

Unit 1

Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 1





Unit 1

Teacher Guide

Skills Strand

GRADE 1

Core Knowledge Language Arts®



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Lesson

Alignment Chart for Unit 1

1	2	3	4	5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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STD RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).																										
CKLA Goal(s)	Segment and blend phonemes to form one-syllable words	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
Phonics and Word Recognition																											
STD RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.																										
STD RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.																										
CKLA Goal(s)	Read and write the following letter-sound correspondences in words: 'sh' > /sh/, 'ch' > /ch/, 'th' > /th/ (<i>thin</i>), 'th' > /th/ (<i>then</i>), 'ng' > /ng/, 'wr' > /r/, 'ck' > /k/, 'wh' > /w/, 'kn' > /n/										✓		✓		✓		✓		✓								
STD RF.1.3b	Decode regularly spelled one-syllable words.																										
CKLA Goal(s)	Read and/or write one-syllable words that include the letter-sound correspondences taught	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓							
STD RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.																										
CKLA Goal(s)	Read and/or write Tricky Words: Unit 1: <i>a, l, no, so, of, is, all, some, from, word, are, have, were, one, once, to, do, who, two, the, said, says, was, when, where, why, what, which, here, there</i>																										
Fluency																											
STD RF.1.4a	Read grade-level text with purpose and understanding.																										
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding																										

Alignment Chart for Unit 1

Lesson

	1	2	3	4	5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
STD RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																												
CKLA Goal(s)	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary																												
														✓	✓	✓	✓		✓		✓			✓		✓		✓	
Speaking and Listening Standards: Grade 1																													
Presentation of Knowledge and Ideas																													
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																												
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly																												
													✓	✓	✓	✓	✓		✓		✓			✓		✓		✓	
STD SL.1.6	Produce complete sentences when appropriate to task and situation.																												
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation																												
																													✓
Language Standards: Grade 1																													
Conventions of Standard English																													
STD L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																												
STD L.1.1a	Print all upper- and lowercase letters.																												
CKLA Goal(s)	Write from memory the letters of the alphabet accurately in upper- and lowercase form																												
		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
STD L.1.1b	Use common, proper, and possessive nouns.																												
CKLA Goal(s)	Use common, proper, and possessive nouns orally and in own writing Identify common and proper nouns																												
			✓		✓												✓		✓		✓		✓		✓		✓		

Alignment Chart for Unit 1

1	2	3	4	5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Conventions of Standard English																											
STD L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their; anyone, everything</i>).																										
CKLA Goal(s)	Use personal, possessive, and indefinite pronouns orally and in own writing																										
STD L.1.1.g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).																										
CKLA Goal(s)	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) orally and in own writing																										
STD L.1.1.h	Use determiners (e.g., articles, demonstratives).																										
CKLA Goal(s)	Use determiners (e.g., <i>the, a, this, that</i>) orally and in writing																										
STD L.1.2.b	Use end punctuation for sentences.																										
CKLA Goal(s)	Identify and use end punctuation, including periods, question marks, and exclamation points, in writing																										
STD L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.																										
CKLA Goal(s)	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1, using the Individual Code Chart as needed																										
STD L.1.2.e	Spell and write high-frequency Tricky Words																										
CKLA Goal(s)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write <i>bote</i> for <i>boat</i> , <i>sum</i> for <i>some</i> , <i>hunee</i> for <i>honey</i> , etc.																										

Alignment Chart for Unit 1

Lesson

	1	2	3	4	5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Vocabulary Acquisition and Use																											
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).																										
CKLA Goal(s)	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)																										



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

Introduction to Unit 1

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Warm-Up: Blending and Segmenting (10 min.)	Warm-Up: Code Flip Book Review (20 min.)	Warm-Up: Blending and Segmenting/Flip Book Review (10 min.)	Warm-Up: Blending and Segmenting/Flip Book Review (10 min.)	Warm-Up: Flip Book Review/Noun Review (10 min.)
Concept Review: Writing and Reading Review (15 min.)	Reviewing the Spellings: Writing the Spellings (10 min.)	Small Group: Writing the Spellings/Word Box (20 min.)	Reviewing the Spellings: Writing the Spellings	Reviewing the Spellings: Writing the Spellings/Word Box (15 min.)
Reviewing the Spellings: Writing the Spellings/Word Box (20 min.)	Small Group: Word Box (15 min.)	Tricky Word Cards (15 min.)	Small Group: Phrase Box (15 min.)	Practice: Large Card Chaining (15 min.)
Chaining: Pocket Chart Chaining for Reading (15 min.)	Chaining: Pocket Chart Chaining for Reading (15 min.)	Grammar: Identifying Nouns (15 min.)	Chaining: Pocket Chart Chaining for Reading (20 min.)	Tricky Words: Tricky Word Cards (10 min.)
				Practicing Reading: Phrases (10 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Assessment	Assessment	Assessment	Assessment	Assessment
CKLA Kindergarten Stories (20–30 min.)				
60 min.				

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Warm-Up: Blending and Segmenting/Flip Book Review (10 min.)	Warm-Up: Blending and Segmenting/Flip Book Review (10 min.)	Warm-Up: Flip Book Review (5 min.)	Warm-Up: Blending and Segmenting (10 min.)	Warm-Up: Blending and Segmenting/Flip Book Review (10 min.)
Practice: Writing the Spellings and Word Box (15 min.)	Reviewing the Spellings: Writing the Spellings (15 min.)	Reviewing the Spellings: Writing the Spellings (10 min.)	Small Group: Writing the Spellings/Word Box (15 min.)	Reviewing the Spellings: Writing the Spellings/Label the Picture (15 min.)
Practice: Sister Sounds (15 min.)	Small Group: Label the Picture (20 min.)	Tricky Words: Tricky Word Cards (15 min.)	Grammar: Identifying Nouns (10 min.)	Chaining: Pocket Chart Chaining for Spelling (15 min.)
Chaining: Large Card Chaining (10 min.)	Chaining: Pocket Chart Chaining for Spelling (15 min.)	Small Group: Tricky Word Practice (15 min.)	Tricky Words: Tricky Word Cards (10 min.)	Tricky Words: Tricky Word Cards (10 min.)
Tricky Words: Tricky Word Cards (10 min.)		Chaining: Large Card Chaining (15 min.)	Practicing Reading: Phrases (15 min.)	Practicing Reading: Phrases (10 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four				
Day 16 (Lesson 16)	Day 17 (Lesson 17)	Day 18 (Lesson 18)	Day 19 (Lesson 19)	Day 20 (Lesson 20)
Warm-Up: Blending and Segmenting/Flip Book Review (10 min.)	Warm-Up: Blending and Segmenting/Flip Book Review (10 min.)	Warm-Up: Blending and Segmenting/Flip Book Review (10 min.)	Tricky Word: Tricky Word Cards (5 min.)	Warm-Up: Blending and Segmenting/Flip Book Review (10 min.)
Reviewing the Spellings: Writing the Spellings/ Label the Picture (15 min.)	Reviewing the Spellings: Digraphs; Writing the Spellings (20 min.)	Reviewing the Sounds: Sister Sounds (5 min.)	Reading Time: Demonstration Story: "Beth" (20 min.)	Reviewing the Spellings: Writing the Spellings/ Label the Picture (20 min.)
Chaining: Large Card Chaining (10 min.)	Grammar: Identify Nouns (10 min.)	Reviewing the Spellings: Digraphs; Writing the Spellings (20 min.)	Reading Time: Partner Reading: "Beth" (15 min.)	Tricky Words: Tricky Word Cards (5 min.)
Chaining: Pocket Chart Chaining for Reading (15 min.)	Chaining: Pocket Chart Chaining for Reading (10 min.)	Chaining: Pocket Chart Chaining for Reading (10 min.)	Answering Story Questions: Story Questions Worksheet: "Beth" (20 min.)	Reading Time: Demonstration Story (15 min.)
Tricky Words: Tricky Word Cards (10 min.)	Tricky Words: Tricky Word Cards (10 min.)	Practicing Reading: Phrases and Sentences (15 min.)		Reading Time: Partner Reading: "Nat" (10 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five				
Day 21 (Lesson 21)	Day 22 (Lesson 22)	Day 23 (Lesson 23)	Day 24 (Lesson 24)	Day 25 (Lesson 25)
Warm-Up: Blending and Segmenting (5 min.)	Warm-Up: Blending and Segmenting (5 min.)	Warm-Up: Tricky Word Review (5 min.)	Warm-Up: Noun Hunt (10 min.)	Warm-Up: Flip Book Review (5 min.)
Reviewing the Sounds: Mirror, Mirror; Vowel Discrimination (25 min.)	Reviewing Vowel and Consonant Sounds: Mirror, Mirror; Vowel Discrimination Game (25 min.)	Concept Review: Consonant Sounds (5 min.)	Reviewing the Spellings: Double-Letter Spellings; The Sound /k/ Spelled 'ck' (25 min.)	Reviewing the Sounds: Sister Sounds /s/ and /z/ (10 min.)
Reading Time: Demonstration Story (15 min.)	Grammar: Identifying Nouns (10 min.)	Reviewing the Spellings: Double-Letter Spellings; The Sound /k/ Spelled 'ck' (30 min.)	Practice: Word Sort with 'c', 'k', and 'ck' (25 min.)	Reviewing the Spelling: The Sound /z/ Spelled 's' (10 min.)
Reading Time: Partner Reading: "The Trip to the U.K." (15 min.)	Reading Time: Small Group Reading: "Bud the Cat" (20 min.)	Reading Time: Small Group Reading: "The Fish" (20 min.)		Tricky Words: Tricky Word Cards (10 min.)
				Reviewing the Spellings for /k/: Word Sort (25 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Six				
Day 26 (Lesson 26)	Day 27 (Lesson 27)	Day 28 (Lesson 28)	Day 29 (Lesson 29)	Day 30 (Lesson 30)
Warm-Up: Flip Book Review (10 min.)	Warm-Up: Blending and Segmenting (5 min.)	Warm-Up: Blending and Segmenting (10 min.)	Warm-Up: Blending and Segmenting (10 min.)	Warm-Up: Blending and Segmenting (10 min.)
Grammar: Identifying Nouns (10 min.)	Tricky Words: Tricky Word Cards (20 min.)	Reading Time: Partner Reading: "Which is the Best?" (15 min.)	Tricky Words: Tricky Word Cards (5 min.)	Reviewing Letter Names: "The Alphabet Song" (5 min.)
Reading Time: Demonstration Story (15 min.)	Reviewing Punctuation Marks: Question Mark (5 min.)	Reviewing the Story: Story Questions Worksheet: "Which is the Best?" (15 min.)	Reviewing Punctuation Marks: Quotation Marks (5 min.)	Dictation: Dictation with words (15 min.)
Reading Time: Small Group Reading: "The Flag Shop" (25 min.)	Practice: Tricky Word Cards (30 min.)	Practice: Tricky Word Jump (20 min.)	Grammar: Identifying Nouns (10 min.)	Reading Time: Demonstration Story (15 min.)
			Practice: Dictation with Words (15 min.)	Reading Time: Small Group Reading: "On the Bus" (15 min.)
			Reading Time: Partner Reading: "The Bus Stop" (15 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Seven			
Day 31 (Lesson 31)	Day 32 (Lesson 32)	Day 33	Day 34
Warm-Up: Blending and Segmenting (5 min.)	Warm-Up: Blending and Segmenting (5 min.)	Pausing Point	Pausing Point
Reviewing the Tricky Words: Tricky Word Practice (15 min.)	Reviewing the Tricky Words: Tricky Word Practice (20 min.)		
Reading Time: Partner Reading: "The Man in the Black Hat" (20 min.)	Reading Time: Partner Reading: "The Man in the Kilt" (15 min.)		
Small Group: Reviewing the Story (20 min.)	Small Group: Reviewing the Story (20 min.)		
60 min.	60 min.	60 min.	60 min.

Welcome

Dear First Grade Teacher,

Welcome to the Core Knowledge Language Arts (CKLA) program! This program has been carefully researched and crafted in order to make every child in your classroom a reader. The Skills reading portion of the program includes the following components:

Teacher Components

- Teacher Guide
- Consonant and Vowel Flip Books
- Spelling Card Set
- Media Disk
- Big Book
- *Assessment and Remediation Guide*
- Large Letter Cards

Student Components

- Student Workbook
- Student Reader
- Individual Code Chart

Note: Whenever the lesson suggests that the teacher display materials (such as modeling a worksheet), or whenever we refer to the blackboard, please choose the most convenient and effective method of reproducing and displaying the material for all to see. This may include making a transparency of the material and using an overhead projector, scanning the page and projecting it on a Smart Board, or writing the material on chart paper or a white board.

Additional Materials

In addition to the above provided materials, you should ensure the following classroom materials are readily available:

- Pocket chart
- White index cards (unruled)
- Yellow index cards (unruled)
- Chart paper or dedicated board space
- Thin tipped green markers for each student
- Handheld mirrors (one for each student) (optional)
- The CD *Alphabet Jam* (optional)

Component Descriptions

Teacher Components

Teacher Guide

Each Skills Teacher Guide includes daily lessons that provide detailed direction for all Skills instruction. The Teacher Guide will indicate whether instruction and/or accompanying exercises should be presented as whole group, small group, or independent practice. Instruction and exercises should be presented in the order listed in the At a Glance chart.

Spelling: Explicit spelling instruction will begin in Unit 3. Weekly word lists and exercises focused on the spellings of given sounds are included, followed by a weekly assessment. The spelling exercises provide a systematic review of the letter-sound correspondences that students have already learned. The weekly assessment can indicate which students may have gaps in their code knowledge and require remedial attention.

Grammar: Specific grammar lessons and exercises address the various parts of speech and language usage conventions, such as capitalization and punctuation, as identified in the Common Core State Standards. Students first learn these concepts and practice them orally; then they are reinforced through the written word. You will also find grammar teaching opportunities in demonstration stories. Students will also practice grammar in the daily Warm-Ups. In Unit 1 you will introduce nouns.

Writing: Writing instruction will be addressed starting in Unit 3. Students will receive instruction in using a four-step writing composition process: plan, draft, edit, and publish.

At the back of this Teacher Guide, you will find a section titled, “Teacher Resources.” In this section, we have included assorted forms and charts that may be useful.

Consonant and Vowel Flip Books

The Consonant and Vowel Code Flip Books will be used in Unit 1 to review sound/spelling correspondences with the entire class. They may also be used at any time during the year with individual or groups of students in need of targeted remediation and practice.

Note: The exercises in the Unit 1 lessons are not designed to teach sound/spelling correspondences to students who have not mastered the code in Kindergarten. Students who have large gaps in their code knowledge will be identified through the placement tests presented during Lessons 6–10 of this unit so that they can be appropriately placed in the level of CKLA materials that will meet their individual instructional needs.

Media Disk

This unit includes a Media Disk that reproduces selections of the Student Reader. This disk may be used with a computer and projection system to display each page for group reading and discussion, if desired.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G1-U1>. The purpose of this guide is to assist you in providing targeted remedial instruction to students who may be struggling with occasional gaps in letter-sound knowledge, but who are not significantly below grade level. Students who are below grade level with significant gaps in letter-sound knowledge require intensive decoding instruction on their level, preferably by a reading specialist, for at least 60 minutes a day, to bring them quickly up to grade level.

Student Components

Individual Code Charts

Starting in Unit 2, students will use the Individual Code Chart to record the vowel sound/spelling correspondences they have learned. These charts are a good way for students to have at their hands a guide to help them remember what they have learned. You may wish to encourage students to refer to the Individual Code Chart when reading and writing independently.

Student Workbook

The Student Workbook pages are organized by lesson; the Teacher Guide provides direction within each lesson as to when and how each Workbook page should be used. Some Workbook pages are designed to be completed as a group with teacher assistance, while other pages are intended to be completed independently by each student. In addition to practice exercises for reinforcement of skills, the Workbook also includes assessment pages, homework, and Take-Home letters for family members.

Student Reader

Each unit includes a Student Reader. The stories are 100% decodable, meaning they only use words and spellings that have been explicitly taught and practiced. About halfway through Unit 1, students will begin to read decodable stories in the Reader *Snap Shots*. The stories are told from Beth's point of view; Beth is a young girl who travels to the United Kingdom to visit friends.

The first three stories are to be presented to the class as demonstration stories, using the Big Book or Media Disk. Demonstration stories allow the you to model fluent reading and concepts of print. They also allow you to review grammar concepts, reinforce punctuation and Tricky Words, and discuss important vocabulary words.

We strongly recommend that when assigning selections from the Student Reader, you ask students to engage in partner reading. Partner reading involves two students taking turns reading both new and old stories to each other. The National Reading Panel found that *repeated oral reading* boosted reading achievement, and partner reading is an efficient way to do repeated oral reading.

Planning and establishing a partner reading routine will help this activity run smoothly. You should consider things such as: (1) where students will partner read in your classroom; (2) good partner reading manners, such as taking turns; and (3) what to do when students finish reading a story before others.

Partner reading may be conducted as an oral activity in which students take turns reading a paragraph or a page aloud to one another. Partner reading may also be used as a silent reading activity in which each student is instructed to read the page to himself and then, when his partner has also completed reading that page, to discuss what was read and ask questions of one another. Silent reading can also be combined with oral reading whereby both students read a single page silently and then one rereads it aloud.

Comprehension is the goal of learning to read. We include comprehension and discussion questions in the Teacher Guide. The questions in the Discussion Questions boxes are labeled *Literal*, *Inferential*, or *Evaluative*. Literal questions can be answered by citing a specific text reference or illustration. Inferential questions require understanding and interpretation of text or illustrations. Evaluative questions require students to imagine and hypothesize an answer.

Unit Organization

Unit 1 will be a review for students who completed the Kindergarten CKLA program. In Unit 1, students will review the sounds and spellings taught in the CKLA Kindergarten curriculum. They will also read decodable stories from *Snap Shots*.

Back-to-School Week Lessons (1–5)

The Back-to-School lessons acquaint students with CKLA daily routines and exercises. In addition, the Back-to-School lessons prepare students for the placement assessments that follow this week by providing practice and review of reading skills and code knowledge.

Assessment and Placement Lessons (6–10)

Throughout the program, you will see the symbol **10** whenever an assessment is indicated. Details regarding the assessments are described in further detail in the Assessment and Placement sections later in the unit. **It is imperative that students be placed in groups that correspond with their reading abilities. Students must receive instruction that is a good match for their reading abilities and knowledge of the code.**

Review of Sound/Spelling Correspondences Lessons (11–32)

This review of sound/spelling correspondences allows for a rapid review, most of which should be familiar to students. Although the pace is rapid, it should be appropriate for students who have already learned the bulk of these letter-sound correspondences. However, the pace will be too rapid for students who know only a few of the letter-sound correspondences covered in Unit 1. The Story Reading Test and the Word Reading Test will identify students who struggle with recognizing these letter-sound correspondences. Following administration of the assessments, the struggling students should be placed at an earlier point of the CKLA grade level materials for Skills instruction.

Unit 1 reviews the majority of sounds and spellings taught in the CKLA Kindergarten curriculum. The sound/spelling correspondences are reviewed in sets. This pace is designed for students who already know most of these letter-sound correspondences. Again, it will be too fast for those students who are not familiar with these letter-sound correspondences; we recommend that these students be given additional practice reviewing the Kindergarten (or adapted) version of it.

You will be reviewing several things at once: the sound (e.g., /b/), the letter name (e.g., “bee”), the lowercase letter (e.g., ‘b’), and the uppercase letter (e.g., ‘B’).

These lessons will be helpful for students who remember most of the letter-sound correspondences as well as for those who may have forgotten a few of the correspondences over the summer.

In Unit 1, you will review:

Five Short Vowel Sounds

- the sound /i/ spelled ‘i’ (*it*)
- the sound /e/ spelled ‘e’ (*pet*)
- the sound /a/ spelled ‘a’ (*hat*)
- the sound /u/ spelled ‘u’ (*but*)
- the sound /o/ spelled ‘o’ (*hop*)

Twenty-Five Consonant Sounds

- the sound /p/ spelled ‘p’ (*pot*) and ‘pp’ (*napping*)
- the sound /t/ spelled ‘t’ (*top*) and ‘tt’ (*sitting*)
- the sound /d/ spelled ‘d’ (*dot*) and ‘dd’ (*add*)
- the sound /k/ spelled ‘c’ (*cat*), ‘k’ (*kid*), ‘cc’ (*hiccup*), and ‘ck’ (*black*)
- the sound /g/ spelled ‘g’ (*gift*) and ‘gg’ (*egg*)

- the sound /n/ spelled 'n' (*nut*) and 'nn' (*running*)
- the sound /h/ spelled 'h' (*hot*)
- the sound /s/ spelled 's' (*sun*) and 'ss' (*dress*)
- the sound /f/ spelled 'f' (*fit*) and 'ff' (*stuff*)
- the sound /v/ spelled 'v' (*vet*)
- the sound /z/ spelled 'z' (*zip*), 'zz' (*buzz*), and 's' (*dogs*)
- the sound /m/ spelled 'm' (*mad*) and 'mm' (*swimming*)
- the sound /b/ spelled 'b' (*bat*) and 'bb' (*rubbing*)
- the sound /l/ spelled 'l' (*lip*) and 'll' (*bell*)
- the sound /r/ spelled 'r' (*red*) and 'rr' (*ferret*)
- the sound /w/ spelled 'w' (*wet*)
- the sound /j/ spelled 'j' (*jump*)
- the sound /y/ spelled 'y' (*yes*)
- the sound combination /x/ spelled 'x' (*tax*)
- the sound /ch/ spelled 'ch' (*chin*)
- the sound /sh/ spelled 'sh' (*shop*)
- the sound /th/ spelled 'th' (*thin*)
- the sound /th/ spelled 'th' (*them*)
- the sound combination /qu/ spelled 'qu' (*quit*)
- the sound /ng/ spelled 'ng' (*sing*)

Notes on Sounds and Spellings in Unit 1

Sound Combinations /x/ and /qu/

The /x/ sound actually consists of two sounds, /k/ and /s/. It is taught as if it were one sound because it is often written with a single letter, 'x'. Likewise, /qu/ consists of two sounds, /k/ and /w/. It is treated as if it were one sound because the two letters in the digraph 'qu' occur as a unit. There is no need to explain this to the class, but if a student notices that /x/ or /qu/ consist of two sounds, you should praise the student for noticing this.

Consonant Digraphs ('ch' for /ch/, 'sh' for /sh/, 'th' for /th/ and /th/, 'ng' for /ng/)

The term *digraph* refers to two letters that stand for a single sound. It is not necessary to teach this term to students. (You might prefer to use the term *letter team*.) However, **it is important that students understand that a letter can stand for a single sound all by itself or it can work with a second letter to stand for a single sound.** Some students may need extra practice with consonant digraphs.

The Double-Letter Spellings for Consonant Sounds

The double-letter spellings for consonant sounds were taught in Unit 8 of Kindergarten, and might be new to students who did not get that far. Some of these are rare in one-syllable words, so you should use a decodable two-syllable example (e.g., *shopping* for the ‘pp’ spelling). It is unlikely that these spellings will be problematic for students when they are reading. If a student knows that ‘f’ is sounded /f/, he or she will quickly learn that ‘ff’ is sounded /f/ as well. However, these spellings may cause some trouble when a student is writing because the student has to choose between two possible spellings – ‘f’ and ‘ff’. This is also true of the other spelling alternatives that are reviewed during this unit. A student spelling /k/ has to choose between ‘c’, ‘k’, ‘cc’, and ‘ck’. Some students will need a lot of exposure to print in order to learn when to write sounds with their basic code spelling and when to write them with a spelling alternative. At this point, you should praise any spelling that is a plausible representation of the sounds in the word. Accept *stuf* for *stuff*, *kab* for *cab*, *eg* for *egg*, etc.

The Tricky Spellings ‘th’ (pronounced /th/ or /th/) and ‘s’ (pronounced /s/ or /z/)

When a spelling can be sounded more than one way, we say that the spelling is a “tricky spelling.” In this unit, students learn (or are reminded) that the letters ‘th’ can stand for two slightly different sounds: voiceless /th/ as in *thin* and voiced /th/ as in *them*. (You can use the pairs *teeth/teethe* and *ether/either* to help them hear the difference.) Students also learn that the letter ‘s’ is usually pronounced /s/ but is sometimes pronounced /z/. This pronunciation is used in a handful of very common words, including *is*, *has*, *as*, *his*, and *was*. It is also used in many cases when an ‘s’ is added to a word to mark a plural as in *dogs*, or in the present-tense form of some verbs, as in *she runs*.

Fortunately, neither one of these tricky spellings is likely to cause major difficulties while reading. The tricky spelling ‘th’ does not generally cause troubles because /th/ and /th/ sound very similar. The tricky spelling ‘s’ is also usually not problematic. It is pronounced /z/ after voiced sounds (*dogs*, *bins*) and /s/ after voiceless sounds (*cats*, *ducks*), but our mouths tend to choose /s/ or /z/ automatically, without having to think about it. (Try pronouncing *dogs* as /dogs/ as opposed to /dogz/; you will find that your mouth resists.) Students may need more time to learn when to spell /z/ with an ‘s’.

An effort has been made to minimize the number of tricky spellings students are exposed to in the early part of Grade 1. The tricky spellings are introduced gradually as the sequence progresses.

Tricky Words

In CKLA, the term “Tricky Word” refers to a word that cannot be sounded out using the letter-sound correspondences that students have been taught so far. In other words, the word is not pronounced quite the way you would expect based on the letters in its printed form. During this unit, students will review the following Tricky Words: *a*, *I*, *no*, *so*, *of*, *is*, *all*, *some*, *from*, *word*, *are*, *were*, *have*, *one*, *once*, *to*, *do*, *two*, *who*, *the*, *said*, *says*, *was*, *when*, *where*, *why*, *what*, *which*, *here*, and *there*.

Each of these Tricky Words has an irregular element, but most contain parts that can be blended. When introducing these words, be sure to point out which parts are regular and can be blended and which parts are not regular and simply must be remembered. You might want to create a word wall with Tricky Words, adding to your wall each time a new word is introduced. Tricky Words printed on yellow cards remind students to use caution when reading them.

All of the Tricky Words were taught in the CKLA Kindergarten sequence. For students who did not go through the Kindergarten CKLA sequence, these words may be completely new. Once a Tricky Word has been introduced in a lesson, it will be underlined in the Reader and on worksheets until it has been seen around 20 times.

A few words should be said about “sight words.” The term *sight word* is often used to describe a common word that students should practice reading and learn to recognize rapidly. At the same time, a sight word may describe a Tricky Word. We believe that it is necessary to distinguish between words that are genuinely tricky (words like *one*, *two*, *of*, *who*, and *could*) and words that are high-frequency but pronounced as expected (words like *in*, *at*, *on*, and *up*). Words in this last category should not be taught as Tricky Words, since there is actually nothing tricky about them.

At the end of each lesson, there is a note about when common sight words become decodable. You can do traditional sight word activities with words once they have either become decodable or been introduced as Tricky Words.

Pausing Point

A Pausing Point section is included at the end of each unit. The Pausing Point lists additional exercises you can assign if students need more work to achieve mastery of a particular spelling or concept. The Pausing Point exercises are organized by objective and target specific skills. You may choose to use the Pausing Point activities upon the completion of Unit 1. Alternatively, sidebars throughout the Teacher Guide will notify you of Pausing Point activities that pertain to skills being covered in the lessons. If using Pausing Point activities before the very end of the unit, be sure to check the word lists as they may contain words that are not yet decodable, but will be by the end of Unit 1. You might need to use a subset of the words listed, limiting yourself to the ones that are decodable.

Back-to-School Week

After the summer break, all students need time to re-acclimate to the school environment. The “Back-to-School” lessons are designed to provide just that opportunity for students. They will also allow you an opportunity to begin to get to know students as you observe how they complete these review lessons in which no new skills are introduced.

Please take the time to teach these procedures thoroughly, making sure that you present at least part of every exercise in each lesson. Use the time recommendations for each exercise as a guideline. If you find that you have exceeded the time estimated for the initial activities in a lesson, please adjust the remaining exercises accordingly by doing fewer items per exercise. Remember that the point of these Back-to-School lessons is to remind students of CKLA routines. If necessary, do fewer items per exercise, but try to do all exercises in every lesson.

As students learn the procedures, your presentation of each lesson will become more efficient. Do not get frustrated in these first days if it takes a little longer to do portions of the lessons. The lessons will become a routine and you will be glad that you took the time to do it.

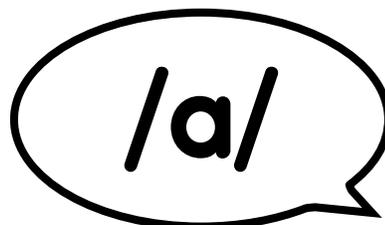
The following exercises are included in the Back-to-School lessons:

Code Flip Book Review

Letter-sound correspondences are presented to students in the Code Flip Books: one for consonants and one for vowels. The Code Flip Books are used for group instruction and classroom display.

The Flip Books are used with a set of Spelling Cards that are to be affixed to the appropriate Flip Book pages as sounds and spellings are reviewed in Unit 1. The Flip Books show (in gray print) the spellings for all sounds taught in Grade 1. As you review the sounds in this unit (and introduce new sounds in later units,) you will be asked to place the Spelling Card on the appropriate Flip Book page.

Each Spelling Card is printed front and back. One side of the card shows the sound:



The other side of the card shows three things:



The top of this side of the Spelling Card shows the spelling. The bottom shows a sample word containing the spelling. In the middle is something called a power bar. The power bar gives an indication of how common this spelling is for the sound it represents. A long power bar that stretches almost across the card means that this is the main spelling for the sound and there are very few English words that have this sound spelled any other way. A very short power bar means that the spelling is less common and occurs in fewer English words.

Note: The exercises in the Back-to-School lessons are not designed to teach sound-letter correspondences to students who have not mastered the code in earlier grades. Students who have large gaps in their code knowledge will be identified through the placement tests presented during Lessons 6–10 of this unit so that they can be appropriately placed in the level of CKLA materials that will meet their individual instructional needs.

As noted earlier, these lessons are intended to remind students to think about letter-sound correspondences and the written English code after the summer break. Keep the Code Flip Book and other exercises briskly paced so they do not become tedious.

Chaining

Students have been completing chaining exercises in CKLA since the earliest Kindergarten units. This critical activity reinforces students' ability to manipulate the sounds in words in which only a single phoneme/grapheme is changed, added, or deleted at a time, such as cat > hat; cat > cab; at > hat; or cat > at.

In Kindergarten, students chained by manipulating individual letter cards on either an individual Chaining Folder or group pocket chart. In Grade 1, chaining activities are completed by either the teacher or student writing on a blackboard, whiteboard, Smart Board, or chart paper.

During the Back-to-School lessons, remember to present the chaining exercise exactly as it is written; do not make up your own chaining activities.

Warm-Ups

Lessons in Grade 1 frequently begin with a Warm-Up exercise. The Warm-Ups are intended to be quick reviews that help students focus for the lesson of the day. For the Warm-Ups of this unit, students will practice blending and segmenting words that contain up to four sounds. They will also practice letter-sound correspondences and review grammar lessons.

Small Group Work

Throughout this unit, you will be presented with an opportunity to work with students in small groups. Opportunities for small group work are signaled by this star icon: ★. We suggest exercises for two groups: one group will consist of independent workers while the other consists of students needing more support. Of course, you can subdivide your class further. We typically suggest small group work either during story reading time or when students are completing worksheets.

You may have both groups work on the same skill with the independent group working mainly on their own while the other group receives guidance from you. You may also use small group time to reteach/reinforce a skill that you feel needs further practice with students needing more support. For reteaching/reinforcing skills, you can reuse material from relevant lessons and/or consult the Unit 1 Pausing Point for additional exercises and worksheets (these materials can also be used as enrichment exercises for students who finish before others).

Worksheets

The worksheets are numbered so that the worksheet number coincides with the lesson number. For example, worksheets in Lesson 1 will be numbered 1.1, 1.2, 1.3; while worksheets in Lesson 2 will be numbered 2.1, 2.2, 2.3; etc. An answer key is included at the back of this Teacher Guide.

Take-Home Material

Many lessons include materials students can take home and complete with their family members. These materials usually consist of a worksheet or a Take-Home story from the Reader. The worksheets are meant to give students extra practice with concepts taught in the unit. Rereading the stories will help students develop fluency. Please note that the Take-Home materials are optional and can be assigned or omitted on any given day at your discretion.

Lesson 1

Back-to-School

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read one-syllable short vowel words and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read and spell chains of one-syllable short vowel words that include the letter-sound correspondences 'p' > /p/, 'c' > /k/, 'g' > /g/, 'n' > /n/, and 'a' > /a/ in which one sound is added, substituted, or omitted (RF.1.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
Concept Review	Writing and Reading Overview		15
Reviewing the Spellings	Writing the Spellings/Word Box	pencils; Worksheet 1.1	20
Chaining	Pocket Chart Chaining for Reading	pocket chart; index cards for 'p', 'c', 'g' (2), 'n', 'a'	15
Take-Home Material	Family Letter	Worksheet 1.2	*

Advance Preparation

Write each letter listed in the At a Glance chart on a separate white index card. Be sure to make two cards with the letter 'g'. Save these cards for future use. Using these cards, set up the pocket chart for the chaining activity as shown in the sidebar.



Pocket Chart Setup

Blending and Segmenting

The finger taps represent sounds. This helps students hear and distinguish individual sounds.

When students are ready, gradually reduce the support you give for blending and segmenting. By the end of this unit (if not earlier), you should provide students only with the visual support for blending and segmenting, and not blend and segment the words for them.

Note: In this Warm-Up, students will practice first blending and then segmenting words that contain two or three sounds.

Blending

- Explain to students that you will say sounds for them to blend into words.
- Say *at* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap.
- Blend the sounds to produce the word *at*, making a fist with your hand.
- Have students tap and blend the sounds in the word.

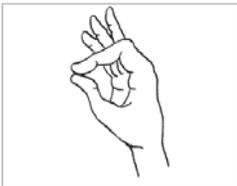
Segmenting

- Hold up two fingers and say the word *at*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /a/.
- Wiggle or move your middle finger for the second sound in the word, /t/.
- Have students repeat after you.
- Continue with the remaining words.

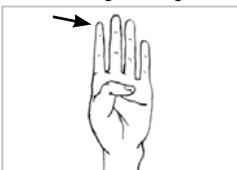
Note: The items in the box below indicate the word, the number of sounds, and the individual phonemes in the word.

1. at (2)	/a/ /t/	5. sip (3)	/s/ /i/ /p/
2. it (2)	/i/ /t/	6. big (3)	/b/ /i/ /g/
3. on (2)	/o/ /n/	7. cub (3)	/k/ /u/ /b/
4. bee (2)	/b/ /ee/	8. tap (3)	/t/ /a/ /p/

For blending



For segmenting



Concept Review

Writing and Reading Overview

The Sounds in Words

- Explain to students that the words we say are made up of sounds. The word *l* contains one sound: /l/. The word *it* contains two sounds: /i/ and /t/. Ask students how many sounds they hear in the word *mat*. (It contains three sounds: /m/ /a/ /t/.)

Segmenting

- Say the word *fish* first as a blended word and then in a segmented fashion, counting the sounds on your fingers as you say them.
- When you have said /f/ /i/ /sh/, ask students how many sounds they hear.
- Repeat this process with the remaining words.

You can also do this exercise with short first names of students. Please note that this is an oral exercise, and you do not need to write the words on the board.

- | | |
|--------------|-------------|
| 1. fish (3) | 5. it (2) |
| 2. me (2) | 6. hat (3) |
| 3. light (3) | 7. man (3) |
| 4. oh (1) | 8. sigh (2) |

Blending

- Say the word *sun* in a segmented fashion: /s/ /u/ /n/.
- Then ask students what word these sounds make when blended together. (*sun*)

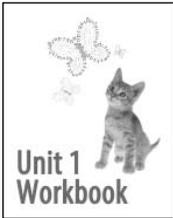
- | | |
|----------------------|--------------------|
| 1. /s/ /u/ /n/—sun | 4. /m/ /o/ /m/—mom |
| 2. /m/ /oo/ /n/—moon | 5. /f/ /o/ /g/—fog |
| 3. /ae/ /p/—ape | 6. /n/ /e/ /t/—net |

- Repeat this process with the remaining sets of sounds.

Writing Sounds

- Tell students that we write a word by drawing a picture of each sound in the word, i.e., a letter, moving from left to right. For example, to write the word *it*, we first draw a picture of the /i/ sound. We then move a little to the right and draw a picture of the /t/ sound.
- Ask students how many letters they would need to write for the word *mad*. (three) How many spellings would they need to write the word *if*? (two)
- Tell students that to read a word, we need to look at the letters in the order that they were written, starting on the left and moving to the right. As we go, we need to remember the sounds that the letters stand for and blend the sounds together to make the word.

Writing the Spellings/Word Box



Worksheet 1.1

- Distribute Worksheet 1.1.
- Remind the class that every letter can be written as an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /a/. Have students repeat the sound /a/ after you.
- Write a large lowercase 'a' on the handwriting guidelines and describe what you are doing using the numbered instructions below.
- Model drawing the same letter two or three more times in a row.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy lowercase 'a' on the worksheet.
- Encourage students to say the sound /a/ each time they write the letter.
- Repeat the same steps for uppercase 'A', pointing out that it looks different from lowercase 'a' and touches the top line of the handwriting guidelines.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and for the first letter in the name of a person or place.
- Repeat the same steps for 'p' – 'P', 'n' – 'N', 'c' – 'C', and 'g' – 'G'.



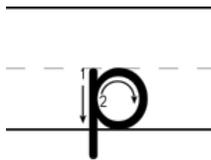
Start between the dotted line and the bottom line.

4. circle to the left
5. short line down



Start on the top line.

1. diagonal left (lift)
2. diagonal right (lift)
3. line across



Start on the dotted line.

3. line down ending below bottom line
4. circle to the right



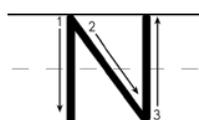
Start on the top line.

1. long line down (lift)
2. half a circle to the right



Start on the dotted line.

1. short line down
2. hump



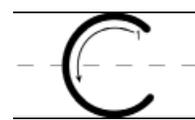
Start on the top line.

1. long line down (lift)
2. diagonal right
3. long line up



Start just below the dotted line.

1. most of a circle to the left



Start just below the top line.

1. most of a circle to the left



Start between the dotted line and the bottom line.

1. circle to the left
2. fish hook ending



Start just below the top line.

1. most of a circle to the left
2. line across

- Have students look at the back of the worksheet. As a group, have students read aloud each of the words in the box. Identify the names of the pictures. Write each word under its matching picture.

Chaining

15 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

- Set up the pocket chart as detailed in the beginning of the lesson and the matching sidebar.
- Arrange the card for the vowel spelling 'a' along the top of the pocket chart.
- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: 'p', 'c', 'g' (2), 'n.'
- Point to the spellings and have students say the sounds.
- Explain that you will combine spellings to make words.
- Tell students you want to spell the word *cap*. Use think-aloud strategies to describe the steps involved in spelling the word: "Let's see, I want to write the word *cap*. First I have to say and listen to the sounds: /c/ /a/ /p/. There are three sounds in the word *cap*. I'll need to write a spelling for each of the sounds. So first I will take the 'c' card because that is the first sound, then I will take the 'a' card, because that is the second sound, and then I will take the 'p' card, because that is that last sound."
- Move the 'c', 'a', and 'p' cards to the center of the pocket chart to spell *cap*.
- Use think-aloud strategies to describe the steps involved in reading the word: "If I want to read the word, I need to start at the left, look at the first letter and then remember and say the sound that it stands for. Then I need to look at the next letter and last letter and say the sounds they stand for. Then I blend the sounds together to read and say the word: /c/. . . /a/. . . /p/. . . *cap*."
- Point to the 'n' card and ask students, "What sound do we make when we see this letter?"
- Replace the 'c' card with the 'n' card and say to the class, "If that is *cap*, what is this?"
- Ask a student to read the word.
- Ask students what change you made to the word *cap* to get the word *nap*.
- Work through the remaining words.

You may use the blending motions from today's Warm-Up.

If you have time, ask students to use the words in sentences.

1. nap > nag > gag > gap > cap > can > pan > an > can

Take-Home Material

Family Letter

- Have students take Worksheet 1.2 home to share with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words and chains to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

- Newly decodable words:

The words with the asterisk are on the Dolch and/or Fry Word List.

- | | |
|---------|---------|
| 1. an* | 6. gag |
| 2. can* | 7. gap |
| 3. ad | 8. nap |
| 4. cap | 9. nag |
| 5. dad | 10. pan |

- Songs from *Alphabet Jam*:

When listening to these songs, ask students to name words with the target sound that they heard in the song, have them touch their noses when they hear the sound, or ask them to share their favorite words from the song.

- | | |
|-----------------------|---------------------------|
| 1. “Peter Piper” | 4. “Gary Gipponary” |
| 2. “Catherine Calico” | 5. “Abbi Alligator” |
| 3. “Kate’s Kingdom” | 6. “Nellie Knows a Nurse” |

Code Knowledge

- For the sake of these figures, we begin by assuming that students know no letter-sound correspondences. However, we hope that much of this will be review.
- Before today's lesson: If students read 1,000 words in a trade book, on average, none of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between three and eight of those words would be completely decodable.
- Students have now reviewed one way to write five of the 44 sounds in English.
- The sound /a/ is the 10th most common sound in English.
- The sound /a/ is spelled 'a' approximately 99 percent of the time.
- The sound /p/ is the 21st most common sound in English.
- The sound /p/ is spelled 'p' approximately 93 percent of the time.
- The sound /k/ is the 13th most common sound in English.
- The sound /k/ is spelled 'c' approximately 64 percent of the time.
- The sound /g/ is the 31st most common sound in English.
- The sound /g/ is spelled 'g' approximately 87 percent of the time.
- The sound /n/ is the 3rd most common sound in English.
- The sound /n/ is spelled 'n' approximately 94 percent of the time.

Lesson 2

Back-to-School

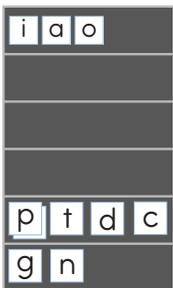
✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read one-syllable words in the Code Flip Books that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Print upper- and lowercase letters 'i' and 'l', 'o' and 'O', 'd' and 'D', and 't' and 'T' (L.1.1a)
- ✓ Read and spell chains of one-syllable short vowel words that include the letter-sound correspondences 'i' > /i/, 'o' > /o/, 't' > /t/, and 'd' > /d/ in which one sound is added, substituted, or omitted (RF.1.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Code Flip Book Review	Vowel and Consonant Flip Books; Spelling Cards for 't' > /t/ (<i>top</i>), 'd' > /d/ (<i>dot</i>), 'i' > /i/ (<i>it</i>), 'o' > /o/ (<i>hop</i>), 'a' > /a/ (<i>hat</i>), 'c' > /k/ (<i>cat</i>), 'g' > /j/ (<i>gift</i>), 'n' > n (<i>nut</i>), 'p' > /p/ (<i>pat</i>)	20
Reviewing the Spellings	Writing the Spellings	pencils; Worksheet 2.1	10
Small Group	Word Box	pencils; Worksheet 2.2	15
Chaining	Pocket Chart Chaining for Reading	pocket chart; index cards for 'p' (2), 't', 'd', 'c', 'g', 'n', 'i', 'o', 'a'	15
Take-Home Material	Spelling Worksheet	Worksheet 2.3	*

Advance Preparation



Pocket Chart Setup

Add to the letter cards you prepared in Lesson 1 by writing each of the following letters on a separate white index card: 'p', 't', 'd', 'i', and 'o'. Using these cards, set up the pocket chart for the chaining activity as shown in the sidebar.

