole word.

A big ant has a cup.



Each tile is one whole word.

The small elephant can run.



Each tile is one whole word.

WORD BOUNDARY SENTENCE MAT 1

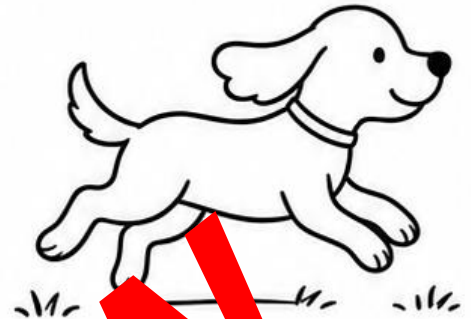
Name: _____

Point to each whole word. Mark the spaces. Then explain one word.

1. A dog can run.

A	dog	can	run.
---	-----	-----	------

4 words



2. The cup is red.

--	--	--	--

How many words: _____



3. Circle the whole word that names an object.

--

cup

cu

4. What does red contribute in 'The cup is red'?

--

Teacher tick: _____

WORD BOUNDARY SENTENCE MAT 1

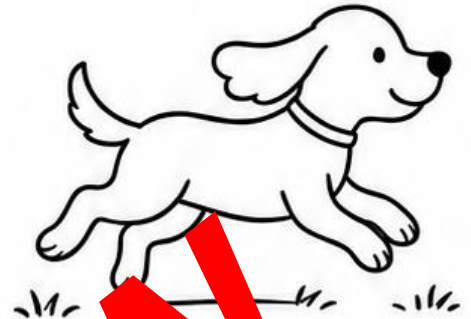
Name: **ANSWERS**

Point to each whole word. Mark the spaces. Then explain one word.

1. A dog can run.

A	dog	can	run.
---	-----	-----	------

4 words



2. The cup is red.

--	--	--	--

How many words: 4



3. Circle the whole word that names an object.

the

cup

cu

4. What does red contribute in 'The cup is red'?

red tells the cup's colour.

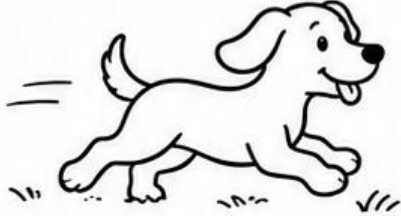
Teacher tick: _____

WORD BOUNDARY SENTENCE MAT 2

Name: _____

Work without the nearby model. Mark whole words and explain your choice.

1. A dog can run.



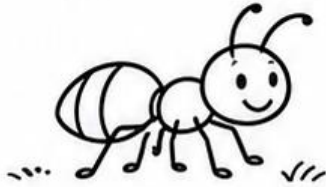
Count: _____

2. The cup is red.



Count: _____

3. A big ant can run.



Count: _____

4. Circle the whole word:

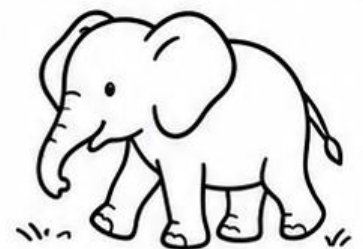
dog og

5. Circle the whole word:

r run ru

6. The small elephant can run.

Choose one word and write or tell what it contributes.

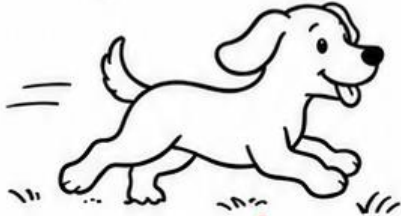


WORD BOUNDARY SENTENCE MAT 2

Name: ANSWERS

Work without the nearby model. Mark whole words and explain your choice.