Code Flip Book Review

- Before beginning this exercise, get out and display both the Consonant Flip Book and the Vowel Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance chart readily available.
- Briefly flip through either or both of the Flip Books and ask students if the information on these pages looks similar to anything they recall using in Kindergarten. Assist students in remembering that last year they had Sound Posters with picture cards (Sound Cards) displayed in their classrooms; the Sound Posters and Cards showed the ways that the consonant and vowel sounds could be spelled.
- Explain that the Flip Books are similar to the Sound Posters—one Flip Book shows the vowel sounds and their spellings and the other shows the consonant sounds and their spellings. Remind students that the vowel sounds like /a/ and /i/ are made with an open mouth. Consonant sounds like /m/ and /s/ are made with parts of the mouth touching or closed, so the air coming out of the mouth is blocked.
- Show students the /a/ Spelling Card with the ‘a’—*hat* side facing students. Point to the ‘a’ and ask students to name the letter. Then read the word *hat* and remind them that the letter ‘a’ is used to spell and write /a/ in English words. Remind students that /a/ is a vowel sound; vowel sounds will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouths, letting the air “go.”
- Point out the power bar below the spelling ‘a’ and tell students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound, a spelling used in lots and lots of words, there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound, a spelling used in a smaller number of words, the card will have a shorter power bar.
- Point to the power bar under the ‘a’ and ask students whether they think the letter ‘a’ is a very common spelling or a less common spelling for /a/. (common)
- Turn to **Vowel Flip Book page 1** and point to the “sound bubble” for /a/ on the page, and then point to the outline for the Spelling Card, placing the ‘a’ Spelling Card for /a/ on the appropriate place on the Flip Book page.
- Repeat the above steps with the vowel Spelling Cards for /i/ and /o/, which can be found on the following pages.

Vowel Flip Book

1. ‘i’ > /i/ (*it*) Vowel Flip Book p. 2
2. ‘o’ > /o/ (*hop*) Vowel Flip Book p. 5

If students ask about the other Spelling Card, 'pp', outlined on the same page, tell them this is another way to spell /p/ that they will practice on another day.

- Turn to **Consonant Flip Book page 1**. Show students the /p/ Spelling Card with the 'p'—*pat* side facing students. Point to the 'p' and ask students to name the letter. Then read the word *pat* and remind them that 'p' can be used to spell /p/ in English words. Remind students that /p/ is a consonant sound; consonant sounds will always be written in red on the Spelling Cards because when we say a consonant sound, parts of our mouth touch or are closed, blocking or “stopping” some of the air.
- Point to the power bar under the 'p' and ask students whether they think the letter 'p' is a very common spelling or a less common spelling for /p/.
- Point to the “sound bubble” for /p/ on the Flip Book page, and then the outline for the Spelling Card, showing students that this is where you will place the 'p' Spelling Card for /p/ on the Flip Book page.
- Repeat the above steps with the consonant Spelling Cards for /t/, /d/, /c/, /g/, and /n/, which can be found on the following pages.

Consonant Flip Book

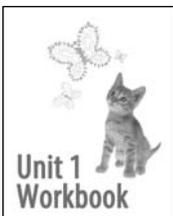
1. 't' > /t/ (*top*) Consonant Flip Book p. 3
2. 'd' > /d/ (*dot*) Consonant Flip Book p. 4
3. 'c' > /k/ (*cat*) Consonant Flip Book p. 5
4. 'g' > /g/ (*gift*) Consonant Flip Book p. 6
5. 'n' > /n/ (*nut*) Consonant Flip Book p. 16

- Quickly review by pointing to the cards and having students say the sound represented on each card.

Reviewing the Spellings

10 minutes

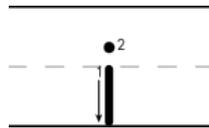
Writing the Spellings



Worksheet 2.1

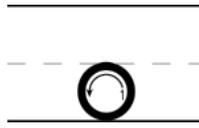
- Distribute Worksheet 2.1.
- Remind the class that every letter can be written with an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /i/.
- Write a large lowercase 'i' on handwriting guidelines and describe what you are doing using the numbered instructions.
- Model drawing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy lowercase 'i' on the worksheet.
- Encourage students to say the sound /i/ each time they write the letter.

- Repeat the same steps for uppercase 'I', pointing out that it looks different from 'i' and touches the top line of the handwriting guidelines.
- Remind the class that uppercase letters are used for the first letter in the first word of a sentence and for the first letter in the name of a person or place.
- Repeat the same steps for 'o'—'O', 't'—'T', and 'd'—'D'.



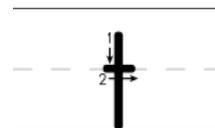
Start on the dotted line.

1. short line down (lift)
2. dot on top



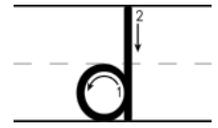
Start between the dotted line and the bottom line.

1. circle to the left



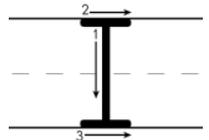
Start between the dotted line and the top line.

1. long line down (lift)
2. line across



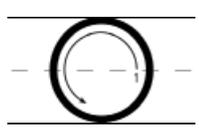
Start between the dotted line and the bottom line.

1. circle to the left
2. long line down



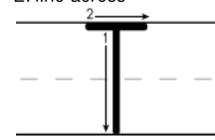
Start on the top line.

1. long line down (lift)
2. line across (lift)
3. line across



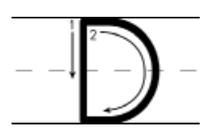
Start between the dotted and the top line.

1. circle to the left



Start on the top line.

1. long line down (lift)
2. line across



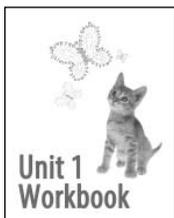
Start on the top line.

1. long line down (lift)
2. half a circle to the right

Small Group

15 minutes

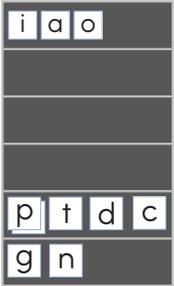
Word Box



Worksheet 2.2

- Distribute Worksheet 2.2.
- As a class, read the words in the box aloud, and then name each picture.
- Divide into small groups to complete the worksheet.
- ✪ **Group 1:** Ask students who are able to do independent work to complete the worksheet on their own. If students finish quickly, have them look at trade books available in your classroom.
- ✪ **Group 2:** Have students who need more support with matching the words form a group. Help them to finish the worksheet, reviewing the sounds and spellings from today's lesson. You may also practice chaining, or blending and segmenting.

Pocket Chart Chaining for Reading



Pocket Chart Setup

You may use blending motions.

- Set up the pocket chart as described at the beginning of the lesson, and as shown in the sidebar.
- Arrange the cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o', .
- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: 'p' (2), 't', 'd', 'c', 'g', 'n'.
- Point to the spellings and have the students say the sounds.
- Explain that you will combine spellings to make words.
- Move the 'a' and 't' cards to the center of the pocket chart to spell *at*.
- Ask the class to read the word.
- Remove 'a' and add the 'i' card and say to the class, "If that is *at*, what is this?"
- Ask a student to read the word.
- Ask students what change you made to the word *at* to get the word *it*.
- Work through the remaining words.

1. at > it > pit > pat > pot > dot > cot > cop > cap > cat
2. dig > dip > tip > tap > top > pop > pod > nod > not > got

Take-Home Material

Spelling Worksheet

- Have students take Worksheet 2.3 home and give it to a family member.

Supplemental Materials

If you have students who work quickly, you may give them the lists of words and chains to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

If you have time, ask students to use the words in phrases or sentences.

The words with asterisks are on the Dolch and/or Fry Word List.

- Newly decodable words:

1. act	8. dig	15. it*	22. pop
2. and*	9. dip	16. not*	23. tin
3. cat	10. doc	17. on*	24. tip
4. cod	11. dog	18. pad	25. tad
5. cop	12. dot	19. pat	26. tag
6. cot	13. got*	20. pig	27. tap
7. did*	14. in*	21. pot	28. top

You may write these on the board, or use cards. If you use cards, you will need the following letters: 'i', 'a', 'o', 'n', 't', 'd' (2), 'c', 'g' (2), 'p' (2)

- Chains:

1. dot > pot > pat > cat > cap > cop > cod > pod > pad > dad
2. pot > pod > cod > cop > cot > cat > cap > tap > top > pop
3. pin > pig > dig > dog > dot > not > got > pot > pit > pat
4. dip > tip > tap > nap > nag > gag > tag > tan > pan > can

When listening to these songs, ask students to name words with the target sound that they have heard in the song, have them touch their noses when they hear the target sound, or ask them to share their favorite words from the song.

- Songs from *Alphabet Jam*:

1. "Tara Takes Tap"
2. "David's Dancing Dog"
3. "Itchy Itchy Chicken Bone"
4. "Ozzie the Optimistic Ostrich"

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between three and eight of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 82 and 98 of those words would be completely decodable.
- Students have now reviewed one way to write nine of the 44 sounds in English.
- The sound /i/ is the 4th most common sound in English and it is found in approximately 29 percent of English words.
- The sound /i/ is spelled 'i' approximately 94 percent of the time.
- The sound /o/ is the 20th most common sound in English.
- The sound /o/ is spelled 'o' approximately 76 percent of the time.
- The sound /t/ is the 2nd most common sound in English.
- The sound /t/ is spelled 't' approximately 89 percent of the time.
- The sound /d/ is the 6th most common sound in English.
- The sound /d/ is spelled 'd' approximately 86 percent of the time

Lesson 3

Back-to-School

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read one-syllable words in the Code Flip Books that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read one-syllable short vowel words and then write each word under its corresponding picture (RF.1.3b)
- ✓ Identify orally common nouns that name people (L.1.1b)
- ✓ Read Tricky Words *a* and *l* (RF.1.3g)
- ✓ Use the determiner *a* orally and in writing (L.1.1h)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Vowel Flip Book; Spelling Cards for 'e' > /e/ (<i>pet</i>), 'u' > /u/ (<i>but</i>)	
Small Group	Writing the Spellings/Word Box	pencils; Worksheets 3.1, 3.2	20
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>a</i> , <i>l</i>	15
Grammar	Identifying Nouns		15

Advance Preparation

On yellow index cards, write the Tricky Words *a* and *l*. The yellow color serves to remind students that they need to proceed with caution when reading one of the Tricky Words. After reviewing the words with students, you may tape the words to the Tricky Word wall.

Blending and Segmenting

Blending

The finger taps represent sounds. Tapping helps students hear and distinguish individual sounds.

- Explain to students that you will say sounds for them to blend into words.
- Say *at* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap.
- Blend the sounds to produce the word *at*, making a fist with your hand.
- Have students tap and blend the sounds in the word.

When students are ready, gradually reduce the support for blending and segmenting. By the end of this unit (if not earlier), you should provide only the visual support for blending and segmenting, and not blend and segment the words for students.

Segmenting

- Hold up two fingers and say the word *at*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /a/.
- Wiggle or move your middle finger for the second sound in the word, /t/.
- Have students repeat after you.
- Continue with the remaining words.

For blending



1. at (2)	/a/ /t/	5. hop (3)	/h/ /o/ /p/
2. as (2)	/a/ /z/	6. cat (3)	/k/ /a/ /t/
3. ash (2)	/a/ /sh/	7. light (3)	/l/ /ie/ /t/
4. odd (2)	/o/ /d/	8. bell (3)	/b/ /e/ /l/

For segmenting



Flip Book Review

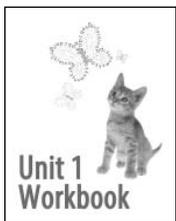
- Before beginning this exercise, get out and display the Vowel Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance chart readily available.
- Show students the /e/ Spelling Card with the 'e'—*pet* side facing students. Point to the 'e' and ask students to name the letter. Read the word *pet* and remind them that the letter 'e' is used to spell and write /e/ in English words. Remind students that /e/ is a vowel sound; vowel sounds will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouths, letting the air "go."
- Point out the power bar below the spelling 'e' and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound, a spelling used in many words, there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound, a spelling used in a smaller number of words, the card will have a shorter power bar.

- Point to the power bar under ‘e’ and ask the students whether they think the letter ‘e’ is a very common spelling or a less common spelling for /e/.
- Turn to **Vowel Flip Book page 3** and point to the sound bubble for /e/ on the page, and then point to the outline for the Spelling Card, placing the ‘e’ Spelling Card for /e/ on the appropriate place on the Flip Book page.
- Repeat the above steps with the vowel Spelling Card for /u/, found on **Vowel Flip Book page 4**.

Small Group

20 minutes

Writing the Spellings/Word Box



Worksheets 3.1, 3.2

Note: Students will work on Worksheets 3.1 and 3.2 either independently or in a small group. You will review both worksheets with students before breaking into small groups.

- Distribute Worksheet 3.1.
- Remind students that letters can be written in both uppercase and lowercase. Ask students, “When do we use uppercase letters?” (beginning of sentence, people’s names)
- Review the sounds we make when we see these letters. Have students trace the letters on their desk with their fingers while making the sounds. (Do not have students complete the worksheet at this time.)
- Distribute Worksheet 3.2.
- As a class, read the words in the box. Use the words in an example sentence to ensure that students understand its meaning. Name the pictures.
- ✪ **Group 1:** Ask students who are able to do independent work to complete Worksheets 3.1 and 3.2 on their own. Write some decodable words from previous chaining exercises on the board. Tell students that if they finish early, they should copy and illustrate one or more of the words on the board. Students may also look at classroom trade books.
- ✪ **Group 2:** Have students who need more support with writing the spellings and words form a group. Help them complete the worksheets with your guidance.

Tricky Word Cards

Note: The word *a* can be pronounced two different ways. It can be pronounced /æ/ when it receives stress. For example, if somebody brought you six books but you only needed one, you might say, “I only need *a* book right now.” You may discuss pronunciation variations with students if it comes up, but it is not important at this point. You may omit this discussion if you think it would confuse students. It is more important that they learn the unstressed version and understand the concept of Tricky Words.

- Explain to students that most words in English “play by the rules” and are pronounced and spelled just the way they would expect. At the same time, there are words that do not play by the rules, including some very common and important ones. Words that do not “play by the rules” are called Tricky Words.
- Explain that even in a Tricky Word, there are usually some parts that are pronounced just as you would expect. Usually only one or two letters are not pronounced as you would expect.

Tricky Word: A

The word *a* is pronounced /æ/ when it is stressed, as in, “I wanted *a* cookie, not three!

- Show students the Tricky Word card *a* and ask how they would pronounce it by blending. (They might say /a/.)
- Explain that this word is generally pronounced /u/ or /æ/, as in, “I have *a* cat.”
- Write the word *a* on the board. Underline the entire word and explain that it is completely tricky. They might think that it is pronounced /a/, but it is pronounced /u/ or /æ/.
- Tell students that when reading *a*, they have to remember to pronounce it as /u/ or /æ/.
- Tell students that when writing *a*, they have to remember to spell it with the letter ‘a’.

Tricky Word: I

You might want to create a word wall using Tricky Words. We recommend that you write the Tricky Words on yellow index cards or paper and decodable words on green paper. The yellow paper is to remind students that they need to proceed with caution when reading the Tricky Words.

- Show students the Tricky Word card *I* and ask how they would pronounce it by blending. (They might say /i/.)
- Explain that this word is actually pronounced /ie/ as in, “*I* have a dog.”
- Write the word *I* on the board. Underline the entire word and explain that it is completely tricky. They might expect this word to be pronounced /i/, but it is pronounced /ie/, like the letter name.
- Point out that this word is also tricky in another way: It is always capitalized, or written with an uppercase letter—even when it is not at the beginning of a sentence.

- Tell students that when reading *I*, they have to remember to pronounce it as /ie/.
- Tell students that when writing *I*, they have to remember to spell it with an uppercase 'I'.

Practice

- Practice reading today's Tricky Words. Write the following sample phrases/sentences on the board, and have students read them aloud.

- | | | |
|-----------|-----------|-----------------|
| 1. a pan | 3. a dad | 5. I got a cat. |
| 2. I nap. | 4. I dig. | 6. a pit |

Grammar

15 minutes

Identifying Nouns

Note: In this grammar lesson you will introduce nouns that name people.

- Say, "Mom sings," and have students listen carefully and repeat it after you. Ask students which word in the phrase names a person. (*mom*)
- Explain that a word that names a person is a special type of word that is called a noun.
- Tell students to listen carefully to the following phrases and ask them to tell you the word that names a person. Tell them that a word that names a person is also called a noun.

Please note that this is a listening exercise. Do not write the phrases on the board as they are not yet decodable to students.

- | | |
|-----------------|-----------------------|
| 1. happy child | 5. boy plays |
| 2. funny baby | 6. sister plays |
| 3. nice teacher | 7. grandmother smiles |
| 4. girl runs | |

- Repeat the phrase, "girl runs," and say, "The word *girl* names a person. *Girl* is a word that is a part of speech called a noun. It came at the beginning of the phrase."
- Repeat the phrase, "happy child," and say, "The word *child* names a person and the word for a part of speech that names a person is *noun*. It came at the end of the phrase."
- Summarize by asking students what we call a part of speech that names a person. (noun)

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 82 and 98 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 111 and 146 of those words would be completely decodable.
- *A* is one of the 5 most common words in most samples of written English. In a typical passage of 1,000 words, *a* occurs 20 to 29 times.
- *I* is one of the 10 most common words in most samples of written English. In a typical passage of 1,000 words, *I* occurs 2 to 27 times.

Lesson 4

Back-to-School

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Print upper- and lowercase letters 'm' and 'M', 'f' and 'F', and 'v' and 'V' (L.1.1a)
- ✓ Read and write one-syllable short vowel words that include the letter-sound correspondences 'm' > /m/, 'f' > /f/, and 'v' > /v/ in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1 (L.1.2d)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'm' > /m/ (<i>mad</i>), 'f' > /f/ (<i>fit</i>), 'v' > /v/ (<i>vet</i>)	
Reviewing the Spellings	Writing the Spellings	pencils; Worksheet 4.1	15
Small Group	Phrase Box	pencils; Worksheet 4.2	15
Chaining	Pocket Chart Chaining for Reading	pocket chart; index cards for 'i', 'a', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'p', 'f', 'v'	20
Take-Home Material	Practice Pack	Worksheet 4.3	*

Advance Preparation

Add to the letter cards you prepared in earlier lessons by writing each of the following letters on a separate white index card: 'm', 'f', and 'v'. Using these cards, set up the pocket chart for the chaining activity as shown in the sidebar.



Pocket Chart Setup

Blending and Segmenting

Blending

For blending



- Explain to students that you will say sounds for them to blend into words.
- Say *sip* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap.
- Blend the sounds to produce the word *sip*, making a fist with your hand.
- Have students tap and blend the sounds in the word.

Segmenting

For segmenting



- Hold up three fingers and say the word *sip*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /s/.
- Wiggle or move your middle finger for the second sound in the word, /i/.
- Wiggle or move your ring finger for the last sound in the word, /p/.
- Have students repeat after you.
- Continue with the remaining words.

1. sip (3)	/s/ /i/ /p/	5. flip (4)	/f/ /l/ /i/ /p/
2. bin (3)	/b/ /i/ /n/	6. drop (4)	/d/ /r/ /o/ /p/
3. cub (3)	/k/ /u/ /b/	7. hips (4)	/h/ /i/ /p/ /s/
4. tap (3)	/t/ /a/ /p/	8. mats (4)	/m/ /a/ /t/ /s/

Flip Book Review

- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance chart readily available.
- Show students the /m/ Spelling Card with the 'm' — *mad* side facing students. Point to the 'm' and remind them that the letter 'm' is used to spell and write the /m/ sound in English words.
- Point out the power bar below the spelling 'm' and remind students that this bar indicates how common each spelling is.
- Point to the power bar under the 'm' and ask students whether they think the letter 'm' is a very common spelling or a less common spelling for /m/. (very common)

If students ask about the other Spelling Card, 'mm', outlined on the same page, tell them this is another way to spell /m/ that they will practice on another day.

- Turn to **Consonant Flip Book page 15** and point to the sound bubble for /m/ on the page, and then point to the outline for the Spelling Card, placing the ‘m’ Spelling Card for /m/ on the appropriate place on the page.
- Repeat the steps for the rest of the sound/spelling correspondences.

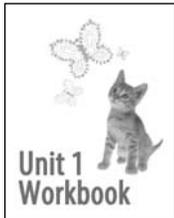
Consonant Flip Book

1. ‘f’ > /f/ (*fit*) Consonant Flip Book p. 9
2. ‘v’ > /v/ (*vet*) Consonant Flip Book p. 10

Reviewing the Spellings

15 minutes

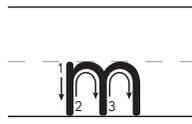
Writing the Spellings



Worksheet 4.1

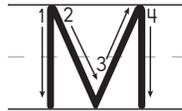
- Remind the class that every letter can be written as an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /m/.
- Write a lowercase ‘m’ on handwriting guidelines and describe what you are doing using the numbered guidelines that follow.
- Model writing the letter two or three more times, making sure to say the sound /m/ while writing.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase ‘m’ on the worksheet.
- Encourage students to say the sound /m/ each time that they write the letter.
- Repeat the same steps for the uppercase ‘M’, pointing out that it looks somewhat similar to the lowercase ‘m’ but touches the top line.
- Ask students, “When do we use an uppercase letter?” (for the first letter in the first word of a sentence and the first letter in the name of a person or place)

- Repeat the steps with the letters for 'f' – 'F' and 'v' – 'V'.



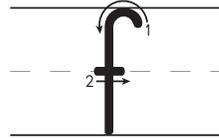
Start on the dotted line.

1. short line down
2. hump
3. hump



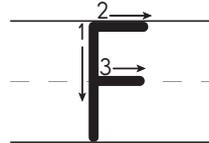
Start on the top line.

1. long line down (lift)
2. diagonal right
3. diagonal up
4. long line down



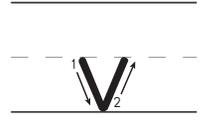
Start just below the top line.

1. candy cane (lift)
2. line across



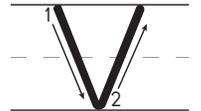
Start on the top line.

1. long line down (lift)
2. line across
3. line across



Start on the dotted line.

1. diagonal right
2. diagonal up



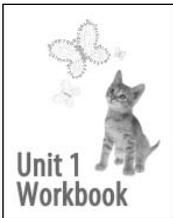
Start on the top line.

1. diagonal right
2. diagonal up

Small Group

Phrase Box

15 minutes



Worksheet 4.2

Note: Students who are ready for independent work will complete Worksheet 4.2 independently. You will first review the phrases as a class before breaking for small group work.

- Tell students that words can be combined to make phrases.
- Tell students that when we write, we leave spaces between the words in a phrase.
- Distribute Worksheet 4.2.
- Read the phrases in the box aloud together, and review the name of each picture.
- Tell students that they will read the phrases in the box at the top of the worksheet and write each phrase under its matching picture.

- **Group 1:** Ask students who are able to do independent work to complete Worksheet 4.2 on their own. You may write words/phrases from the Supplemental Materials section on the board, and tell students who finish early that they can illustrate these words/phrases.
- **Group 2:** Work with students needing more support in completing Worksheet 4.2. You may also wish to complete previous chaining exercises with students to reinforce the sounds and spellings you have reviewed.

Chaining

20 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

- Set up the pocket chart.
- Arrange the cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', and 'o'.
- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: 'm', 'n', 't', 'd', 'c', 'g', 'p', 'f', 'v'.
- Point to the spellings and have students say the sounds.
- Explain that you will combine spellings to make words.
- Move the 'f', 'o', and 'g' cards to the center of the pocket chart to spell *fog*.
- Ask the class to read the word.
- Remove the 'o' card and add the 'i' card and say to the class, "If that is *fog*, what is this?"
- Ask a student to read the word.
- Ask students which sound or letter you changed in the word *fog* to get the word *fig*. Ask them whether you changed the first, middle, or last sound or letter.
- Work through the remaining words.

You may use the blending motions from today's Warm-Up.

1. fog > fig > fit > fat > vat > mat > pat > pot > cot > cat
2. vat > van > fan > fin > tin > tan > man > pan > pin > din

Take-Home Material

Practice Pack

- Have students take Worksheet 4.3 home to practice reading and writing words with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, and phrases to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

- Newly decodable words:

The word with asterisks are on the Dolch and/or Fry Word List.

- | | | | |
|---------|---------|----------|---------|
| 1. am* | 6. damp | 11. fit | 16. mat |
| 2. if* | 7. dim | 12. fog | 17. mop |
| 3. man* | 8. fan | 13. fond | 18. mom |
| 4. camp | 9. fat | 14. mad | 19. van |
| 5. dam | 10. fin | 15. map | 20. vat |

- Chains:

You may use the chaining cards for these exercises, or you may also write the words on the board. If you choose to use the cards, you will need the letters 'i', 'a', 'o', 'm', 'n', 't' (2), 'd', 'c', 'g', 'f', 'p', and 'v'.

1. mad > man > van > pan > pin > tin > fin > fan
2. vat > mat > map > tap > tip > tin > tint > mint
3. mop > map > gap > cap > camp > damp > dam > dim

- Phrases/Sentences:

- | | |
|-------------|---------------------|
| 1. mad dog | 6. mom and dad |
| 2. a tent | 7. a fan |
| 3. damp fog | 8. a van |
| 4. fit kid | 9. dig it |
| 5. top dog | 10. Dad had a gift. |

- Songs from *Alphabet Jam*:

1. "Four Friendly Fish"
2. "A Very Small Vampire"
3. "Macaroni"

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 111 and 146 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 114 and 157 of those words would be completely decodable.
- Students have now reviewed one way to write 12 of the 44 sounds in English.
- The sound /f/ is the 22nd most common sound in English and it is found in approximately 10 percent of English words.
- The sound /f/ is spelled 'f' approximately 82 percent of the time.
- The sound /v/ is the 19th most common sound in English and it is found in approximately 8 percent of English words.
- The sound /v/ is spelled 'v' approximately 94 percent of the time.
- The sound /m/ is the 14th most common sound in English and it is found in approximately 17 percent of English words.
- The sound /m/ is spelled 'm' approximately 94 percent of the time.

Lesson 5

Back-to-School

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and/or write one-syllable words that include the letter-sound correspondences taught during a chaining exercise (RF.1.3b)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1 (L.1.2d)
- ✓ Identify orally common nouns that name people (L.1.1b)
- ✓ Print upper- and lowercase letters 's' and 'S', 'z' and 'Z', and 'h' and 'H' (L.1.1a)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted by playing a group game using Large Cards (RF.1.3b)
- ✓ Read Tricky Words *no*, *so*, and *of* (RF.1.3g)
- ✓ Use the frequently occurring conjunction *so* (L.1.1g)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Flip Book Review	Consonant Flip Book; Spelling Cards for 's' > /s/ (<i>sun</i>), 'z' > /z/ (<i>zip</i>), 'h' > /h/ (<i>hot</i>)	10
	Noun Review		
Reviewing the Spellings	Writing the Spellings/Word Box	pencils; Worksheet 5.1	15
Practice	Large Card Chaining	Large Cards for 'm', 'n', 't', 'd', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'a', 'o'	15
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>no</i> , <i>so</i> , <i>of</i>	10
Practicing Reading	Phrases		10

Advance Preparation

On yellow index cards, write the Tricky Words *no*, *so*, *of*.

Flip Book Review

If students ask about the other Spelling Cards outlined on this page, tell them these are all different ways to spell /s/ that they will learn later this year.

- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance chart readily available.
- Show students the /s/ Spelling Card with the ‘s’—*sun* side facing students. Point to the ‘s’ and remind them that the letter ‘s’ is used to spell and write the /s/ sound in English words.
- Point out the power bar below the spelling ‘s’ and remind students that this bar indicates how common each spelling is.
- Point to the power bar under the ‘s’ and ask students whether they think the letter ‘s’ is a very common spelling or a less common spelling for /s/.
- Turn to **Consonant Flip Book page 11** and point to the sound bubble for /s/ on the page, and then point to the outline for the Spelling Card, placing the ‘s’ Spelling Card for /s/ on the appropriate place on the page.
- Repeat the steps for the remaining consonant Spelling Cards, which can be found on the following pages.

Consonant Flip Book

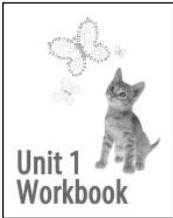
1. ‘z’ > /z/ (*zip*) Consonant Flip Book p. 12
2. ‘h’ > /h/ (*hot*) Consonant Flip Book p. 20

Noun Review

- Ask students, “What is a noun?” (Students should answer, “a person,” although they may also be able to say “a person, place, or thing.”)
- Tell students to listen to the phrases you are about to say. They should raise their hand if they know the noun in the phrase.

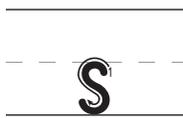
- | | |
|------------------------|------------------------|
| 1. a happy grandmother | 4. a serious librarian |
| 2. my nice teacher | 5. a very tall athlete |
| 3. a funny friend | |

Writing the Spellings/Word Box



Worksheet 5.1

- Distribute Worksheet 5.1.
- Remind the class that every letter can be written as an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /s/.
- Write a lowercase 's' on handwriting guidelines and describe what you are doing using the numbered instructions.
- Model writing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase 's' on the worksheet.
- Encourage students to say the sound /s/ each time that they write the letter.
- Repeat the same steps for the uppercase 'S', pointing out that it looks similar to the lowercase 's' and touches the top line.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and the first letter in the name of a person or place.
- Repeat the steps with the letters for 'z' – 'Z' and 'h' – 'H'.



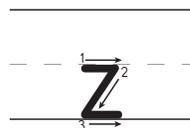
Start just below the dotted line.

1. half circle to the left, half circle to the right



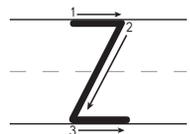
Start between the top and the dotted line.

1. half circle to the left, half circle to the right



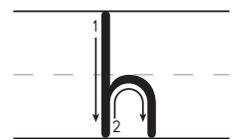
Start on the dotted line.

1. line across
2. diagonal left
3. line across



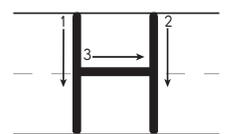
Start on the top line.

1. line across
2. diagonal left
3. line across



Start on the top line.

1. long line down
2. hump



Start on the top line.

1. long line down (lift)
2. long line down (lift)
3. line across

- Have students look at the back of the worksheet. Read the words aloud as a group, and name the pictures shown in the box.
- Tell students to read the words in the box at the top of the worksheet and write each word under its matching picture.

Practice

15 minutes

Large Card Chaining

Note: Today you will do Large Card Chaining, an activity where students form words with the Large Letter Cards. Not all students will have a card to hold. You may choose to have students work in pairs or in teams.

If students need additional help with chaining, you may use the exercises in the Pausing Point that address chaining. Please use words and chains that are listed at the end of today's lesson to ensure that all words are decodable.

- Show students the Large Cards, and tell them that each card has a letter on it. Tell students that they will use these cards to create words.
- Pass out the following Large Cards, reviewing each card's sound and whether it is a vowel or a consonant as you pass them out: 'm', 'n', 't', 'd', 'p', 'f', 'v', 's', 'z', 'h', 'i', 'a', 'o'.
- Tell students that they need to spell the word *zap*. Segment and blend the word *zap* to help students hear the sounds making up the word.
- Tell students that if they are holding a card with a picture of a sound (or letter) that is in *zap*, they should go to the front of the room and stand in the order that spells *zap*.
- Once the students are standing in place, ask the class, "Does this look correct?" You may point to the students standing in front and blend together the letters.
- Ask students to give a thumbs up if they think the word is spelled correctly, or a thumbs down if there is an error.
- Once the word has been spelled correctly, say to students, "If that is *zap*, show me *zip*."
- Students should rearrange themselves to make the new word.
- Ask students which sound or letter changed in the word *zap* to get the word *zip*. Ask them whether they changed the first, middle, or last sound or letter.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. zap > zip > sip > sit > sat > sad > had > hand > sand > stand
2. hot > hit > fit > fist > mist > mast > vast > vat > hat > ham

Tricky Word Cards

If you have created a Tricky Word wall, you may direct students' attention to this area for review. Remind students that the yellow cards mean they should proceed with caution when reading the words.

- Tell students that they will learn three new Tricky Words today. Ask students, “What does it mean if we say something is a Tricky Word?” (The word does not “play by the rules” and is pronounced differently from what they might expect.)
- Remind students that they have learned two Tricky Words so far, *a* and *l*.

Tricky Word: No

- Show students the Tricky Word card *no* and ask how they would pronounce it by blending. (They might say /n/ /o/.)
- If students use the pronunciation /n/ /o/, use that provided pronunciation in a sentence, saying, “There were /n/ /o/ dogs at the park.” Ask students if that sounds correct.
- Explain that this word is actually pronounced /n/ /oe/ as in, “She has *no* toys.”
- Write the word *no* on the board. Circle the letter ‘n’ and explain that it is pronounced /n/, as they would probably expect.
- Underline the letter ‘o’ and explain that it is the tricky part of the word. They might expect this letter to be pronounced /o/, but it is pronounced /oe/, like the letter name.
- Tell students that when reading *no*, they have to remember to pronounce the letter ‘o’ as /oe/.
- Tell students that when writing *no*, they have to remember to spell the /oe/ sound with the letter ‘o’.

Tricky Word: So

- Show students the Tricky Word card *so* and ask how they would pronounce it by blending. (They might say /s/ /o/.)
- Ask students, “If the ‘o’ in *no* is pronounced /oe/, how do you think we might pronounce the ‘o’ in this word?”
- Write the word *so* on the board. Explain that this word is tricky in the same way as the word *no*. The ‘o’ is the tricky part of the word and is pronounced /oe/.

Tricky Word: Of

- Show students the Tricky Word card *of* on the board and ask how they would pronounce it by blending. (They might say /o/ /f/ as in *off*.)
- Explain that this word is actually pronounced /u/ /v/ as in, “He has a bag *of* chips.”

- Write the word *of* on the board. Underline the letter ‘o’ and explain that it is a tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /u/.
- Underline the letter ‘f’ and explain that it is also a tricky part of the word. They would probably expect this letter to be pronounced /f/, but it is pronounced /v/.
- Tell students that when reading *of*, they have to remember to pronounce the letter ‘o’ as /u/ and the letter ‘f’ as /v/.
- Tell students that when writing *of*, they have to remember to spell the /u/ sound with the letter ‘o’ and the /v/ sound with the letter ‘f’.

Practice

If students need additional help with Tricky Words, you may use the exercises in the Pausing Point and the activities in the *Assessment and Remediation Guide*.

- Practice reading today’s Tricky Words. Write the following sample phrases/sentences on the board, and have students read them aloud.

- | | |
|-----------------|-----------------|
| 1. a can of ham | 4. just so |
| 2. I am so mad. | 5. a can of jam |
| 3. no nap | 6. no dogs |

Practicing Reading

10 minutes

Phrases

- Remind students that words can be combined to make phrases.
- Tell students that when we write, we leave spaces between the words in a phrase.
- Write “fat pig” on the board and point out the space between the two words.
- Invite a student to read the phrase.
- Repeat with the remaining phrases.

- | | |
|------------|-----------------|
| 1. fat pig | 4. dog and cat |
| 2. so hot | 5. sat on it |
| 3. no hats | 6. pig in a pit |

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, and phrases to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

The words with asterisks are on the Dolch and/or Fry Word List.

- Newly decodable words:

- | | | | |
|----------|----------|-----------|-----------|
| 1. had* | 6. sit* | 11. mist | 16. stand |
| 2. hand* | 7. stop* | 12. past | 17. vast |
| 3. him* | 8. gas | 13. sat | 18. vats |
| 4. hot* | 9. ham | 14. soft | 19. zip |
| 5. its* | 10. hit | 15. stamp | 20. zap |

- Chains:

1. sip > hip > hop > hog > fog > fig > fin > fit > sit > sat
2. sad > sand > hand > had > hat > hot > hit > pit > spit > spin
3. hip > sip > zip > zips > zaps > zap > tap > tat > pat > pot

- Phrases/Sentences:

- | | |
|-------------------|---------------------|
| 1. soft spot | 8. fog and mist |
| 2. hint at it | 9. sit on cot |
| 3. stop it | 10. not a fan |
| 4. zip it | 11. no nap |
| 5. sip it | 12. sad man |
| 6. so sad | 13. cost of a stamp |
| 7. dad had a gift | 14. spot on mat |

- Songs from *Alphabet Jam*:

1. "Hiccups"
2. "Six Señoritas"
3. "Zany Zebra Zack"

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 114 and 157 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 160 and 193 of those words would be completely decodable.
- Students have now reviewed one way to write 15 of the 44 sounds in English.
- The sound /s/ is the 7th most common sound in English.
- The sound /s/ is spelled 's' approximately 75 percent of the time.
- The sound /z/ is the 11th most common sound in English.
- The sound /z/ is spelled 'z' approximately 7 percent of the time.
- The sound /h/ is the 26th most common sound in English.
- The sound /h/ is spelled 'h' approximately 98 percent of the time.
- *No* is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, *no* occurs 1 to 3 times.
- *So* is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, *so* occurs 1 to 5 times.
- *Of* is one of the 10 most common words in most samples of written English. In a typical passage of 1,000 words, *of* occurs 10 to 33 times.

Assessment

Importance of Assessments

The focus of Lessons 6 through 10 is to gauge students' reading abilities through a number of assessments. **Taking time to assess students is crucial in ensuring their success as readers.** The assessments help you determine which students have the knowledge and skills needed to profit from Grade 1 Skills and which students need to be regrouped to an earlier point in the Skills program. The assessments can also help you determine which students in your class are ready to read trade books independently. Warm-Ups are left out this week in order to maximize the amount of time you have to assess students. Details about how to interpret students' scores for placement are provided in the Placement section of this Teacher Guide.

Core Knowledge Language Arts Kindergarten Experience

To accurately place students in reading groups, it is helpful to have a basic overview of the CKLA Kindergarten program. Students who did well in CKLA Kindergarten should be ready for the Grade 1 sequence of skills instruction. In general, students who mastered CKLA Kindergarten learned:

- One-to-one letter-sound correspondences: CVC words with short vowel sounds, like *cat*, *dog*, and *bed*
- Consonant clusters: CCVC words like *flag*, CVCC words like *dust*, CCVCC words like *blast*
- Consonant sounds written with digraph spellings: 'sh', 'ch', 'th', 'ng'
- Tricky Words, such as *the* and *I*
- Double-letter spellings like 'ss', 'ff', 'ck'
- In the last unit of Kindergarten, students learned the basic code spelling for the long vowel sounds: /ee/ spelled 'ee', 'ae' spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e'.

Note: Not all students who participated in the CKLA Kindergarten sequence will have completed the last unit, but they may still be prepared for Grade 1 materials. In general, students who mastered CKLA Kindergarten material from:

- Units 1–8 should have adequate preparation for the Grade 1 sequence of skills instruction.
- Units 9–10 should have good to outstanding preparation.

Kindergarten		Grade 1	
Units 1–2:	Purely oral phonemic awareness		
Units 3–5:	One-to-one letter-sound correspondences; CVC words with “short” vowel sounds like <i>cat</i> , <i>dog</i> , <i>bed</i>		
Unit 6:	Consonant clusters, CCVC words like <i>flag</i> , CVCC words like <i>dust</i> , CCVCC words like <i>blast</i>		
Unit 7:	Consonant sounds written with digraph spellings, e.g., ‘sh’, ‘ch’, ‘th’, ‘ng’		
Units 8–9:	Tricky Words; double-letter spellings like ‘ss’, ‘ff’, ‘ck’	Unit 1:	Review of CVC, CCVC, CVCC, and CCVCC words
Unit 10:	Basic code spellings for “long” vowel sounds (/ee/ spelled ‘ee’, /æ/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’); Tricky Words	Unit 2:	Basic code spellings for “long” vowel sounds (/ee/ spelled ‘ee’, /æ/ spelled ‘a_e’, /oe/ spelled ‘oe’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’); Tricky Words
		Unit 3:	Basic code spellings for the vowel sounds /oo/, /oo/, /ou/, /oi/, and /aw/
		Unit 4:	Basic code spellings for r-controlled vowel sounds (/er/, /ar/, /or/); past-tense endings; two-syllable words
		Unit 5:	Common spelling alternatives for consonant sounds, e.g., ‘tch’ for /ch/, ‘g’ and ‘ge’ for /j/, ‘wr’ for /r/, ‘ve’ for /v/
		Unit 6:	Common spelling alternatives for consonant sounds, e.g., ‘c’, ‘ce’, and ‘se’ for /s/, ‘kn’ for /n/, ‘wh’ for /w/, ‘n’ for /ng/
		Unit 7:	Spelling alternatives for “long” vowel sounds, e.g., ‘ai’ and ‘ay’ for /ae/, ‘oa’ for /oe/

Order of Assessments

All students will take the Word Recognition Test. The next test they take will be determined by their score on the Word Recognition Test. Below is a chart that will guide you in determining the assessments to give students.

Test Name	If the Score is ...	Then the Next Test Will Be ...
Word Recognition Test (Group)	18 or higher (exclude lines 21–25)	Story Reading: “Gwen’s Hens”
	17 or lower	Pseudoword Reading Test
Story Reading: “Gwen’s Hens” (Group)	4 or higher	No further assessments
	3 or lower	Work one-on-one and listen to student read the story aloud, marking errors along the way. Orally ask questions. If student still misses three questions or struggled to read story, administer the Pseudoword Reading Test.
Pseudoword Reading Test (1–1)	27 or higher	Story Reading: “Gwen’s Hens”
	26 or lower	Code Knowledge Diagnostic Test
Code Knowledge Diagnostic Test (1–1)	23 or higher	No further assessments
	22 or lower	Letter Name Test (optional)
Letter Name Test (Optional) (Group or 1–1)	No further assessments	No further assessments

A flow chart has been provided on the pages that follow to help you visualize the order of assessments. In addition, a student scoring sheet is provided to record students’ scores.

Managing the Administration of the Assessments

Both the Word Recognition and Story Reading Tests are administered as group assessments. The Pseudoword Reading Test and Code Knowledge Diagnostic Test are administered individually. The Letter Name Test can be administered individually or as a group.

We have created worksheets for students to complete independently while others are being assessed. They are intentionally created to be easy for students to complete without direct teacher guidance. You can also incorporate other independent activities that are routine in your classroom, such as looking at trade books, working at a listening station, or writing in journals.

The important thing is for students to be engaged in activities that will allow you to maintain a calm atmosphere conducive to assessment. Decide on the procedure you will implement for providing and explaining to students the worksheets and other independent activities so things can run smoothly during this time.