1. A dog can run.



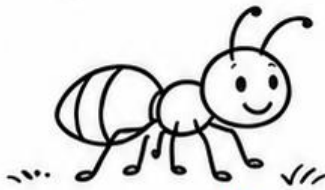
Count: 4

2. The cup is red.



Count: 4

3. A big ant can run.



Count: 5

4. Circle the whole word:

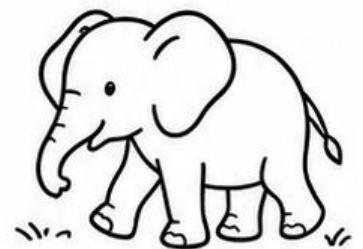
dog og

5. Circle the whole word:

r run ru

6. The small elephant can run.

Choose one word and write or tell what it contributes.



elephant names the animal.

WORD BOUNDARY SENTENCE MAT 3

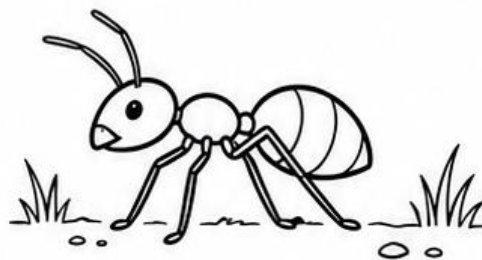
Name: _____

Use the same thinking in new messages. Give a reason.

1. The red ant can run.

Mark each word.

Choose one word and explain its meaning.



2. A small dog has a cup

Mark each word.

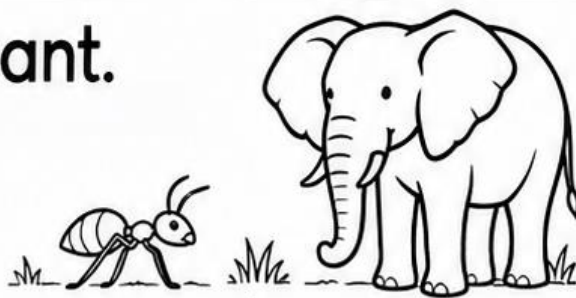
Explain what small contributes



3. Compare ant and elephant.

Which written word is longer?

Does the longer word always name the bigger object? Explain.



WORD BOUNDARY SENTENCE MAT 3

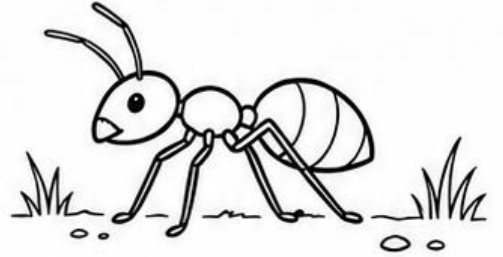
Name: ANSWERS

Use the same thinking in new messages. Give a reason.

1. The red ant can run.

Mark each word.

Choose one word and explain its meaning.



5 words. red tells the ant's colour

2. A small dog has a cup

Mark each word.

Explain what small contributes.

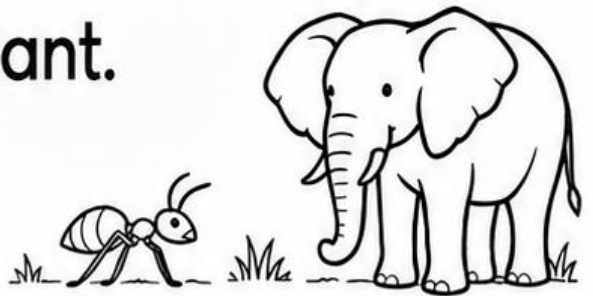


6 words. small tells the dog's size.

3. Compare ant and elephant.

Which written word is longer?

Does the longer word always name the bigger object? Explain.



elephant is the longer written word.

No—the written word's length does not tell the object's size. A big ant and a small elephant prove it.



Small words.
Big ideas!

MEANING MESSENGER MATCH-UP



Words
carry
meaning!

Say the word. Match the meaning. Explain your choice.

YOU NEED

word cards, message cards, counters or clips

cat

The cat
is on the mat.



SET UP

Place the word cards face up. Shuffle the message cards.
Give each player five counters.



YOUR TURN

1. Pick a message card.
2. Choose the word that completes it.
3. Read the complete message.
4. Explain what your word contributes.
5. Take a counter for correct explanation.



I can
explain
my choice!

WORKED TURN

red



The cup is red.

MATCH because red tells the cup's colour.

FINISH

The first player to earn five counters wins.



Great
explanations
make meaning!



dog



What does it name?

A animal

B colour



Explain your choice.



run



What does it tell?

A action

B object



Explain your choice.



red



What does it tell?

A colour

B animal



Explain your choice.



cup



What does it name?

A container

B action



Explain your choice.



ant



What does it name?

A animal

B size word



Explain your choice.



big



What does it tell?

A size

B object



Explain your choice.



MEANING MESSENGER - MESSAGE PATH

Move one space after a correct explanation.

START

- 1 The ____ can run.
dog / red
Say why.



- 2 The cup is ____.
red / run
Say why.



- 3 A ____ can run.
big / cup
Say why.



- 4 The ____ can run.
elephant / red
Say why.



- 5 Which is one whole word?
dog / d / og
Say why.



- 6 Make a message using
red and cup.
Say why.

FINISH

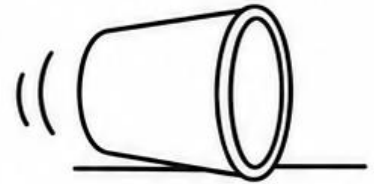


EXPLAIN A WORD - REHEARSAL 1

Name: _____

Read the message. Find the whole words. Explain what two words contribute.

A red cup can roll.



1. Mark each whole word. How many? _____

2. Choose one word: _____

It contributes this meaning:

Teacher oral response: ☐

3. Choose a different word: _____

It contributes this meaning:

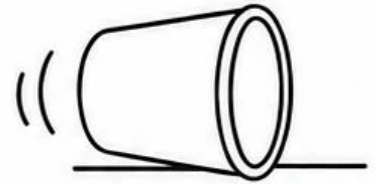
Spelling is not being assessed. A clear oral response is welcome.

EXPLAIN A WORD - REHEARSAL 1

Name: ANSWERS

Read the message. Find the whole words. Explain what two words contribute.

A red cup can roll.



1. Mark each whole word. How many? 5

2. Choose one word: cup

It contributes this meaning:

cup names the object.

Teacher oral response: ☒

3. Choose a different word: red

It contributes this meaning:

red tells the cup's colour.

Spelling is not being assessed. A clear oral response is welcome.

EXPLAIN A WORD - REHEARSAL 2

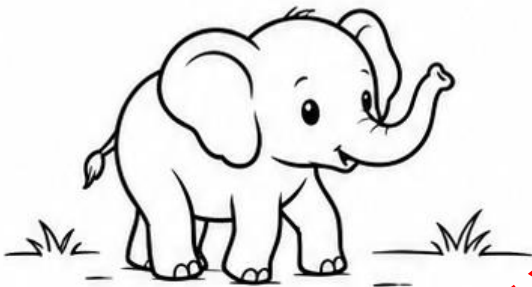
Name: _____



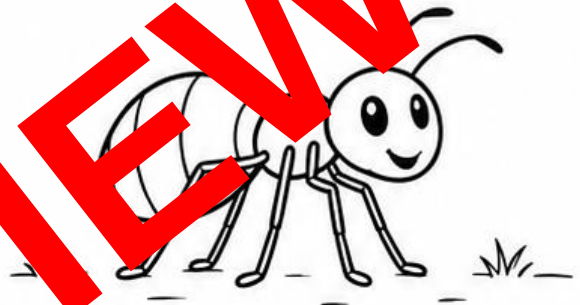
Elephant means big because
the word is long.

Repair the mixed-up answer.

A **small** elephant can run.



A **big** ant can run.



1. What does **small** contribute?

2. What does **big** contribute?

3. Why does word length not tell object size?

Use the message as evidence.