In Lesson 6, the Word Recognition Test is administered to the entire class at the same time. Worksheets are provided for independent work during the remainder of the class period. In Lesson 7, the Story Reading Test is

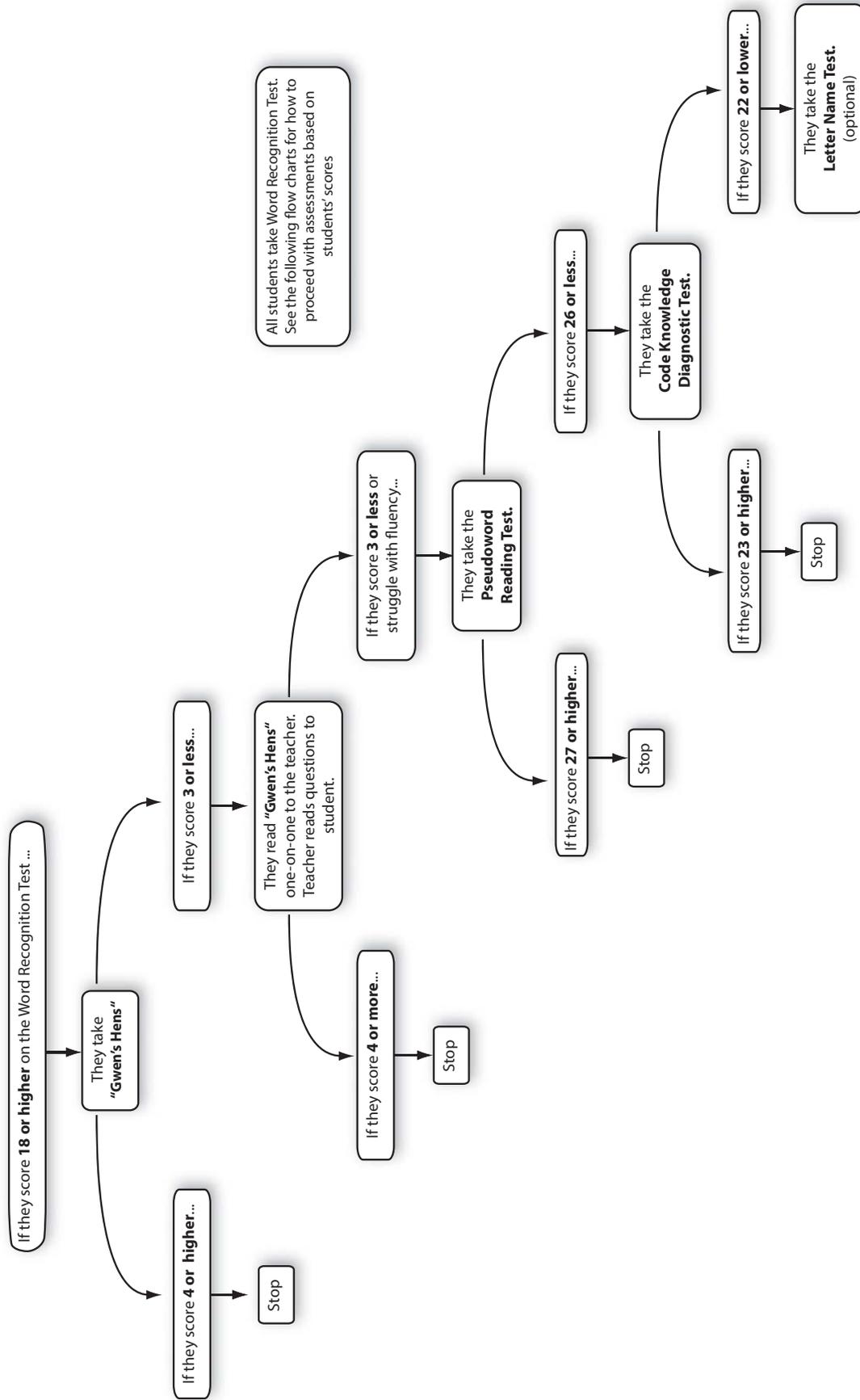
administered as a group test, but only to those students who scored 18 or higher on the Word Recognition Test. Students who are not eligible for the Story Reading Test should work independently on the worksheets provided, as the teacher then calls each student individually to complete the indicated one-on-one assessment during Lesson 7 and the remainder of the week.

Scoring and Placement

At the end of each lesson, there is information in the Scoring section about how to evaluate students' tests. The Scoring section also tells you which students will take the next tests. After Lesson 10, information is provided in the Placement section that will guide how to place students in appropriate reading groups.

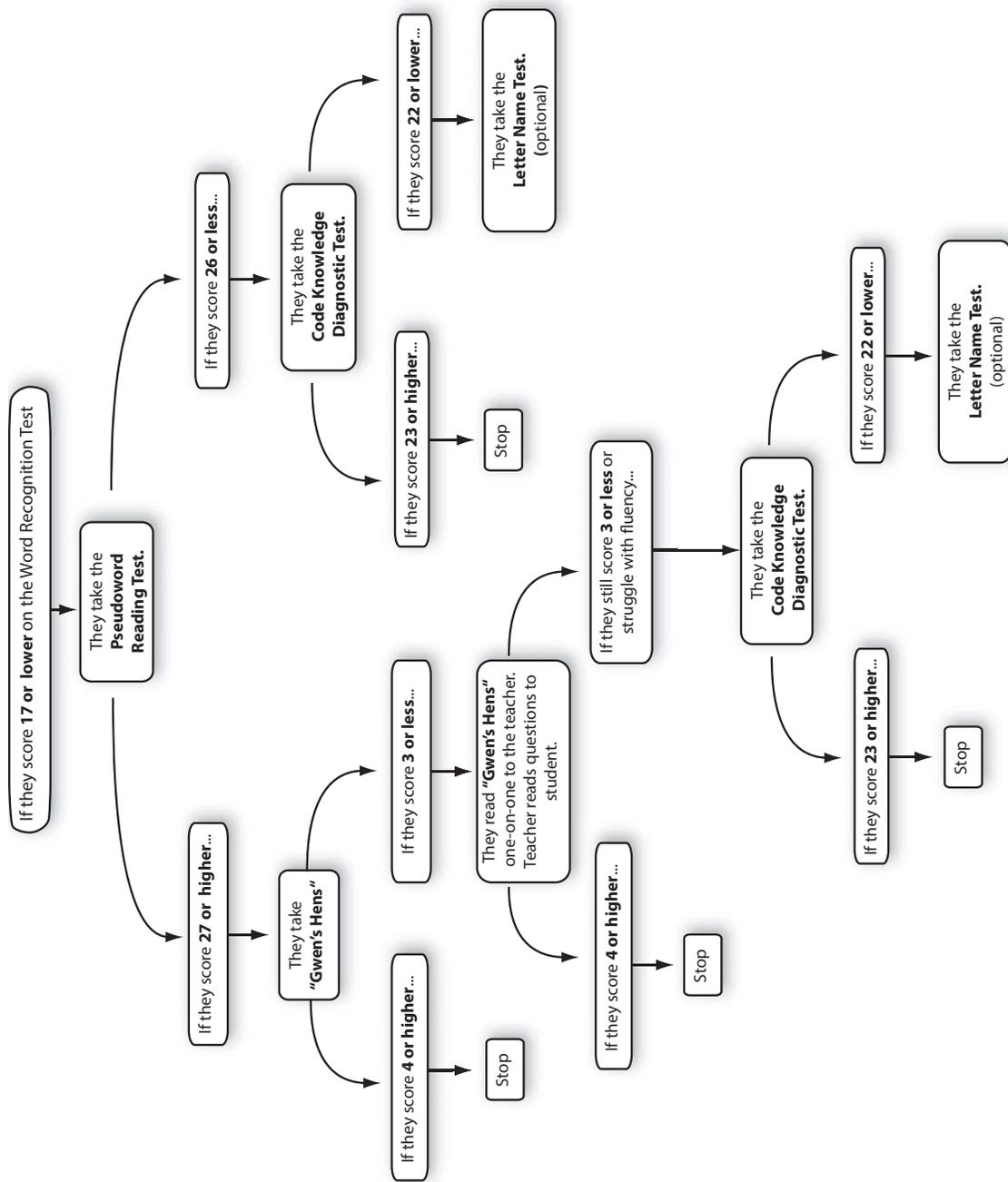
If the placement tests indicate that a student is not ready for Grade 1, it is imperative that the student be regrouped to get Skills instruction that matches his or her reading ability.

Flow Chart for Order of Assessment Administration if Students Score 18 or Higher on Word Recognition



Please Note: Cut off scores on this page are used only to determine which tests to administer when. They are not used in interpreting Assessment Scores.

Flow Chart for Order of Assessment Administration if Students Score 17 or Lower on Word Recognition



Please Note: Cut off scores on this page are used only to determine which tests to administer when. They are not used in interpreting Assessment Scores.

Lesson 6

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

✓ Assess students' reading abilities

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Assessment	Word Recognition Test and Scoring	Worksheet 6.1	Will Vary; 20–30
Independent Work	CKLA Kindergarten Stories and other activities	Worksheets 6.2–6.5	Will Vary; 20–30

Advance Preparation

Copy the Placement Planning Sheet on the previous page.

Please note that today's assessment consists of two worksheets; one worksheet has the words for students to circle, while the other is a sheet to record students' scores. Depending on your classroom routine, you may want to staple these worksheets together before the assessment or right at the beginning of the lesson.

Note to Teacher

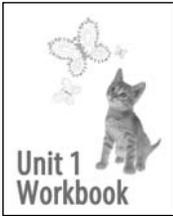
Today's assessment is the Word Recognition Test, and it will be administered to your entire class. It is designed to provide you with a quick overview of students' ability to recognize words that contain spellings taught in the CKLA Kindergarten program. Depending on your class, this may take around 20 minutes.

Following the group administration of the Word Recognition Test, allow students to spend the remainder of the class reading the worksheet stories from the Kindergarten level of CKLA. We have provided two stories from CKLA Kindergarten for students to read post-assessment; you may choose to have students read this with partners, or you may have them read in small groups. Feel free to add other independent activities for students, including trade books, journals, or other activities that can be completed independently. This will permit you to use class time to score the Word Recognition Test, while students work independently.

You should aim to score students' tests as soon as possible in order to determine which assessment each student will take tomorrow. You may record students' scores on the recording sheet found on the previous page.

Assessment

Word Recognition Test



Worksheet 6.1

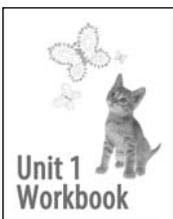
- Distribute Worksheet 6.1.
- Tell students that for this activity, they have to listen very carefully to you. For each number, you will say one word. They must find that word in that row and circle it.
- Say to students, “Find the first row of words. Listen carefully to this word: *mat*. I will say the word again: *mat*. Now find the word that you heard and circle it.” You may repeat the word up to three times.
- Proceed with the rest of the words listed below, repeating the word at least twice for each item.

Word Recognition Assessment

- | | | |
|----------|-----------|----------|
| 1. mat | 10. flap | 19. buzz |
| 2. zip | 11. miss | 20. ebb |
| 3. gut | 12. king | 21. the |
| 4. vet | 13. wicks | 22. are |
| 5. rot | 14. chips | 23. one |
| 6. fox | 15. shin | 24. said |
| 7. spit | 16. thin | 25. no |
| 8. drip | 17. chill | |
| 9. crabs | 18. quest | |

- Collect the worksheets.

Independent Work



Worksheets 6.2–6.5

- Group students into pairs, instructing them to take turns partner reading aloud Worksheets 6.2–6.5, which are stories from one of the Kindergarten readers they read last year. More fluent readers may read the stories from *Seth* (6.2 and 6.3), while students needing simpler text may read stories from *Kit* (6.4 and 6.5).

Scoring Word Recognition Assessment

- **Score items 1–20. Take note of specific errors.**

Note: Items 21–25 are Tricky Words, and they should not be counted as part of the student’s score.

- Students who scored **18 out of 20 (90%)** or above have strong word recognition skills and are making good progress. They will next take the Story Reading Test, “Gwen’s Hens.”
- Students who **scored 17 or less** should be assessed one-on-one. They will first receive the Pseudoword Reading Test.
- **Record separately errors for ANY Tricky Words. If time permits, ask students who missed 3 or more in Items 21–25 to read all of these words aloud to you one-on-one. Make note of any Tricky Words that are misread.**

Lesson 7

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

✓ Assess students' reading abilities

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Assessment	One-on-One Assessments; Story Reading: "Gwen's Hens"	Worksheets 7.1–7.5	Will Vary; 20–30
Independent Work	CKLA Kindergarten Stories and other activities	Worksheets 7.6–7.10	Will Vary; 20–30
Scoring	Scoring	Students' Scores for Unit 1 Assessment Week, Teacher Guide before Lesson 6	

Note to Teacher

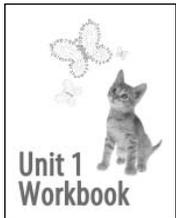
Students who received a score of **18 or more** on the Word Recognition Test will read and answer questions about the story "Gwen's Hens." Tell the group of students taking the Story Reading Assessment to begin independent work using Worksheets 7.6–7.8 once they have completed the Story Reading Test.

You will work one-on-one to further assess students who received a score of **17 or less** on the Word Recognition Test. You will start with the Pseudoword Reading Test. With the Pseudoword Test, students can only read the words if they know the sound-spelling correspondences and how to blend them together. The following is the chart shared earlier on the progression of the one-on-one assessments.

Test Name	If the Score is ...	Then the Next Test Will Be ...
Word Recognition Test (Group)	18 or higher (exclude lines 21–25)	Story Reading: “Gwen’s Hens”
	17 or lower	Pseudoword Reading Test
Story Reading: “Gwen’s Hens” (Group)	4 or higher	No further assessments
	3 or lower	Work one-on-one and listen to student read the story aloud, marking errors along the way. Orally ask questions. If student still misses three questions or struggled to read story, administer the Pseudoword Reading Test.
Pseudoword Reading Test (1–1)	27 or higher	Story Reading: “Gwen’s Hens”
	26 or lower	Code Knowledge Diagnostic Test
Code Knowledge Diagnostic Test (1–1)	23 or higher	No further assessments
	22 or lower	Letter Name Test (optional)
Letter Name Test (Optional) (Group or 1–1)	No further assessments	No further assessments

Students not working on an assessment can read the stories on Worksheets 7.6–7.10 and complete the activities provided in the workbooks. Feel free to provide additional or other independent activities for students, including looking at trade books, writing in journals, or doing other activities that can be completed with little or no teacher assistance.

10 Story Reading: “Gwen’s Hens”



Worksheets 7.1, 7.2

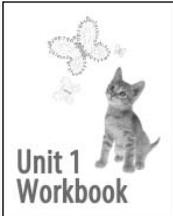
- Help students tear out Worksheet 7.1. Explain that they will read the story and answer questions on Worksheet 7.2.
- Encourage students to look back to the story if they need help answering the questions.
- Tell students that when they finish reading the story and answering the questions, they should read the stories on Worksheets 7.6 and 7.7. They can draw a picture and write a sentence about the story they have read. They may also complete Worksheet 7.8.

Scoring Story Reading: “Gwen’s Hens”

- If students have a score of **3 or less**, work with them one-on-one during the next lesson as time permits. Students will read the story aloud to you and answer the questions you ask orally.
- If students have a score of **4 or more**, they are done with the assessments.

Pseudoword Reading Test

Please use your judgment as to how many of the assessments can be administered to a student at a time. If a student grows quickly frustrated, you may wish to break the assessments up over the next few days. If a student seems pleased to be working one-on-one and shows no signs of frustration, you may continue with the assessments as needed. **Remember that taking the time this week to thoroughly assess students is crucial in determining where they should be placed in the CKLA sequence.**



Worksheet 7.3

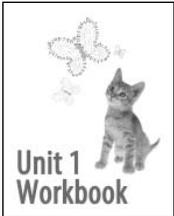
- Turn to the end of this lesson to find the Pseudoword Reading Test. You will place this copy in front of the student to read.
- Ask the student to bring their Workbook and sit with you in a quiet spot in your classroom.
- Find Worksheet 7.3 for the Pseudoword Scoring Sheet. You will use this to record the student's score and make note of errors.
- Tell the student that she will read some silly words (or nonsense words). Make sure the student understands that these are not real words, but they can be read just like real words by blending sounds.
- Place the Pseudoword Reading Test in the Teacher Guide in front of the student. Ask the student to read the words on lines 1 through 6.
- As the student reads, circle the words that are read incorrectly on Worksheet 7.3. Note the type of error; for example, if the student read *rab* as *rad*, you would underline the 'b' and write a 'd' above it.

Note: Asking students to read pseudowords is the purest test of a student's code knowledge in segmenting and blending words because students can neither rely on having encountered the word previously nor guessing on the basis of meaning. Occasionally some students may be confused by the concept of *silly* or *nonsense* and may perform poorly for that reason. If you suspect that this may be the case with a given student, you may choose instead to ask the student to read aloud 30 comparable words from lines 1–20 of the Word Recognition Test.

Scoring Pseudoword Reading Test

- Students who scored **27 or more** should take the Story Reading Test: “Gwen’s Hens.”
- Students who scored **26 or less** should be given the Code Knowledge Diagnostic Test at some point this week.

10 Code Knowledge Diagnostic Test



Worksheet 7.4

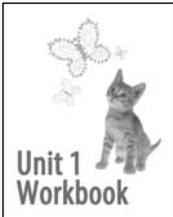
- Turn to the end of this lesson to find the Code Knowledge Diagnostic Test. You will place this copy in front of the student to read.
- Ask the student to bring their Workbook and sit with you in a quiet spot in your classroom.
- Tear out the student’s Worksheet 7.4 for the Code Knowledge Diagnostic Test Scoring Sheet. You will use this to record the student’s score and make note of errors.
- Point to the first spelling unit (or letter) in the Teacher Guide and ask the student, “What sound would you say if you saw this in a word?”
- If the student replies with a letter name, say, “That’s the letter name. What sound does this stand for?” If the student continues to offer the letter name, transcribe the response and mark the item incorrect.
- Repeat with the remaining items.
- As the student says the sound, use the record sheet to record all spellings for which the student is unable to give a correct pronunciation. Note the exact nature of each error. For example, note if the student gets ‘b’ and ‘d’ confused.

Note: Some of the spellings shown can stand for more than one sound: ‘th’ stands for /th/ as in *thin* and /th/ as in *them*; the spelling ‘s’ stands for /s/ as in *sun* and /z/ as in *dogs*. For ‘th’ you can accept either /th/ or /th/, but expect ‘s’ for /s/.

Scoring Code Knowledge Diagnostic Test

- Students scoring **23 or higher** need no further assessments.
- Students scoring **22 or lower** can take the Letter Name Test, if time permits.

10 Letter Name Test



Worksheet 7.5

- Look at the box below for the Letter Name Test. It contains the letters you will read to the student.
- Ask the student to bring their Workbook and sit with you in a quiet spot in your classroom.
- Find Worksheet 7.5 for the Letter Name Test Sheet.
- Explain that you will say the names of a series of letters and you would like the student to circle the letters you name.
- Read item one, both the line number and the letter name: “Number 1 – ‘e’.”
- Have the student circle the letter that you say on the corresponding worksheet line. You may repeat the letter name up to three times.
- Repeat these steps for items 2 through 10.

Letter Name Test

- | | |
|------|-------|
| 1. e | 6. b |
| 2. y | 7. x |
| 3. o | 8. m |
| 4. h | 9. u |
| 5. k | 10. g |

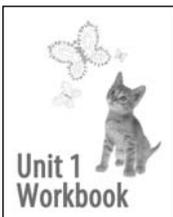
Note: The Letter Name Test can also be administered to several students at a time, so long as students are not able to see one another’s papers.

Scoring Letter Name Test

- As there are no further assessments, cut-off scores are not necessary.

Independent Work

- Allow more fluent readers to read the Kindergarten stories from *Seth* (Worksheets 7.6 and 7.7), while students needing simpler text may read stories from *Kit* (Worksheets 7.9 and 7.10). Students may enjoy working in pairs to read and draw pictures of the phrases on Worksheet 7.8.



Worksheets 7.6–7.10

Pseudoword Reading Test

1. wug rab sep zat het

2. kem jid pog lum yod

3. lin fod cax ved mip

4. nist brin clup stent glosp

5. thock shup chim quib ling

6. muzz vell tass beff dagg

Code Knowledge Diagnostic Test

1. m s f v z

2. r l n e u

3. I o a t y

4. d g h j k

5. b p c w x

6. sh ch th ng qu

7. ff ss ll gg ck

Lessons 8–10

☑ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

✓ Assess students' reading abilities

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Assessment	One-on-One Assessments; Story Reading: "Gwen's Hens"	Worksheets 7.1–7.8	Will Vary; 20–30
Independent Work	CKLA Kindergarten Stories and other activities	Worksheets 8.1–10.5	Will Vary; 30–40
Placement	Scoring	Placement Planning Sheet, Teacher Guide before Lesson 6	

Note to Teacher

For the next three lessons, you will continue to work one-on-one to further assess students. You will continue assessing students who received **17 or lower (90%)** on the Word Recognition Test. You will also have students who scored **3 or less** on the Story Reading Test: "Gwen's Hens" read the story to you and orally answer the comprehension questions you read aloud.

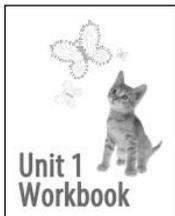
For each day, there are two stories and one activity worksheet for students to complete independently. Students may also read trade books, journal write, or complete any other quiet activity you have prepared for them.

The following is the chart shared earlier on the progression of the one-on-one assessments.

Test Name	If the Score is . . .	Then the Next Test Will Be . . .
Word Recognition Test (Group)	18 or higher (exclude lines 21–25)	Story Reading: “Gwen’s Hens”
	17 or lower	Pseudoword Reading Test
Story Reading: “Gwen’s Hens” (Group)	4 or higher	No further assessments
	3 or lower	Work one-on-one and listen to student read the story aloud, marking errors along the way. Orally ask questions. If student still misses three questions or struggled to read story, administer the Pseudoword Reading Test.
Pseudoword Reading Test (1–1)	27 or higher	Story Reading: “Gwen’s Hens”
	26 or lower	Code Knowledge Diagnostic Test
Code Knowledge Diagnostic Test (1–1)	23 or higher	No further assessments
	22 or lower	Letter Name Test (optional)
Letter Name Test (Optional) (Group or 1–1)	No further assessments	No further assessments

Students not working on an assessment can read the stories and complete the activities provided in their Workbooks. Feel free to provide additional or other independent activities for students, including looking at trade books, writing in journals, or doing other activities that can be completed with little or no teacher assistance.

10 Story Reading: “Gwen’s Hens”



Worksheets 7.1,
7.2, 7.6–7.8

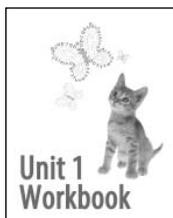
- Have students tear out Worksheet 7.1. Explain that they will read the story and answer questions on Worksheet 7.2.
- Encourage students to look back to the story if they need help answering the questions.
- Tell students that when they finish reading the story and answering the questions, they should read the stories on Worksheets 7.6 and 7.7. They can draw a picture and write a sentence about the story they have read. They may also complete Worksheet 7.8.

Scoring Story Reading: “Gwen’s Hens”

- If students have a score of **3 or less**, work with them one-on-one during the next lesson as time permits. Students will read the story aloud to you and answer the questions you ask orally.
- If students have a score of **4 or more**, they are done with the assessments.

Pseudoword Reading Test

Please use your judgment as to how many of the assessments can be administered to a student at a time. If a student grows quickly frustrated, you may wish to break the assessments up over the next few days. If a student seems pleased to be working one-on-one and shows no signs of frustration, you may continue with the assessments as needed. **Remember that taking the time this week to thoroughly assess students is crucial in determining where they should be placed in the CKLA sequence.**



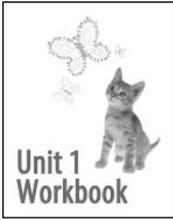
Worksheet 7.3

- Turn to the end of Lesson 7 to find the Pseudoword Reading Test. You will place this copy in front of the student to read.
- Ask the student to bring their Workbook and sit with you in a quiet spot in your classroom.
- Find Worksheet 7.3 for the Pseudoword Scoring Sheet. You will use this to record the student's score and make note of errors.
- Tell the student that she will read some silly words (or nonsense words). Make sure the student understands that these are not real words, but they can be read just like real words by blending sounds.
- Place the Pseudoword Reading Test in the Teacher Guide in front of the student. Ask the student to read the words on lines 1 through 6.
- As the student reads, circle the words that are read incorrectly on Worksheet 7.3. Note the type of error; for example, if the students read *rab* as *rad*, you would underline the 'b' and write a 'd' above it.

Note: Asking students to read pseudowords is the purest test of a student's code knowledge in segmenting and blending words because students can neither rely on having encountered the word previously nor guessing on the basis of meaning. Occasionally some students may be confused by the concept of *silly* or *nonsense* and may perform poorly for that reason. If you suspect that this may be the case with a given student, you may choose instead to ask the student to read aloud 30 comparable words from lines 1–20 of the Word Recognition Test.

Scoring Pseudoword Reading Test

- Students who scored **27 or more** should take the Story Reading Test: "Gwen's Hens."
- Students who scored **26 or less** should be given the Code Knowledge Diagnostic Test at some point this week.



Worksheet 7.4

Code Knowledge Diagnostic Test

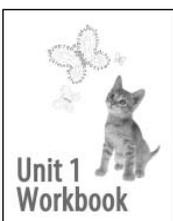
- Turn to the end of Lesson 7 to find the Code Knowledge Diagnostic Test. You will place this copy in front of the student to read.
- Ask the student to bring their Workbook and sit with you in a quiet spot in your classroom.
- Tear out the student's Worksheet 7.4 for the Code Knowledge Diagnostic Test Scoring Sheet. You will use this to record the student's score and make note of errors.
- Point to the first spelling unit (or letter) in the Teacher Guide and ask the student, "What sound would you say if you saw this in a word?"
- If the student replies with a letter name, say, "That's the letter name. What sound does this stand for?" If the student continues to offer the letter name, transcribe the response and mark the item incorrect.
- Repeat with the remaining items.
- As the student says the sound, use the record sheet to record all spellings for which the student is unable to give a correct pronunciation. Note the exact nature of each error. For example, note if the student gets 'b' and 'd' confused.

Note: Some of the spellings shown can stand for more than one sound: 'th' stands for /th/ as in *thin* and /th/ as in *them*; the spelling 's' stands for /s/ as in *sun* and /z/ as in *dogs*. For 'th' you can accept either /th/ or /th/, but expect 's' for /s/.

Scoring Code Knowledge Diagnostic Test

- Students scoring **23 or higher** need no further assessments.
- Students scoring **22 or lower** can take the Letter Name Test, if time permits.

10 Letter Name Test



Worksheet 7.5

- Look at the box that follows for the Letter Name Test. It contains the letters you will read to the student.
- Ask the student to bring their Workbook and sit with you in a quiet spot in your classroom.
- Find Worksheet 7.5 for the Letter Name Test Sheet.
- Explain that you will say the names of a series of letters and you would like the student to circle the letters you name.
- Read item one, both the line number and the letter name: "Number 1 – 'e'."
- Have the student circle the letter that you say on the corresponding worksheet line. You may repeat the letter name up to three times.

- Repeat these steps for items 2 through 10.

Letter Name Test

- | | |
|------|-------|
| 1. e | 6. b |
| 2. y | 7. x |
| 3. o | 8. m |
| 4. h | 9. u |
| 5. k | 10. g |

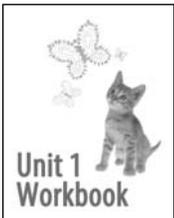
Note: The Letter Name Test can also be administered to several students at a time, so long as students are not able to see one another's papers.

Scoring Letter Name Test

- As there are no further assessments, cut-off scores are not necessary.

Independent Work

- Use the following worksheets as needed during Lessons 8–10 so that you have sufficient time to complete all remaining assessments:
 - Stories for fluent readers: Worksheets 8.1, 8.2, 9.1, 9.2, 10.1, 10.2
 - Stories for students needing simpler text: Worksheets 8.4, 8.5, 9.4, 9.5, 10.3, 10.4
 - Reading and drawing: Worksheets 8.3, 9.3
 - Make a Word Worksheet 10.5
- You can also incorporate other independent activities, such as looking at trade books, working at a listening station, or writing in journals.



Worksheets 8.1–10.5

Moving forward with Unit 1 Lessons

We recognize that it will likely take some time for teachers to fully score, record, and analyze assessment data for all students. We have deliberately planned Unit 1 as a review of Kindergarten skills so that no new Grade 1 skills are introduced. Following Lesson 10, which marks the end of the initial assessment period, teachers should continue Unit 1 instruction, carrying on with Lesson 11.

We provide guidance below for a thorough analysis of the assessment data; **you should complete this analysis for each student well before the end of Unit 1 instruction.** This analysis will then inform decisions as to whether students are ready to continue with Grade 1, Unit 2 instruction or whether other instruction is needed to ensure mastery of skills taught in CKLA at the Kindergarten level. Students may lack these skills for a variety of reasons, including being new to CKLA, perhaps having used different approaches and/or instructional materials in Kindergarten, difficulty in thoroughly mastering these skills in spite of having participated in Kindergarten CKLA instruction, and so on. Whatever the reason, it is important to identify code knowledge gaps now and address them rather than simply pushing students ahead through the CKLA Grade 1 materials.

Multi-Level Analysis of Assessments

You will want to conduct an analysis of each student's performance on the various assessments using different filters or lenses. We recommend that you look first at each student's overall performance on these assessments for guidance as to whether a given student has the prerequisite skills needed to profit from Grade 1 instruction with standard pacing. As noted above, Unit 1 of Grade 1 CKLA provides a review of all of the short vowel letter-sound correspondences as well as the various consonant letter-sound correspondences taught in Units 1–9 of Kindergarten. All students, including those who performed well in Kindergarten, will benefit from this review. However, as is evident by the fact that 9 units of instruction that spanned nearly a year in Kindergarten are reviewed in a single unit in Grade 1, the review is fast-paced. Students with low overall scores and performance on the assessments will profit from additional teaching of Kindergarten skills.

Interpreting Student Skills Scores for Skills Placement

Once you have administered and scored all assessments, enter students' scores on the Placement Planning Sheet of Students' Unit 1 Scores (located at the end of Lesson 5) Consideration of these scores is critical in determining what Skills instruction students need and how to group students to facilitate the best delivery of this instruction.

Use the Placement and Grouping Chart from the Assessment section to complete the final Placement column for each student on the Placement Planning Sheet of Students' Unit 1 Scores.

We highly recommend that all Grade 1 teachers meet as a grade level team to examine students' scores across the entire grade level, rather than having each teacher examine only the scores of students in his or her own classroom. Homogeneous grouping for Skills instruction is the most efficient and effective way to differentiate instruction and meet students' needs when teaching phonics skills. Once the grade level team has examined the scores of all students on these assessments, you may find that it makes sense to regroup some students on the basis of their specific decoding skills for purposes of Skills instruction only.

Note: The Skills assessments and placement recommendations should be used only in grouping students for instruction during the Skills Strand. These tests should not be used for regrouping students during the Listening & Learning Strand. In fact, all students should participate in grade level Listening & Learning instruction, regardless of their decoding skills. Limited decoding skills will not prevent a student from learning from the read-alouds, discussions, and activities that are part of Listening & Learning. It is critical that all students continue to build their oral vocabulary and content knowledge, irrespective of their decoding skills. In fact, the focus on oral language in the Listening & Learning Strand may provide struggling decoders with an opportunity to shine.

Interpreting Assessment Scores

Note: The scores on this page should not be confused with the scores provided for administration of assessments on pages 54-55. Each of the scores in this chart represents a degree of mastery (or lack thereof) on each subtest. Group placements are derived by considering each student’s degree of mastery on the combined assessments administered.

If a student scores ...	s/he should start instruction after Unit 1 with	Group
18 or more on Word Recognition <u>and 4 or more</u> on “Gwen’s Hens”	CKLA Grade 1 Unit 2 This student has OUTSTANDING preparation for Grade 1 Skills.	1
18 or more on Word Recognition <u>and 3 or less</u> on “Gwen’s Hens” <u>and 27 or more</u> on the Pseudoword Test	CKLA Grade 1 Unit 2 This student has STRONG preparation for Grade 1 Skills, with good decoding of individual words. Additional practice reading continuous text fluently is indicated; encourage rereading of Unit 2 reader stories.	1
18 or more on Word Recognition <u>and 3 or less</u> on “Gwen’s Hens” <u>and 21 or more</u> on the Pseudoword Test <u>and 28 or more</u> on the Code Knowledge Test	CKLA Grade 1 Unit 2 This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test, using selected materials from the Unit 1 <i>Assessment and Remediation Guide</i> . Monitor progress in Unit 2.	2
18 or more on Word Recognition <u>and 3 or less</u> on “Gwen’s Hens” <u>and 20 or less</u> on the Pseudoword Test <u>and 28 or more</u> on the Code Knowledge Test	CKLA Grade 1 Unit 2 This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test, as well as blending, using selected materials from the Unit 1 <i>Assessment and Remediation Guide</i> . Monitor progress in Unit 2.	2
18 or more on Word Recognition <u>and 3 or less</u> on “Gwen’s Hens” <u>and 20 or less</u> on the Pseudoword Test <u>and 27 or less</u> on the Code Knowledge Test	This student has QUESTIONABLE preparation for Grade 1 Skills. The strong Word Recognition score may reveal a tendency to memorize words, rather than apply code knowledge. While this student could start CKLA Grade 1 Unit 2, s/he would benefit from a <u>comprehensive review first of all material from the Unit 1 <i>Assessment and Remediation Guide</i></u> before starting CKLA Grade 1 Unit 2. If CKLA Kindergarten materials are available, another option may be to use Kindergarten Units 6–8 materials before starting CKLA Grade 1 Unit 2.	3

<p>17 or less on Word Recognition <u>and</u> 27 or more on the Pseudoword Test <u>and</u> 4 or more on “Gwen’s Hens”</p>	<p>CKLA Grade 1 Unit 2</p> <p>This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test, using selected materials from the Unit 1 <i>Assessment and Remediation Guide</i>. Monitor progress in Unit 2.</p>	<p>2</p>
<p>17 or less on Word Recognition <u>and</u> 21 or more on the Pseudoword Test <u>and</u> 3 or less on “Gwen’s Hens” <u>and</u> 28 or more on the Code Knowledge Test</p>	<p>CKLA Grade 1 Unit 2</p> <p>This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test, using selected materials from the Unit 1 <i>Assessment and Remediation Guide</i>. Monitor progress in Unit 2.</p>	<p>2</p>
<p>17 or less on Word Recognition <u>and</u> 20 or less on the Pseudoword Test <u>and</u> 3 or less on “Gwen’s Hens” <u>and</u> 27 or less on the Code Knowledge Test</p>	<p>This student has QUESTIONABLE preparation for Grade 1 Skills. S/he needs a <u>comprehensive review first of all material from the Unit 1 <i>Assessment and Remediation Guide</i></u> before starting CKLA Grade 1 Unit 2. If CKLA Kindergarten materials are available, another option may be to use Kindergarten Units 6–8 materials before starting CKLA Grade 1 Unit 2.</p>	<p>3</p>

Note: Scores on the Code Knowledge Diagnostic Test need to be interpreted with care. If a student makes errors in indicating the correct short vowel sounds for three or more of the letters representing the short vowel sounds, i.e., ‘a’, ‘e’, ‘i’, ‘o’ or ‘u’, s/he may require intensive remediation, regardless of the overall Code Knowledge Diagnostic Test score. Even if the description for such a student indicates adequate preparation for Grade 1 Unit 2 based on the overall score, it may be wiser to view this student’s preparation as questionable and first start with a comprehensive review of all material from the Unit 1 *Assessment and Remediation Guide*. Strong mastery of the short vowel letter-sound correspondences is a prerequisite before starting Grade 1 Unit 2.

Placement and Grouping Guidelines

Grade 1 teachers should meet as a team after they have completed the Placement Planning Sheet and have assigned a group number to each student in their class. Using the group numbers, begin sorting students from all classrooms on the basis of their group number, using the following approximate guidelines:

If there is only one classroom teacher per grade level...	...the teacher should start all students with CKLA Grade 1 Unit 2, providing individualized remediation in small groups using Pausing Point activities and/or the <i>Assessment and Remediation Guide</i> as needed
If there are two classroom teachers per grade level...	...one teacher provides Skills instruction to all Group 1 and 2 students, starting with CKLA Grade 1 Unit 2, while the other teacher provides Skills instruction to all Group 3 students, starting with Unit 1 of the <i>Assessment and Remediation Guide</i>
If there are three classroom teachers per grade level...	...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 1 Unit 2, another teacher provides Skills instruction to all Group 2 students, starting with CKLA Grade 1 Unit 2, and the other teacher provides Skills instruction to all Group 3 students, starting with Unit 1 of the <i>Assessment and Remediation Guide</i>
If there are four classroom teachers per grade level...	...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 1 Unit 2, another teacher provides Skills instruction to the higher level Group 2 students, starting with CKLA Grade 1 Unit 2, another teacher provides Skills instruction to the lower level Group 2 students, starting with CKLA Grade 1 Unit 2 and intermittent use of Pausing Point activities throughout the unit for reinforcement, and the other teacher provides Skills instruction to all Group 3 students starting with Unit 1 of the <i>Assessment and Remediation Guide</i>

These grouping guidelines are only a starting point; other variables, such as the number of students across the grade level in any given group, will also need to be considered. If there are disproportionately larger numbers of one or more particular groups of students, these guidelines will need to be modified to ensure that no one teacher has a disproportionately larger class size.

Analyzing Assessments for Additional Instructional Information

Once students have been grouped and placed, teachers are encouraged to conduct a more refined error analysis of student performance on the various assessments as suggested below in order to better tailor small group instruction to meet individual students' needs.

- **Word Recognition Test**—See error analysis for each student as documented on the Scoring Sheet for Word Recognition Test, Worksheet 6.1. Provide specific remediation for the letter-sound correspondences and/or Tricky Words missed; see Unit 1 Pausing Point activities and/or Unit 1 of the *Assessment and Remediation Guide*.
- **Pseudoword Reading Test**—See error analysis for each student as documented on the Pseudoword Scoring Sheet, Worksheet 7.3. Provide specific remediation for the letter-sound correspondences missed; see Unit 1 Pausing Point activities and/or Unit 1 of the *Assessment and Remediation Guide*.
- **Code Knowledge Diagnostic Test**—See errors marked on the Code Knowledge Diagnostic Test, Worksheet 7.4. Provide specific remediation for the letter-sound correspondences missed; see Unit 1 Pausing Point activities and/or Unit 1 of the *Assessment and Remediation Guide*.
- **Letter Name Test**—See errors marked on the Letter Name Test, Worksheet 7.5. Provide specific practice in letter naming; see Unit 1 Pausing Point activities.

Note: While students who do not know some of the letter names certainly should practice and learn the letter names, lack of knowledge of the letter names will not substantially interfere with their ability to read text in the early Grade 1 units.

Lesson 11

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Differentiate between the consonants /s/ and /z/, and /f/ and /v/, and choose the correct spelling (RF.1.2d)
- ✓ Spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted by playing a group game using Large Cards (RF.1.3b)
- ✓ Read Tricky Words *is* and *to* (RF.1.3g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Consonant Flip Book; Spelling Cards 'ff' > /f/ (<i>stuff</i>), 'v' > /v/ (<i>vet</i>), 'ss' > /s/ (<i>dress</i>), 'zz' > /z/ (<i>buzz</i>)	
Practice	Writing the Spellings and Word Box	pencils; Worksheet 11.1	15
	Sister Sounds	Worksheet 11.2	15
Chaining	Large Card Chaining	Large Cards for 'm', 'n', 't', 'd' (2), 'c', 'g', 'f', 's', 'z', 'p' (2), 'h', 'i', 'a', 'o'	10
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>is</i> , <i>to</i>	10
Take-Home Material	Spelling Worksheet	Worksheet 11.3	*

Advance Preparation

Write *is* and *to* on yellow index cards.

Note to Teacher

In this lesson you will review two sets of sounds that are very similar and are sometimes confusing for students: 1. /s/ as in *sip* and /z/ as in *zip*; 2. /f/ as in *fan* and /v/ as in *van*. The sounds /s/ and /z/ are made with the same mouth position; the only difference is that /s/ is unvoiced and /z/ is voiced (buzzy sounding). The same is true of /f/ and /v/; both sounds are made with the same mouth position, but /f/ is unvoiced and /v/ is voiced.

Warm-Up

10 minutes

Blending and Segmenting

For blending



For segmenting



- Please follow the instructions in Lesson 1.

1. flea (3)	/f/ /l/ /ee/	5. task (4)	/t/ /a/ /s/ /k/
2. soap (3)	/s/ /oe/ /p/	6. brag (4)	/b/ /r/ /a/ /g/
3. rail (3)	/r/ /ae/ /l/	7. climb (4)	/k/ /l/ /ie/ /m/
4. nap (3)	/n/ /a/ /p/	8. stone (4)	/s/ /t/ /oe/ /n/

Flip Book Review

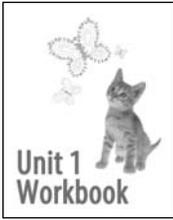
- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance chart readily available.
- Show students the /f/ Spelling Card with the 'ff' —*stuff* side facing students. Point to the 'ff' and remind them that the letters 'ff' are used to spell and write the /f/ sound in English words.
- Point out the power bar below the spelling 'ff' and remind students that this bar indicates how common each spelling is.
- Point to the power bar under 'ff' and ask students whether they think 'ff' is a very common spelling or a less common spelling for /f/. (less common)
- Turn to **Consonant Flip Book page 9** and point to the sound bubble for /f/ on the page, and then point to the outline for the Spelling Card, placing the 'ff' Spelling Card for /f/ on the appropriate place on the page.
- Repeat the steps for the rest of the sound/spelling correspondences, which can be found on the following pages.

Consonant Flip Book

1. 'v' > /v/ (*vet*) Consonant Flip Book p. 10 (review)
2. 'ss' > /s/ (*dress*) Consonant Flip Book p. 11
3. 'zz' > /z/ (*buzz*) Consonant Flip Book p. 12

Writing the Spellings and Word Box

15 minutes

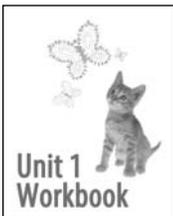


Worksheet 11.1

- Distribute Worksheet 11.1.
- Have students trace and copy the letters.
- Encourage students to say the sounds while writing the letters.
- Have students look at the back of the worksheet.
- Read the words in the box as a class. Look at and name the pictures on the page.
- Tell students to read the words in the box at the top of the worksheet and write each word under its matching picture.

Sister Sounds

15 minutes



Worksheet 11.2

- Distribute the four pages that comprise Worksheet 11.2.
- Explain to the students that the worksheets show the lowercase letters of the following sounds: /s/, /z/, /f/, and /v/.
- Explain that the sounds /s/ and /z/ are very similar, so we can call them sister sounds. The only difference between them is that /z/ is buzzy and makes the vocal cords vibrate.
- Tell students that you want them to show you the spelling for /s/ when you say the /s/ sound and /z/ when you say the /z/ sound.
- Make the /s/ sound, and have students show you the side of the worksheet with 's' on it. Do the same for the /z/ sound. Practice this several times.
- Next, tell students that you will be reading three-sound words that begin with /s/ or /z/.
- Tell students that you want them to show you the spelling for /s/ when you say a word that begins with the /s/ sound and the spelling for /z/ when you say a word that contains the /z/ sound.
- Work through the words below.
- Have students repeat each word to hear and feel the difference in articulation.
- If there is time, repeat this process for the sounds /f/ and /v/.

If students need additional practice distinguishing sounds, you may use the Pausing Point exercise "Distinguish Similar Sounds" and appropriate activities in the *Assessment and Remediation Guide*.

Please note that this is an oral exercise. As some of the words are not yet decodable, you do not need to write them on the board.

- | | | |
|-------------|-------------|---------------|
| 1. sit (s) | 7. zoo (z) | 13. fast (f) |
| 2. zip (z) | 8. sock (s) | 14. fetch (f) |
| 3. zoom (z) | 9. zone (z) | 15. verb (v) |
| 4. sell (s) | 10. fit (f) | 16. view (v) |
| 5. Zack (z) | 11. vet (v) | 17. fall (f) |
| 6. sing (s) | 12. van (v) | 18. fox (f) |

Large Card Chaining

Additional practice for chaining can be found in the Pausing Point.

- Pass out the following Large Cards, reviewing each card’s sound as you pass it out: ‘m’, ‘n’, ‘t’, ‘d’ (2), ‘c’, ‘g’, ‘f’, ‘s’, ‘z’, ‘p’ (2), ‘h’, ‘i’, ‘a’, ‘o’.
- Tell students that if they are holding a card with a picture of a sound that is in the word *cap*, they should go to the front of the room and stand in the order that spells *cap*.
- If necessary, help students get in the correct order.
- Once the students are standing in place, ask a seated student if the word looks right.
- Once the word has been spelled correctly, say to students, “If that is *cap*, show me *cat*.”
- The students should rearrange themselves to make the new word.
- Ask students which sound or letter changed in the word *cap* to get the word *cat*. Ask them whether they changed the first, middle, or last sound or letter.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. fit > sit > zit > zip > zap > cap > cat > cot > cop > pop > pad > dad > did
2. gap > nap > sap > sip > hip > him > hit > hot > pot > pit > sit > fit

Tricky Words

Tricky Word Cards

Tricky Word: *is*

Some students may know that ‘s’ is also a spelling for /z/ as this was taught in Kindergarten.

- Show students the Tricky Word card *is* on the board and ask them how they would pronounce it by blending. (They might say /i/ /s/.)
- Explain that this word is generally pronounced /i/ /z/ as in, “/s this true?”
- Write the Tricky Word *is* on the board. Circle the letter ‘i’ and explain that this is pronounced as they would expect, as /i/.
- Underline the letter ‘s’ and explain that this is the tricky part of the word. They would probably expect this letter to be pronounced /s/, but it is pronounced /z/.
- Tell students that when reading *is*, they have to remember to pronounce it as /i/ /z/.

- Tell students that when writing *is*, they have to remember to spell the sound /z/ with the letter ‘s’.

Tricky Word: To

- Show students the Tricky Word card *to* and ask them how they would pronounce it by blending. (They might say /t/ /o/ as in *tah*.)
- Explain that this word is actually pronounced /t/ /oo/ as in, “Do you want *to* play tag?”
- Write the Tricky Word *to* on the board. Circle the letter ‘t’ and explain that it is pronounced /t/ as they would expect.
- Underline the letter ‘o’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/.
- Tell students that when reading *to*, they have to remember to pronounce the letter ‘o’ as /oo/.
- Tell students that when writing *to*, they have to remember to spell the /oo/ sound with the letter ‘o’.

Practice

- Show students the yellow index cards with *is* and *to* and place them on the Tricky Word wall.
- Practice reading Tricky Words by writing the following phrases on the board. Ask students to read the phrases aloud.

- | | |
|---------------------|--------------------------|
| 1. It is a cat. | 4. It is a bag of chips. |
| 2. Is it hot? | 5. Is it fun? |
| 3. Sam went to bed. | 6. I went to camp. |

If students need additional help with Tricky Words, you may use the exercises in the Pausing Point and the activities in the *Assessment and Remediation Guide*.

Take-Home Material

Spelling Worksheet

- Have students take Worksheet 11.3 home to practice how to spell words with a family member.

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 160 and 193 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 200 and 236 of those words would be completely decodable
- *Is* is one of the 20 most common words in most samples of written English. In a typical passage of 1,000 words, *is* occurs 6 to 16 times.
- *To* is one of the most 10 common words in most samples of written English. In a typical passage of 1,000 words, *to* occurs 34 to 39 times.

Lesson 12

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Print upper- and lowercase letters 'b' and 'B', 'l' and 'L', and 'r' and 'R' (L.1.1a)
- ✓ Read one-syllable short vowel words and then write each word under its corresponding picture (RF.1.3b)
- ✓ Spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Spell one-syllable words using the letter-sound correspondences taught in Grade 1 (L.1.2d)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'l' > /l/ (lip), 'b' > /b/ (bat), 'r' > /r/ (red)	
Reviewing the Spellings	Writing the Spellings	pencils; Worksheet 12.1	15
Small Group	Label the Picture	pencils; Worksheet 12.2	20
Chaining	Pocket Chart Chaining for Spelling	pocket chart; index cards for 'i', 'a', 'o', 'n', 't', 'd', 'g', 's', 'p', 'b', 'l', 'r', 'h'	15



Pocket Chart Setup

Advance Preparation

Add to the letter cards you prepared in earlier lessons by writing each of the following letters on a separate white index card: 's', 'b', 'l', 'r', and 'h'. Using these cards, set up the pocket chart for the chaining activity as shown in the sidebar.

Blending and Segmenting

For blending



For segmenting



- Follow the instructions in Lesson 1.

1. ship (3)	/sh/ /i/ /p/	5. stop (4)	/s/ /t/ /o/ /p/
2. back (3)	/b/ /a/ /k/	6. grip (4)	/g/ /r/ /i/ /p/
3. cup (3)	/k/ /u/ /p/	7. broom (4)	/b/ /r/ /oo/ /m/
4. head (3)	/h/ /e/ /d/	8. trim (4)	/t/ /r/ /i/ /m/

Flip Book Review

- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the three Spelling Cards listed in the At a Glance chart readily available.
- Show students the /b/ Spelling Card with the ‘b’ —*bat* side facing students. Point to the ‘b’ and ask students to name the letter. Then read the word *bat* and remind them that the letter ‘b’ is used to spell and write /b/ in English words. Remind students that /b/ is a consonant sound; consonant sounds will always be written in red on the Spelling Cards because when we say a consonant sound, parts of our mouth touch or are closed, blocking or “stopping” some of the air.
- Point out the power bar below the spelling ‘b’ and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound—a spelling used in lots and lots of words—there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound—a spelling used in a smaller number of words—the card will have a shorter power bar.
- Point to the power bar under the ‘b’ and ask students whether they think the letter ‘b’ is a very common spelling or a less common spelling for /b/. (very common)
- Turn to **Consonant Flip Book page 2** and point to the sound bubble for /b/ on the page, and then point to the outline for the Spelling Card, placing the ‘b’ Spelling Card for /b/ on the appropriate place on the Flip Book page.
- Repeat these steps with the remaining Spelling Cards for /r/ and /l/, which can be found on the following pages.

If students ask about the other Spelling Card, ‘wr’, outlined on the same page, tell them this is another way to spell /r/ that they will learn later in the year.

Consonant Flip Book

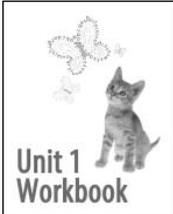
- ‘r’ > /r/ (*red*) Consonant Flip Book p. 18
- ‘l’ > /l/ (*lip*) Consonant Flip Book p. 19

- Quickly review by showing today's cards and having students say the sound represented on each card.

Reviewing the Spellings

15 minutes

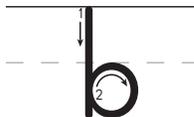
Writing the Spellings



Worksheet 12.1

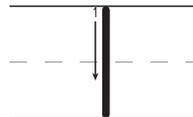
If students need additional practice with writing, you may use the exercises in the Pausing Point.

- Distribute Worksheet 12.1.
- Remind the class that every letter can be written as an uppercase (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /b/.
- Write a lowercase 'b' on handwriting guidelines and describe what you are doing using the numbered instructions below.
- Model writing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase 'b' on the worksheet.
- Encourage students to say the sound /b/ each time that they write the letter.
- Repeat the same steps for the uppercase 'B', pointing out that it looks different from lowercase 'b' and touches the top line.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and the first letter in the name of a person or place.
- Repeat the steps with 'l' – 'L' and 'r' – 'R'.



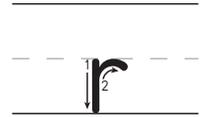
Start on the top line.

1. long line down
2. circle to the right



Start on the top line.

1. long line down



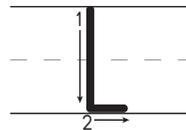
Start on the dotted line.

1. short line down
2. half a hump



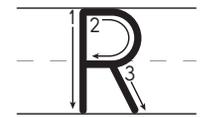
Start on the top line.

1. long line down (lift)
2. half a circle to the right
3. half a circle to the right



Start on the top line.

1. long line down
2. line across



Start on the top line.

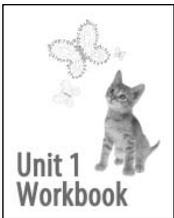
1. long line down (lift)
2. half a circle to the right
3. diagonal right

- Have students look at the back of the worksheet.
- Explain that the words written on the worksheet consist of either three or four sounds.
- Read the first word (*rat*) and ask students how many sounds are in the word. Segment the word with students if necessary.
- Have students circle the spelling for each sound in the word *rat*. They have to circle the letter 'r', the letter 'a' and the letter 't'.
- Have students write the number 3 in the box to indicate the number of sounds in the word *rat*.
- Have the students copy the word *rat* on the line.
- Repeat with the remaining words.

Small Group

20 minutes

Label the Picture



Worksheet 12.2

- Distribute Worksheet 12.2.
- Explain that for each word there are three pictures.
- Have students write each word under its matching picture.
- ✦ **Group 1:** Ask students who are able to do independent work to complete the worksheet on their own.
- ✦ **Group 2:** Providing guided support, have students read the words listed on the worksheet and identify the pictures shown.

Chaining

15 minutes

Pocket Chart Chaining for Spelling



Pocket Chart Setup

Note: There are several ways you can conduct this chaining exercise. You may have students sit in front of the chart and participate as a class. If you have individual white boards, students may sit at their desks, write the letters on their boards, and show you their answers. If you have students write down their answers, you may have them work individually or in pairs/groups. You may also time and record how long it takes to complete a chain, and challenge students to beat their score next time. The key is to move quickly and keep the activity upbeat.

- Tell students that you are going to do something different with the pocket chart: you are going to ask them to spell words.
- Set up the pocket chart.
- Arrange the cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: ‘n’, ‘t’, ‘d’, ‘g’, ‘s’, ‘p’, ‘b’, ‘l’, ‘r’, ‘h’.
- Point to the spellings and have students say the sounds.
- Tell students they are now going to use these letters to spell a word.
- Say the word *dot* loudly and slowly, repeating it if necessary.
- Ask the class for the first sound in *dot*.
- Select a student to come to the pocket chart and move the spelling for /d/ to the center of the pocket chart.
- Repeat until the word *dot* has been spelled in the center of the pocket chart.
- Say to the class, “If that is *dot*, who can show me *pot*?”
- Select a student to come to the pocket chart and replace the spelling for /d/ with the spelling for /p/.
- Ask students which sound or letter you changed in the word *dot* to get the word *pot*. Ask them whether you changed the first, middle, or last sound or letter.
- Work through the remaining words.

1. dot > pot > not > hot > rot > rob > rib > rip > lip > lap
2. rag > rat > bat > bit > sit > sat > sad > sand > band > land

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, and phrases to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

- Newly decodable words:

The words with asterisks are on the Dolch and/or Fry Word List.

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. land* | 12. clap | 23. glad | 34. rag |
| 2. last* | 13. clip | 24. grab | 35. rats |
| 3. list* | 14. crab | 25. grin | 36. rib |
| 4. plant* | 15. drag | 26. grip | 37. rim |
| 5. ran* | 16. drip | 27. lamp | 38. rip |
| 6. bad | 17. drop | 28. lift | 39. slap |
| 7. bag | 18. film | 29. lips | 40. slip |
| 8. bat | 19. flag | 30. log | 41. split |
| 9. big* | 20. flat | 31. lost | 42. strip |
| 10. bit | 21. frog | 32. plot | 43. trap |
| 11. blast | 22. frost | 33. print | 44. trip |

- Chains:

1. hand > band > bond > pond > pod > pot > lot > rot > rat > hat
2. rib > rig > rag > bag > big > bin > pin > pan > plan > plant
3. zip > lip > flip > slip > slap > slop > flop > flap > flat > flag
4. lip > slip > slap > flap > lap > rap > rip > rib > crib > crab

- Phrases:

- | | | |
|---------------|-------------------|--------------------|
| 1. lost bag | 7. dog limps | 13. a bad plan |
| 2. big flag | 8. lots of plants | 14. plant in a pot |
| 3. bad dog | 9. a big cat | 15. frog in a pond |
| 4. rat trap | 10. a flat land | 16. frog on a log |
| 5. drops drip | 11. slip on it | 17. dog bit cat |
| 6. flip it | 12. on a trip | 18. slap on hand |

- Songs from *Alphabet Jam*:

1. “Bumpbibble Bump”
2. “Lee La Lay”
3. “Rock and Roll”

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 200 and 236 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 210 and 250 of those words would be completely decodable.
- Students have now reviewed one way to write 18 of the 44 sounds in English.
- The sound /b/ is the 23rd most common sound in English.
- The sound /b/ is spelled 'b' approximately 96 percent of the time.
- The sound /l/ is the 9th most common sound in English.
- The sound /l/ is spelled 'l' approximately 87 percent of the time.
- The sound /r/ is the 5th most common sound in English.
- The sound /r/ is spelled 'r' approximately 94 percent of the time.

Lesson 13

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read one-syllable words in the Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Print upper- and lowercase letters 'w' and 'W', 'e' and 'E', and 'u' and 'U' (L.1.1a)
- ✓ Read and write Tricky Words *all* and *some* (RF.1.3g)
- ✓ Read and spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted by playing a group game using Large Cards (RF.1.3b)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Flip Book Review	Vowel and Consonant Flip Books; Spelling Cards for 'w' > /w/ (<i>wet</i>), 'e' > /e/ (<i>pet</i>), 'u' > /u/ (<i>but</i>)	5
Reviewing the Spellings	Writing the Spellings	pencils; Worksheet 13.1	10
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>all</i> , <i>some</i>	15
Small Group	Tricky Word Practice	Worksheet 13.2	15
Chaining	Large Card Chaining	Large Cards for 'n', 't', 'd', 'g', 'f', 's', 'p', 'b', 'l', 'h', 'w', 'i', 'e', 'a', 'u', 'o'	15
Take-Home Material	Phrasemaker	Worksheet 13.3	*

Advance Preparation

Write *all* and *some* on yellow index cards.

Flip Book Review

If students ask about the other Spelling Card, 'wh', outlined on the same page, tell them this is another way to spell /w/ that they will learn later in the year.

- Before beginning this exercise, get out and display both the Consonant and Vowel Flip Books within view of all students; also have the three Spelling Cards listed in the At a Glance chart readily available.
- Show students the /w/ Spelling Card with the 'w'—*wet* side facing students. Point to the 'w' and ask students to name the letter. Then read the word *wet* and remind them that the letter 'w' is used to spell and write /w/ in English words.
- Point to the power bar under the 'w' and ask students whether they think the letter 'w' is a very common spelling or a less common spelling for /w/. (very common)
- Turn to **Consonant Flip Book page 21** and point to the sound bubble for /w/ on the page, and then point to the outline for the Spelling Card, placing the 'w' Spelling Card for /w/ on the appropriate place on the Flip Book page.
- Repeat the above steps with the Spelling Cards for /e/ and /u/, which can be found on the following pages.

Vowel Flip Book

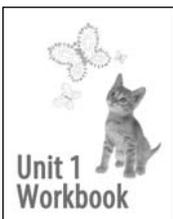
1. 'e' > /e/ (*pet*) Vowel Flip Book p. 3
2. 'u' > /u/ (*but*) Vowel Flip Book p. 4

- Quickly review by having students say the sound represented on each card.

Reviewing the Spellings

10 minutes

Writing the Spellings



Worksheet 13.1

- Distribute Worksheet 13.1.
- Remind the class that every letter can be written as an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /w/.
- Write a lowercase 'w' on handwriting guidelines and describe what you are doing using the numbered phrases.
- Model writing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase 'w' on the worksheet.
- Encourage students to say the sound /w/ each time that they write the letter.

- Repeat the same steps for the uppercase 'W', pointing out that it looks the same as lowercase 'w' and touches the top line.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and the first letter in the name of a person or place.
- Repeat the steps with 'e'—'E' and 'u'—'U'.



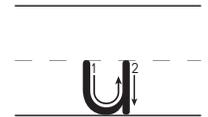
Start on the dotted line.

1. diagonal right
2. diagonal up
3. diagonal right
4. diagonal up



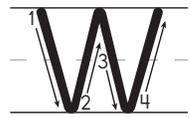
Start between the dotted line and the bottom line.

1. line across
2. most of a circle to the left



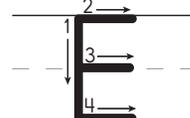
Start on the dotted line.

1. cup
2. short line down



Start on the top line.

1. diagonal right
2. diagonal up
3. diagonal right
4. diagonal up



Start on the top line.

1. long line down (lift)
2. line across (lift)
3. line across (lift)
4. line across



Start on the top line.

1. cup

Tricky Words

15 minutes

Tricky Word Cards

- Write the words *all* and *some* on yellow index cards.

Tricky Word: All

- Show students the Tricky Word card *all* and ask them how they would pronounce it by blending. (They might say /a/ /l/ as in the name *Albert* or they might try to say the /l/ sound twice.)
- Explain that this word is actually pronounced /o/ /l/ as in, "He has *all* of my books."
- Write the word *all* on the board. Underline the letter 'a' and explain that it is a tricky part of the word. They would probably expect this letter to be pronounced /a/, but it is pronounced /o/.

- Circle the letters 'l' and 'l' and explain that this part of the word is only slightly tricky. Even though the letter 'l' appears twice, there is only one /l/ sound in this word.
- Tell students that when reading *all*, they have to remember to pronounce the letter 'a' as /o/ and the two letters 'l' as /l/.
- Tell students that when writing *all*, they have to remember to spell the /o/ sound with the letter 'a' and the /l/ sound with two letters 'l'.

Tricky Word: Some

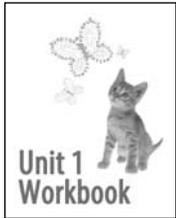
- Show students the Tricky Word card *some* and ask them how they would pronounce it by blending. (They might say /s/ /o/ /m/ /e/.)
- Explain that this word is actually pronounced /s/ /u/ /m/ as in, "I would like *some* rice, please."
- Write the Tricky Word *some* on the board. Circle the letter 's' and explain that it is pronounced /s/, as they would probably expect.
- Underline the letters 'o' and 'e' and explain that they are the tricky part of the word. They are pronounced /u/.
- Circle the letter 'm' and explain that it is pronounced /m/, as they would probably expect.
- Tell students that when reading *some*, they have to remember to pronounce the letters 'o' and 'e' as /u/.
- Tell students that when writing *some*, they have to remember to spell the /u/ sound with the letters 'o' and 'e'.

Practice

If students need additional help with Tricky Words you may use the exercises in the Pausing Point and the activities in the *Assessment and Remediation Guide*.

- Write the following phrases on the board, one column at a time. Have the entire class read aloud together the phrases in the first two columns. Call on individual students to read the phrases in the third column.

1. some dog	8. some mugs	15. some spot
2. all fish	9. some dad	16. all the pots
3. all kids	10. to the jet	17. some rest
4. all fun	11. some men	18. all of us
5. some twigs	12. all of it	19. some nuts
6. all the dust	13. some webs	20. to the van
7. all cats	14. all the kings	21. to the dog



Worksheet 13.2

Tricky Word Practice

- Distribute Worksheet 13.2.
- Ask students if any of them can read the first sentence.
- Ask students if any of them can identify two Tricky Words in the sentence.
- Have students circle the Tricky Words *is* and *a* following your example.
- Have students write the Tricky Words on the provided line, following your example.
- Read the rest of the sentences as a class before breaking into small groups.
- ✪ **Group 1:** Ask students who are able to do independent work to complete the worksheet on their own. Once they have worked through the sentences, they may write an original sentence containing one of the Tricky Words.
- ✪ **Group 2:** Have students who need more support work with you to complete the worksheet.

Chaining

Large Card Chaining

You may have students work in pairs or teams for this activity.

- Pass out the following Large Cards, reviewing each card’s sound as you pass it out: ‘n’, ‘t’, ‘d’, ‘g’, ‘f’, ‘s’, ‘p’, ‘b’, ‘l’, ‘h’, ‘w’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’.
- Tell students that if they are holding a card with a picture of a sound that is in *pet*, they should go to the front of the room and stand in the order that spells *pet*.
- If necessary, help the students get in the correct order.
- Once the students are standing in place, ask a seated student if the word looks right.
- Once the word has been spelled correctly, say to students, “If that is *pet*, show me *bet*.”
- Students should rearrange themselves to make the new word.
- Ask students which sound or letter changed in the word *pet* to get the word *bet*. Ask them whether they changed the first, middle, or last sound or letter.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. pet > bet > let > wet > get > got > hot > hit > bit > bat
2. bun > sun > fun > fan > pan > pin > spin > spun > spud

Take-Home Material

Phrasemaker

- Have students take Worksheet 13.3 home so they can practice reading and writing phrases with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, and phrases to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

- Newly decodable words:

The words with asterisks are on the Dolch and/or Fry Word List.

- | | | | |
|----------|-----------|-----------|----------|
| 1. best* | 8. let* | 15. up* | 22. sun |
| 2. but* | 9. men* | 16. us* | 23. swim |
| 3. cut* | 10. must* | 17. went* | 24. twig |
| 4. end* | 11. red* | 18. bed | 25. wag |
| 5. get* | 12. run* | 19. fun | 26. wig |
| 6. help* | 13. set* | 20. rest | 27. west |
| 7. left* | 14. ten* | 21. sent | 28. wet |

- Chains:

1. band > bend > lend > led > sled > slid > lid > bid > bed > bad
2. bat > bet > belt > bent > dent > tent > ten > men > met > get
3. went > wet > net > not > nut > hut > rut > rust > rest > west
4. cub > cup > cap > lap > rap > rag > wag > wig > twig > twin

- Phrases:

- | | | |
|----------------|--------------------|----------------------|
| 1. all of it | 8. some of us | 15. dog went in |
| 2. all of us | 9. some wet pups | 16. last bit of dust |
| 3. no end | 10. west wind | 17. ten men had fun |
| 4. left hand | 11. spin a web | 18. step up |
| 5. best man | 12. swept it up | 19. a red hot sun |
| 6. help him | 13. a big bus | 20. sun went up |
| 7. rest in bed | 14. a cat on a bed | |

- Songs from *Alphabet Jam*:

1. “Eddie Elephant”
2. “Upstairs Under Uncle Baily”
3. “Wake Up Will”

Code Knowledge

- Before today’s lesson: If students read 1,000 words in a trade book, on average between 210 and 250 of those words would be completely decodable.
- After today’s lesson: If students read 1,000 words in a trade book, on average between 240 and 301 of those words would be completely decodable.
- Students have now reviewed one way to write 21 of the 44 sounds in English.
- The sound /e/ is the 15th most common sound in English.
- The sound /e/ is spelled ‘e’ approximately 95 percent of the time.
- The sound /u/ is the most common sound in English.
- The sound /u/ is spelled ‘u’ approximately 27 percent of the time.
- The sound /w/ is the 17th most common sound in English.
- The sound /w/ is spelled ‘w’ approximately 84 percent of the time.
- *All* is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *all* occurs 3 to 6 times.
- *Some* is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, *some* occurs 2 to 5 times.

Lesson 14

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read one-syllable words that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Identify common nouns that name people (L.1.1b)
- ✓ Read Tricky Words *from* and *word* (RF.1.3g)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
Small Group	Writing the Spellings/Word Box	pencils; Worksheet 14.1	15
Grammar	Identifying Nouns		10
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>from</i> , <i>word</i>	10
Practicing Reading	Phrases		15

Advance Preparation

Write *from* and *word* on yellow index cards.

Blending and Segmenting

For blending



For segmenting

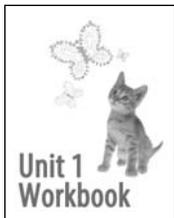


- Follow the instructions in Lesson 1.

1. chip (3)	/ch/ /i/ /p/	5. rust (4)	/r/ /u/ /s/ /t/
2. lick (3)	/l/ /i/ /k/	6. clip (4)	/k/ /l/ /i/ /p/
3. ten (3)	/t/ /e/ /n/	7. cakes (4)	/k/ /ae/ /k/ /s/
4. tell (3)	/t/ /e/ /l/	8. desk (4)	/d/ /e/ /s/ /k/

Small Group

Writing the Spellings/Word Box



Worksheet 14.1

- Distribute Worksheet 14.1
- Have students trace and copy the letters.
- Encourage students to say the sounds while writing the letters.
- Have students look at the back of the worksheet. Read the words in the box and identify the pictures together as a class.
- Tell students to read the words in the box at the top of the worksheet and write each word under its matching picture.
- ✪ **Group 1:** Ask students who are able to do independent work to complete the worksheet on their own.
- ✪ **Group 2:** Have students who need more support with letter formation form a group. Provided guided support as they complete the worksheet.

Identifying Nouns

Note: In this grammar lesson you will continue to discuss nouns as parts of speech that name people.

- Tell students that they will talk more about nouns.
- Remind students that a noun is a word that names a person. Nouns are words that are called a part of speech.
- Say the phrase, “big sister,” and have students listen carefully and repeat it after you.
- Ask students which word in the phrase names a person. (*sister*)
- Ask students which word in the phrase is a noun. (*sister*)
- Tell students to listen carefully to the following phrases/sentences and ask them to tell you the noun that names a person.

- | | | |
|-----------------|--------------------|-------------------------|
| 1. Sally jumps. | 3. A doctor helps. | 5. A silly child plays. |
| 2. Bobby works. | 4. funny Mary | 6. My mom sings. |

- Remind students that a noun can be at the beginning of a phrase as in “Bobby helps,” or at the end of a phrase as in, “funny Mary.”
- Say the phrases below and ask students to identify the nouns and to tell you whether the noun is at the beginning or at the end of the phrase.

- | | |
|----------------------|-----------------|
| 1. grandfather reads | 2. good student |
|----------------------|-----------------|

- Summarize by asking students what we call a part of speech that names a person. (noun)

Tricky Word Cards

Tricky Word: From

- Show students the Tricky Word card *from* and ask them how they would pronounce it by blending. (They might say /f/ /r/ /o/ /m/, so it rhymes with *Tom*.)
- Explain that this word is actually pronounced /f/ /r/ /u/ /m/ as in, “He is *from* Alaska.”
- Write *from* on the board. Circle the letter ‘f’ and explain that it is pronounced /f/, as they would probably expect.
- Circle the letter ‘r’ and explain that it is pronounced /r/, as they would probably expect.
- Underline the letter ‘o’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /u/.
- Circle the letter ‘m’ and explain that it is pronounced /m/, as they would probably expect.
- Tell students that when reading *from*, they have to remember to pronounce the letter ‘o’ as /u/.
- Tell students that when writing *from*, they have to remember to spell the /u/ sound with the letter ‘o’.

Tricky Word: Word

- Show students the Tricky Word card *word* and ask them how they would pronounce it by blending. (They might say /w/ /o/ /r/ /d/.)
- Explain that this word is pronounced /w/ /er/ /d/ as in, “Do not say a single *word*.”
- Write *word* on the board. Circle the letter ‘w’ and explain that it is pronounced /w/, as they would probably expect.
- Underline the letters ‘o’ and ‘r’ and explain that this is the tricky part of the word. They might expect this to be pronounced /o/ /r/, but it is pronounced /er/.
- Circle the letter ‘d’ and explain that it is pronounced /d/, as they would probably expect.
- Tell students that when reading *word*, they have to remember to pronounce the letters ‘o’ ‘r’ as /er/.
- Tell students that when writing *word*, they have to remember to spell the /er/ sound with the letters ‘o’ ‘r’.

Phrases

- Remind students that a phrase is a set of two or more words, with spaces between the words.
- Write the first phrase on the board and ask a student to read it.
- Repeat with the remaining phrases.

- | | |
|--------------|------------------|
| 1. zip pants | 5. hot dog |
| 2. big word | 6. gift from him |
| 3. bad cut | 7. gift from her |
| 4. a word | |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 240 and 301 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 246 and 304 of those words would be completely decodable.
- *From* is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *from* occurs 3 to 6 times.
- *Word* is one of the 400 most common words in most samples of written English. It is hard to avoid in a language arts program.

Lesson 15

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Print upper- and lowercase letters 'j' and 'J', and 'y' and 'Y' (L.1.1a)
- ✓ Read and spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Read Tricky Words *are*, *have*, and *were* (RF.1.3g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'j' > /j/ (<i>jump</i>), 'y' > /y/ (<i>yes</i>)	
Reviewing the Spellings	Writing the Spellings/Label the Picture	pencils; Worksheet 15.1	15
Chaining	Pocket Chart Chaining for Spelling	pocket chart; index cards for 'i', 'e', 'a', 'o', 'u', 'm', 't', 'g', 's', 'p', 'b', 'j', 'y'	15
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>are</i> , <i>were</i> , <i>have</i>	10
Practicing Reading	Phrases		10
Take-Home Material	Phrasemaker	Worksheet 15.2	*

Advance Preparation

Write *are*, *were*, and *have* on yellow index cards.

Add to the letter cards you prepared in earlier lessons by writing each of the following letters on a separate white index card: 'e', 'u', 'j', and 'y'. Using these cards, set up the pocket chart for the chaining activity as shown in the sidebar.



Pocket Chart Setup

Blending and Segmenting

For blending



For segmenting



- Follow the instructions in Lesson 1.

1. head (3)	/h/ /e/ /d/	5. grade (4)	/g/ /r/ /ae/ /d/
2. beak (3))	/b/ /ee/ /k/	6. dress (4)	/d/ /r/ /e/ /s/
3. sock (3)	/s/ /o/ /k/	7. socks (4)	/s/ /o/ /k/ /s/
4. ship (3)	/sh/ /i/ /p/	8. crab (4)	/k/ /r/ /a/ /b/

Flip Book Review

- Before beginning this exercise, get out the Consonant Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance chart readily available.
- Show students the /j/ Spelling Card with the ‘j’—*jump* side facing students. Point to the ‘j’ and ask students to name the letter. Then read the word *jump* and remind them that the letter ‘j’ is used to spell and write /j/ in English words.
- Point to the power bar under the ‘j’ and ask students whether they think the letter ‘j’ is a very common spelling or a less common spelling for /j/.
- Turn to **Consonant Flip Book page 8** and point to the sound bubble for /j/ on the page, and then point to the outline for the Spelling Card, placing the ‘j’ Spelling Card for /j/ on the appropriate place on the Flip Book page.
- Repeat the above steps with the Spelling Card for /y/, which can be found on the following page.

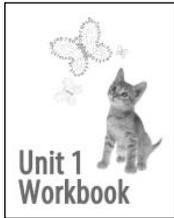
Consonant Flip Book

1. ‘y’ > /y/ (yes) Consonant Flip Book p. 22

- Quickly review by having students say the sound represented on each card.

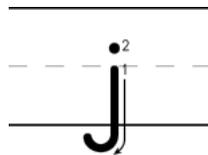
If students ask about the other Spelling Cards outlined on the same page, tell them these are other ways to spell /j/ that they will learn later in the year.

Writing the Spellings/Label the Picture

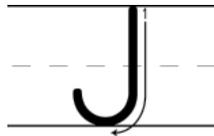


Worksheet 15.1

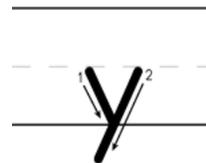
- Distribute Worksheet 15.1.
- Tell students that you are going to show them how to write the lowercase letter for the sound /j/ as in *job*.
- Write a lowercase ‘j’ on handwriting guidelines and describe what you are doing using the numbered phrases.
- Model writing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase ‘j’ on the worksheet.
- Encourage students to say the sound /j/ each time that they write the letter.
- Repeat the same steps for the uppercase ‘J’, pointing out that it looks similar to the lowercase ‘j’ but touches the top line.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and the first letter in the name of a person or place.
- Repeat the steps for lowercase ‘y’ and uppercase ‘Y’.



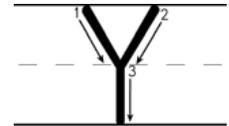
- Start on the dotted line.
2. fish hook ending below the bottom line (lift)
 3. dot on top



- Start on the top line.
1. fish hook



- Start on the dotted line.
1. diagonal right (lift)
 2. diagonal left ending below the bottom line



- Start on the top line.
1. diagonal right (lift)
 2. diagonal left
 3. short line down

- Have students look at the back of the worksheet. Read the four words (*bed, jet, jog, jam*). You may discuss what each word means by having students provide a definition or asking questions.
- Explain that for each word there are three pictures.
- Have students write each word under its matching picture.

Pocket Chart Chaining for Spelling



Pocket Chart Setup

If students need additional chaining practice, you may use the Pausing Point exercise “Spell One-Syllable Words” and the activities in the *Assessment and Remediation Guide*.

Note: There are several ways you can conduct this chaining exercise. You may have students sit in front of the chart and participate as a class. If you have individual white boards, students may sit at their desks, write the letters on their boards, and show you their answers. If you have students write down their answers, you may have them work individually or in pairs/groups. You may also time and record how long it takes to complete a chain, and challenge students to beat their score next time. The key is to move quickly and keep the activity upbeat.

- Set up the pocket chart as shown, with the following vowel spellings along the top of the pocket chart: ‘i’, ‘e’, ‘a’, ‘o’, ‘u’.
- Arrange the following consonant spellings along the bottom of the pocket chart: ‘m’, ‘t’, ‘g’, ‘s’, ‘p’, ‘b’, ‘j’, ‘y’.
- Point to the spellings and have students say the sounds.
- Tell the class you are going to ask them to spell a mix of real words and silly words. Explain that students should spell the silly words just as they spell real words: by breaking the silly word up into sounds and selecting a spelling for each sound.
- Say the word *jut* loudly and slowly, repeating it if necessary.
- Ask the class for the first sound in *jut*.
- Select a student to come to the pocket chart and move the spelling for /j/ to the center of the pocket chart.
- Repeat until the word *jut* has been spelled in the center of the pocket chart.
- Discuss whether the word is a real word or a silly word.
- Say to the class, “If that is *jut*, who can show me *just*?”
- Select a student to come to the pocket chart and add the spelling for /s/.
- Ask students what change you made to the word *jut* to get the word *just*. Ask them how many sounds were in the word *jut* and how many are in the word *just*.
- Work through the remaining words and silly words.

1. jut > just > jest > jet > yet > yes > yem > yam > jam > jag > jig
2. jog > jot > jut > jug > jub > job > jab > jam > yam > yap > yip

Tricky Word Cards

- Tell students they will learn three new Tricky Words today. Remind students that Tricky Words do not play by the rules, so we have to be careful when reading them.

Tricky Word: Are

- Show students the Tricky Word card *are* and ask them how they would pronounce it by blending. (They might say /a/ /r/ /e/.)
- Explain that this word is pronounced /ar/ as in, “We *are* happy.”
- Write *are* on the board. Underline the entire word and explain that it is completely tricky. The only spelling pronounced as they would expect is the ‘r’, but it is not at the end of the word as the pronunciation suggests.
- Tell students that when reading *are*, they have to remember to pronounce it as /ar/.
- Tell students that when writing *are*, they have to remember to spell it ‘a’ ‘r’ ‘e’.

Tricky Word: Were

- Show students the Tricky Word card *were* and ask them how they would pronounce it by blending. (They might say /w/ /e/ /r/ /e/.)
- Explain that this word is pronounced /w/ /er/ as in, “We *were* at the grocery store.”
- Write *were* on the board. Circle the letter ‘w’ and explain that it is pronounced /w/, as they would probably expect.
- Underline the letters ‘e’, ‘r’, and ‘e’ and explain that this is the tricky part of the word. They would probably expect this to be pronounced /e/ /r/ /e/, but it is pronounced /er/.
- Tell students that when reading *were*, they have to remember to pronounce the letters ‘e’ ‘r’ ‘e’ as /er/.
- Tell students that when writing *were*, they have to remember to spell the /er/ sound with the letters ‘e’ ‘r’ ‘e’.

Tricky Word: Have

- Show students the Tricky Word card *have* and ask them how they would pronounce it by blending. (They might say /h/ /a/ /v/ /e/.)
- Explain that this word is actually pronounced /h/ /a/ /v/ as in, “I *have* a bike.”
- Write *have* on the board. Circle the letter ‘h’ and explain that it is pronounced /h/, as they would probably expect.
- Circle the letter ‘a’ and explain that it is pronounced /a/, as they would probably expect.

- Circle the letter 'v' and explain that it is pronounced /v/, as they would probably expect.
- Circle the letter 'e' and explain that it does not stand for any sound in this word.
- Tell students that when reading *have*, they have to remember to pronounce it /h/ /a/ /v/.
- Tell students that when writing *have*, they have to remember to add an 'e' at the end.

Practicing Reading

10 minutes

Phrases

- Remind students that a phrase is a set of two or more words, with spaces between the words.
- Write the first phrase on the board and ask a student to read it.
- Repeat with the remaining phrases.

- | | |
|------------------------|---------------|
| 1. jump on bed | 6. just a bug |
| 2. have cats | 7. jog fast |
| 3. yes and no | 8. not a dog |
| 4. dog yelps | 9. is fun |
| 5. Mom and Dad are up. | 10. were wet |

Take-Home Material

Phrasemaker

- Have students take Worksheet 15.2 home so they can practice reading and writing phrases with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, and phrases to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

The words with asterisks are on the Fry and/or Dolch Word List.

- Newly decodable words:

- | | |
|----------|---------|
| 1. jump* | 8. job |
| 2. just* | 9. jog |
| 3. yes* | 10. jot |
| 4. jab | 11. jug |
| 5. jam | 12. yam |
| 6. jet | 13. yet |
| 7. Jim | 14. yum |

- Chains:

- | |
|--|
| 1. yes > yet > jet > jut > just > jest > west > went > lent > lend |
| 2. yip > yap > yam > jam > jab > job > jog > jug > hug > rug |

- Phrases and sentences:

- | | |
|-------------------|--------------------------------|
| 1. jump in a pond | 8. get a job |
| 2. yip and yap | 9. not yet |
| 3. yes and no | 10. have a blast |
| 4. yam in pot | 11. just a word |
| 5. a fast jog | 12. from Jen |
| 6. jug of milk | 13. Some jets are fast. |
| 7. have some jam | 14. Sam and Jim were in a bus. |

- Songs from *Alphabet Jam*:

- | |
|----------------------------|
| 1. "Juicy Jelly" |
| 2. "You're a Young Cowboy" |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 246 and 304 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 261 and 324 of those words would be completely decodable.
- Students have now reviewed one way to write 23 of the 44 sounds in English.
- The sound /j/ is the 38th most common sound in English.
- The sound /j/ is spelled 'j' approximately 32 percent of the time.
- The sound /y/ is the 32nd most common sound in English.
- The sound /y/ is spelled 'y' approximately 39 percent of the time.
- *Are* is one of the 30 most common words in most samples of written English. In a typical passage of 1,000 words, *are* occurs 2 to 8 times.
- *Were* is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *were* occurs 2 to 5 times.
- *Have* is one of the 30 most common words in most samples of written English. In a typical passage of 1,000 words, *have* occurs 4 to 7 times.

Lesson 16

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

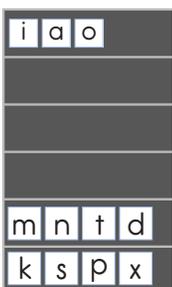
- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Print upper- and lowercase letters 'k' and 'K', and 'x' and 'X' (L.1.1a)
- ✓ Read Tricky Words *one* and *once* (RF.1.3g)
- ✓ Read and spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted by playing a group game using Large Cards (RF.1.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'x' > /x/ (<i>tax</i>), 'k' > /k/ (<i>kid</i>)	
Reviewing the Spellings	Writing the Spellings/ Label the Picture	pencils; Worksheet 16.1	15
Chaining	Pocket Chart Chaining for Reading	pocket chart; index cards for 'i', 'a', 'o', 'm', 'n', 't', 'd', 'k', 's', 'p', 'x'	15
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>one</i> , <i>once</i>	10
Chaining	Large Card Chaining	Large Cards for 'm', 'n', 't' (2), 'd', 'k', 'f', 's', 'b', 'l', 'w', 'x', 'i', 'e', 'a', 'o'	10

Advance Preparation

Add to the letter cards you prepared in earlier lessons by writing each of the following letters on a separate white index card: 'k' and 'x'. Using these cards, set up the pocket chart for the chaining activity as shown in the sidebar.

Write the words *one* and *once* on yellow index cards.



Pocket Chart Setup

Note to Teacher

In Lesson 1, students reviewed the spelling 'c' for the /k/ sound. Today they will review an alternative spelling for the /k/ sound, 'k'. At this point, students should not be expected to know whether 'c' or 'k' is the correct spelling for /k/ in words that contain that sound. They will learn when to use 'c' and when to use 'k' gradually, as they get more exposure to printed words.

Please note that /x/ consists of two sounds, /k/ and /s/. It is reviewed here as if it were one sound because it is often written with a single letter, 'x'. There is no need to explain this to the class. If a student notices that /x/ consists of two sounds, you can confirm this and compliment the student for being a good listener.

Warm-Up

10 minutes

Blending and Segmenting

For blending



For segmenting



- Follow the instructions in Lesson 1.

1. tub (3)	/t/ /u/ /b/	5. baby (4)	/b/ /ae/ /b/ /ee/
2. bug (3)	/b/ /u/ /g/	6. pillow (4)	/p/ /i/ /l/ /oe/
3. chip (3)	/ch/ /i/ /p/	7. milk (4)	/m/ /i/ /l/ /k/
4. fly (3)	/f/ /l/ /ie/	8. school (4)	/s/ /k/ /oo/ /l/

Flip Book Review

- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance chart readily available.
- Show the students the /k/ Spelling Card with the 'k'—*kid* side facing students. Point to the 'k' and ask students to name the letter. Then read the word *kid* and remind them that the letter 'k' is used to spell and write /k/ in English words.
- Point out the power bar below the spelling 'k' and remind students that this bar indicates how common each spelling is.
- Point to the power bar under the 'k' and ask students whether they think the letter 'k' is a very common spelling or a less common spelling for /k/. (less common)
- Turn to **Consonant Flip Book page 5** and point to the sound bubble for /k/ on the page, and then point to the outline for the Spelling Card, placing the 'k' Spelling Card for /k/ on the appropriate place on the Flip Book page.

- Repeat the above steps for /x/, which can be found on the following page.

Consonant Flip Book

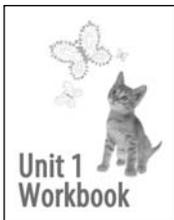
1. 'x' > /x/ (*tax*) Consonant Flip Book p. 23

- Quickly review by showing the cards and having students say the sound represented on each card.

Reviewing the Spellings

15 minutes

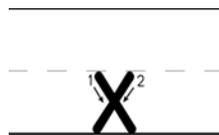
Writing the Sounds/Label the Picture



Worksheet 16.1

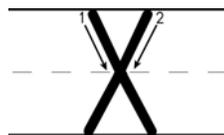
If a student notices that /x/ consists of two sounds, you can confirm this and compliment the student for being a good listener.

- Distribute Worksheet 16.1.
- Tell students that you are going to show them how to write the sound /x/ as in box.
- Write a lowercase 'x' on handwriting guidelines and describe what you are doing using the numbered phrases.
- Model writing the letter two or three more times.
- Have students trace the letter in the air or on the desk with a pointed finger.
- Have students trace and copy the lowercase 'x' on the worksheet.
- Encourage students to say the sound /x/ — /k/ + /s/ — each time that they write the letter.
- Repeat the same steps for the uppercase 'X', pointing out that it looks like lowercase 'x' but touches the top line.
- Repeat the same steps for lowercase 'k' and uppercase 'K'.
- Remind students that they have now reviewed two different spellings for the /k/ sound, 'c' and 'k'.