EXPLAIN A WORD - REHEARSAL 2

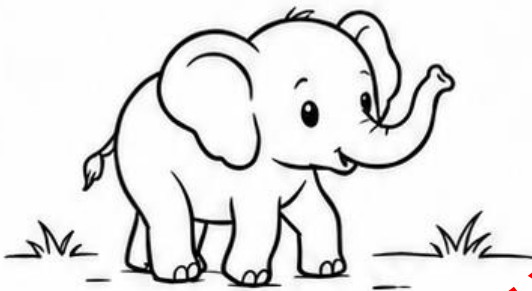
Name: _____ **ANSWERS**



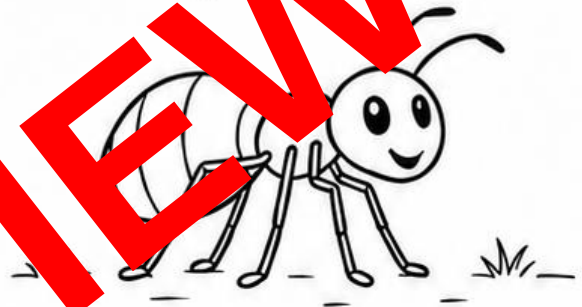
Elephant means big because the word is long.

Repair the mixed-up answer.

A **small** elephant can run.



A **big** ant can run.



1. What does **small** contribute?

small tells the elephant's size. _____

2. What does **big** contribute?

big tells the ant's size. _____

3. Why does word length not tell object size?

A written word carries a meaning; its number of letters does not set the object's size. The message can describe a small elephant and a big ant.

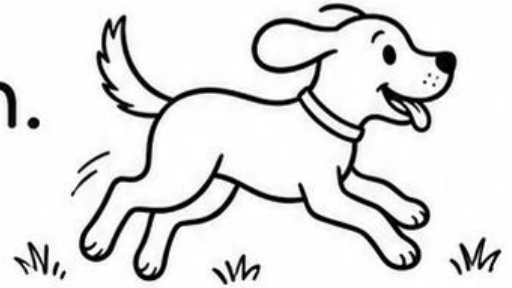
Use the message as evidence.

ONE WORD, ONE MEANING - ASSESSMENT

Name: _____

Learners may point, mark or respond orally. Do not assess spelling beyond taught knowledge.

The red dog can run.



- A. Point to or mark each whole word.
- B. Choose one word and explain what it contributes.

Evidence:

A big ant has a cup.



- A. Point to or mark each whole word.
- B. Choose one word and explain what it contributes.

Evidence:

Teacher record:

- ☐ Identifies whole words
- ☐ Explains word meaning in the message

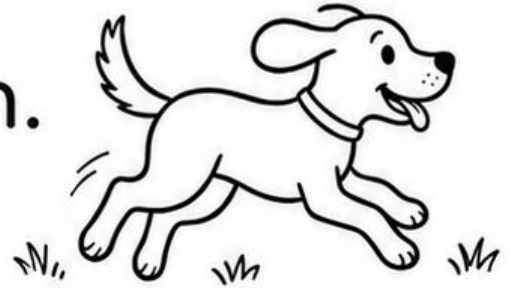
Evidence / next step:

ONE WORD, ONE MEANING - ASSESSMENT

Name: ANSWERS

Learners may point, mark or respond orally. Do not assess spelling beyond taught knowledge.

The red dog can run.



- A. Point to or mark each whole word.
- B. Choose one word and explain what it contributes.

Evidence:

5 words.

Sample: red tells the dog's colour.

A big ant has a cup.



- A. Point to or mark each whole word.
- B. Choose one word and explain what it contributes.

Evidence:

6 words.

Sample: big tells the ant's size.

Teacher record:

- ☒ Identifies whole words
- ☒ Explains word meaning in the message

Evidence / next step:

Secure: identifies whole words and explains a word's contribution.

Next: transfer to a fresh message.

ONE WORD, ONE MEANING - LEARNING EVIDENCE RUBRIC

Name: _____

Date: _____

Criterion	Needs teaching	Developing with support	Target met independently
Concept and accuracy	Uses a letter or piece as if it were the whole word.	Finds familiar words after a prompt.	Finds whole words in a fresh message.
Application	Cannot complete the message task yet.	Completes with a model or step prompts.	Completes both or message tasks independently.
Reason and evidence	Gives a guess or no reason.	Gives a useful detail after prompting.	Explains what a chosen word contributes.
Transfer and communication	Response is unclear or stays with the model.	Unclear with support; fresh case is uncertain.	Gives a clear oral explanation in a new message.