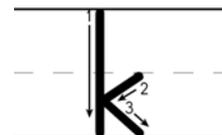
Start on the dotted line.

1. diagonal right (lift)
2. diagonal left



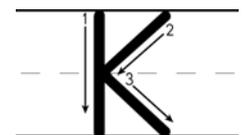
Start on the top line.

1. diagonal right (lift)
2. diagonal left



Start on the top line.

1. long line down (lift)
2. diagonal left
3. diagonal right

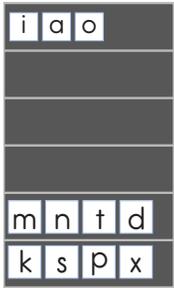


Start on the top line.

1. long line down (lift)
2. diagonal left
3. diagonal right

- Have students look at the back of the worksheet.
- Read the words on the worksheet as a class. Then review the names of the images.
- Have students write each word under its matching picture.

Pocket Chart Chaining for Reading



Pocket Chart Setup

You may use the blending motions from today's Warm-Up.

- Set up the pocket chart, arranging the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.
- Arrange the following consonant spellings along the bottom of the pocket chart: 'm', 'n', 't', 'd', 'k', 's', 'p', 'x'.
- Point to the spellings and have students say the sounds.
- Explain that you will combine spellings to make words.
- Move the 'k', 'i', and 'd' cards to the center of the pocket chart to spell *kid*.
- Ask the class to read the word.
- Remove the 'd' card and add the 't' card and say to the class, "If that is *kid*, what is this?"
- Ask a student to read the word.
- Ask students which sound or letter you changed in the word *kid* to get the word *kit*. Ask them whether you changed the first, middle, or last sound or letter.
- Work through the remaining words.

1. kid > kit > kin > kim > tim > tom > top > mop > map > max
2. skim > skip > sip > six > mix > max > tax > tan > tap > tip

Tricky Words

Tricky Word Cards

Tricky Word: One

- Show students the Tricky Word card for *one* and ask them how they would pronounce it by blending. (They might say /o/ /n/ /e/ as in ah-neh.)
- Explain that this word is actually pronounced /w/ /u/ /n/ as in, "I have *one* fish."
- Write *one* on the board. Underline the entire word and explain that it is completely tricky. The only spelling pronounced as they would expect is the 'n', but it is not at the end of the word as the pronunciation might suggest.
- Tell students that when reading *one*, they have to remember to pronounce it as /w/ /u/ /n/.
- Tell students that when writing *one*, they have to remember to spell it 'o' 'n' 'e'.

Tricky Word: Once

The word *once* is tricky in the same way as *one*.

- Show students the Tricky Word card for *once* and ask them how they would pronounce it by blending. (They might say /o/ /n/ /k/ /e/.)
- Explain that this word is pronounced /w/ /u/ /n/ /s/ as in, “I *once* had a fish.”
- Write *once* on the board. Underline the entire word and explain that the only spelling pronounced as they would expect is the ‘n’. Students would probably expect this to be pronounced /o/ /n/ /k/ /e/, but it is pronounced /w/ /u/ /n/ /s/.
- Tell students that when reading *once*, they have to remember to pronounce it as /w/ /u/ /n/ /s/.
- Tell students that when writing *once*, they have to remember to spell it ‘o’ ‘n’ ‘c’ ‘e’.

Practice

If students need additional help with Tricky Words you may use the Tricky Word exercises in the Pausing Point and activities in the *Assessment and Remediation Guide*.

- Write the following phrases on the board, one at a time. Have the entire class read aloud together the phrases in the first list. Call on individual students to read the phrases in the second list.

1. ask him once	one box	met her once
2. one big ox	once you can	one mask

Chaining

10 minutes

Large Card Chaining

- Pass out the following Large Cards, reviewing each card’s sound as you pass it out: ‘m’, ‘n’, ‘t’ (2), ‘d’, ‘k’, ‘f’, ‘s’, ‘b’, ‘l’, ‘w’, ‘x’, ‘i’, ‘e’, ‘a’, ‘o’.
- Tell students that if they are holding a card with a picture of a sound that is in *next*, they should go to the front of the room and stand in the order that spells *next*.
- If necessary, help the students get in the correct order.
- Once the students are standing in place, ask a seated student if the word looks right.
- Once the word has been spelled correctly, say to students, “If that is *next*, show me *text*.”
- Students should rearrange themselves to make the new word.

- Ask students what change they made to the word *next* to get the word *text*.

1. next > text > tent > went > wet > wit > fit > fix > fox > box
2. kit > kid > lid > lad > mad > max > tax > lax > fax > fox

- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, and phrases to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

The words with asterisks are on the Fry and/or Dolch Word List.

- Newly decodable words:

- | | | | |
|----------|----------|----------|----------|
| 1. ask* | 6. fix | 11. milk | 16. skin |
| 2. next* | 7. fox | 12. mix | 17. skip |
| 3. six* | 8. kid | 13. ox | 18. task |
| 4. box | 9. kept | 14. risk | 19. tax |
| 5. desk | 10. mask | 15. skim | 20. wax |

- Chains:

1. skin > skim > skid > skit > sit > six > mix > fix > fox > box
2. six > sit > kit > kin > skin > skip > slip > flip > lip > clip

- Phrases and sentences:

1. one box
2. one of six cats
3. a big risk
4. a big ox
5. a box on a desk
6. gift in a box
7. ask him once
8. mix it up
9. hop, skip, and jump
10. hot wax
11. skim milk
12. soft skin
13. next up
14. a word from a text
15. I met him once.
16. Mom kept the box.
17. Big tasks are fun.

- Songs from *Alphabet Jam*:

1. “Catherine Calico”
2. “Kate’s Kingdom”
3. “X-ray”

Code Knowledge

- Before today’s lesson: If students read 1,000 words in a trade book, on average between 261 and 324 of those words would be completely decodable.
- After today’s lesson: If students read 1,000 words in a trade book, on average between 267 and 335 of those words would be completely decodable.
- The sound /k/ is spelled ‘k’ approximately 22 percent of the time.
- The sound combination /x/ is the 41st most common sound in English and it is found in approximately 3 percent of English words.
- The sound combination /x/ is spelled ‘x’ approximately 51 percent of the time.
- *One* is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *one* occurs 3 to 5 times.
- *Once* is one of the most 200 most common words in most samples of written English. It is taught as a Tricky Word partly because it is an important word in stories.

Lesson 17

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read and write letter-sound correspondences 'sh' > /sh/ and 'ch' > /ch/ (RF.1.3a)
- ✓ Read and spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Identify common nouns that name a thing (L.1.1b)
- ✓ Read and write Tricky Words *to*, *do*, and *two* (RF.1.3g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'sh' > /sh/ (<i>shop</i>), 'ch' > /ch/ (<i>chin</i>)	
Reviewing the Spellings	Digraphs		5
	Writing the Spellings	pencils; Worksheet 17.1	15
Grammar	Identifying Nouns		10
Chaining	Pocket Chart Chaining for Reading	pocket chart; index cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 'd' (2), 's', 'p', 'h', 'ch', 'sh'	10
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>do</i> , <i>two</i>	10
Take-Home Material	Tricky Word Practice	Worksheet 17.2	*



Pocket Chart Setup

Advance Preparation

Add to the letter cards you prepared in earlier lessons by writing the digraphs 'ch' and 'sh' on separate white index cards. Using these cards, set up the pocket chart for the chaining activity as shown in the sidebar.

You will also need to write the words *do* and *two* on yellow index cards. Have the Tricky Word card *to* also ready for review.

Note to Teacher

During this lesson, students will review the digraphs 'ch' and 'sh'. The term *digraph* refers to two letters that stand for a single sound. Students do not need to know the term *digraph*, but it is crucial that they understand that a letter can stand for a single sound all by itself or it can work with a second letter as part of a "letter team," where two letters represent a single sound.

Warm-Up

10 minutes

For blending



For segmenting



Blending and Segmenting

- Follow the instructions in Lesson 1.

1. fun (3)	/f/ /u/ /n/	5. hand (4)	/h/ /a/ /n/ /d/
2. pit (3)	/p/ /i/ /t/	6. green (4)	/g/ /r/ /ee/ /n/
3. stay (3)	/s/ /t/ /ae/	7. looks (4)	/l/ /oo/ /k/ /s/
4. soak (3)	/s/ /oe/ /k/	8. creek (4)	/k/ /r/ /ee/ /k/

Flip Book Review

- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the two Spelling Cards listed in the At a Glance chart readily available.
- Show students the /ch/ Spelling Card with the 'ch'—*chin* side facing students. Point to the 'ch' and ask students to name the letter. Then read the word *chin* and remind them that the letters 'ch' are used to spell and write /ch/ in English words.
- Point out the power bar below the spelling 'ch' and remind students that this bar indicates how common each spelling is. Ask students whether they think the letters 'ch' are a very common spelling or a less common spelling for /ch/. (very common)
- Turn to **Consonant Flip Book page 7** and point to the "sound bubble" for /ch/ on the page, and then point to the outline for the Spelling Card, placing the 'ch' Spelling Card for /ch/ on the appropriate place on the Flip Book page.
- Repeat the above steps with consonant Spelling Card for /sh/, which can be found on the following page.

Consonant Flip Book

- 'sh' > /sh/ (*shop*) Consonant Flip Book p. 24

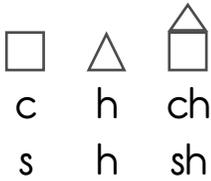
- Quickly review by showing the cards and having students say the sound represented on each card.

Reviewing the Spellings

20 minutes

Digraphs

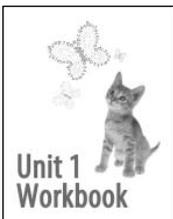
5 minutes



- Draw a square, a triangle, and a house (triangle on top of square) in a row on the board.
- Point to each shape and ask students what it is. (a square, a triangle, and a house)
- Explain to the class that a square by itself is just a square, and a triangle by itself is just a triangle, but a square with a triangle on top of it is something completely different: a house.
- Write a 'c' on the board underneath the square.
- Ask students what sound the letter 'c' stands for. (They should say /k/.)
- Write an 'h' on the board underneath the triangle.
- Ask students what sound the letter 'h' stands for. (They should say /h/.)
- Write the spelling 'ch' on the board underneath the house.
- Ask students what sound the spelling 'ch' stands for. (They should say /ch/.)
- Explain to the class that the letter 'c' by itself stands for the /k/ sound, and the letter 'h' by itself stands for the /h/ sound, but the letters 'c' and 'h' written together stand for a completely different sound: the /ch/ sound.
- Repeat this procedure for the digraph 'sh' as in *ship*.

Writing the Spellings

15 minutes



Worksheet 17.1

- Distribute Worksheet 17.1.
- Tell students that you are going to show them how to write the sound /ch/ as in *chips*.
- Write a 'ch' on handwriting guidelines and describe what you are doing using the phrases below.
- Model writing the digraph two or three more times.
- Have students trace the digraph on the desk with a pointed finger.
- Have students trace and copy 'ch' on the worksheet.
- Encourage students to say the sound /ch/ each time that they write the digraph.

- Repeat the steps for 'sh'.



Start just below the dotted line.

1. most of a circle to the left (lift)

Start on the top line.

1. long line down
2. hump



Start just below the dotted line.

1. half circle to the left
2. half circle to the right (lift)

Start on the top line.

1. long line down
2. hump

- Have students look at the back of the worksheet.
- Read the words in the box at the top of the worksheet as a class. Circle the digraphs in each of the words.
- Name each of the items on the worksheet.
- Have students read the words in the box and write each word under its matching picture.

Grammar

10 minutes

Identifying Nouns

Note: Today you will introduce nouns that name things.

- Tell students that they will learn more about nouns today. Ask students, “What is a noun?” (a part of speech that names a person) “Who can give me an example of a noun that names a person?”
- Say the phrase, “fast kid,” and have students repeat it after you.
- Ask students which word in the phrase names a person. (*kid*)
- Explain that today they will learn about another type of noun.
- Tell students to listen carefully to the next phrase.
- Say, “blue house,” have students repeat it, and ask, “Which word in the phrase names a thing?” (*house*)
- When students have given the correct answer, say, “The word *house* is a thing. A word that names a thing is also called a noun.”

- Repeat with the following phrases.

- | | |
|---------------|---------------|
| 1. hand waves | 4. red pencil |
| 2. foot kicks | 5. fast car |
| 3. head nods | |

- Remind students that a noun can be at the beginning of a phrase or at the end.
- Tell students to listen carefully to the following phrases and to tell you whether the noun is at the beginning or at the end of the phrase.

1. bird flies
2. fluffy cat

- Summarize by asking students what we call a part of speech that names a thing. (noun)

Chaining

10 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

- Set up the pocket chart by placing the following vowel spellings along the top of the pocket chart: 'i', 'e', 'a', 'u', 'o'.
- Arrange the following consonant spellings along the bottom of the pocket chart: 'm', 'n', 'd' (2), 's', 'p', 'h', 'ch', 'sh'.
- Point to the spellings and have students say the sounds.
- Explain that you will combine spellings to make words.
- Move the 'p', 'e', and 'n' cards to the center of the pocket chart to spell *pen*.
- Ask the class to read the word.
- Replace the 'e' card with the 'u' card and say to the class, "If that is *pen*, what is this?"
- Ask a student to read the word.
- Ask students which sound or letter you changed in the word *pen* to get the word *pun*. Ask them whether you changed the first, middle, or last sound or letter.
- Work through the remaining words.

1. pen > pun > sun > such > much > mud > mad > mash > smash
2. ship > shop > chop > chip > hip > dip > dish > dash > dad

Tricky Word Cards

- Prepare yellow index cards for the following words: *do* and *two*.
- Tell students that they will learn two new Tricky Words today. They will also review a previous Tricky Word: *to*. Remind students that Tricky Words do not play by the rules, so we have to be extra careful when reading them.

Tricky Word: Do

- Show students the Tricky Word Card *do* and invite students to read it. (They might say /d/ /o/ or /d/ /oe/.)
- Write *do* on the board. Circle the letter ‘d’ and explain that it is pronounced /d/, as they would probably expect.
- Underline the letter ‘o’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/.
- Tell students that when reading *do*, they have to remember to pronounce the letter ‘o’ as /oo/.
- Tell students that when writing *do*, they have to remember to spell the /oo/ sound with the letter ‘o’.

Tricky Word: Two

- Show students the Tricky Word card *two* and ask how they would pronounce it by blending. (They may say /t/ /w/ /o/ (twah) or /t/ /w/ /oo/.)
- Explain that this word is actually pronounced /t/ /oo/.
- Explain that this word is how we write the number 2. Write “two = 2” on the board.
- Write *two* on the board. Circle the letter ‘t’ and explain that it is pronounced /t/, as students would probably expect.
- Underline the letter ‘w’ and explain that this is one tricky part of the word. They would probably expect this letter to be pronounced /w/, but in fact there is no /w/ sound in the word.
- Underline the letter ‘o’ and explain that it is another tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/, as in *to*, *do*, and *who*.
- Tell students that when reading *two*, they have to remember to not pronounce the ‘w’ and to pronounce the letter ‘o’ as /oo/.
- Tell students that when writing *two*, they have to remember to spell the word ‘t’, ‘w’, ‘o’.

Two and To

- Explain that students have now learned two very common words that are both pronounced /t/ /oo/.
- Write the words *two* and *to* on the board.
- Discuss what each word means and have students say sentences with the words.

Practice

- Show one of the Tricky Word cards from today and have the class read it.
- Ask a student to use the word in a sentence.
- Practice each word at least three times.
- If time permits, you may continue with this exercise by pointing to words on the Tricky Word wall.

Take-Home Material

Tricky Word Practice

- Have students take Worksheet 17.2 home so they can practice reading and writing Tricky Words with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, and phrases to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

Words with asterisks can be found on the Dolch and/or Fry Word List.

- Newly decodable words:

- | | |
|-----------|-----------|
| 1. much* | 9. inch |
| 2. such* | 10. lunch |
| 3. wish* | 11. rich |
| 4. cash | 12. rush |
| 5. chest | 13. ship |
| 6. fish | 14. shop |
| 7. French | 15. shot |
| 8. fresh | 16. shut |

- Chains:

1. bench > bunch > munch > much > mush > mash > lash > flash > flesh > fresh
2. shot > shut > shun > shin > ship > shop > chop > chomp > champ > chap

- Phrases and sentences:

1. an inch or two
2. have a dish
3. fish in a pond
4. lots of cash
5. a rich man
6. one box on a shelf
7. two ships
8. chop it up
9. a cup of punch
10. Who is it?
11. Do it!

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 267 and 335 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 277 and 335 of those words would be completely decodable.
- Students have now reviewed one way to write 27 of the 44 sounds in English.
- The sound /ch/ is the 35th most common sound.
- The sound /ch/ is spelled 'ch' approximately 70 percent of the time.
- The sound /sh/ is the 34th most common sound in English.
- The sound /sh/ is spelled 'sh' approximately 77 percent of the time.

Lesson 18

Basic Code

✓ Objectives

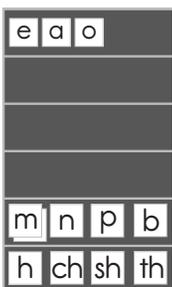
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Differentiate between the consonants /th/ and /t/ and choose the correct spelling (RF.1.2d)
- ✓ Read and write letter-sound correspondences 'th' > /th/ and 't' > /t/ (RF.1.3a)
- ✓ Read and spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.1.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'th' > /th/ (<i>thin</i>), 'th' > /t/ (<i>them</i>)	
Reviewing the Sounds	Sister Sounds		5
Reviewing the Spellings	Digraphs		5
	Writing the Spellings	pencils; Worksheet 18.1	15
Chaining	Pocket Chart Chaining for Reading	pocket chart; index cards for 'e', 'a', 'o', 'm' (2), 'n', 'p', 'b', 'h', 'ch', 'sh', 'th'	10
Practicing Reading	Phrases and Sentences		15
Take-Home Material	Practice Pack	Worksheet 18.2	*

Advance Preparation

Add to the letter cards you prepared in previous lessons by writing the digraph 'th' on a white index card. Using the cards listed in the At a Glance chart, set up the pocket chart for the chaining activity as shown in the sidebar.



Pocket Chart Setup

Note to Teacher

Today students will review the voiceless sound /th/ (as in *thin*) and the voiced sound /th/ (as in *them*). These two sounds are very similar—so similar that most native speakers do not realize that they are two distinct sounds. Voiced /th/ is buzzy than unvoiced /th/, i.e., your vocal cords vibrate when pronouncing voiced /th/. Place your fingers on your voice box (or press your palms against your cheeks) and compare the final sounds in *teeth* to *teethe* (or the sounds in *ether* and *either*). Both sounds are spelled with the same digraph, ‘th’, but you can feel the voiced and unvoiced difference.

The digraph ‘th’ is the first example of a phenomenon that occurs frequently in English, where a particular letter or digraph can be sounded at least two different ways. We call these ambiguous spellings “tricky spellings.” When a beginning reader encounters a tricky spelling, he or she cannot be 100% certain which of the possible pronunciations is correct—unless he or she has heard the word in oral speech. Fortunately, it is unlikely that the tricky spelling ‘th’ will cause students much trouble, as /th/ and /th/ sound very similar.

Warm-Up

10 minutes

Blending and Segmenting

For blending



- Follow the instructions in Lesson 1.

1. cop (3)	/k/ /o/ /p/	5. clean (4)	/k/ /l/ /ee/ /n/
2. play (3)	/p/ /l/ /ae/	6. trip (4)	/t/ /r/ /i/ /p/
3. snow (3)	/s/ /n/ /oe/	7. chomp (4)	/ch/ /o/ /m/ /p/
4. rain (3)	/r/ /ae/ /n/	8. cookie (4)	/k/ /oo/ /k/ /ee/

For segmenting



Flip Book Review

- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the two Spelling Cards listed in the At a Glance chart readily available.
- Show students the /th/ Spelling Card with the ‘th’—*thin* side facing students. Point to the ‘th’ and ask students to name the letter. Then read the word *thin* and remind them that the letter ‘th’ is used to spell and write /th/ in English words.
- Point out the power bar below the spelling ‘th’ and remind students that this bar indicates how common each spelling is.
- Point to the power bar under the ‘th’ and ask students whether they think the letter ‘th’ is a very common spelling or a less common spelling for /th/. (very common)

- Turn to **Consonant Flip Book page 13** and point to the “sound bubble” for /th/ on the page, and then point to the outline for the Spelling Card, placing the ‘th’ Spelling Card for /th/ on the appropriate place on the Flip Book page.
- Repeat these steps with the consonant Spelling Card for /th/, which can be found on the following page.

Consonant Flip Book

1. ‘th’ > /th/ (*them*) Consonant Flip Book p. 14

- Quickly review by showing the cards and having students say the sound represented on each card.

Reviewing the Sounds

5 minutes

Sister Sounds

- Tell students they are going to learn about the spelling ‘th’ and write this on the board.
- Explain to students that when we see the spelling ‘th’, there are two different ways we can pronounce it: /th/ and /th/. They sound very similar, so we call them sister sounds.
- Both of these consonant sounds are made by placing the tongue between the upper and lower teeth and blowing air out. There is a difference, however.
- Tell students to place their fingers over their ears and their palms on their cheeks, or their fingertips on their throats.
- Write the words *teeth* and *teethe* on the boards. Tell students that teeth are what we have in our mouths, and teethe is when we grow new teeth.
- Point to the word *teeth* and have students say the word, first placing their fingertips on their throats and then placing their fingers over their ears and their palms on their cheeks.
- Point to the word *teethe* and have students say the word several times, first placing their fingertips on their throats and then placing their fingers over their ears and their palms on their cheeks.
- Alternate between pointing to *teeth* and *teethe*, asking students to say the words. Ask students if they can hear how *teethe* is buzzier at the end.
- Have students say the two sounds in isolation, alternating between saying the /th/ sound and the /th/ sound, stretching each one out.
- Ask students if they can feel the difference between these two sounds.

Tell students that when they make the /th/ and /th/ sounds, they can actually stick their tongues out.

- Explain that the /th/ sound is buzzier than the /th/ sound: it makes our mouths vibrate.

Note: Do not worry if students do not distinguish between the two sounds. There are very few words where the difference between /th/ and /th/ is meaningful in the way it is in *teeth* and *teethe* (and *ether* and *either*). Students can learn to read and write without being able to distinguish between the two sounds.

- Tell students that you are going to say two words: one word will begin with the buzzy /th/ sound and one word will begin with the /th/ sound. Students should listen carefully, put their fingers on their throats, and repeat both words.
- Say the first pair of words and ask students which word begins with the buzzy /th/ sound.
- Repeat this process with the remaining word pairs.

- | | |
|----------------|----------------|
| 1. thin—then | 4. thud—thus |
| 2. thanks—that | 5. theme—these |
| 3. theft—they | |

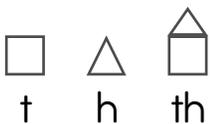
Reviewing the Spellings

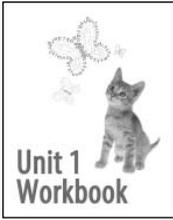
20 minutes

Digraphs

5 minutes

- Write a ‘t’ on the board.
- Ask students what sound the letter ‘t’ stands for. (They should say /t/.)
- Write an ‘h’ on the board.
- Ask students what sound the letter ‘h’ stands for. (They should say /h/.)
- Write the spelling ‘th’ on the board.
- Ask students what two individual sounds the spelling ‘th’ stands for. (They should say /th/ and /th/.)
- Explain to the class that the letter ‘t’ by itself stands for the /t/ sound, and the letter ‘h’ by itself stands for the /h/ sound, but the letters ‘t’ and ‘h’ written together stand for a completely different sound: either the /th/ sound or the /th/ sound.
- If students seem confused, repeat the “square, triangle, house” demonstration.



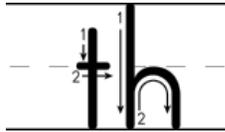


Worksheet 18.1

Writing the Spellings

15 minutes

- Distribute Worksheet 18.1.
- Tell students that you are going to show them how to write the sound /th/ as in *them* and the sound /th/ as in *thin*.
- Write a 'th' on handwriting guidelines and describe what you are doing using the phrases below.
- Point out that the sounds /th/ and /th/ are written with the same spelling.
- Model writing the digraph two or three more times.
- Have students trace the digraph on the desk with a pointed finger.
- Have students trace and copy 'th' on the worksheet.
- Encourage students to say the sound /th/ or /th/ each time that they write the digraph.



Start between the dotted line and the top line.

1. long line down
(lift)
2. line across
(lift)

Start on the top line.

1. long line down
2. hump

- Have students look at the back of the worksheet. Read the words and name the pictures together as a class.
- Tell students to read the words in the box at the top of the worksheet and write each word under its matching picture.

Chaining

10 minutes



Pocket Chart Setup

Pocket Chart Chaining for Reading

- Set up the pocket chart by placing these vowel spellings along the top of the pocket chart: 'e', 'a', 'o'.
- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 'n', 'p', 'b', 'h', 'ch', 'sh', 'th'.
- Point to the spellings and have students say the sounds.

- Explain that you will combine spellings to make words.
- Move the ‘ch’, ‘a’, and ‘p’ cards to the center of the pocket chart to spell *chap*.
- Ask the class to read the word.
- Replace the ‘ch’ card with the ‘m’ card and say to the class, “If that is *chap*, what is this?”
- Ask a student to read the word.
- Ask students what change you made to the word *chap* to get the word *map*. Ask them whether you changed the first, middle, or last sound or letter.
- Work through the remaining words.

1. chap > map > man > than > then > them > hem > hen > pen
2. bath > path > math > moth > mom > mop > chop > shop > hop

Practicing Reading

15 minutes

Phrases and Sentences

- Remind students that words can be combined to make phrases.
- Tell students that when we write, we leave spaces between the words in a phrase.
- Write *fast ship* on the board and point out the space between the two words.
- Invite a student to read the phrase.
- Repeat with the phrase *two cups*.
- Explain to students that words can also be combined to make sentences.
- Tell students that a sentence is a complete thought. The first letter in the first word of a sentence is capitalized.
- Write the following sentence on the board and point out the spaces between the words: *Josh is thin.*
- Invite a student to read the sentence.
- Point out the period at the end of the sentence. Explain that the little dot at the end of a sentence is called a period. It indicates that it is time to make a full stop and take a breath when reading.
- Repeat with the remaining sentences.

1. Beth had some chips.
2. I have one big moth in that box.

Take-Home Material

Practice Pack

- Have students take Worksheet 18.2 home so they can practice reading and writing with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

The words with asterisks are on the Dolch and/or Fry Word List.

- Newly decodable words:

- | | |
|----------|------------|
| 1. than* | 9. cloth |
| 2. that* | 10. fifth |
| 3. them* | 11. math |
| 4. then* | 12. moth |
| 5. this* | 13. path |
| 6. with* | 14. theft |
| 7. bath | 15. thin |
| 8. Beth | 16. thrust |

- Chains:

- | |
|--|
| 1. them > then > than > that > hat > bat > bath > path > math > moth |
| 2. this > thus > bus > bun > shun > run > pun > pen > ten > tenth |

- Phrases and sentences:

- | | |
|-------------------|--------------------------|
| 1. a big moth | 6. jump with them |
| 2. a damp cloth | 7. the fifth one |
| 3. thump and thud | 8. Dad went with them. |
| 4. thin man | 9. Math is fun. |
| 5. this and that | 10. Did you have a bath? |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 277 and 335 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 302 and 374 of those words would be completely decodable.
- Students have now reviewed one way to write 29 of the 44 sounds in English.
- The sound /th/ is the 40th most common sound in English.
- The sound /th/ is spelled 'th' approximately 100 percent of the time.
- The sound /th/ is the 8th most common sound in English. It is found in several of the most common words in the language, e.g., *the, then, they, them, there, this, that*, etc.
- The sound /th/ is spelled 'th' approximately 89 percent of the time.

Lesson 19

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read Tricky Words *the* and *who* (RF.1.3g)
- ✓ With purpose and understanding, read decodable text in the story “Beth” that incorporates the letter-sound correspondences taught in one-syllable words (RF.1.4a)
- ✓ Use phonics skills in conjunction with context while reading the story “Beth” to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Ask and answer questions about the story “Beth,” orally or in writing, requiring literal recall and understanding of the details and facts (RL.1.1)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Describe people, places, things, and events, in the story “Beth” with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Produce complete sentences orally and in writing (SL.1.6)
- ✓ Identify and use end punctuation, including periods, in writing (L.1.2b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Tricky Word	Tricky Word Cards	marker; yellow index cards for <i>the</i> , <i>who</i>	5
Reading Time	Demonstration Story: “Beth”	<i>Snap Shots</i> Media Disk or <i>Snap Shots</i> Big Book; world map or globe	20
Reading Time	Partner Reading: “Beth”	<i>Snap Shots</i>	15
Answering Story Questions	Story Questions Worksheet: “Beth”	pencils; Worksheet 19.1	20

Advance Preparation

Today you will begin the new Reader, *Snap Shots*. Using the *Snap Shots* Media Disk, you will read the first story, “Beth,” to your class. You may want to practice reading this story to familiarize yourself with the Media Disk format before presenting the story to your class. You may also present the story by using the *Snap Shots* Big Book.

In the story, the main character, Beth, travels to the United Kingdom. To help build background knowledge, you will want to have a world map or globe available to show students the location of the United Kingdom and the United States.

In addition, write the words *the* and *who* on yellow index cards.

Note to Teacher

After reading the story “Beth” to the class, students will have time to read the story on their own. Since students learn to decode at different rates, it is often helpful to divide students into three groups: one group for independent learners needing minimal teacher support, one group for students who need moderate support, and one group for students who cannot proceed with independent work on their own. For the first two groups, monitored partner reading is an effective practice. For the third group, guided small group instruction is helpful. We indicate throughout the unit when you can use small group time, but you may also use small groups if time permits for any reading portion of the lesson.

Please prepare in advance how students will be grouped for this reading time.

Remember that reading groups are to be fluid. As new code knowledge is taught, the groups need to be continually reassessed. Informal assessments, such as notes from the Anecdotal Record provided in the Teacher Resources section of this Teacher Guide, observation of daily class participation, and independently completed worksheets can be used to help inform your grouping decisions.

Tricky Word

5 minutes

Tricky Word Cards

Tricky Word: The

The word *the* does not typically function as an independent word in English; it is part of a noun phrase. The unstressed variant of *the* contains a vowel sound schwa. These are the variants addressed in this lesson.

- Show students the Tricky Word card for *the* and ask them how they would pronounce it by blending. (They should say /th/ /e/ or /th/ /e/.)
- Explain that this word is generally pronounced /th/ /u/ as in, “This is *the* last slice of pizza.”
- Write *the* on the board. Circle the spelling ‘th’ and explain that it is pronounced /th/, as they would probably expect.
- Underline the letter ‘e’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /e/, but it is generally pronounced /u/.

- Tell students that when reading *the*, they have to remember to pronounce the letter ‘e’ as /u/.
- Tell students that when writing *the*, they have to remember to spell the /u/ sound with the letter ‘e’.

Tricky Word: Who

- Show students the Tricky Word card for *who* and ask how they would pronounce it by blending. (They might say /w/ /h/ /o/, or perhaps /w/ /o/.)
- Tell students that this word is actually pronounced /h/ /oo/ as in, “*Who* has my doll?”
- Write *who* on the board. Underline the letters ‘w’ and ‘h’ and explain that this is a tricky part of the word. They would probably expect this to be pronounced /w/ /h/ or /w/ (as in *when*, *where*, *why*, *what*, and *which*), but it is pronounced /h/.
- Underline the letter ‘o’ and explain that it is another tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/, just as it is in *to* and *do*.
- Tell students that when reading *who*, they have to remember to pronounce the letters ‘w’ ‘h’ as /h/ and the letter ‘o’ as /oo/.
- Tell students that when writing *who*, they have to remember to spell the /h/ sound with the letters ‘w’ ‘h’ and the /oo/ sound with the letter ‘o’.

Practice

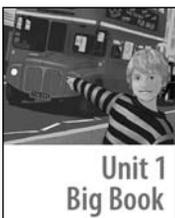
- Show students the Tricky Word card and ask them to read the word.
- Ask another student to provide a sentence using the Tricky Word.

If students need additional help with Tricky Words, you may use the exercises in the Pausing Point and the activities found in the *Assessment and Remediation Guide*.

Reading Time

20 minutes

Demonstration Story: “Beth”



Page 2

Note: Today you will conduct your first demonstration story. Demonstration stories provide many opportunities for you to model reading skills and more for students. Below are examples of what can take place during demonstration stories.

Demonstration Stories

1. Point out Tricky Words
2. Highlight grammar lessons, such as pointing out nouns in a sentence
3. Ask questions for comprehension checks
4. Clarify any points that may be confusing in the story

Introducing the Big Book

- Tell students that today they will begin reading the book *Snap Shots*.
- Ask students, “What is a snap shot?” Explain that a snap shot is a picture that has been taken with a camera. Show students the cover and point to the picture.
- Ask students, “Based on the title, what do you think we will see throughout the stories?” (snap shots)
- Explain that *Snap Shots* is about a girl named Beth who is 10 years old. Like us, Beth lives in the United States, or the U.S. for short. Show students where the United States is located on map or globe.
- Tell students that Beth gets to take a trip to the United Kingdom, or the U.K. for short. Show students the location of the United Kingdom on the map.
- Tell students that in this Reader, Beth tells about her trip and shares some snap shots she has taken.
- Load the Media Disk for *Snap Shots* or take out the Big Book and display the story called “Beth.”

Reading the Story

- Remind students that stories usually have a title that tells what the story is about. The title of this story is “Beth.” Tell students that they should listen carefully to learn about Beth.

Guided Reading Supports

- Remind the class that stories are made up of sentences. A sentence is a complete thought. The first letter in the first word of a sentence is capitalized, and it ends with a little dot called a period. The period indicates that it is time to make a full stop and take a breath when reading.
- Read the story once through without stopping. Track the words with your finger or a pointer as you read.
- Tell students that you will read the story again, asking them questions along the way. Use the Guided Reading Supports below.

Page 2

- Ask students, “Why do you think the word *I* is underlined? What have we learned about this word?” (It is a Tricky Word.) Tell students that in the Reader, the tricky parts of Tricky Words are underlined.

Page 4

- Ask students, “Who can tell me a noun that names a person on this page? Who can tell me a noun that names a thing?” You may have students come to the front of the class to point to the words.
- Point to the word *the*. Say to students, “Remember that *the* is a Tricky Word you have learned. The letter ‘e’ is underlined because that is the part of the word that is not sounded /e/ as we might expect.”

Page 5

- Point to Beth’s hair. Say to students, “If Beth’s hair is blowing around like this, what do you think the weather is like on top of the path at the pond?” (It is windy.)

Page 6

- Ask students, “How many Tricky Words are on the page?” (three) Remind students to be careful reading Tricky Words because they do not play by the rules.

Page 8

- Ask a student volunteer to read this sentence.

Page 9

- Ask students, “What is the name of this dog?” (His name is Jet.) “How do we know the dog’s name?” (His name is on the dog tag.)

Wrap-Up

- Ask students if there were any parts of the story they did not understand.
- Use the following discussion questions to guide your conversation about the story. Remember to encourage students to answer in complete sentences. Have students read the part of the story that provided them the answer.

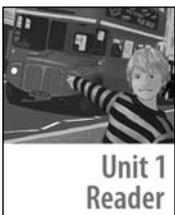
Discussion Questions on “Beth”

1. *Literal* Where are Beth and her parents? (They are at camp.)
2. *Inferential* Who is telling us the story? In other words, who is the narrator? (Beth is telling the story.)
3. *Literal* Beth took a funny snap shot. What did she take a picture of? (She took a picture of a dog with a hot dog.)

Reading Time

15 minutes

Partner Reading: “Beth”



Page 2

- Hand out the Reader *Snap Shots* to students. Guide them to the table of contents. Explain that the table of contents lists the titles of each story and the story’s starting page number. For example, if they wanted to read the story “On the Bus,” they would turn to page 50. Ask students, “What page would you turn to if you wanted to read the story, ‘Bud the Cat’?” (page 28)
- Ask students to tell you the starting page for the story “Beth.” (page 2) Tell students that they will now read this story with a partner or with you.

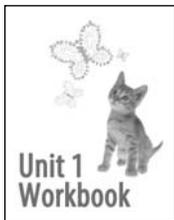
- Tell students who are able to do independent work to sit with their partners, take out the Readers, and take turns reading the story “Beth” aloud to one another. Have students needing more support read the story in a small group with you.

Note: You may wish to review with students polite partner-reading manners: taking turns reading, being patient while a partner is reading, helping a partner when necessary, etc.

Answering Story Questions

20 minutes

Story Questions Worksheet: “Beth”



Worksheet 19.1

- Distribute Worksheet 19.1.
- Explain to students that the worksheet has questions about the story “Beth.”
- Complete the worksheet as a class. You may wish to display this worksheet on an overhead projector.
- Encourage students to write complete sentences, and model this for them.

Code Knowledge

- Before today’s lesson: If students read 1,000 words in a trade book, on average between 302 and 374 of those words would be completely decodable.
- After today’s lesson: If students read 1,000 words in a trade book, on average between 377 and 439 of those words would be completely decodable.
- *The* is the most common word in most samples of written English.

Lesson 20

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read one-syllable words in the Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Read and write letter-sound correspondences 'ng' > /ng/ and 'qu' > /k/ + /w/ (RF.1.3a)
- ✓ Read Tricky Words *said* and *says* (RF.1.3g)
- ✓ With purpose and understanding, read decodable text in the story "Nat" that incorporates the letter-sound correspondences taught in one-syllable words (RF.1.4a)
- ✓ Use phonics skills in conjunction with context while reading the story "Nat" to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Ask and answer questions about the story "Nat," orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.1.1)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Describe people, places, things, and events from the story "Nat" with relevant details, expressing ideas and feelings clearly. (SL.1.4)
- ✓ Produce complete sentences orally and in writing (SL.1.6)
- ✓ Read one-syllable words in the story "Nat" that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Identify and use end punctuation, including periods, in writing (L.1.2b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'ng' > /ng/ (<i>sing</i>), 'qu' > /qu/ (<i>quit</i>)	
Reviewing the Spellings	Digraphs		5
	Writing the Spellings/ Label the Picture	pencils; Worksheet 20.1	15
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>said</i> , <i>says</i>	5
Reading Time	Demonstration Story: "Nat"	<i>Snap Shots</i> Media disk or Big Book; world map or globe	15
Reading Time	Partner Reading: "Nat"	<i>Snap Shots</i> ; Worksheet 20.2	10
Take-Home Material	Spelling Worksheet	Worksheet 20.3	*

Advance Preparation

Write the words *said* and *says* on yellow index cards.

Note to Teacher

Note that /qu/ is a sound combination consisting of two sounds, /k/ and /w/. It is reviewed here as if it were one sound because the two letters in the digraph 'qu' occur as a unit. There is no need to explain this to the class. If a student notices that /qu/ consists of two sounds, you should confirm this and compliment the student for being a good listener.

After reading the story "Nat" to the class, students will have time to read the story on their own. Since students learn to decode at different rates, it is often helpful to divide students into three groups: one group for independent learners needing minimal teacher support, one group for students who need moderate support, and one group for students who cannot proceed with independent work on their own. For the first two groups, monitored partner reading is an effective practice. For the third group, guided small group instruction is helpful. We indicate throughout the unit when you can use small group time, but you may also use small groups if time permits for any reading portion of the lesson.

Please prepare in advance how students will be grouped for this reading time.

Remember that reading groups are to be fluid. As new code knowledge is taught, the groups need to be continually reassessed. Informal assessments, such as notes from the Anecdotal Record provided in the Teacher Resources section of this Teacher Guide, can be used to help inform your grouping decisions.

Blending and Segmenting

- Follow the instructions in Lesson 1.

1. fun (3)	/f/ /u/ /n/	5. hats (4)	/h/ /a/ /t/ /s/
2. pit (3)	/p/ /i/ /t/	6. green (4)	/g/ /r/ /ee/ /n/
3. stay (3)	/s/ /t/ /ae/	7. looks (4)	/l/ /oo/ /k/ /s/
4. soak (3)	/s/ /oe/ /k/	8. weeks (4)	/w/ /ee/ /k/ /s/

Flip Book Review

- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the two Spelling Cards listed in the At a Glance chart readily available.
- Show students the /ng/ Spelling Card with the 'ng' – *sing* side facing students. Point to the 'ng' and ask students to name the letters. Then read the word *sing* and remind them that the letters 'ng' are used to spell and write /ng/ in English words.
- Point to the power bar under the 'ng' and ask students whether they think the letters 'ng' are a very common spelling or a less common spelling for /ng/. (very common)
- Turn to **Consonant Flip Book page 17** and point to the sound bubble for /ng/ on the page, and then point to the outline for the Spelling Card, placing the 'ng' Spelling Card for /ng/ on the appropriate place on the Flip Book page.
- Repeat the above steps with the consonant Spelling Card for /qu/, which can be found on the following page.

Consonant Flip Book

- 'qu' > /qu/ (*quit*) Consonant Flip Book p. 25

- Quickly review by showing the cards and having students say the sound represented on each card.

Digraphs

5 minutes

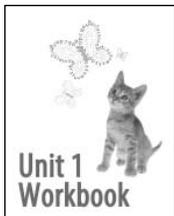
You may wish to explain digraphs as “letter teams” or “best friends.” The ‘q’ is best friends with the ‘u’, and doesn’t like to go out to play without her.

- Write an ‘n’ on the board.
- Ask students what sound the letter ‘n’ stands for. (They should say /n/.)
- Write a ‘g’ on the board.
- Ask students what sound the letter ‘g’ stands for. (They should say /g/.)
- Write the spelling ‘ng’ on the board.
- Ask students what sound the spelling ‘ng’ stands for. (They might say /n/ /g/.)
- Explain to the class that the sounds /n/ and /ng/ are very similar.
- Have them say the following minimal pairs a few times so that they can hear and feel the difference: *kin—king, pin—ping, ban—bang*.
- Have students say the two sounds in isolation, alternating between the /n/ sound and the /ng/ sound, stretching each one out.
- Explain to the class that the letter ‘n’ by itself stands for the /n/ sound, and the letter ‘g’ by itself stands for the /g/ sound, but the letters ‘n’ and ‘g’ written together stand for a completely different sound, /ng/.
- Introduce the digraph ‘qu’ explaining that this stands for the sounds /k/ + /w/.
- Have students repeat these words after you: *quit, quilt, and quiz*.

Writing the Spellings/Label the Picture

15 minutes

- Tell students that you are going to show them how to write the sounds /ng/ and /qu/.
- Write an ‘ng’ on handwriting guidelines and describe what you are doing using the numbered instructions.
- Model writing the letter team two or three more times.
- Have students trace the digraph on the desk with a pointed finger.
- Have students trace and copy the ‘ng’ on the worksheet.
- Encourage students to say the sound /ng/ each time that they write the digraph.
- Repeat the same steps for ‘qu’.



Worksheet 20.1



Start on the dotted line.

1. short line down
2. hump (lift)

Start between the dotted line and the bottom line.

1. circle to the left
2. fish hook ending below bottom line



Start between the dotted line and the bottom line.

1. circle to the left
2. line down ending below the bottom line (lift)

Start on the dotted line.

1. cup
2. short line down

- Have students look at the back of the worksheet. Read the words and name the pictures together as a class.
- Tell students to read the words in the box at the top of the worksheet and write each word under its matching picture.

Tricky Words

5 minutes

Tricky Word Cards

Tricky Word: Said

- Show students the Tricky Word card *said* and ask them how they would read the word by blending. (They might say a two-syllable word: /s/ /a/ - /i/ /d/).
- Explain that we actually pronounce this word /s/ /e/ /d/ as in, “Did you hear what I *said*?”
- Write *said* on the board. Circle the letters ‘s’ and ‘d’ and explain that these are pronounced just as they would expect, as /s/ and /d/.
- Underline the letters ‘a’ and ‘i’ and explain that these letters are the tricky part of the word. They might expect that these letters would be pronounced separately as /a/ and /i/, but in fact they work together to stand for the /e/ sound.
- Tell students that when reading *said*, they have to remember to pronounce the letters ‘a’ and ‘i’ as /e/.
- Tell students that when writing *said*, they have to remember to spell the /e/ sound with the letters ‘a’ and ‘i’.

Tricky Word: Says

- Show students the Tricky Word card *says* and ask them how they would read the word by blending. (They might try to say something like /s/ /a/ /y/ /s/.)
- Explain that we actually pronounce this word /s/ /e/ /z/ as in, “He *says*, ‘Happy Birthday!’”

- Write *says* on the board. Circle the first letter ‘s’ and explain that it is pronounced just as one would expect, as /s/.
- Underline the letters ‘a’ and ‘y’ and explain that these are the tricky part of the word. They might expect that these letters would be pronounced separately as /a/ and /y/, but in fact they work together to stand for the /e/ sound.
- Circle the final letter ‘s’ and remind students that sometimes the letter ‘s’ is pronounced /z/. The last ‘s’ in *says* is pronounced /z/ as in *his*, *has*, and *is*.
- Tell students that when reading *says*, they have to remember to pronounce the letters ‘a’ and ‘y’ as /e/ and the final ‘s’ as /z/.
- Tell students that when writing *says*, they have to remember to spell the /e/ sound with the letters ‘a’ and ‘y’, and the /z/ sound with ‘s’.

Practice

If students need additional help with Tricky Words you may use the exercises in the Pausing Point and the activities found in the *Assessment and Remediation Guide*.

- Write the following sentences/phrases on the board and have students read them aloud.

1. Tam says yes.
2. Nat said no.
3. Who says that?
4. I said that you can do it.

Reading Time

15 minutes

Demonstration Story: “Nat”

- Load the Media Disk for *Snap Shots* or take out the Big Book and display the story called “Nat.”

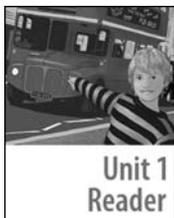
Introducing the Story

- Tell students that they will hear another story from *Snap Shots*. Ask students, “Who can tell me the name of the girl from yesterday’s story?” (Beth)
- Look at the table of contents, and ask students “What is the name of story that comes after the story ‘Beth’?” (“Nat”)
- Remind students that stories usually have a title, and a title tells what the story is about.

Previewing the Vocabulary

- You may wish to preview the following vocabulary before reading today’s story, pointing out the location of the United Kingdom on a world map or globe.

1. **raft**—a flat structure that floats in the water
2. **U.K.**—an abbreviation for the United Kingdom, which includes the countries of England, Northern Ireland, Scotland, and Wales.



Page 10

Purpose for Reading

- Tell students they should listen carefully to find out about Nat.

Guided Reading Supports

- Read the story once without interruption, running a finger or pointer beneath the words as you read them. Reread the story a second time, pausing to make comments and ask the following questions.

Page 10

- Ask students, “How many sentences are on this page. How do you know?”

Page 12

- Point to and read the Tricky Words. Ask a student volunteer to read the sentences.
- Ask students, “Why does the word *Nat* begin with an uppercase letter?” (People’s names start with an uppercase letter.)

Page 14

- Ask students, “Who can find a noun that names a person in this sentence? Who can find a noun that names a thing in this sentence?”

Page 16

- Point to the apostrophe in the word *Nat’s*. Tell students what looks like a comma in the air is called an apostrophe. Ask students to repeat the word *apostrophe* after you. Tell students the apostrophe here tells us that the mom is *Nat’s* mom.
- Draw attention to the comma in the sentence: *Nat left, and I felt sad*. Tell students commas are used in the middle of sentences, and we should pause to take a breath if we see one when reading.
- Draw attention to the abbreviation, *U.K.* Remind students the letters in *U.K.* stand for the words *United Kingdom*. You may wish to show students once again where the United Kingdom is on a map or globe. Ask students, “What do the letters *U.S.* stand for?”

Wrap-Up

- Ask students if there were any parts of the story they did not understand.
- Use the following discussion questions to guide your conversation about the story. Encourage students to answer in complete sentences and to share the part of the story that supports their answer.

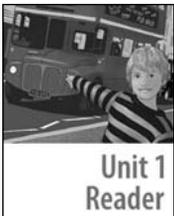
Discussion Questions on “Nat”

1. *Literal* Where did Beth and Nat meet? (Beth and Nat met at camp.)
2. *Literal* What did Nat do at camp? (Nat fished and rafted at camp.)
3. *Literal* Why did Nat have to leave? (His mom got a job in the U.K.)
4. *Evaluative* Did Beth like Nat? How do you know? (Answers may vary.)

Reading Time

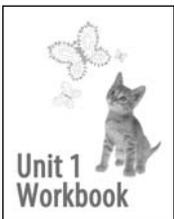
10 minutes

Partner Reading: “Nat”



Page 10

- Tell students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story “Nat” aloud to one another.
- If you are not leading a small group, walk around the room listening to students reading, checking comprehension, and asking students to point out uppercase letters, punctuation, Tricky Words, and nouns.
- Encourage students who finish early to reread the story “Beth” from the Reader.
- If time permits, have students complete Worksheet 20.2.



Worksheet 20.2

Take-Home Material

Spelling Worksheet

- Have students take Worksheet 20.3 home so they can practice spelling words with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

The words with asterisks are on the Dolch and/or Fry Word List.

- Newly decodable words:

- | | | |
|-----------|-----------|------------|
| 1. bring* | 6. bang | 11. quint |
| 2. long* | 7. king | 12. quit |
| 3. sing* | 8. lung | 13. quiz |
| 4. song* | 9. quest | 14. spring |
| 5. thing* | 10. quilt | 15. strong |

- Chains:

1. ring > rang > sang > sing > song > long > lung > hung > hang
2. quip > quiz > quit > quilt > tilt > wilt > wit > wet > west > quest
3. that > than > then > ten > tin > shin > win > wing > king

- Phrases and sentences:

- | | |
|--------------------|---------------------------------|
| 1. Sing that song. | 7. Tim says yes. |
| 2. Bring some up. | 8. I have a red pen. |
| 3. the rich king | 9. I said Sam can have one. |
| 4. fill the lungs | 10. Quit that! |
| 5. a long quiz | 11. The dog slept on the quilt. |
| 6. Jim said no. | |

- Song from *Alphabet Jam*:

1. "Quack Quack"

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 377 and 439 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 395 and 469 of those words would be completely decodable.
- Students have now reviewed one way to write 31 of the 44 sounds in English.
- The sound /ng/ is the 30th most common sound in English.
- The sound /ng/ is spelled 'ng' approximately 86 percent of the time.
- The sound combination /qu/ is spelled 'qu' approximately 92 percent of the time.
- *Said* is one of the 20 most common words in most samples of written English. In a typical passage of 1,000 words, *said* occurs 0 to 22 times.
- *Says* is one of the 200 most common words in most samples of written English. In a typical passage of 1,000 words, *says* occurs 0 to 2 times.

Lesson 21

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ With purpose and understanding, read decodable text in the story “The Trip to the U.K.” that incorporates the letter-sound correspondences taught in one-syllable words (RF.1.4a)
- ✓ Use phonics skills in conjunction with context while reading the story “The Trip to the U.K.” to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Ask and answer questions about the story “The Trip to the U.K.,” orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction text read independently (RL.1.1)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Describe people, places, things, and events from the story “The Trip to the U.K.” with relevant details, expressing ideas and feelings clearly. (SL.1.4)
- ✓ Produce complete sentences orally and in writing (SL.1.6)
- ✓ Read and write one-syllable words in the story “The Trip to the U.K.” that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Use end punctuation, including periods and exclamation points, in writing (L.1.2b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		5
Reviewing the Sounds	Mirror, Mirror	handheld mirrors (optional)	10
	Vowel Discrimination	scissors; Worksheet 21.1	15
Reading Time	Demonstration Story: “The Trip to the U.K.”	<i>Snap Shots</i> Media Disk or Big Book	15
Reading Time	Partner Reading: “The Trip to the U.K.”	<i>Snap Shots</i> ; Worksheet 21.2	15

Blending and Segmenting

For blending



For segmenting



- Follow the instructions in Lesson 1.

1. rug (3)	/r/ /u/ /g/	5. fast (4)	/f/ /a/ /s/ /t/
2. sky (3)	/s/ /k/ /ie/	6. mask (4)	/m/ /a/ /s/ /k/
3. blue (3)	/b/ /l/ /oo/	7. wrist (4)	/r/ /i/ /s/ /t/
4. kit (3)	/k/ /i/ /t/	8. snake (4)	/s/ /n/ /ae/ /k/

Reviewing the Sounds

Mirror, Mirror

If students need additional practice distinguishing sounds, you may use the Pausing Point exercise “Distinguish Similar Sounds.” Be sure to only use sounds that have been reviewed so far.

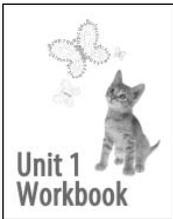
Note: If you have handheld mirrors, you may use them for this exercise. If you do not, you may have students work with a partner. Tell them to watch their partner’s mouth when they make the vowel sounds to observe what happens.

- Remind the class that there are two kinds of sounds in our language: vowel sounds and consonant sounds.
- Tell the class that during this lesson they will review vowel sounds.
- Remind the class that vowel sounds are made with an open mouth.
- Tell students that you will be saying a series of vowel sounds.
- Have students watch their mouths (or their partner’s mouth) as they repeat the following vowel sounds after you: /i/, /e/, /a/, /u/, /o/.
- Ask students what happens as they say the sounds. (Their mouths gradually open wider.)
- Have students repeat the vowel sounds in reverse order: /o/, /u/, /a/, /e/, /i/.
- Ask students what happens as they say the sounds. (Their mouths gradually close.)
- Remind the class that vowel sounds can be stretched out. That is why we tend to emphasize vowel sounds when we call out a person’s name.
- Say a few students’ names with the vowel sounds exaggerated and elongated: Jehhhhhn-eeee (Jennie).

- Tell the class that we also tend to emphasize vowel sounds when we sing.
- Have the class listen as you sing “Happy Birthday” with only the vowel sounds: /a/. . . /ee/. . . /er/. . . /ae/. . . /oo/. . . /oo/. . ., etc.
- Remind the class that vowel sounds are very important—every word must have a vowel sound.

Vowel Discrimination

15 minutes



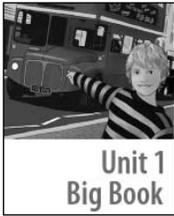
Worksheet 21.1

Note: Students will need the letters that they cut out today again in the next lesson. Please collect the cards or have students store them carefully.

- Distribute Worksheet 21.1 and scissors to students.
- Explain to students that the worksheet contains the lowercase letters (spellings) of the following sounds: /i/, /e/, /a/, /u/, and /o/.
- Have students cut out the letters.
- Tell students that you want them to show you the picture of /i/ when you say the /i/ sound, /e/ when you say the /e/ sound, /a/ when you say the /a/ sound, /u/ when you say the /u/ sound, and /o/ when you say the /o/ sound.
- Practice this several times.
- Tell students you will be reading some three-sound words that contain only one vowel sound. The vowel sound will always be the middle sound, and it will always be /i/, /e/, /a/, /u/, or /o/.
- Tell students you want them to show you the picture of /i/ when you say a word that contains the /i/ sound, /e/ when you say a word that contains the /e/ sound, etc.

Note: If students have trouble hearing a word’s middle sound, say the word in a segmented fashion: /p/ /i/ /t/. Then repeat the word in its blended form: *pit*.

- | | |
|--------|---------|
| 1. pit | 7. pet |
| 2. pot | 8. nut |
| 3. bag | 9. led |
| 4. hid | 10. lap |
| 5. pat | 11. mud |
| 6. not | 12. pop |



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Demonstration Story: “The Trip to the U.K.”

- Load the Media Disk for *Snap Shots* or take out the Big Book and display the story called “The Trip to the U.K.”

Introducing the Story

- Tell students that they have now read about two different characters. Ask students to share who these characters are. (Beth and Nat, friends from camp)
- Remind the class that stories usually have a title. A story’s title tells what the story is about. The title of this story is “The Trip to the U.K.”
- Ask students, “Who can tell us what the abbreviation *U.K.* stands for?”

Previewing the Vocabulary

- You may wish to preview the following vocabulary before reading today’s story.

1. **cab**—a cab, or taxi, is a car you get in where you pay someone to drive you somewhere.
2. **jet**—an airplane
3. **ramp**—the place at the airport where people get on and off an airplane

Purpose for Reading

- Ask students, “Who do you think is going on a trip to the U.K.?” (Beth) “Why do you think she is going on a trip?” Tell students to listen carefully to learn more about Beth and her trip to the U.K.

Guided Reading Supports

- Read the story once without interruption, running a finger or pointer beneath the words as you read them.
- Tell students you will read the story again, asking them questions along the way.

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- Ask students, “Why did Beth feel sad?”

Page 20

- Point to the exclamation point in the second sentence. Explain to students that many sentences end in a period, but sometimes they end in something else. Ask students, “Does anyone recognize what this is? It is called an exclamation point, and it means that we should read the sentence with excitement.”
- Demonstrate the difference between reading a sentence ending in a period, and reading one that ends in an exclamation point.
- Ask students, “What does Beth mean when she says ‘I got to sit next to the wing.’”

Pages 22 and 23

- Invite a student volunteer to read the sentences.
- Tell students that at airports, people often hold signs to help others find them, and to make them feel welcome.

Pages 24 and 25

- Point out the apostrophe in “Nat’s.” Ask students if they remember what an apostrophe tells us.
- Tell students, “In the U.S., we are used to seeing most cabs, or taxis, be bright yellow. In the U.K., taxis are bigger cars that are often black. The driver also sits on the opposite side of the car. This can look very different to someone who is visiting the U.K. for the first time!”

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- Ask students, “Who does the bed belong to? How do we know?” (It is Nat’s bed. The apostrophe in *Nat’s* tells us.)

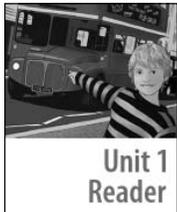
Wrap-Up

- Ask students if there were any parts of the story they did not understand.
- Use the following discussion questions to guide your conversation about the story.
- Remember to encourage students to answer in complete sentences and to share the part of the story that supports their answer.

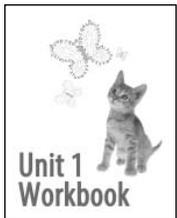
Discussion Questions on “The Trip to the U.K.”

1. *Literal* Where do Beth and her mom go on their trip? (Beth and her mom go to the U.K.)
2. *Literal* Why do they take a trip to the U.K.? (They go to see Nat.)
3. *Literal* How do they get to the U.K.? (They fly in a jet.)
4. *Literal* Who is waiting for them at the airport? (Nat and Dot are waiting for them at the airport.)
5. *Literal* How do Beth, Nat, and their moms get from the airport to Nat’s home? (They take a cab.)

Partner Reading: "The Trip to the U.K."



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Worksheet 21.2

- Tell students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story "The Trip to the U.K." aloud to one another.
- If you are not leading a small group, walk around the room listening to students read, checking comprehension, and asking students to point out punctuation, Tricky Words, and nouns.
- Encourage students who finish early to reread previous stories from the Reader. Have students complete Worksheet 21.2.

The Anecdotal Record provided in the Teacher Resources section of this Teacher Guide is useful for keeping a running record of students' reading progress. Note the spellings and/or concepts that need more practice, improvements, comprehension skills, etc.

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

- Chains:

1. bat > bet > bit > but > hut > hot > hit > sit > set > sat
2. got > get > gut > nut > net > wet > wit > pit > pat > pad

- Phrases and sentences:

- | | |
|-----------------------|----------------------------|
| 1. flash in the pan | 6. The chimps are fun! |
| 2. a word with him | 7. The men are so glad. |
| 3. just the two of us | 8. Some of them have cats. |
| 4. this one | 9. It says to do that. |
| 5. all I said | 10. Jim went once. |

Lesson 22

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Identify common nouns that name people and things (L.1.1b)
- ✓ With purpose and understanding, read decodable text in the story “Bud the Cat” that incorporates the letter-sound correspondences taught in one-syllable words with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills when reading the story “Bud the Cat” in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Ask and answer questions about the story “Bud the Cat,” orally and in writing, requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Describe people, places, things, and events about the story “Bud the Cat” with relevant details, expressing ideas and feelings clearly. (SL.1.4)
- ✓ Produce complete sentences orally and in writing (SL.1.6)
- ✓ Identify and use end punctuation, including periods and question marks, in writing (L.1.2b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		5
Reviewing Vowel and Consonant Sounds	Mirror, Mirror	handheld mirrors (optional)	10
	Vowel Discrimination Game	vowel cards from Worksheet 21.1	15
Grammar	Identifying Nouns		10
Reading Time	Small Group Reading: “Bud the Cat”	Snap Shots; Worksheet 22.1; scissors; glue	20
Take-Home Material	Take-Home Story: “Bud the Cat”	Worksheet 22.2	*

Blending and Segmenting

For blending



For segmenting



- Follow the instructions in Lesson 1.

- | | | | |
|-------------|--------------|--------------|------------------|
| 1. lid (3) | /l/ /i/ /d/ | 5. risk (4) | /r/ /i/ /s/ /k/ |
| 2. cab (3) | /k/ /a/ /b/ | 6. spill (4) | /s/ /p/ /i/ /l/ |
| 3. jam (3) | /j/ /a/ /m/ | 7. pest (4) | /p/ /e/ /s/ /t/ |
| 4. stew (3) | /s/ /t/ /oo/ | 8. broil (4) | /b/ /r/ /oi/ /l/ |

Reviewing Vowel and Consonant Sounds

25 minutes

Mirror, Mirror

10 minutes

Note: If you have handheld mirrors, you may use them for this exercise. If you do not, you may have students work with a partner. Tell them to watch their partner's mouth when they make the vowel sounds to observe what happens.

- Ask students to share something that they remember about vowel sounds.
- Summarize the important information:
 - Vowel sounds are open-mouth sounds.
 - Vowel sounds can be stretched out when someone calls out a name or sings.
 - Every word must have a vowel sound.
- Tell the class that during this lesson they will review consonant sounds.
- Remind the class that most words contain consonant sounds but a few words do not. For example, the word *l* does not contain a consonant sound.
- Remind the class that consonant sounds are made with parts of the mouth touching or momentarily closed. This slows or stops the flow of air leaving the mouth.
- Have students watch their mouths (or their partner's mouth) as they say the consonant sound /m/.

Some consonant sounds are said in isolation. They need to be pronounced with vowel sounds in order to be heard clearly. In fact, the word *consonant* means “sounded with,” indicating that a consonant sound needs to be sounded with a vowel sound.

- Point out that when they say this consonant sound, their mouths stay completely closed. Air does not flow freely from their mouths—it is released through their noses.
- Have students watch their mouths (or their partner’s mouth) as they say the consonant sound /p/.
- Point out that when they say this consonant sound, their mouths close momentarily and then open to release a puff of air. Air does not flow continuously from their mouths—it is stopped for a moment when their lips are closed and then it is released.
- Have students watch their mouths as they say the consonant sound /th/.
- Point out that when they say this consonant sound, their tongues are between their upper and lower teeth. Air does not flow freely from their mouths—it is slowed down as it moves around their tongues.
- Point out that none of these consonant sounds are made with a wide open mouth, which is the way that vowel sounds are made.
- Have the class listen as you sing “Happy Birthday” with only the consonant sounds: /h/. . . /p/. . . /b/. . . /th/. . . /d/. . . /t/. . . /y/, etc.
- Point out that this song sounds like a bunch of clipped, almost inaudible sounds without the vowel sounds.

Vowel Discrimination Game

15 minutes

If students need additional practice discriminating sounds, you may use the Pausing Point exercise “Distinguish Similar Sounds” and the activities in the *Assessment and Remediation Guide* for practice with vowels.

- Distribute the vowel cards students cut out from the previous lesson.
- Tell students that you want them to show you the picture of /i/ when you say the /i/ sound, /e/ when you say the /e/ sound, /a/ when you say the /a/ sound, /u/ when you say the /u/ sound, and /o/ when you say the /o/ sound.
- Practice this several times.
- Next, tell students that you will be reading some three-sound words that contain only one vowel sound. The vowel sound will always be the middle sound, and it will always be /i/, /e/, /a/, /u/, or /o/.
- Tell students you want them to show you the picture of /i/ when you say a word that contains the /i/ sound, /e/ when you say a word that contains the /e/ sound, etc.

Note: If students have trouble hearing a word’s middle sound, say the word in a segmented fashion: /h/ /o/ /p/. Then repeat the word in its blended form: *hop*.

- | | | |
|---------|---------|---------|
| 1. hop | 5. cat | 9. pat |
| 2. shed | 6. bet | 10. hum |
| 3. pin | 7. top | 11. wet |
| 4. gum | 8. chip | 12. had |

Identifying Nouns

Note: In this grammar lesson you will continue to discuss nouns as parts of speech that name things.

- Begin with a review: Say the phrase, “ball rolls,” and have students listen carefully and repeat it after you.
- Ask students which word in the phrase names a thing. Remind them that a word that names a thing is a part of speech called a noun.
- Tell students that today they are going to learn some more words that are nouns that name things.
- Tell students to listen carefully to the following phrases and ask them to tell you the word that names a thing in the phrase.

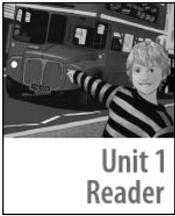
Note: The last two examples are plural nouns.

- | | |
|---------------|-------------------|
| 1. car starts | 3. red books |
| 2. big toe | 4. fingers wiggle |

- Remind students that a noun can be at the beginning of a phrase or at the end.
- Tell them to listen carefully to the following phrases and ask them to tell you the word that names a thing and is a noun.

- | | |
|--------------------|----------------|
| 1. telephone rings | 2. red bicycle |
|--------------------|----------------|

- Ask students whether the noun is at the beginning or at the end of the phrase.
- Summarize by asking students what we call a part of speech that names a thing. (noun)



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Small Group Reading: “Bud the Cat”

Introducing the Story

- Tell students that they will get to read another story today from *Snap Shots*. Ask students, “What has Beth taken snap shots of so far?”
- Review the previous stories. Ask students, “Where did Beth travel to with her mom?” (U.K.) “Who is she visiting?” (Nat and Dot)
- Tell students that they will be reading about a cat named Bud.

Previewing the Spellings

- You may wish to preview the Tricky Words *have* and *said*.

Previewing the Vocabulary

- You may wish to preview the following vocabulary before reading today’s story.

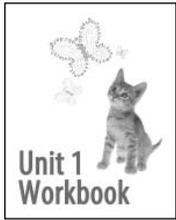
1. **vet**—a doctor for animals (short for veterinarian)
2. **cast**—a thick wrapping that surrounds a body part that has a broken bone

Previewing Grammar

- Tell students that they have now read sentences that end in a period and in an exclamation point. Write these two symbols on the board.
- Write a question mark on the board. Ask students if anyone recognizes this type of ending.
- Tell students that this is a question mark. It is used at the end of a sentence that is a question. Tell students that they will see a question mark in today’s story.

Purpose for Reading

- Tell students to read today’s story to learn about Bud the cat.



Worksheet 22.1

Small Group Work

Note: Worksheet 22.1 asks students to sequence the events of the story. Before having students read the story, review the worksheet with them, explaining the directions.

- 🌀 **Group 1:** Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story “Bud the Cat” aloud to one another. Ask them to complete the worksheet on “Bud the Cat.”
- 🌀 **Group 2:** Have students who need more support when reading form a group. Listen to students read, check comprehension, and ask students to point out new spellings. Complete the worksheet together.

Wrap-Up

- Review Worksheet 22.1. You may use the discussion questions below to further assess comprehension.

Discussion Questions on “Bud the Cat”

1. *Literal* Where did Nat get Bud? (Nat got Bud from the vet.)
2. *Literal* What was wrong with Bud? (His leg was bad.)
3. *Inferential* How do you think Nat felt about getting Bud the cat? What part of the story shows you how Nat felt? (Answers may vary.)

Take-Home Material

Take-Home Story: “Bud the Cat”

- Have students take Worksheet 22.2 home so they can practice reading the story with a family member.

Lesson 23

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and write letter-sound correspondence 'ck' > /k/ (RF.1.3a)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ With purpose and understanding, read decodable text in the story "The Fish" that incorporates the letter-sound correspondences taught (RF.1.4a)
- ✓ Describe people, places, things, and events from the story "The Fish" with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Produce complete sentences orally and in writing (SL.1.6)
- ✓ Ask and answer questions about the story "The Fish," orally or in writing, requiring literal recall and understanding of the details and facts of a fiction text read independently (RL.1.1)
- ✓ Read and write one-syllable words from the story "The Fish" that include the letter-sound correspondences taught (RF.1.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Tricky Word Review	Tricky Word Wall	5
Concept Review	Consonant Sounds		5
Reviewing the Spellings	Double-Letter Spellings		15
	The Sound /k/ Spelled 'ck'	Consonant Flip Book; Spelling Card for 'ck' > /k/ (<i>black</i>)	15
Reading Time	Small Group Reading: "The Fish"	Snap Shots; Worksheet 23.1	20
Take-Home Material	Take-Home Story: "The Fish"	Worksheet 23.2	*

Tricky Word Review

- Randomly point to a word on the Tricky Word Wall, then call on a student to read the word and use it in a sentence.

Concept Review**5 minutes****Consonant Sounds**

- Remind the class that during the last lesson they reviewed consonant sounds.
- Tell students, “One example of a consonant is the letter ‘b’. When we see ‘b’, we make the sound /b/.”
- Ask students to give you a few more examples of consonants, sharing the letter name and the sound we make when reading it.
- Ask students to now share information that they remember about consonant sounds. Prompt students by asking them to think about what was discussed when they watched their mouths making consonant sounds in the previous lesson.
- Summarize the important information:
 - Consonant sounds are made with parts of the mouth touching or momentarily closed.
 - The flow of air leaving the mouth is slowed or stopped.
 - Most words contain consonant sounds.

Reviewing the Spellings**30 minutes****Double-Letter Spellings**

15 minutes

- Tell students that many consonant sounds can be written with either a single letter or with two of the same letter.
- Write the letter ‘b’ on the board.
- Ask students what sound the letter ‘b’ stands for. (They should say /b/.)
- Write the spelling ‘bb’ on the board.
- Tell students that this spelling is another way to write the /b/ sound.
- Write the words *bed* and *ebb* on the board.
- Point out that in the word *bed*, the /b/ sound is written with the spelling ‘b’. In the word *ebb*, the /b/ sound is written with the double-letter spelling ‘bb’.
- Continue to demonstrate this principle using the spellings and words that follow.

- Once you have discussed all of the spellings listed here, tell the class that these double-letter spellings are never found at the beginning of words. They are found at the end of words or in the middle of longer words.

Note: The two-syllable example word *comment* is included in this exercise because ‘mm’ is not found in common one-syllable words. Help students read the word if necessary. Two-syllable words are not explicitly taught or included in the Readers until Unit 4.

1. b—bb: bed—ebb	5. l—ll: leg—bell
2. d—dd: dog—add	6. m—mm: mad—comment
3. f—ff: fun—stuff	7. s—ss: sit—dress
4. g—gg: get—egg	

The Sound /k/ Spelled ‘ck’

15 minutes

Note: In this exercise you will sort words that contain the /k/ sound spelled ‘c’, ‘k’, or ‘ck’ on the board. It will be useful to discuss with students how the double slashes with a letter in between refer to a sound. A useful phrase to differentiate letters and sounds that you can teach students is, “Letters you see, sounds you hear.”

- Write /k/ on the board. Explain that the letter ‘k’ in slashes stands for the sound /k/.
- Write the letter ‘c’ on the board below /k/ and ask students what sound the letter ‘c’ stands for. (They should say /k/.)
- Write the word *cat* under the header ‘c’.
- Ask students to think of another word that contains the /k/ sound spelled with ‘c’ and write it under the header ‘c’.
- Write the letter ‘k’ on the board and ask students what sound the letter ‘k’ stands for. (They should say /k/.)
- Write the word *kid* under the header ‘k’.
- Ask students to think of another word that contains the /k/ sound spelled with ‘k’ and write it under the header ‘k’.
- Write the spelling ‘ck’ on the board.
- Explain that this spelling also stands for the /k/ sound.
- Write the word *duck* under the ‘ck’ header and have students read the word.
- Tell students that the spelling ‘ck’ is like the double-letter spellings that they have learned: It never comes at the beginning of a word—only at the end, or in the middle of longer words.

If students need additional practice discriminating sounds, you may use the Pausing Point exercise "Distinguish the Spellings 'c', 'k', and 'ck' for the Sound /k/" and the activities in the *Assessment and Remediation Guide*.

- Turn to **Consonant Flip Book page 5** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Write additional words (see table below) on the board and ask students where to add them in the table.
- Summarize by saying that the sound /k/ can be spelled three different ways, with 'c' as in *cat*, 'k' as in *kid*, and 'ck' as in *duck*. The spelling 'ck' never occurs at the beginning of a word.

/k/		
'c'	'k'	'ck'
cat	kid	duck
cash	kiss	back
cap	skin	thick

Reading Time

20

Small Group Reading: "The Fish"

Introducing the Story

- Tell students that the last story they read was about a cat. Tell students they will get to read about another type of pet. Give students hints to see if they can guess the other type of pet Nat has: it has fins, not fur; it swims in an aquarium.

Previewing the Spellings

Note: We suggest you read each story prior to each day's lesson. Based on your knowledge of students and their abilities, you may add or subtract spellings to preview as you see fit.

- You may wish to preview the following spellings before reading today's story:

'sh' > /sh/	'ch' > /ch/
ship	chip
splash	lunch

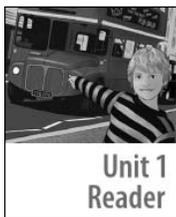
Previewing Grammar

- Remind students about the apostrophe, and tell them that they will see this in today's story.

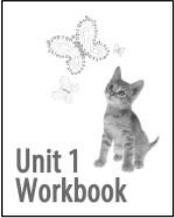
Small Group Work

- Before breaking into small groups, you may want to review the worksheet with the class, reminding them to answer in complete sentences and to review any unknown words. Remind students that they should look back to the story if they need help finding the answer.

Note: Remember that it is important to hear students read each week. Please alternate small groups so you have an opportunity to work with each student in a small group setting.



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Worksheet 23.1

🌀 **Group 1:** Ask students to sit with their partners, take out the Readers, and take turns reading the story “The Fish” aloud to one another. If students finish quickly, have them reread previous stories or ask them to complete Worksheet 23.1.

🌀 **Group 2:** Read today’s story with this small group. Listen to students read, check comprehension, and ask students to point out new spellings. Complete Worksheet 23.1 together.

Wrap-Up

- Review Worksheet 23.1 as a class. Ask students if there were any parts of the story they did not understand.

Take-Home Material

Take-Home Story: “The Fish”

- Have students take Worksheet 23.2 home so they can practice reading the story with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

- Newly decodable words:

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. add* | 5. off* | 9. still* | 13. class |
| 2. back* | 6. pick* | 10. tell* | 14. egg |
| 3. black* | 7. shall* | 11. well* | 15. grass |
| 4. miss* | 8. spell* | 12. will* | 16. odd |

Words with asterisks can be found on the Dolch and/or Fry Word List.

- Chains:

- | |
|--|
| 1. buck > back > sack > sick > sill > fill > fell > well > will > mill |
| 2. pill > hill > hiss > kiss > kick > pick > pin > pun > puff > huff |

- Phrases and sentences:

1. Pass the buck!
2. Go hit the sack.
3. neck and neck
4. Fill it up!
5. thick and thin
6. Pass that truck!
7. Can Ben crack the egg?
8. It can add up.
9. Do not toss rocks!
10. Kim is in a black dress and a red hat.

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 395 and 469 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 414 and 496 of those words would be completely decodable.
- The sound /b/ is spelled 'bb' approximately 4 percent of the time.
- The sound /d/ is spelled 'dd' approximately 2 percent of the time.
- The sound /f/ is spelled 'ff' approximately 9 percent of the time.
- The sound /g/ is spelled 'gg' approximately 8 percent of the time.
- The sound /l/ is spelled 'll' approximately 13 percent of the time.
- The sound /m/ is spelled 'mm' approximately 4 percent of the time.
- The sound /s/ is spelled 'ss' approximately 8 percent of the time.
- The sound /k/ is spelled 'ck' approximately 10 percent of the time.

Lesson 24

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

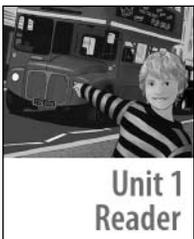
- ✓ Read and write letter-sound correspondence 'ck' > /k/ (RF.1.3a)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Produce complete sentences orally and in writing (SL.1.6)
- ✓ Use common, proper, and possessive nouns orally and in own writing (RF.1.3b)
- ✓ Use common, proper, and possessive nouns orally and in own writing (L.1.1b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Noun Hunt	<i>Snap Shots</i>	10
Reviewing the Spellings	Double-Letter Spellings		10
	The Sound /k/ Spelled 'ck'		15
Practice	Word Sort with 'c', 'k', and 'ck'	pencils; Worksheet 24.1	25

Warm-Up

10 minutes

Noun Hunt



Page 2

- Ask students, “What do we call the parts of speech that name a person or a thing?” (nouns)
- Ask students to provide examples of a person and a thing.
- Ask students to take out *Snap Shots* and turn to the first story, “Beth.” Tell them you will give them three minutes to work with a partner and find as many nouns as they can.
- Review as a class the nouns found on each page.

Double-Letter Spellings

10 minutes

If students need additional practice, you may use the Pausing Point exercise "Write the Sound Pictures Reviewed in Unit 1."

Note: A few two-syllable example words are included in this exercise because several of these double-letter spellings are not found in common one-syllable words. Help students read these words if necessary. Two-syllable words are not explicitly taught or included in the Readers until Unit 4.

- Tell students that today they will review some double-letter spellings.
- Remind students that many consonant sounds can be written with either a single letter or with two of the same letter.
- Write the letter 'c' on the board.
- Ask students what sound the letter 'c' stands for. (They should say /k/.)
- Write the spelling 'cc' on the board.
- Tell students that this spelling is another way to write the /k/ sound.
- Write the words *cat* and *hiccup* on the board.
- Point out that in the word *cat*, the /k/ sound is written with the spelling 'c'. In the word *hiccup*, the /k/ sound is written with the double-letter spelling 'cc'.
- Continue to demonstrate this principle using the spellings and words listed.
- Once you have discussed all of the spellings listed, tell the class that these double-letter spellings are never found at the beginning of words. They are found at the end of words or in the middle of longer words.

1. c—cc: cat—hiccup
2. n—nn: not—tennis
3. p—pp: pen—happen
4. r—rr: run—ferret
5. t—tt: tip—mitt
6. z—zz: zip—buzz
7. f—ff: fun—stuff (review from previous lesson)
8. l—ll: leg—bell (review from previous lesson)

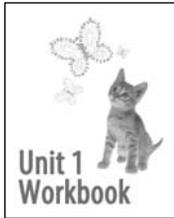
The Sound /k/ Spelled 'ck'

15 minutes

Note: This exercise is identical to the one you taught in the last lesson, but uses different words.

- Remind students that the other day, they reviewed the sound /k/. Write this letter at the top of the board as shown in the diagram below.
- Write the letter 'c' on the board and ask students what sound the letter 'c' stands for. (They should say /k/.)
- Write the word *clap* under the header 'c'.
- Ask students to think of another word that contains the /k/ sound spelled with 'c' and write it under the header 'c'.
- Write the letter 'k' on the board and ask students what sound the letter 'k' stands for. (They should say /k/.)
- Write the word *kit* under the header 'k'.
- Ask students to think of another word that contains the /k/ sound spelled with 'k' and write it under the header 'k'.
- Write the spelling 'ck' on the board.
- Explain that this spelling also stands for the /k/ sound.
- Write the word *rock* under the 'ck' header and have students read the word.
- Remind students that the spelling 'ck' never comes at the beginning of a word—only at the end, or in the middle of longer words.
- Write the spelling 'cc' on the board.
- Explain that this spelling also stands for the /k/ sound.
- Write *hiccup* under the 'cc' header and explain that this spelling only occurs in the middle of longer words.
- Write additional words under the three headers 'c', 'k', and 'ck' and have students read them.
- Summarize by saying that the sound /k/ can be spelled four different ways, with 'c' as in *cat*, 'k' as in *kit*, 'ck' as in *rock*, and 'cc' as in *hiccup*. The spellings 'ck' and 'cc' never occur at the beginning of a word.

/k/			
'c'	'k'	'ck'	'cc'
clap	kit	rock	hiccup
scab	skin	buck	
cups	desk	thick	



Worksheet 24.1

Word Sort with 'c', 'k', and 'ck'

- Distribute Worksheet 24.1.
- Explain that the words in the box contain the sound /k/ spelled 'c' as in *cup*, 'k' as in *kid*, or 'ck' as in *luck*. Students have to sort the words by their spellings for /k/.
- Read the words in the box as a class. Ask students to circle the /k/ sound in each word.
- Tell students that they now must write the words under the correct column. If students finish before others, they may reread a story from *Snap Shots*.
- Review the worksheet as a class.

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

- Newly decodable words:

- | | |
|---------|---------|
| 1. Ann | 5. jazz |
| 2. buzz | 6. Matt |
| 3. fuzz | 7. mitt |
| 4. inn | |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 395 and 469 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 416 and 498 of those words would be completely decodable.
- The sound /k/ is spelled 'cc' approximately 1 percent of the time.
- The sound /n/ is spelled 'nn' approximately 3 percent of the time.
- The sound /p/ is spelled 'pp' approximately 7 percent of the time.
- The sound /r/ is spelled 'rr' approximately 3 percent of the time.
- The sound /t/ is spelled 'tt' approximately 5 percent of the time.
- The sound /z/ is spelled 'zz' approximately 1 percent of the time.

Lesson 25

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read one-syllable words in the Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Differentiate between the consonants /s/ and /z/, and choose the correct spelling (RF.1.2d)
- ✓ Read Tricky Words *was*, *when*, and *why* (RF.1.3g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Flip Book Review	Consonant Flip Book; Spelling Cards for 'pp' > /p/ (<i>napping</i>), 'bb' > /b/ (<i>rubbing</i>), tt' > /t/ (<i>sitting</i>), 'dd' > /d/ (<i>add</i>), 'cc' > /k/, (<i>hiccup</i>), 'gg' > /g/ (<i>egg</i>)	5
Reviewing the Sounds	Sister Sounds /s/ and /z/		10
Reviewing the Spelling	The Sound /z/ Spelled 's'		10
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>was</i> , <i>when</i> , <i>why</i>	10
Reviewing the Spellings for /k/	Word Sort	dry erase boards or blank index cards; markers	25
Take-Home Material	Phrasemaker	Worksheet 25.1	*

Advance Preparation

Write the Tricky Words *was*, *when*, and *why* on yellow index cards.

Today you will review a number of double-letter spellings using the Consonant Flip Book. You may want to tab the pages of the Flip Book ahead of time; please see the Warm-Up section to see which pages to tab.

Note to Teacher

Today you will discuss the sister sounds /s/ and /z/ with students. The sounds /s/ and /z/ are both made by positioning the tongue close to the ridge behind the upper teeth. The only difference is that /s/ is unvoiced and /z/ is voiced. The spelling 's' is pronounced /s/ after unvoiced consonant sounds and /z/ after voiced consonant sounds. This is because once the voice box begins to vibrate, it "wants" to continue vibrating. When saying the word *dogs*, the voice box begins to vibrate with the voiced consonant sound /g/. The voice box then continues vibrating, which means that the last sound in the word is /z/, not /s/. Conversely, when saying *cats*, the voice box does not begin to vibrate with the unvoiced consonant sound /t/. Because the voice box does not begin to vibrate, the last sound in the word is /s/.

Flip Book Review

- Review with students some of the double-letter spellings by using the Consonant Flip Book. For each page, have students say both the spelling and sound for each card. Point out the power bar, and say the example word.
- Today's sound/spelling correspondences can be found on the following pages of the Consonant Flip Book.

Consonant Flip Book

1. 'pp' > /p/ (*napping*) Consonant Flip Book p. 1
2. 'bb' > /b/ (*rubbing*) Consonant Flip Book p. 2
3. 'tt' > /t/ (*sitting*) Consonant Flip Book p. 3
4. 'dd' > /d/ (*add*) Consonant Flip Book p. 4
5. 'cc' > /k/ (*hiccup*) Consonant Flip Book p. 5
6. 'gg' > /g/ (*egg*) Consonant Flip Book p. 6

Reviewing the Sounds

Sister Sounds /s/ and /z/

If students need practice discriminating sister sounds, you may use the Pausing Point exercise "Distinguish Similar Sounds" and the activities in the *Assessment and Remediation Guide*.

Remind students, "Letters you see, sounds you hear."

- Explain to students that /s/ and /z/ sound very similar. Ask students, "What do we call sounds that sound very much alike?" (sister sounds) Both of these consonant sounds are made by positioning the tongue close to the ridge behind the upper teeth and pushing air out of the mouth. There is a difference, however.
- Tell students to place their fingers over their ears and their palms on their cheeks, or place their fingertips on their throats.
- Have students alternate between saying the /s/ sound and the /z/ sound, stretching each one out.
- Explain that the /z/ sound is buzzy than the /s/ sound; it makes our mouths vibrate.
- Tell students that you are going to say two words: one word will begin with the /s/ sound and one word will begin with the buzzy /z/ sound. Students should listen carefully and then place their fingers on their throats (or cover their ears) and repeat both words.
- Say the first pair of words.
- Ask students which word begins with the buzzy /z/ sound.

- Repeat this process with the remaining word pairs.

1. First sound: sip—zip; sap—zap; sit—zit; sing—zing
2. Last sound: bus—buzz; hiss—his; peace—peas; lice—lies; pace—pays; niece—knees

Reviewing the Spelling

10 minutes

The Sound /z/ Spelled 's'

- Write the word *cats* on the board and have a student read it out loud.
- Ask students what sound they hear at the end of this word. (/s/)
- Point out that the 's' at the end of *cats* shows that we are talking about more than one cat. (The 's' is a plural marker.)
- Write the word *dogs* on the board and have a student read it out loud.
- Ask students what sound they hear at the end of this word. (/z/)
- Tell the class that the letter 's' at the beginning of a word is almost always pronounced /s/. However, in some other places, especially at the end of a word, the letter 's' is often pronounced /z/.
- Write *plants* on the board and have a student read it out loud.
- Ask students what sound they hear at the end of this word. (/s/)
- Repeat with the words listed below.

- | | |
|----------------|---------------|
| 1. pots (/s/) | 5. mats (/s/) |
| 2. cups (/s/) | 6. mugs (/z/) |
| 3. ponds (/z/) | 7. rugs (/z/) |
| 4. pans (/z/) | |

- Point out that the spelling alternative 's' for /z/ is also used in some other common words that are not plurals.
- Write the following words on the board and have the students read them: *is*, *has*, *his*, *as*.
- Point out that the word *is* is no longer a Tricky Word. In the Reader it will not be underlined in gray anymore.
- Write the symbol /z/ on the board and explain that this represents the sound /z/.
- Write the spellings 's' and 'z' below /z/ and explain that both spellings represent the same sound, /z/.