Observed evidence

Targeted next step:

One Word, One Meaning



Learning Intention



We are learning to recognise a whole word and explain how that word contributes meaning to a message.





Success Criteria

I can point to or mark each whole word.

I can tell why a letter or word part is not the whole word.

I can explain what a chosen word adds to a message.





Meet Three Whole Words

dog names an animal.

cup names an object.

run names an action.

Each whole word carries meaning.



A Letter Is Not The Whole Word



The letter d is part of dog.

d is not the whole word dog.

We look from the first letter to the last letter.



A Word Part Is Not The Whole Word



The piece og is inside dog.

The piece cu is inside cup.

A piece is not the complete word.



Spaces Show Word Boundaries



A space helps us see where one written word ends and the next begins.
Point to each whole word between the spaces.





Count The Whole Words

A dog can run.

There are four whole words.

Say and point: A | dog | can | run.



Words Contribute Meaning



The cup is red.

The word cup names the object.

The word red tells the cup's colour.





Word Length Can Trick Us

ant is a short written word.

elephant is a long written word.

The number of letters does not tell the object's size.





Big Ant, Small Elephant

A big ant can run.

A small elephant can run.

big and small carry the size meaning, not the length of ant or elephant.





Combine Whole Words

Choose complete words, not loose letters or pieces.

A + red + cup + can + roll makes a message.



Every Word Builds The Message



A tells us one thing is being introduced.
red tells colour. cup names the object.
can helps the action. roll tells the action.



Different Ways To Show Learning



SUPPORT: Point to words in a model message.

CORE: Mark words and explain one meaning.

EXTEND: Explain two words in a fresh message.





Check And Repair

Mixed-up idea: elephant means big because the word is long.

Repair: elephant names the animal. A separate word such as big or small tells size.



Rehearse Your Explanation



Use this frame:

The word _____ contributes _____.

Point, mark, write, draw or answer orally.





Assessment Ready

Find the whole words in two short messages.

Choose a word from each message and explain what it communicates.

Spelling beyond taught knowledge is not to be assessed.





Well Done!



One Word, One Meaning

Quiz





Question 1

True or false: dog is a whole word in 'A dog can run'.





Answer 1

True. dog is a complete word between spaces.



Question 2

Which is the whole word?

- A. d
- B. dog
- C. og
- D. do





Answer 2

B. dog is the whole word. The other choices are letters or pieces.





Question 3

How many whole words are in 'The cup is red.'?

- A. 3
- B. 4
- C. 5
- D. 6



Answer 3

B. 4 words: The | cup | is | red.



Question 4

What does red contribute in 'The cup is red.'?

- A. the object
- B. the action
- C. the colour
- D. the number



Answer 4

C. red tells the cup's colour.



Question 5

Which whole word names an action?

- A. cup
- B. red
- C. run
- D. dog



Answer 5

C. run names an action.





Question 6

True or false: A longer written word must name a larger object.





Answer 6

False. The number of letters does not set an object's size.



Question 7

Which written word is longer?

A. ant

B. elephant



Answer 7

B. elephant is the longer written word.





Question 8

A big ant and a small elephant show that—

- A. word length sets object size
- B. a word's meaning matters
- C. letters are whole words
- D. spaces have no job





Answer 8

B. Meaning matters. big and small tell size; ant and elephant not name the animals.





Question 9

How many whole words are in 'The small elephant ran'?

- A. 4
- B. 5
- C. 6
- D. 7





Answer 9

B. 5 words: The | small | elephant | can | run.



Question 10

What does cup contribute in 'A big ant has a cup



Answer 10

cup names the object in the message.





Question II

Which choice is only a word part?

- A. run
- B. dog
- C. ru
- D. cup



Answer II

C. ru is only part of run.





Question 12

Short answer: In 'The red dog can run.' choose one word and explain what it contributes.





Answer 12

Answers vary. Example: red tells the dog's colour, dog names the animal, or run names the action.





Well Done!