If you have the word *is* on the Tricky Word wall, you can now remove it.



Tricky Word Cards

- Write the words *was*, *when*, and *why* on yellow index cards. Tell students they will learn three new Tricky Words today.

Tricky Word: Was

- Show students the Tricky Word card *was* and ask how they would pronounce it by blending. (They might say /w/ /a/ /s/ or /w/ /a/ /z/.)
- Explain that this word is actually pronounced /w/ /u/ /z/ as in, “I *was* happy.”
- Write *was* on the board. Circle the letter ‘w’ and explain that it is pronounced /w/, as they would probably expect.
- Underline the letter ‘a’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /a/, but it is pronounced /u/.
- Circle the letter ‘s’ and explain that in the word *was*, the letter ‘s’ stands for the /z/ sound.
- Tell students that when reading *was*, they have to remember to pronounce the letter ‘a’ as /u/ and the letter ‘s’ as /z/.
- Tell students that when writing *was*, they have to remember to spell the /u/ sound with the letter ‘a’ and the /z/ sound with the letter ‘s’.

Tricky Word: When

- Show students the Tricky Word card *when* and ask how they would pronounce it by blending. (They may say /w/ /h/ /e/ /n/.)
- Explain that this word is actually pronounced /w/ /e/ /n/ as in, “*When* did you get here?”
- Write *when* on the board. Underline the letters ‘w’ and ‘h’ and explain that this is the tricky part of the word. They would probably expect this to be pronounced /w/ /h/, but it is pronounced /w/.
- Circle the letter ‘e’ and explain that it is pronounced /e/, as they would probably expect.
- Circle the letter ‘n’ and explain that it is pronounced /n/, as they would probably expect.
- Tell students that when reading *when*, they have to remember to pronounce the letters ‘w’ ‘h’ as /w/.
- Tell students that when writing *when*, they have to remember to spell the /w/ sound with the letters ‘w’ ‘h’.

Tricky Word: Why

- Show students the Tricky Word card *why*.
- Tell students that this word is pronounced /w/ /ie/ as in, “*Why* did you say that?”
- Write *why* on the board. Underline the letters ‘w’ and ‘h’ and explain that this is a tricky part of the word.
- Underline the letter ‘y’ and explain that it is another tricky part of the word. They would probably expect this letter to be pronounced /y/, but it is pronounced /ie/.
- Tell students that when reading *why*, they have to remember to pronounce the letters ‘w’ ‘h’ as /w/ and the letter ‘y’ as /ie/.
- Tell students that when writing *why*, they have to remember to spell the /w/ sound with the letters ‘w’ ‘h’ and the /ie/ sound with the letter ‘y’.

Reviewing the Spellings for /k/

25 minutes

Word Sort

- Tell students that they will now review the spellings for the sound /k/. Ask students to tell you the three different spellings for the /k/ sound, and record their answers on the board.
- Pass individual erase boards or large index cards out to students, one board/ card per student.
- Tell students that you will call their name, say a word, and they should then spell the word aloud. If they are correct, you will ask them to write that word on their board/card.
- Read the words from the box in random order. If there are more students in the class than words listed, have some students write the same words on their boards.
- Have each student show the class and read the word on his or her dry erase board or index card out loud.
- Ask students to identify the spelling for the /k/ sound in the words. For example, a student who wrote the word *cup* would say, “I have the ‘c’ spelling for the /k/ sound.”
- Explain that you want students to form groups: one group for words with /k/ spelled ‘c’, one group for /k/ spelled ‘ck’, and one group for /k/ spelled ‘k’.
- Have students form the groups.

- If there is time, have students exchange their boards and have them form the groups again.

'c'	'k'	'ck'
clap	kit	duck
cup	kids	lick
can	skip	pick
cats	skin	quick
crash	milk	snack
act	ask	truck
scab	desk	luck

Take-Home Material

Phrasemaker

- Have students take Worksheet 25.1 home so they can practice reading and writing with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

- Newly decodable words:

The words with asterisks are on the Dolch and/or Fry Word List.

- | | | | |
|---------|---------|----------|------------|
| 1. as* | 5. bugs | 9. hands | 13. pigs |
| 2. is* | 6. dogs | 10. jobs | 14. runs |
| 3. has* | 7. eggs | 11. kids | 15. tells |
| 4. his* | 8. ends | 12. legs | 16. things |

- Chains:

1. kings > wings > rings > ribs > bibs > bins > shins > wins > chins
2. tags > bags > rags > rugs > bugs > hugs > hogs > dogs > logs > legs

- Phrases:

1. wings and legs
2. Kids held hands.
3. shells in the sand
4. frogs on a log
5. bags of stuff
6. Mum's the word.
7. Was it his hat?
8. I smell a rat.
9. Pass the buck.
10. Jack brings things with him.

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 416 and 498 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 448 and 532 of those words would be completely decodable.
- The sound /z/ is spelled 's' approximately 90 percent of the time.
- *Was* is one of the 10 most common words in most samples of written English. In a typical passage of 1,000 words, *was* occurs 5 to 15 times.
- *When* is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *when* occurs 2 to 6 times.
- *Why* is one of the 200 most common words in most samples of written English. In a typical passage of 1,000 words, *why* occurs 0 to 2 times.

Lesson 26

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read one-syllable words in the Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Identify common nouns that name people, places, and things (L.1.1b)
- ✓ With purpose and understanding, read decodable text in the story “The Flag Shop” that incorporates the letter-sound correspondences taught (RF.1.4a)
- ✓ Use phonics skills in conjunction with context while reading the story “The Flag Shop” to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Ask and answer questions about the story “The Flag Shop,” orally and in writing, requiring literal recall and understanding of the details and facts of a fiction text read independently (RL.1.1)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Describe people, places, things, and events from the story “The Flag Shop” with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Produce complete sentences orally and in writing (SL.1.6)
- ✓ Read and write one-syllable words in the story “The Flag Shop” that include the letter-sound correspondences taught (RF.1.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Flip Book Review	Consonant Flip Book; Spelling Cards for ‘ff’ > /f/ (<i>stuff</i>), ‘ss’ > /s/ (<i>dress</i>), ‘zz’ > /z/ (<i>buzz</i>), ‘mm’ > /m/ (<i>swimming</i>), ‘nn’ > /n/ (<i>running</i>), ‘rr’ > /r/ (<i>ferret</i>)	10
Grammar	Identifying Nouns		10
Reading Time	Demonstration Story: “The Flag Shop”	<i>Snap Shots</i> Media Disk or Big Book	15
Reading Time	Small Group Reading: “The Flag Shop”	<i>Snap Shots</i> ; Worksheet 26.1	25
Take-Home Material	Noun Sort	Worksheet 26.2	*

Advance Preparation

Today you will review a number of the double-letter spellings using the Consonant Flip Book. You may want to tab the pages of the Flip Book ahead of time; please see the Warm-Up section to see which pages to tab.

Warm-Up

10 minutes

Flip Book Review

- Review with students some of the double-letter spellings by using the Consonant Flip Book. For each page, have students say both the spelling and sound for each card. Point out the power bar, and say the example word.
- Today's sound-letter correspondences can be found on the following pages of the Consonant Flip Book.

Consonant Flip Book

1. 'ff' > /f/ (*stuff*) Consonant Flip Book p. 9
2. 'ss' > /s/ (*dress*) Consonant Flip Book p. 11
3. 'zz' > /z/ (*buzz*) Consonant Flip Book p. 12
4. 'mm' > /m/ (*swimming*) Consonant Flip Book p. 15
5. 'nn' > /n/ (*running*) Consonant Flip Book p. 16
6. 'rr' > /r/ (*ferret*) Consonant Flip Book p. 18

Grammar

10 minutes

Identifying Nouns

Nouns naming people

- Remind students that they have been learning about nouns that name people.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, "mom sings," and ask, "Which word in the phrase names a person?"
- When students have given the correct answer, say, "The word *mom* is a person and the word for a part of speech that names a person is *noun*."

Nouns naming things

- Remind students that they have also been learning about nouns that name things.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, "ball rolls," and ask, "Which word in the phrase names a thing?"
- When students have given the correct answer, say, "The word *ball* is a thing and the word for a part of speech that names a thing is *noun*."

- Summarize by asking students what we call a part of speech that names a thing. (noun)

Nouns naming places

- Tell students that nouns can also name places.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “my school,” and ask, “Which word in the phrase names a place?”
- When students have given the correct answer, say, “The word *school* is a place and the word for a part of speech that names a place is *noun*.”

Practice

- Tell students to listen carefully to the following phrases and ask them to tell you the word that is a person, place, or thing, and therefore a noun.

- | | | |
|--------------|-------------------|------------------|
| 1. my mom | 3. our house | 5. the principal |
| 2. a big dog | 4. the playground | 6. a book |

- Summarize by asking students what we call a part of speech that names a person, place, or thing. (noun)

Reading Time

15 minutes

Demonstration Story: “The Flag Shop”

- Load the Media Disk for *Snap Shots* or take out the Big Book and display “The Flag Shop.”

Introducing the Story

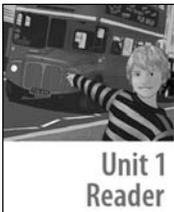
- Tell students that in this story, Nat, Beth, and their moms go to a flag shop.
- Tell students that each country has a flag that is unique. The U.S. flag is red, white, and blue, and has stars and stripes.

Note: If there is a flag in your room, have students point to the flag.

- Tell students that flags are made up of symbols and colors that represent important things about each country. Ask students, “Who knows what the stars stand for in our flag?” (Fifty stars stand for America’s 50 states.)
- In today’s story, Beth and Nat and their moms will see the flags for many countries.

Purpose for Reading

- Tell students to read carefully to find out what types of flags Beth, Nat, and their moms get to see on their trip to the flag shop.



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Guided Reading Supports

- Read the story through once without interruption, tracking the words with your finger or pointer.
- Read the story a second time, and tell students that you will ask them questions along the way.

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- Ask students, “Who can remind us what *U.K.* stands for?”
- Ask students, “Who can tell us a noun that names a place on this page?”

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- Tell students that Beth’s mom is saluting, which is a proper way of greeting in the military. She is in front of the U.S flag. The other flags represent other countries.
- Ask students, “Who can tell us a noun that names a person on this page?”

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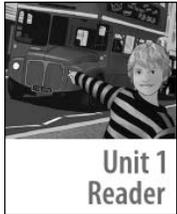
- Invite students to read the sentences.
- Ask students, “Who can tell us a noun that names a thing on this page?”

Wrap-Up

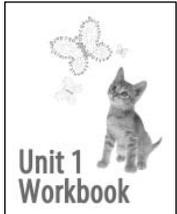
- Use the following discussion questions to guide your conversation about the story. Remind students to answer in complete sentences, and to share the part of the story that provides the answer.

Discussion Questions on “The Flag Shop”

1. *Literal* Where do Beth, Nat, and their moms go to in this story?
(They go to a flag shop.)
2. *Literal* Which flags does Beth say they see? (They see French, U.S., and U.K. flags.)
3. *Inferential* What do the U.S. and U.K. flags have in common? What is different? (They are both red, white, and blue; both have stripes; the U.S. flag has stars and the U.K. flag does not.)



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Worksheet 26.1

Small Group Reading: “The Flag Shop”

- **Small Group 1:** Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story “The Flag Shop” aloud to one another. Have them complete Worksheet 26.1.

If students finish quickly, have them reread previous stories from the Reader.

- **Small Group 2:** Have students who need more support when reading form a group. Listen to students read, check comprehension, and ask students to point out new spellings. Providing guided support, have them complete Worksheet 26.1.

- Review Worksheet 26.1 as a class.

Take-Home Material

Noun Sort

- Have students take Worksheet 26.2 home to complete with a family member.

Lesson 27

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read and write Tricky Words *where*, *what*, and *which* (RF.1.3g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		5
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>where</i> , <i>what</i> , <i>which</i>	20
Reviewing Punctuation Marks	Question Mark		5
Practice	Tricky Word Cards	pencils; blank index cards (6 per student)	30

Advance Preparation

Write *where*, *what*, and *which* on yellow index cards.

Warm-Up

5 minutes

Blending and Segmenting

- Follow the instructions in Lesson 1.

- | | | | |
|--------------|-------------|--------------|-------------------|
| 1. fat (3) | /f/ /a/ /t/ | 5. clean (4) | /k/ /l/ /ee/ /n/ |
| 2. rough (3) | /r/ /u/ /f/ | 6. frame (4) | /f/ /r/ /ae/ /m/ |
| 3. rat (3) | /r/ /a/ /t/ | 7. spike (4) | /s/ /p/ /ie/ /k/ |
| 4. leg (3) | /l/ /e/ /g/ | 8. child (4) | /ch/ /ie/ /l/ /d/ |

Tricky Word Cards

- Tell students that today’s Tricky Words are all question words. One part of them is tricky in the same way.

Tricky Word: Where

- Show students the Tricky Word card *where* and ask how they would pronounce it by blending. (They may say /w/ /h/ /e/ /r/ /e/.)
- Tell students that this word is pronounced /w/ /e/ /r/ as in, “*Where* did you get that soda?”
- Write *where* on the board. Underline the letters ‘w’ and ‘h’ and explain that this is a tricky part of the word. It is pronounced /w/ as in *when*.
- Underline the letters ‘e’ ‘r’ ‘e’ and explain that this is another tricky part of the word. They would probably expect these letters to be pronounced /e/ /r/ /e/, but they are pronounced /e/ /r/.
- Tell students that when reading *where*, they have to remember to pronounce the letters ‘w’ ‘h’ as /w/, and the letters ‘e’ ‘r’ ‘e’ as /e/ /r/.
- Tell students that when writing *where*, they have to remember to spell the /w/ sound with the letters ‘w’ ‘h’, and the /e/ /r/ sound with the letters ‘e’ ‘r’ ‘e’.

Tricky Word: What

- Show students the Tricky Word card *what* and ask how they would pronounce it by blending. (They may say /w/ /h/ /a/ /t/.)
- Tell students that this word is actually pronounced /w/ /u/ /t/ as in, “*What* did you say?”
- Write *what* on the board. Underline the letters ‘w’ and ‘h’ and explain that this is a tricky part of the word. It is pronounced /w/ as in *when*, *where*, and *why*.
- Underline the letter ‘a’ and explain that it is another tricky part of the word. They would probably expect this letter to be pronounced /a/, but it is pronounced /u/.
- Circle the letter ‘t’ and explain that it is pronounced /t/, as they would probably expect.
- Tell students that when reading *what*, they have to remember to pronounce the letters ‘w’ ‘h’ as /w/ and the letter ‘a’ as /u/.
- Tell students that when writing *what*, they have to remember to spell the /w/ sound with the letters ‘w’ ‘h’ and the /u/ sound with the letter ‘a’.

Tricky Word: Which

- Show students the Tricky Word card *which* and ask how they would pronounce it by blending. (They may say /w/ /h/ /i/ /ch/.)

- Tell students that this word is actually pronounced /w/ /i/ /ch/ as in, “Which jacket is yours?”
- Write *which* on the board. Underline the letters ‘w’ and ‘h’ and explain that this is the tricky part of the word. It is pronounced /w/ as in *when*, *where*, *why*, and *what*.
- Circle the letter ‘i’ and explain that it is pronounced /i/, as they would probably expect.
- Circle the spelling ‘ch’ and explain that it is pronounced /ch/, as they would probably expect.
- Tell students that when reading *which*, they have to remember to pronounce the letters ‘w’ ‘h’ as /w/.
- Tell students that when writing *which*, they have to remember to spell the /w/ sound with the letters ‘w’ ‘h’.

Practice

- Flash the Tricky Word cards taught today. Ask students to say the word, and use it in a sentence. Remind students that as these are question words, their sentences should be questions.

Reviewing Punctuation Marks

5 minutes

Question Mark

Tell students that sentences that start with ‘wh’ words are often questions.

If students need more practice with punctuation, you may use the Pausing Point exercise “Use Punctuation Marks.”

- Explain that today’s Tricky Words are all question words. These words are used to ask questions. The question words ask for different things, but they all help to find out more information.
- Point out that when we ask a question, our voice goes up in pitch. You can hear it in the voice when someone is asking a question.
- Ask students to listen to your voice as you are saying the following questions: “Where did you go?” “Why do you like ice cream?” “What is the color of your eyes?”
- In speech you can easily hear that someone is asking a question or is just making a statement. In writing, the reader needs to see punctuation marks to understand that.
- Remind students that in *Snap Shots* they have seen periods (full stops) and exclamation points at the end of sentences.
- Questions are sentences as well and they are indicated in writing with a special punctuation mark called a question mark. Draw a question mark on the board.
- Ask students whether they can hear the word *question* in the phrase *question mark*.
- If students say yes, point out that you have just asked them a question and that they have answered it.

- Write the following questions and answers on the board. Write the answers in a different color.

1. Where did Nat and Dot get Bud? (Nat and Dot got Bud from the vet.)
2. What did the vet fix on Bud? (The vet had to fix Bud's leg.)

- Point out the periods and question marks at the end of the sentences.

Practice

30 minutes

Tricky Word Cards

Note: In this exercise students will make Tricky Word cards. Have them keep the cards for future practice.

- Hand out blank index cards to students, six per student.
- Write the six Tricky Words *when*, *where*, *why*, *what*, *which*, and *who* on the board, one by one, and review what is tricky in each of them.
- Review with students that these words are question words. Have students form a question with each of the words.
- Have students copy the words on their index cards, one word per card.
- Tell students to place the cards for *when* and *where* in front of them.
- Explain that you will call out one of the words and that you want students to hold up the card with the word that you said.
- Say the word *where* and have students hold up the correct word. Have students repeat the word.
- Repeat with the word *when*.
- Have students add one of the other word cards and repeat the procedure.
- Continue until students have all six cards in front of them. Repeat as often as you deem necessary.
- If there is time, write the sentences listed in the box on the board and have students fill in the correct question word. Have a student come to the board and write in the missing question word.

You might want to encourage students to take home the index cards for more practice.

1. _____ can sing the best? (*who*)
2. _____ did the van crash? (*where*)
3. _____ did the bell ring? (*when*)
4. _____ is the sun hot? (*why*)
5. _____ dress is black? (*which*)
6. _____ is in the bag? (*what*)

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 448 and 532 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 452 and 541 of those words would be completely decodable.
- *Where* is one of the 100 most common words in most samples of written English. In a typical passage of 1,000 words, *where* occurs 0 to 2 times.
- *What* is one of the 50 most common words in most samples of written English. In a typical passage of 1,000 words, *what* occurs 1 to 6 times.
- *Which* is one of the 100 most common words in most samples of written English. In a typical passage of 1,000 words, *which* occurs 0 to 4 times.

Lesson 28

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ With purpose and understanding, read decodable text in the story “Which is the Best?” that incorporates the letter-sound correspondences taught in one-syllable words (RF.1.4a)
- ✓ Use phonics skills in conjunction with context while reading the story “Which is the Best?” to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Ask and answer questions about the story “Which is the Best?”, orally and in writing, requiring literal recall and understanding of the details and facts of a fiction text read independently (RL.1.1)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Describe people, places, things, and events from the story “Which is the Best?” with relevant details, expressing ideas and feelings clearly. (SL.1.4)
- ✓ Produce complete sentences orally and in writing (SL.1.6)
- ✓ Identify and use end punctuation, including periods, question marks, and exclamation points in writing (L.1.2b)
- ✓ Read Tricky Words taught thus far (RF.1.3g)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	Blending and Segmenting		10
<i>Reading Time</i>	Partner Reading: “Which is the Best?”	<i>Snap Shots</i>	15
<i>Reviewing the Story</i>	Story Questions Worksheet: “Which is the Best?”	pencils; Worksheet 28.1	15
<i>Practice</i>	Tricky Word Jump	flash cards with Tricky Words taught so far	20
<i>Take-Home Material</i>	Reading Practice	Worksheet 28.2	*

Advance Preparation

For the Tricky Word Jump activity, you will need to prepare flash cards with the Tricky Words reviewed so far. If you have posted Tricky Words on a word wall, you can remove the cards for this activity. You should have at least as many cards as there are students in your class. You can make two cards for some words if needed.

Warm-Up

10 minutes

Blending and Segmenting

For blending



For segmenting



- Follow the instructions in Lesson 1.

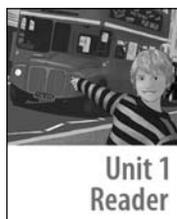
1. tree (3) /t/ /r/ /ee/
2. hope (3) /h/ /oe/ /p/
3. tell (3) /t/ /e/ /l/
4. ring (3) /r/ /i/ /ng/
5. birds (4) /b/ /er/ /d/ /z/
6. flash (4) /f/ /l/ /a/ /sh/
7. pluck (4) /p/ /l/ /u/ /k/
8. drop (4) /d/ /r/ /o/ /p/

Reading Time

15 minutes

Partner Reading: "Which is the Best?"

Introducing the Story



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- Ask students to turn to the table of contents and find the title "Which is the Best?" Ask students, "Who can tell me the question word in this title?" (*which*)
- Tell students that in today's story, we will hear about some of the places where Beth went sightseeing. Explain that sightseeing is when a person is visiting a new place, and they go to the popular sights. In New York City, for example, people may go to see the Statue of Liberty or the Empire State Building while sightseeing.
- Beth and Nat and their moms see the sights in London, a busy city, and also see Stonehenge, a famous site of tall stones stacked on top of each other.

Previewing the Spellings

- You may wish to preview the following spellings before reading today's story:

'ff' > /f/	'ck' > /k/
stuff	stick
puff	rock

- You may also wish to preview the Tricky Words *all* and *of*.

Purpose for Reading

- Ask students, "What do you think this title means?" Tell students to read the story carefully with a partner to find out the answer to Beth's question.

Wrap-Up

- Use the following discussion questions to guide your conversation about the story.

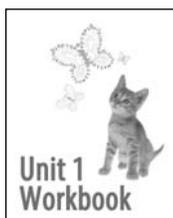
Discussion Questions on "Which is the Best?"

- Literal* How did they get to their spot for the snap shot? (They ran up a bunch of steps.)
- Inferential* What does it mean to huff and puff? (It means to breathe heavily after exercising.)
- Inferential* Why do Beth's mom and Nat's mom end up huffing and puffing? (Answers may vary.)
- Literal* Who took the first snap shot? (Beth's mom took the first snap shot.)
- Inferential* Why is Nat like a rock in the second snap shot? (He is pretending to be one of the rocks in Stonehenge.)
- Evaluative* Which snap shot do you like the best? Why? (Answers may vary.)

Reviewing the Story

15 minutes

Story Questions Worksheet: "Which is the Best?"



Worksheet 28.1

- Distribute Worksheet 28.1.
- Explain to students that the worksheet has questions about the story "Which is the Best?"
- Have students reread the story and answer the questions. Remind students to write complete sentences.
- Review the worksheet as a class.

Tricky Word Jump

- Show the flash cards to students, one at a time, and have students read the words as a group.
- Distribute the cards to students, one card per student, and have each student read the word on his or her card.
- Ask students to sit on the floor.
- Explain that you will say one of the Tricky Words and that you want the student with that Tricky Word to jump up, show the card, and say a phrase or sentence with his or her word.
- Say the first word and ask the student who jumped up to say a phrase or sentence with his or her word.
- Repeat with the remaining Tricky Words.
- **Extension:** Have students tell a story that contains the Tricky Words. Each student should say one sentence of the story, making sure to use his or her Tricky Word.

Take-Home Material

Reading Practice

- Have students take Worksheet 28.2 home so they can practice reading with a family member.

Lesson 29

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read Tricky Words *here* and *there* (RF.1.3g)
- ✓ Identify and use end punctuation, including periods, question marks, and exclamation points in writing (L.1.2b)
- ✓ Identify common nouns that name people, places, and things (L.1.1b)
- ✓ With purpose and understanding, read decodable text in the story “The Bus Stop” that incorporates the letter-sound correspondences taught in one-syllable words (RF.1.4a)
- ✓ Ask and answer questions about “The Bus Stop,” orally, requiring literal recall and understanding of the details and facts of a fiction text read independently (RL.1.1)
- ✓ Describe people, places, things, and events from the story “The Bus Stop” with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Produce complete sentences orally and in writing (SL.1.6)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	Blending and Segmenting		10
<i>Tricky Words</i>	Tricky Word Cards	marker; yellow index cards for <i>here</i> , <i>there</i>	5
<i>Reviewing Punctuation Marks</i>	Quotation Marks		5
<i>Grammar</i>	Identifying Nouns		10
<i>Practice</i>	Dictation with Words	pencils; paper	15
<i>Reading Time</i>	Partner Reading: “The Bus Stop”	<i>Snap Shots</i> ; Worksheet 29.1; scissors; glue	15

Advance Preparation

Write the Tricky Words *here* and *there* on the yellow index cards.

Blending and Segmenting

For blending



For segmenting



- Follow the instructions in Lesson 1.

- | | |
|--------------|------------------|
| 1. Jack (3) | /j/ /a/ /k/ |
| 2. bag (3) | /b/ /a/ /g/ |
| 3. hen (3) | /h/ /e/ /n/ |
| 4. read (3) | /r/ /ee/ /d/ |
| 5. bloom (4) | /b/ /l/ /oo/ /m/ |
| 6. cast (4) | /k/ /a/ /s/ /t/ |
| 7. dusk (4) | /d/ /u/ /s/ /k/ |
| 8. left (4) | /l/ /e/ /f/ /t/ |

Tricky Words

5 minutes

Tricky Word Cards

Tricky Word: Here

- Show students the Tricky Word card *here* and ask them to read the word by blending. (They may say something with two syllables: /h/ /e/ - /r/ /e/ or /h/ /er/ as in *were*.)
- Explain that we actually pronounce this word /h/ /ee/ /r/ as in, “I’m so glad you’re *here*!”
- Write *here* on the board. Circle the letter ‘h’ and explain that it is pronounced just as one would expect, as /h/.
- Underline the letters ‘e’ ‘r’ ‘e’ and explain that these are tricky. These letters stand for the sounds /ee/ /r/.
- Tell students that when reading *here*, they have to remember to pronounce the letters ‘e’ ‘r’ ‘e’ as /ee/ /r/.
- Tell students that when writing *here*, they have to remember to spell the sounds /ee/ and /r/ with the letters ‘e’ ‘r’ ‘e’.

Tricky Word: There

- Show students the Tricky Word card *there* and ask them to read the word by blending. (They may try to say /th/ /e/ /r/ /e/ or /th/ /e/ /r/ /e/.)
- Explain that we actually pronounce this word /th/ /e/ /r/ as in, “He kicked the ball over *there*.”

- Write *there* on the board. Circle the letter team ‘th’ and explain that it is pronounced just as one would expect, as /th/.
- Underline the letters ‘e’ ‘r’ ‘e’ and explain that these are the tricky part of the word. They work differently than in *here*. The letters are not pronounced /ee/ /r/ as in *here*, but work together to stand for the sounds /e/ /r/ as in *where*.
- Tell students that when reading *there*, they have to remember to pronounce the letters ‘e’ ‘r’ ‘e’ as /e/ /r/.
- Tell students that when writing *there*, they have to remember to spell the sounds /e/ /r/ with the letters ‘e’ ‘r’ ‘e’.

Reviewing Punctuation Marks

5 minutes

Quotation Marks

- Remind students that there are special punctuation marks that we use when we want to indicate a person’s exact words. They are called quotation marks.
- Have students say *quotation marks*.
- Write a decodable sentence with quotation marks on the board, e.g., “Did Mom get lunch?”
- Read the sentence.
- Explain that the quotation marks mean that these are a person’s exact words. There is one set of quotation marks at the beginning of the person’s words and another set at the end.
- Point out that quotation marks look sort of like two apostrophes written right next to each other.
- Write the following sentence on the board: *Dad said, “Run and get the bag.”*
- Ask a student to read the sentence and to point to the quotation marks.
- Ask a student what Dad said. Point out that Dad’s words are in quotation marks.
- Write the following sentence on the board: *Mom says, “Scrub that tub!”*
- Ask a student to read the sentence and to point to the quotation marks.
- Ask a student what Mom says. Point out that Mom’s words are in quotation marks.
- Summarize by saying that quotation marks are used in text to show what a person’s exact words are.

Identifying Nouns

Note: In this lesson you will review that nouns can name either a person, place, or thing.

Nouns naming people

- Remind students that they have been learning about nouns that name people.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “Bob runs,” and ask, “Which word in the phrase names a person?”
- When students have given the correct answer, say, “*Bob* is a person and the word for a part of speech that names a person is *noun*.”

Nouns naming things

- Remind students that they have also been learning about nouns that name things.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “truck unloads,” and ask, “Which word in the phrase names a thing?”
- When students have given the correct answer, say, “The word *truck* is a thing and the word for a part of speech that names a thing is *noun*.”

Nouns naming places

- Remind students that they have also been learning about nouns that name places.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “big library,” and ask, “Which word in the phrase names a place?”
- When the students have given the correct answer, say, “The word *library* is a place and the word for a part of speech that names a place is *noun*.”

Practice

- Tell students to listen carefully to the following phrases and ask them to tell you the word that names a person, place, or thing, and is therefore a noun.

- | | |
|------------------|------------------|
| 1. girl trips | 6. huge city |
| 2. new hospital | 7. tall dad |
| 3. small bird | 8. blue pencils |
| 4. wet towel | 9. sun shines |
| 5. brother sings | 10. running dogs |

- Summarize by asking students what we call a part of speech that names a person, place, or thing. (noun)

Dictation with Words

It might be useful to have students use a different-colored pencil for self-correction so that you can see which spellings students need more practice with.

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say eight words; each word will have three sounds.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *mom*, three lines would be drawn on the paper: .
- Once students have drawn one line for each sound, have them write the word's spellings on their respective lines: .
- Finally, ask students to read the word back to you.
- Write the word on the board and have students self-correct.
- Repeat with additional words.

- | | |
|--------|---------|
| 1. mom | 5. win |
| 2. dad | 6. chop |
| 3. fit | 7. not |
| 4. pen | 8. rush |

Reading Time

Partner Reading: "The Bus Stop"

Introducing the Story

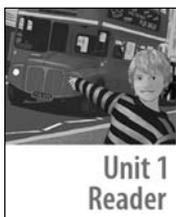
- Tell students that today's story takes place at a bus stop. Explain that in a big city, many people take the bus as a way of getting around town.
- Tell students that Nat tells Beth this is the best bus.

Previewing Grammar

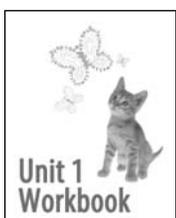
- Ask students, "What are three different types of sentence endings?" (period, exclamation point, question mark)
- Remind students that quotation marks tell us that someone is speaking. Tell students to watch carefully for these in today's story.

Previewing the Spellings

- You may wish to review the Tricky Words *why* and *said*.



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Worksheet 29.1

Previewing the Vocabulary

- You may wish to preview the following vocabulary before reading today’s story.

1. **thrush**—a type of bird
2. **pub**—a place to eat
3. **grub**—food

Purpose for Reading

- Tell students to read carefully to find out what makes the U.K. bus the best.

Partner Reading

- Have students look at the table of contents to find the title of today’s story and its starting page number. Remind students to take turns when reading together.
- Have students complete Worksheet 29.1 together.

Wrap-Up

- Review Worksheet 29.1. If students have not completed the worksheet, let them take it home to finish.
- Use the following discussion questions to guide your conversation about the story. Remind students to answer in complete sentences and share the part of the story where they found the answer.

Discussion Questions on “The Bus Stop”

1. *Literal* Where are Nat, Beth, and their moms in this story? (They are in the U.K., at a bus stop.)
2. *Literal* What animal is at the bus stop? (A thrush is at the bus stop.)
3. *Inferential* Why does Nat say that the bus they will be riding in is the best bus? (It has a top deck.)
4. *Inferential* Describe the bus: how is it different from a bus in the United States? (The bus is red and it has a top deck.)
5. *Evaluative* Why might a bus have a top deck? (Answers may vary.)

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 452 and 541 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 454 and 548 of those words would be completely decodable.
- *Here* is one of the 200 most common words in most samples of written English. In a typical passage of 1,000 words, *here* occurs 0 to 3 times.
- *There* is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *there* occurs 2 to 5 times.

Lesson 30

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ With purpose and understanding, read decodable text in the story “On the Bus” that incorporates the letter-sound correspondences taught in one-syllable words (RF.1.4a)
- ✓ Use phonics skills in conjunction with context when reading the story “On the Bus” to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Ask and answer questions about the story “On the Bus,” orally and in writing, requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Describe people, places, things, and events from the story “On the Bus” with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Produce complete sentences orally and in writing (SL.1.6)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
Reviewing Letter Names	“The Alphabet Song”	alphabet chart	5
Dictation	Dictation with Words	pencils; paper	15
Reading Time	Demonstration Story: “On the Bus”	<i>Snap Shots</i> Media Disk or Big Book	15
Reading Time	Small Group Reading: “On the Bus”	<i>Snap Shots</i> ; Worksheet 30.1	15
Take-Home Material	Question Maker	Worksheet 30.2	*

Blending and Segmenting

For blending



For segmenting



- Follow the instructions in Lesson 1.

1. cob (3) /k/ /o/ /b/
2. hat (3) /h/ /a/ /t/
3. lug (3) /l/ /u/ /g/
4. den (3) /d/ /e/ /n/
5. fist (4) /f/ /i/ /s/ /t/
6. toast (4) /t/ /o/ /e/ /s/ /t/
7. sweep (4) /s/ /w/ /e/ /p/
8. peels (4) /p/ /e/ /e/ /l/ /z/

Reviewing Letter Names

“The Alphabet Song”

If students need more practice, you may use the Pausing Point exercises “Know Letter Names” and “Know Alphabetical Order.”

- Remind students that the spellings they have been using are also called letters and that these letters together form the alphabet. The letters of the alphabet are arranged in a special order called “alphabetical order.”
- Post an alphabet chart and say each letter’s name as you point to it.
- Tell students that you are going to sing a song that will help them learn the letter names. It is called “The Alphabet Song.”
- Sing “The Alphabet Song” slowly, pointing to each letter as you sing its name. Be careful to enunciate each letter name. Say, “el, em, en, oh, pee”—not “elemenohpee”—as some students may think that it is one letter name.
- Repeat the song, inviting students to sing along.

Dictation

Dictation with Words

Note: We do not yet expect students to reliably know when to use double-letter spellings. They will learn through the process of self-correction and more reading practice.

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say eight words; each word will contain one of the double-letter spellings for consonant sounds they have learned.

It might be useful to have students use a different colored pencil for self-correction so you can see which spellings students need more practice with.

- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *will*, three lines would be drawn on the paper: _ _ _.
- Once students have drawn one line for each sound, remind them that the sound /l/ can be written with the spelling 'll'.
- Have students write the spellings on their respective lines: w i ll.
- Finally, ask students to read the word back to you.
- Write the words on the board and have students self-correct.

- | | |
|---------|----------|
| 1. will | 5. black |
| 2. back | 6. less |
| 3. off | 7. rock |
| 4. tell | 8. grass |

Reading Time

15 minutes

Demonstration Story: "On the Bus"

Introducing the Story

- Remind students that in the last story, Nat, Beth, and their moms were at a bus stop.
- Ask students, "What was special about the bus that arrived?" (It had a top deck.)
- Tell students that today they will get to read about Nat and Beth's time on the bus and the other sights they see on their trip.

Previewing the Spellings

- You may wish to review the Tricky Words *who* and *where*.

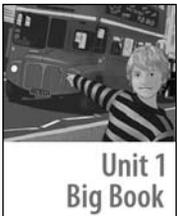
Previewing Grammar

- Ask students, "What marks do we use in writing to show that someone is speaking?" (quotation marks) Tell students they will see quotation marks in today's story.

Previewing the Vocabulary

- You may wish to preview the following word with students.

1. **posh**—very fancy



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Purpose for Reading

- Tell students to listen to find out more about the sights Beth, Nat, and their moms see while on the bus.

Guided Reading Supports

- Read the story through once without interruption, tracking words with your finger or a pointer.
- Tell students you will read the story a second time, asking them questions along the way.

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- Point to the exclamation point. Say to students, “I will read this sentence two ways; tell me which is correct. (Read the sentence two different ways: one with excitement, and one without.) Which way is correct?”

Page 49

- Point to the store name running down the building, *Harrods*. Tell students this is a very large and popular department store in London, a city in the United Kingdom. A department store is where you can buy many different things, like clothes and items for your home.

Page 50

- Point out the commas in *ding, dong, ding, dong*. Tell students these commas show you where to take a quick breath when reading.
- Tell students that Big Ben is a popular sight in London. It was finished being built in 1858.

Page 52

- Ask students, “Do you see the sentences that are questions on this page? How do you know the sentence is a question?” (Invite them to read the sentences with expression.)
- Tell students the posh, or very fancy, spot Nat is talking about is a hotel called The Ritz. Point to *The Ritz* on the hotel door and The Union Jack flag on the top of the building.

Wrap-Up

- Use the following discussion questions to guide your conversation about the story.

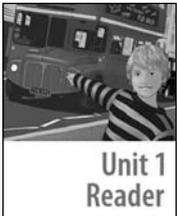
Discussion Questions on “On the Bus”

1. *Literal* Which is the first sight Beth and Nat pass by on the bus? (They pass by Harrods, the department store.)
2. *Literal* What is the next place Nat points out to Beth? (He points out Big Ben.)
3. *Literal* What is Big Ben? (It is a bell in a clock tower.)
4. *Literal* What sound does the clock make? (It makes the sound “ding, dong, ding, dong.”)
5. *Evaluative* Why do you think the bell has this name? (Answers may vary.)
6. *Literal* What is the last sight that Nat shows Beth? (He shows her The Ritz.)
7. *Literal* What word would you use to describe The Ritz? (I would use the word *posh*, or very fancy.)
8. *Inferential* How do you think Nat feels when they are the bus? Why? (He feels excited. He speaks with excitement, which is shown with exclamation points.)

Reading Time

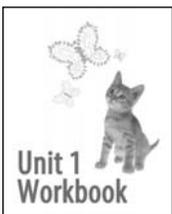
15 minutes

Small Group Reading: “On the Bus”



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- ✪ **Group 1:** Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story “On the Bus” aloud to one another. Ask them to complete Worksheet 30.1.
- ✪ **Group 2:** Have students who need more support when reading form a group. Listen to students read, check comprehension, and ask students to point out new spellings. Complete Worksheet 30.1 together.



Worksheet 30.1

Take-Home Material

Question Maker

- Have students take Worksheet 30.2 home so they can practice making questions with a family member.

Lesson 31

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read and write Tricky Words taught thus far (RF.1.3g)
- ✓ With purpose and understanding, read decodable text in the story “The Man in the Black Hat” that incorporates the letter-sound correspondences taught in one-syllable words (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Ask and answer questions about the story “The Man in the Black Hat,” orally or in writing, requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Describe people, places, things, and events about the story “The Man in the Black Hat” with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Produce complete sentences orally and in writing (SL.1.6)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		5
Reviewing the Tricky Words	Tricky Word Practice	pencils; Worksheet 31.1	15
Reading Time	Partner Reading: “The Man in the Black Hat”	<i>Snap Shots</i>	20
Small Group	Reviewing the Story	pencils; Worksheet 31.2	20

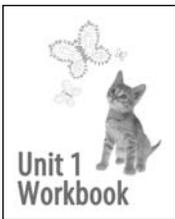
Blending and Segmenting

- Follow the instructions in Lesson 1.

1. fin (3)	/f/ /i/ /n/	5. jump (4)	/j/ /u/ /m/ /p/
2. ton (3)	/t/ /u/ /n/	6. drip (4)	/d/ /r/ /i/ /p/
3. chef (3)	/sh/ /e/ /f/	7. vent (4)	/v/ /e/ /n/ /t/
4. lap (3)	/l/ /a/ /p/	8. built (4)	/b/ /i/ /l/ /t/

Reviewing the Tricky Words

Tricky Word Practice



Worksheet 31.1

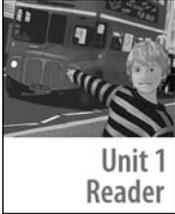
- Distribute Worksheet 31.1.
- Write the word *a* on the board and have students read it.
- Have students copy *a* onto the left side of their sheet of paper next to the number 1. They should say the name of the letter as they copy the word.
- Erase the word from the board.
- Have students fold their paper along the dotted line and position it so that the word they copied is facing the desk.
- Have students write *a* from memory on their paper next to the number 1. They should say the name of the letter as they write the word.
- Tell students to unfold their paper and compare the word they just wrote with the word they copied earlier.
- Have students correct the word if they misspelled it.
- Repeat these steps with some or all of the remaining Tricky Words. Choose the words that students need to practice the most.

1. a	6. are
2. I	7. were
3. no	8. one
4. of	9. who
5. from	10. two

For some students, it might be helpful if they said the sounds of the Tricky Words along with the letter names. For example, while writing *of*, they could say the sound /u/ is spelled with the letter 'o' and the /v/ is spelled with the letter 'f'.

Partner Reading: “The Man in the Black Hat”

Introducing the Story



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- Tell students that today they will read “The Man in the Black Hat.”
- Show students the image of the man in the black hat, and ask them, “What job do you think this man has?” (Answers may vary, but could include soldier.)
- Explain that Nat and Beth and their moms are continuing on their sightseeing tour of London. They stop by Buckingham Palace, the place where the King and Queen live. Soldiers stand outside of the palace, wearing a red jacket and a fuzzy hat. They are not allowed to speak or smile at people. However, sometimes people do silly things to try to make the soldiers smile.

Previewing the Spellings

- You may wish to preview the following spellings before reading today’s story:

‘ck’ > /k/
stock
flock

Previewing the Vocabulary

- You may wish to preview the following vocabulary before reading today’s story.

1. **split**—when a person has one leg go in the front of their body and the other stretches behind, or both legs go out to the sides
2. **did a jig**—danced with lively steps

Purpose for Reading

- Ask students, “Do you think Nat will try to make the soldier smile? What about Beth?” Tell students to read the story to find out whether Nat and Beth try to make the man in the black hat smile.

Wrap-Up

- Use the following discussion questions to guide your conversation about the story. Remind students to answer in complete sentences and cite the part of the story where they found the answer.

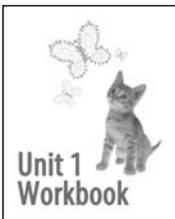
Discussion Questions on “The Man in the Black Hat”

1. *Literal* What is the man in the black hat not allowed to do? (He is not allowed to move or grin.)
2. *Evaluative* Why do you think he is not allowed to move or to grin? (Answers may vary.)
3. *Literal* What things do Beth and Nat do to try to make the man in the black hat grin? (They dance, fall, and act silly.)
4. *Evaluative* What would you do to get the man to grin? (Answers may vary.)

Small Group

20 minutes

Reviewing the Story



Worksheet 31.2

- Distribute Worksheet 31.2.
- Explain to students that the worksheet has questions about the story “The Man in the Black Hat.”
- Have students reread the story and answer the questions. Please encourage students to write complete sentences.
- **Group 1:** Ask students who are able to do independent work to complete the worksheet on their own. If students finish quickly, have them reread stories from the Reader or do other seat work.
- **Group 2:** Have students who need more support with answering the story questions form a group. Help them complete some or most of the worksheet. Have students finish the worksheet on their own. While students are doing this, you can catch up with Group 1.
- Alternatively, you can work with a group to reinforce a skill students need to practice more, for example dictation with words or practicing reading. See the Pausing Point for appropriate exercises.

Lesson 32

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read and write Tricky Words taught thus far (RF.1.3g)
- ✓ With purpose and understanding, read decodable text in the story “The Man in the Kilt” that incorporates the letter-sound correspondences taught in one-syllable words (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Ask and answer questions about the story “The Man in the Kilt,” orally or in writing, requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (L.1.2e)
- ✓ Describe people, places, things, and events from the story “The Man in the Kilt” with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Produce complete sentences orally and in writing (SL.1.6)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		5
Reviewing the Tricky Words	Tricky Word Practice	pencils; Worksheet 32.1	20
Reading Time	Partner Reading: “The Man in the Kilt”	<i>Snap Shots</i> ; world map or globe	15
Small Group	Reviewing the Story	pencils; Worksheet 32.2	20
Take-Home Material	Take-Home Story: “The Bus Stop”	Worksheet 32.3	*

Note to Teacher

This is the last lesson for Unit 1. Due to the extensive assessment at the beginning of Unit 1, there is no need for an end-of-unit assessment. Please look at students' scores from the earlier assessments, along with your anecdotal notes and other records, to guide you in choosing activities for the upcoming Pausing Point.

Warm-Up

5 minutes

Blending and Segmenting

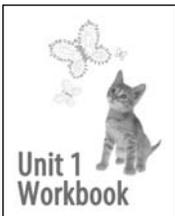
- Follow the instructions in Lesson 1.

1. lamb (3)	/l/ /a/ /m/	5. plate (4)	/p/ /l/ /ae/ /t/
2. gas (3)	/g/ /a/ /s/	6. break (4)	/b/ /r/ /ae/ /k/
3. pug (3)	/p/ /u/ /g/	7. skip (4)	/s/ /k/ /i/ /p/
4. rush (3)	/r/ /u/ /sh/	8. flap (4)	/f/ /l/ /a/ /p/

Reviewing the Tricky Words

20 minutes

Tricky Word Practice



Worksheet 32.1

- Distribute Worksheet 32.1.
- Write *the* on the board and have students read it.
- Have students copy *the* onto the left side of their sheet of paper next to the number 1. They should say the name of each letter as they copy the word.
- Erase the word from the board.
- Have students fold their paper along the dotted line and position it so that the word they copied is facing the desk.
- Have students write *the* from memory on their paper next to the number 1. They should say the name of each letter as they write the word.
- Tell students to unfold their paper and compare the word they just wrote with the word they copied earlier.
- Have students correct the word if they misspelled it.

- Repeat these steps with some or all of the remaining Tricky Words. Choose the words that students need to practice the most.

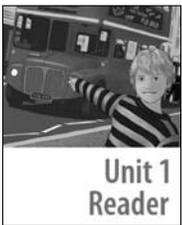
- | | |
|----------|----------|
| 1. the | 6. why |
| 2. here | 7. what |
| 3. there | 8. who |
| 4. was | 9. said |
| 5. where | 10. says |

Reading Time

15 minutes

Partner Reading: “The Man in the Kilt”

Introducing the Story



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- Tell students that today they will read the story “The Man in the Kilt.”
- Ask students if they know what a kilt is. Explain that a kilt is a skirt that is worn by both men and women, many who are from Scotland. (You may wish to show students where Scotland is located on the world map or globe if you have one available.) Tell students that a person from Scotland is called a Scot. A kilt has a tartan design, which is a plaid-like pattern.

Previewing the Vocabulary

- You may wish to preview the following Tricky Words: *why*, *where*, and *what*.
- You may also wish to show students where Scotland is on a world map or globe and explain that a person from Scotland is called a Scot. You may write the words *Scotland* and *Scot* on the board, explaining the abbreviation to students.

Purpose for Reading

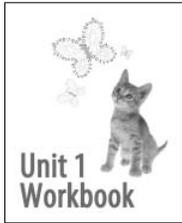
- Tell students to read carefully to learn more about the man in the kilt.

Wrap-Up

- Use the following discussion questions to guide your conversation about the story.

Discussion Questions on “The Man in the Kilt”

1. *Literal* Why did Beth think that the man they met was wearing a dress? (He was wearing a kilt.)
2. *Inferential* What country do kilts come from? (Kilts come from Scotland.)



Worksheet 32.2

Reviewing the Story

- Distribute Worksheet 32.2.
- Explain to students that the worksheet has questions about the story “The Man in the Kilt.”
- Have students reread the story and answer the questions. Please encourage students to write complete sentences.
- ✪ **Group 1:** Ask students who are able to do independent work to complete the worksheet on their own. If students finish quickly, have them reread previous stories from the Reader, read ahead, or do other independent work
- ✪ **Group 2:** Have students who need more support with answering the story questions form a group. Help them complete some or most of the worksheet. Have students finish the worksheet on their own. While students are doing this, you can catch up with Group 1.
- Alternatively, you can work with a group to reinforce a skill students need to practice more, for example dictation with words or practicing reading. See the Pausing Point for appropriate exercises.

Take-Home Material

Take-Home Story: “The Bus Stop”

- Have students take Worksheet 32.3 home so they can practice reading the story with a family member.

Unit 1 Pausing Point

This is the end of Unit 1. You should pause here and spend additional time reviewing the material taught in Unit 1 as needed. Students can do any combination of the exercises listed below, in any order, but we suggest that you continue the Warm-Up exercises. The exercises are listed by unit objectives. Exercises that were part of the lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions.

You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

Pausing Point Topic Guide

Blend and Segment Words

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Blending and Segmenting

Blending and Segmenting with Students

Relay Blending

Sound Hopscotch

Distinguish Similar Sounds

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Vowel Discrimination

Mirror, Mirror

Word Sort with Picture Cards

Sister Sounds

T-Charts

Slap the Spelling

Recognize and Isolate the Sounds Reviewed in Unit 1

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Sound Search

Guess the Sound!

Hearing Initial Sounds

Simons Says Sounds

Recognize the Spellings Reviewed in Unit 1

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Sound/Spelling Review with Large Cards

Stepping Sounds

Stomp and Spell

Spelling Bingo

Sound Sprints

Write the Spellings Reviewed in Unit 1

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Sound Dictation

Handwriting Worksheets

Distinguish the Spellings 'c', 'k', and 'ck' for the Sound /k/

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Word Sort

Word Sort with Boxes

Shopping for Spellings

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Read One-Syllable Words

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Teacher Chaining

Pocket Chart Chaining for Reading

Eraser Man

Guess My Word

Fishing Pond

Read Phrases

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Wiggle Cards

Phrase Flip Book

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Reading Phrases

Spell One-Syllable Words

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Pocket Chart Chaining for Spelling

Stamp Spelling

Large Card Chaining

Write One-Syllable Words

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Chaining Dictation

Dictation with Words

Write Phrases

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Copy and Illustrate Phrases

Word Box with Phrases

Completing Phrases

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Dictation with Phrases

Write Sentences

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Sentence Strips

Completing Sentences

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Dictation with Sentences

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Making Questions, Exclamations, and Statements	
Finding Questions, Exclamations, and Statements in the Stories ⁴⁰	
Punctuation Worksheet	

Blend and Segment Words

Blending and Segmenting

- See Warm-Up exercises in the lessons of Unit 1.

Blending and Segmenting with Students

- Pass out the following Large Cards to students, one card per student: 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c', 'ck', 'g', 'v', 's', 'p', 'b', 'l', 'll', 'r', 'h', 'w', 'sh', 'ch'.
- Explain to students that you will say the sounds of a word and that you want the students with the Large Cards for those sounds to stand next to each other to spell the word.
- Say the word *hot* in a segmented fashion: /h/ /o/ /t/.
- Ask the class to blend the word.
- Have students with the large cards for 'h', 'o', and 't' line up to spell the word.
- Ask the class to read the word.
- Have the class segment the word by saying the individual sounds. As they are saying the individual sounds, the student with the spelling for that sound should step forward.

- | | |
|----------|----------|
| 1. hot | 7. rest |
| 2. ship | 8. black |
| 3. chill | 9. swim |
| 4. van | 10. drag |
| 5. wet | 11. cups |
| 6. stop | 12. bus |

Relay Blending

- Divide the class into two teams and have each team form a line.
- Say a segmented word, e.g., /s/ . . . /a/ . . . /t/, and ask the first student in each line to blend it.
- The student who is first to blend the word correctly gets a point for his or her team. Both students should then move to the back of their respective line.
- If neither student can blend the word correctly, have both students move to the back of their respective line and let the next students in line take a turn.

Sound Hopscotch

- Arrange spellings from this unit on the floor of your classroom in a daisy pattern.
- The center of the daisy should be a spelling for a vowel sound, e.g., /a/. The petals of the daisy should be spellings for consonant sounds, e.g., /t/, /p/, /m/, /h/, and /n/. Affix the spellings securely to the floor.
- Give a student a starting point, for example, the picture of the /t/ sound. Ask the student to create a real or silly word by jumping to the center spelling and then to a petal spelling. Possible words are *tap*, *tam*, *tan*, *pat*, *Pam*, *pan*, *mat*, *map*, *man*, *hat*, *hap*, *ham*, *han*, *nat*, *nap*, *nam*.
- Make sure that students say the sound that the spelling stands for as they jump on each one.
- The other students should blend the word after the jumping student has come to a halt.
- You can also play this game outside on the playground.

Distinguish Similar Sounds

Vowel Discrimination

- See Lesson 21 for /i/, /e/, /a/, /u/, and /o/.

Mirror, Mirror

- See Lesson 21 for /i/, /e/, /a/, /u/, and /o/.

Word Sort with Picture Cards

- Gather pictures of items that contain the vowel sound /i/ or /e/.
- Label two boxes with 'i' and 'e'.
- Show a picture to students and have them identify the picture.
- Ask students which vowel sound the word contains.
- Have students place the picture in the appropriate box.
- Repeat with the remaining pictures.
- Adapt the exercise for the sound pairs /e/ and /a/, /u/ and /o/, and /a/ and /u/.
- **Variation:** Show students two pictures at a time, one with /i/ and one with /e/. Have students identify the items and say what the vowel sound is in each word. Then have students place the pictures in the appropriate boxes.

Sister Sounds

- See Lesson 18 for /th/ and /th/ and Lesson 25 for /s/ and /z/.
- Adapt the exercise for the sister sounds /p/ and /b/, /t/ and /d/, /k/ and /g/, and /f/ and /v/.

T-Charts

Note: In this unit, a few sounds have been reviewed that can be hard to distinguish. You should practice hearing the difference between /i/ and /e/, /e/ and /a/, /a/ and /o/, /o/ and /u/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /f/ and /v/, /sh/ and /ch/, /n/ and /ng/, /th/ and /f/, and /th/ and /v/ with students.

sh	ch
	
	
	

You can also adapt this exercise for the pocket chart.

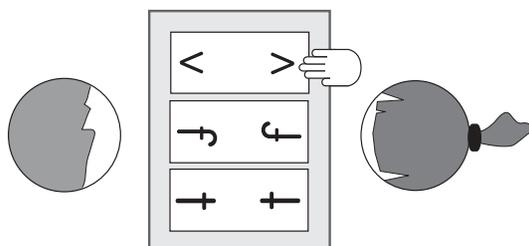
- Select two similar sounds, for example /ch/ and /sh/, and gather pictures of items that begin with either of these sounds.
- Draw a chart with two columns on a piece of chart paper and write the basic code spellings for the targeted sounds at the top of the chart.
- Show students pairs of pictures, one starting with /sh/ and one with /ch/, and ask students to identify the pictures and to say what the beginning sounds are.
- Have them place the pictures in the appropriate columns of the chart.

Note: The targeted sounds could also be at the end of the words, e.g., *peach* and *fish*.

Slap the Spelling

- Cut out a long, rectangular slip of paper and write a 'v' on each end. The letters should face away from each other (see illustration). Repeat for 'f' and 't'.
- Place the cards in a row on the floor between two children who are facing each other.
- Explain that you will say a number of sounds and that you want the students to whack the correct spelling as fast as possible.

Note: You can play this game for all sounds reviewed in this unit. Choose sounds that are similar, for example, /t/ and /d/, /f/ and /v/, /n/ and /ng/, and /ch/ and /sh/.



Recognize and Isolate the Sounds Reviewed in Unit 1

Sound Search

- Say a sound and ask students to find an object in the classroom that begins with that sound.
- Help students find the first object.

- When a student has found an object, have him or her show it to the other students and say its name.

Guess the Sound!

- Whisper a “secret sound” to a student and ask him or her to find an object in the classroom that begins with that sound.
- When the student points to the object, have the other students guess what the “secret sound” was.

Hearing Initial Sounds

- Choose a target sound, e.g., /t/, and tell students that you are going to say a number of words. Some of the words will have the target sound as the first sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that contains the target sound.
- **Variation:** The target sounds can also be in the middle or at the end of the words.

Simon Says Sounds

- Give each student the same set of teacher-made letter cards.
- Play Simon Says, using commands such as:
 - Simon says, “Touch the picture that stands for the /p/ sound as in *pony*.”
 - Simon says, “Touch the picture that stands for the /z/ sound as in *zip*.”
 - Touch the picture that stands for the /t/ sound as in *toad*.
- Since Simon did not say to touch it in the last command, students should not have touched the picture.

Recognize the Spellings Reviewed in Unit 1

Sound/Spelling Review with Large Cards

- Pass out all or some of the Large Cards to students.
- Tell students that you will call out sounds and that you want the student with a spelling for that sound to run to the front of the room and hold up the card.
Note: For some sounds more than one student will get up because of spelling alternatives.

Stepping Sounds

- Place two rows of 5–8 squares on the floor and have a student stand at the head of each row.
- Hold up a spelling for the first student and ask him or her to say the sound. If the student says the correct sound, he or she moves one square forward.
- Repeat this process, alternating between the two students.

Stomp and Spell

- Firmly affix cards for ‘i’, ‘e’, ‘a’, ‘u’, ‘o’ in a row on the floor.
- Firmly affix cards for ‘m’, ‘t’, ‘d’, ‘c’, and ‘g’ in a row on the floor beneath the row of vowel cards.
- Choose a student to review the vowel spellings by stomping on each vowel card and calling out the sound.
- Choose a second student to review the consonant spellings in the same fashion.
- Have a third student spell the word *mat* by stomping on the letter cards in the proper order.
- Ask the class if the student spelled *mat* correctly.
- Work through the remaining words.

Possible Words:

- | | | |
|---------|---------|---------|
| 1. met | 11. tad | 21. cud |
| 2. meg | 12. tag | 22. cut |
| 3. mat | 13. Tom | 23. cot |
| 4. mad | 14. Tod | 24. cod |
| 5. mud | 15. dim | 25. cog |
| 6. mug | 16. did | 26. get |
| 7. Ted | 17. dig | 27. gag |
| 8. tug | 18. dam | 28. gum |
| 9. Tim | 19. dug | 29. gut |
| 10. tic | 20. cat | 30. got |

Spelling Bingo

You may want to create bingo cards that can be found on various websites.

- Make bingo cards with the spellings reviewed in Unit 1.
- Write the same spellings on paper slips and put them in a box.
- Give each student a bingo card and playing pieces.
- Explain that you will pull spellings from the box and that you want students to put a playing piece on top of that spelling if it is on their bingo card.

- Explain that when all spellings are covered on a card, students should say, “Bingo.”

Spellings Reviewed in Unit 1:

1. ‘i’, ‘e’, ‘a’, ‘u’, ‘o’
2. ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘g’, ‘f’, ‘v’, ‘s’, ‘z’, ‘p’, ‘b’, ‘l’, ‘r’, ‘h’, ‘w’, ‘j’, ‘y’, ‘x’
3. ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’
4. ‘bb’, ‘dd’, ‘ff’, ‘gg’, ‘ll’, ‘mm’, ‘ss’, ‘ck’, ‘cc’, ‘nn’, ‘pp’, ‘rr’, ‘tt’, ‘zz’

Sound Sprints

- Place two sets of Large Cards at the far end of the classroom, the gym, or the playground.
- Pick two students to race.
- Call out a sound.
- Have the students race to grab the sound and bring it back.
- The first student to return with the correct letter is the winner.

Write the Spellings Reviewed in Unit 1

Sound Dictation

- Have students take out pencils and paper.
- Give out up to 20 Large Cards for the sounds/spellings taught in Unit 1.
- Say a sound and tell the student with the Large Card for that sound to stand up. Have the other students write the spelling on their paper.
- Encourage the students to draw the spelling in the air or on their desk before drawing it on paper.
- Repeat for the remaining sounds.
- Be sure to give every student the chance to be the keeper of a Large Card.

Spellings Reviewed in Unit 1:

1. ‘i’, ‘e’, ‘a’, ‘u’, ‘o’
2. ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘g’, ‘f’, ‘v’, ‘s’, ‘z’, ‘p’, ‘b’, ‘l’, ‘r’, ‘h’, ‘w’, ‘j’, ‘y’, ‘x’
3. ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’
4. ‘bb’, ‘dd’, ‘ff’, ‘gg’, ‘ll’, ‘mm’, ‘ss’, ‘ck’, ‘cc’, ‘nn’, ‘pp’, ‘rr’, ‘tt’, ‘zz’

Handwriting Worksheets

- Have students complete Worksheets PP1–PP6.

Distinguish the Spellings 'c', 'k', and 'ck' for the Sound /k/

Word Sort

- See Lesson 25 for instructions.

Word Sort with Boxes

- Write decodable words that contain the spellings 'c', 'k', and 'ck' for the sound /k/ on cards, one word per card.
- Label three boxes with 'c', 'k', and 'ck'.
- Ask students to read the words on the cards and say which spelling for the /k/ sound the words contain.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Instead of using boxes, you could have students sort the word cards on a pocket chart.

Words with 'c':

1. cat
2. crab
3. scab
4. crisp
5. cost
6. camp
7. crush
8. cap

Words with 'k':

9. kid
10. kit
11. skin
12. desk
13. ask
14. task
15. milk
16. tusk

Words with 'ck':

17. chick
18. rock
19. neck
20. back
21. socks
22. trick
23. luck
24. lock

Shopping for Spellings

- Write decodable words on word cards that contain the spellings 'c', 'k', or 'ck', one word per card.
- Provide each student with a brown paper bag. Each bag should have one of the spellings for /k/ written on the outside ('c', 'k', 'ck').
- Review the sound that these spellings stand for.
- Spread the set of cards out on the floor and tell students that they are going shopping! They should take their bags and fill them with word cards that contain the same spelling that is on their bag.

- After students have collected all the cards, they should take turns sharing what they “bought” on the shopping trip.

Words with ‘c’:	Words with ‘k’:	Words with ‘ck’:
1. clip	7. king	13. brick
2. scrub	8. kid	14. lick
3. cub	9. skid	15. pick
4. cross	10. skim	16. quick
5. fact	11. kit	17. stick
6. cups	12. ask	18. truck

Spelling Tree

- Work with students to make a Spelling Tree that shows the various spellings for the /k/ sound along with sample words for each spelling.
- Make a large tree trunk out of brown paper. The trunk should fork into four smaller branches.
- Label the trunk /k/ and label the branches ‘c’, ‘ck’, ‘k’, and ‘cc’.
- Explain that the tree stands for the sound /k/ and the branches stand for the various spellings that are used to write the sound.
- Mount the tree on a corkboard or on a wall.
- Work with students to cut leaves out of green paper.
- Write decodable /k/ words on some of the blank leaves.
- Have students hang the /k/ words on the proper branch, sorting them by spelling.
- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.

Words for the /k/ Sound:	
1. cup	10. quick
2. cut	11. rock
3. cats	12. black
4. clip	13. kid
5. class	14. kit
6. cost	15. king
7. luck	16. skin
8. check	17. skip
9. thick	18. hiccup

Read One-Syllable Words

Teacher Chaining

Cards needed: 'i', 'e', 'a', 'u', 'o',
'm', 'n', 'p', 't' (2), 'd', 'g', 'f', 'v',
's', 'b', 'l', 'r', 'h', 'w', 'j', 'x', 'sh',
'th', 'ng', 'qu', 'ch', 'th'

- Write *an* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'a' and add 'i' to create *in*.
- As you make this change, say to students, "If that is *an*, what is this?"
- Ask students what you changed in the word *an* to get the word *in*. Ask them whether you changed the first, middle, or last sound or letter.
- Continue this process with the remaining words.
- When you have come to the end of the first chain, erase the board and begin the next chain.

Chains with digraphs:

1. then > than > that > chat > sat > sang > bang > bash > bath
2. math > path > pang > rang > rung > lung > sung > sing > thing
3. quit > quiz > quip > ship > shop > chop > chip > chin > thin

Chains with consonant clusters:

1. stop > slop > slip > slim > slam > glam > glum > slum > slump
2. lisp > lip > limp > lump > lamp > lap > clap > claps > clips > flips
3. plant > pant > chant > chat > mat > mash > smash > slash > slush

Chains with digraphs and consonant clusters:

1. quiz > quit > pit > spit > spot > spots > pots > pods > ponds > pond
2. thing > ring > rings > sings > sing > sting > string > strung > strut > strum
3. chap > champ > chomp > chop > chap > tap > trap > trip > strip > strap

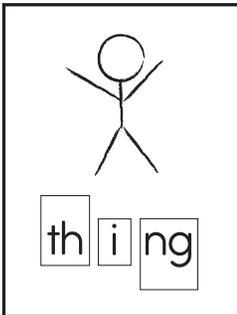
Cards needed: 'i', 'e', 'a', 'u',
'm', 'n', 't' (2), 'd', 'g', 'f', 'v',
's', 'b', 'l', 'r', 'h', 'w', 'j', 'x', 'sh',
'th', 'ng'.

1. et > vet > vat > van > ban > bag > big > wig > wag > wax
2. thing > ring > rung > rush > rash > sash > mash > mush > hush
3. land > gland > bland > band > bend > tend > tent > tint > stint
4. fresh > flesh > flash > lash > lush > slush > slash > lash > rash > rush

Pocket Chart Chaining for Reading

- See Lesson 1.

Eraser Man



- Draw a stick figure on the chalkboard.
- Tell the class that you are thinking of a word.
- Write one box on the board for each spelling in the word. The height of each box should approximate the height of the spelling it represents, i.e., high-rising boxes for spellings that have ascenders and low-dipping boxes for spellings that have descenders.
- Ask a student to guess a sound.
- If the student guesses a sound that is in the word, fill in the corresponding box.
- If the student guesses a sound that is not in the word, erase one of the stick figure's body parts.
- Repeat until the stick figure has been completely erased (you win) or until the boxes are filled in (students win), whichever comes first.
- Repeat with a second word, if there is time.

Guess My Word

- Set up the pocket chart.
- Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'e', 'a', 'u', 'o'.
- Arrange cards for 10 consonant spellings along the bottom of the pocket chart.
- Think of a decodable word that you can spell using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds.
- If students ask about a sound that is in the word, move that spelling to the middle of the pocket chart. If there are spelling alternatives for that sound,

ask students to pick the spelling. Correct if necessary.

- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with additional words.

Fishing Pond

Note: This game is best played in small groups or in centers.

- Copy the template we have provided on Worksheet PP7 on cardstock or construction paper.
- Write a decodable word on each fish. You can find a list of decodable words at the end of most lessons.
- Attach a paper clip to the top of each fish.
- Make a fishing pole from a pole, a string, and a magnet.
- Have students take turns fishing.
- When a student catches a fish, he or she should read the word written on the fish and then copy it onto a piece of paper.

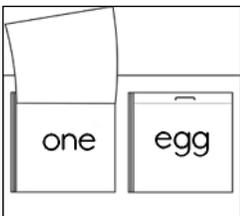
Read Phrases

Wiggle Cards

- Write decodable words and phrases on cardstock to make Wiggle Cards. Each word or phrase should describe a motion or activity that students can act out.
- Show students a Wiggle Card, have them read it, and let them perform the action.
- Use the Wiggle Cards during transitions.
- Some sample words and phrases are listed in the following box.

- | | | |
|----------|---------------|------------|
| 1. jump | 4. lift leg | 7. stomp |
| 2. jog | 5. clap hands | 8. grin |
| 3. stand | 6. sit up | 9. act sad |

Phrase Flip Book



Note: This game is best played in small groups or in centers.

- Cut out 20 slips of paper.
- Write the following 10 words on 10 of the slips of paper, one word per slip: *one, soft, best, hot, fast, big, fresh, long, a, an.*

- Write the following 10 decodable nouns on the slips of paper, one noun per slip: *ship, bed, egg, milk, chick, clock, grill, lunch, quilt, gift*.
- Stack the first 10 slips of paper and staple their top edge to a sheet of cardstock.
- Stack the second 10 slips of paper and staple their top edge to the sheet of cardstock to the right of the adjectives.
- By turning the slips of paper, the students can make and read up to 100 decodable phrases, some of which are silly.

Phrasemaker

- Distribute Worksheet PP8.
- Option 1: Have students take the worksheet home and give it to a family member.
- Option 2: Have students complete the worksheet in class.
- Extension: Have students illustrate the phrases and write each phrase under its matching picture.

Reading Phrases

- Write the first phrase on the board and ask a student to read it.
- Repeat with the remaining phrases.
- Extension: Have students illustrate the phrases and write each phrase under its matching picture.

- | | | |
|-------------------|---------------|-----------------|
| 1. fish and chips | 5. two bugs | 9. all the kids |
| 2. big ship | 6. trash can | 10. do that |
| 3. not once | 7. fresh fish | 11. one glass |
| 4. big clock | 8. hot bath | 12. get here |

Spell One-Syllable Words

Pocket Chart Chaining for Spelling

- Pull the following cards for pocket chaining: 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't' (2), 'g', 'f', 'v', 's', 'b' (2), 'l', 'h', 'ch', 'th', 'ng'.

1. hunch > lunch > bunch > bench > bent > bet > belt > felt > melt > smelt
2. lung > long > gong > got > get > vet > vent > tent > tint > lint
3. bath > math > moth > mob > bob > blob > blot > slot > slat > slant

Stamp Spelling

- Get several sets of lowercase letter stamps (available at craft stores, teacher supply stores, etc.).
- Have students take out a piece of paper.
- Say a word and have students spell it using the letter stamps.
- Work through the remaining words.

1. sat	5. wish	9. plan
2. bad	6. king	10. skin
3. let	7. such	11. test
4. wet	8. bath	12. soft

Large Card Chaining

- See Lesson 11.
- Pass out the following Large Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'f', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'x', 'ck', 'ss', 'll', 'sh', 'ch', 'qu', 'i', 'e', 'a', 'o', 'u'.

1. hot > shot > shop > ship > zip > quip > quit > sit > six > fix
2. lump > lamp > damp > dam > dash > rash > rack > sack > sash > slash
3. tick > tip > chip > chop > shop > shot > not > net > nest > rest > quest
4. mill > miss > hiss > hill > bill > fill > fell > tell > bell > shell

Write One-Syllable Words

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students that you are going to say a number of words.
- Explain that each new word will be very similar to the previous word, but one sound will be different.
- Tell students to write each word that you say.
- As you move from one word to the next, use the chaining phrase, "If that is *fig*, show me *fog*."
- For each word that you say, hold up one finger for each sound.

- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear. For example, for the word *fig*, students should draw three lines: _ _ _.
- Once students have drawn one line for each sound in the word, ask them to write the word's spellings on their respective lines: f i g.
- Finally, ask students to read the word back to you.
- Write the words on the board and have students self-correct.

1. fig > fog > dog > dig > din > in > an > ant > and > ad
2. bag > hag > had > mad > sad > bad > bed > bud > but > bit
3. fan > fin > tin > tan > man > men > mesh > mush > much > such

Dictation with Words

- See Lesson 29.
- We do not expect you to dictate all of these words. Please make a selection based on students' needs.

Three-Sound Words:

- | | | |
|--------|---------|---------|
| 1. cat | 8. get | 15. hop |
| 2. fog | 9. job | 16. fun |
| 3. yet | 10. hug | 17. but |
| 4. man | 11. six | 18. yes |
| 5. zip | 12. can | 19. hot |
| 6. had | 13. big | 20. box |
| 7. red | 14. van | 21. hit |

Three-Sound Words with Digraphs:

- | | | |
|---------|----------|-----------|
| 1. rack | 8. thin | 15. thing |
| 2. shop | 9. dish | 16. ship |
| 3. quip | 10. song | 17. chop |
| 4. dash | 11. this | 18. with |
| 5. such | 12. rich | 19. moth |
| 6. them | 13. long | 20. chin |
| 7. sack | 14. chip | 21. quit |

Four-Sound Words with One Consonant Cluster:

- | | | |
|----------|-----------|-----------|
| 1. just | 8. hand | 15. past |
| 2. went | 9. best | 16. quest |
| 3. left | 10. lunch | 17. rest |
| 4. land | 11. felt | 18. lost |
| 5. shelf | 12. fact | 19. sent |
| 6. next | 13. held | 20. fast |
| 7. last | 14. stop | 21. paths |

Five-Sound Words with One or More Consonant Clusters:

- | | | |
|-----------|------------|------------|
| 1. blast | 10. spent | 19. slings |
| 2. plant | 11. block | 20. slept |
| 3. stand | 12. blimp | 21. print |
| 4. helps | 13. tricks | 22. frost |
| 5. string | 14. split | 23. trips |
| 6. branch | 15. trucks | 24. stamp |
| 7. steps | 16. drops | 25. grasp |
| 8. plans | 17. tracks | |
| 9. crust | 18. grand | |

Words with Double-Letter Spellings for Consonant Sounds:

- | | | |
|----------|-----------|----------|
| 1. add | 7. class | 13. hiss |
| 2. bell | 8. cliff | 14. jazz |
| 3. boss | 9. cuff | 15. kiss |
| 4. brick | 10. dill | 16. mess |
| 5. buzz | 11. dress | 17. moss |
| 6. chill | 12. grill | 18. odd |

Write Phrases

Copy and Illustrate Phrases

Note: This game is best played in small groups or centers.

- Choose phrases from the Reader *Snap Shots* and write them on the board.
- Have students copy the phrases on paper and illustrate them.

Word Box with Phrases

- Distribute Worksheet PP9.
- Tell students to read the phrases in the box at the top of the worksheet and write each phrase under its matching picture.

Completing Phrases

- Have students complete Worksheets PP10 and PP11.
- Tell students to read the words in the box at the top of the worksheet and the incomplete phrases below.
- Have students find the matching word for each phrase and write it on the line.

Creating Phrases

- Distribute Worksheet PP12.
- Tell students to cut out the words on the worksheet.
- Have students create phrases with the words.
- Then have students copy the phrases on paper.

Dictation with Phrases

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of phrases. Most of them will contain Tricky Words.
- Tell students to write each phrase that you say.
- For each phrase that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the phrase back to you.
- Write the phrases on the board and have students self-correct.

Note: We do not expect you to dictate all of these phrases. Please make a selection based on students' needs.

- | | |
|-------------------|-------------------|
| 1. a bad back | 11. red bricks |
| 2. run to mom | 12. brush the dog |
| 3. two dogs | 13. bump on skin |
| 4. some luck | 14. chin and lips |
| 5. at once | 15. clap hands |
| 6. said the man | 16. so much dust |
| 7. a bag of chips | 17. sit here |
| 8. do not yell | 18. fresh fish |
| 9. from there | 19. frogs jump |
| 10. ring the bell | 20. one inch long |

Write Sentences

Sentence Strips

Note: This game is best played in small groups or centers.

- Choose sentences from the *Snap Shots* Reader that can be illustrated and copy them onto long slips of paper. Place the slips of paper in your pocket chart.
- Have students choose a sentence to copy and illustrate.

Completing Sentences

- Have students complete Worksheets PP13 and PP14.
- Tell students to read the words in the box at the top of the worksheet and the incomplete sentences below.
- Have students find the matching word for each sentence and write it on the line.

Creating Sentences

- Distribute Worksheet PP15.
- Tell students to cut out the words and punctuation marks on the worksheet.
- Have students create sentences with the words. Remind them that a sentence starts with an uppercase letter and ends with a punctuation mark.
- Have students copy the sentences on paper.

Dictation with Sentences

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. There will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences.
- Tell students to write each sentence that you say.
- For each sentence that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Write the sentences on the board and have students self-correct.

- | | |
|-------------------------|-----------------------------|
| 1. Pam said yes. | 11. Which cup is Tom's? |
| 2. When is lunch? | 12. All of the kids went. |
| 3. Jim says yes! | 13. What gift did Chad get? |
| 4. Was Dad there? | 14. Where is Jen from? |
| 5. Mom said no. | 15. Why did I get a cat? |
| 6. That is a bad dog. | 16. It is a lot of fun! |
| 7. I went to class. | 17. Beth and Sam were mad. |
| 8. Here is a glass. | 18. Mel and Trish are glad. |
| 9. It is so hot! | 19. Who had the last chip? |
| 10. Mud got on the rug. | 20. Kim has a red dress. |

Read Tricky Words

Colored Flashcards

- Print 100% decodable words on green flashcards and Tricky Words on yellow flashcards.
- Explain to students that the words printed on green paper are regular and can be read via blending. Green means go!
- Explain to students that the words printed on yellow paper are tricky. Yellow means proceed with caution!

- Shuffle the cards and show them to students one at a time.

Green Cards:

- | | | | |
|---------|----------|----------|-----------|
| 1. and | 8. with | 15. hand | 22. thing |
| 2. in | 9. his | 16. can | 23. next |
| 3. big | 10. at | 17. up | 24. much |
| 4. this | 11. help | 18. jump | 25. wish |
| 5. it | 12. not | 19. them | 26. yes |
| 6. sit | 13. such | 20. has | 27. last |
| 7. as | 14. but | 21. did | 28. run |

Yellow Cards:

- | | | |
|----------|-----------|-----------|
| 1. a | 11. one | 21. what |
| 2. I | 12. once | 22. which |
| 3. no | 13. to | 23. who |
| 4. so | 14. the | 24. said |
| 5. of | 15. here | 25. says |
| 6. all | 16. there | 26. have |
| 7. from | 17. was | 27. some |
| 8. word | 18. when | 28. to |
| 9. are | 19. where | 29. two |
| 10. were | 20. why | |

Write Tricky Words

Tricky Word Practice

- See Lesson 31 and use words from the Yellow Cards box.

Completing Questions

- Distribute Worksheet PP16.
- Tell students to read the question words in the box at the top of the worksheet and the questions below.
- Have students find the correct question word for each question and write it on the line.

Fill in the Tricky Words

- Distribute Worksheet PP17.
- Tell students to read the Tricky Words in the box at the top of the worksheet and the sentences below.
- Have students find the Tricky Word for each sentence and write it on the line.

Read Decodable Stories

“The Map,” “In the Cab,” “Lunch at the King’s Pub,” “The Punt,” and “The Trip Back”

- Have students read one or more of the following stories from the Reader: “The Map,” “In the Cab,” “Lunch at the King’s Pub,” “The Punt,” and “The Trip Back.”
- When reading “In the Cab,” explain that a pub is a restaurant.
- When reading “Lunch at the King’s Pub,” explain that chips are the same as french fries.
- When reading “The Punt,” explain that a punt is a special kind of boat and that punting is a popular tourist activity.

Discussion Questions on “The Map”

1. *Literal* What happened to the map? (A dog bit it and ran away.)
2. *Literal* Who ran to get the map? (Nat ran to get the map.)
3. *Literal* Did the dog keep the map? (No, the dog did not keep the map.)

Discussion Questions on “Lunch at the King’s Pub”

1. *Literal* Which food do all pubs in the U.K. sell? (All pubs in the U.K. sell fish and chips.)
2. *Inferential* What are chips in the story? What would you call them? (Chips are fried potatoes. We call them french fries.)
3. *Literal* What happens at the pub? (Nat spills his milk.)
4. *Evaluative* Do you think that Dot can still eat her fish and chips? (Answers may vary.)

Discussion Questions on “The Punt”

1. *Literal* What is a punt? (A punt is a type of boat.)
2. *Literal* What does the man with the stick tell Beth and Nat? (He tells them to sit still and not stand up in the punt.)
3. *Evaluative* What would happen if Nat, Dot, Beth, and her mom did not sit still in the punt? (The punt would tip.)

Discussion Questions on “The Trip Back”

1. *Literal* How does Beth feel when she and her mom have to go back home? (Beth is sad.)
2. *Literal* How do Beth and her mom get back home? (They go on a jet.)
3. *Literal* Who met Beth and her mom at the airport? (Beth’s dad met them at the airport.)
4. *Literal* What part of the trip did she tell her dad about? (Answers may vary, but should include going on a punt, having fish and chips, riding the red bus, and/or seeing Big Ben.)
5. *Literal* Why did Beth buy a map of the U.K.? (Beth bought a map to hang up and put red dots on all the spots she went to.)

Take-Home Stories: “The Flag Shop,” “Which is the Best?” “The Man in the Kilt,” “The Map,” and “Lunch at the King’s Pub”

- Distribute Worksheets PP18—PP22.
- Have students take the worksheets home so they can practice reading the stories with a family member.

Answer Story Questions

Story Questions Worksheets: “Lunch at the King’s Pub” and “The Trip Back”

- Have students complete the story questions Worksheets PP23–PP25.

Sequence the Events in a Story

Story Questions Worksheet: “The Map” and “The Punt”

- Have students complete Worksheets PP26–PP27.

Identify Nouns That Name People or Things

Word Sort with Nouns and Other Words

Note: In this exercise the students will distinguish nouns from other words.

- Write the decodable words from the box on cards, one word per card. Some of the words are nouns and some are other words.
- Label one box with a picture of a person and a picture of a thing, and one box with a banned sign.
- Ask students to read each word and say if it is a noun or not a noun.
- Have students decide if the word names a person or thing.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Use pictures instead of words for students to sort.



Banned Sign

Be aware that some of these words can be used as different parts of speech, e.g., *kid* can be a noun or a verb as in, "Don't kid me!" Be flexible in your assessment of students' sorting.

Nouns naming people:

1. man
2. kid
3. Beth
4. king
5. pal
6. Jill
7. twin
8. cop
9. grinch
10. Bob

Nouns naming things:

1. bells
2. neck
3. pants
4. plum
5. rock
6. shells
7. clock
8. brush
9. ants
10. nest

Other words:

1. big
2. here
3. add
4. are
5. bad
6. his
7. quick
8. brag
9. such
10. with

Word Sort with Nouns

Note: In this exercise students will distinguish nouns that name either persons or things.

- Write the decodable nouns from the box on cards, one word per card.
- Label two boxes with a picture of a person and a picture of a thing (i.e., a ball).
- Ask students to read the nouns on the cards and say if the nouns name a person or a thing.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Use pictures instead of words for students to sort.

Nouns naming persons:

1. man
2. kid
3. Beth
4. king
5. pal
6. Jill
7. twin
8. cop
9. grinch
10. Bob

Nouns naming things:

1. glass
2. hand
3. branch
4. drum
5. fish
6. ring
7. bags
8. moth
9. lamp
10. chick

Finding Nouns in the Stories

Note: This game is best played in small groups or in centers.

- Distribute Worksheet PP28.
- Assign one or more stories to students and have them find nouns that name persons or things.
- Have students copy the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.

Noun Worksheet

- Have students complete Worksheet PP29.
- Have students read the words in the box and write the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.

Know Letter Names**Alphabet Walk**

- Write each letter of the alphabet on its own sheet of paper.
- Firmly affix the sheets of paper to the floor to make a path.
- Have students step from sheet to sheet, saying the letter names as they step on the letters.

Letter Concentration

Note: This game is best played in small groups or in centers.

- Choose seven letters and write each letter on two small cards.

- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards.
- Let the game continue until all matches have been found.
- **Variation:** Have students match uppercase and lowercase pairs, e.g., ‘g’ and ‘G’.

Alphabet Soup

- Write the 26 letters of the alphabet on small pieces of cardstock or index cards. You can use uppercase or lowercase letters. Place the letter cards in a bowl or a hat.
- Have a student pull out a card, show it to the class, and say the name of the letter printed on the card and the sound or sounds that the letter stands for.
- Repeat with the remaining cards.

Know Alphabetical Order

Alphabet Wrap

Note: This game is best played in small groups or in centers.

- Make copies of the template we have provided on Worksheet PP30 on cardstock, cut them out, and provide long pieces of string. The 26 letters of the alphabet are written out of order down the sides of the card.
- Have students wrap the string from “a” to “z” in alphabetical order.

Note: If you do not want to copy the template on cardstock, use the worksheets instead and have students connect the letters with pencil.

Connecting Letters

- Have students complete Worksheet PP31.

Match Uppercase and Lowercase Letters

Caps Wrap

Note: This game is best played in small groups or centers.

- Make copies of the template we have provided on Worksheet PP32 on cardstock, cut them out, and provide long pieces of string. Some of the letters of the alphabet are written in capital letters down one side of the card and in lowercase down the other.
- Have students wrap the string from each lowercase letter to its uppercase counterpart.

Note: If you do not want to copy the template on cardstock, use the worksheets instead and have students connect the letters in alphabetical order with pencil.

Caps Worksheet

- Have students complete Worksheet PP33.

Use Punctuation Marks

Making Questions, Exclamations, and Statements

Note: This game is best played in small groups or in centers.

- Write decodable nouns, decodable adjectives, and decodable verbs on cards, one word per card.
- Write the Tricky Words *the, a, no, have, do, was, here, when, where, why, and what* on cards, one word per card.
- Make cards with questions marks, exclamation points, and periods.
- Have students create questions, exclamations, and statements with these cards.
- Then have students copy the sentences on paper.

Finding Questions, Exclamations, and Statements in the Stories

Note: This game is best played in small groups or in centers.

- Assign one or more stories to students and have them find questions, exclamations, or statements.
- Have the students copy the sentences on a sheet of paper.
- **Variation:** Divide the class up into three groups and have each group find a different kind of sentence in the stories. Have the groups of students write the sentences on chart paper, one chart per group.

Punctuation Worksheet

- Distribute Worksheet PP34.
- Have students read the sentences and add the appropriate punctuation marks.

Appendix A: Overview of the Skills Strand

The Core Knowledge Language Arts Program

The Core Knowledge Language Arts program is unlike most reading programs with which you are familiar. It has been developed by the Core Knowledge Foundation, a non-profit, non-partisan educational foundation based in Charlottesville, Virginia. The foundation's mission is *to offer all children a better chance in life and create a fairer and more literate society by educating America's youth in a solid, specific, sequenced, and shared curriculum*. This program is an attempt to realize that mission. Specifically, the program aims to combine excellent decoding instruction with frequent oral reading in order to ensure that students can translate letters into words and make sense of the words they are decoding.

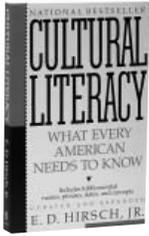
About Core Knowledge



E. D. Hirsch, Jr.

Core Knowledge was founded in the late 1980s by E. D. Hirsch, Jr., a professor at the University of Virginia. In the 1980s Hirsch's research focused on the question of why one piece of writing is easier to read than another. As part of this research, he created two versions of the same passage for college students to read. One version was considered well written because it followed principles of clarity and style laid out in style books such as Strunk and White's *Elements of Style*. The other version did not follow those principles and was considered poorly written. Hirsch then asked a large number of college students to read the passages. He recorded the time it took them to read the passages and how well they were able to answer comprehension questions about the passages. He wanted to see if the well-written passages would be read more rapidly and understood more fully than the poorly written ones. He found that they were, but he also found another factor that was even more important for comprehension than the clarity of the writing. *He found that readers who possessed a wide base of background knowledge were able to make sense of a wide range of passages, whereas students who lacked this knowledge were not.*

Hirsch conducted his tests at the University of Virginia and a nearby community college. He found that students at the community college could decode well enough and could read and understand passages on everyday topics like roommates and manners. Many of the community college students struggled when the passages treated historical and scientific subjects. One passage on two Civil War generals, Ulysses S. Grant and Robert E. Lee, was especially difficult for many of them. It turned out that many of the community college students tested knew little about the Civil War. They did not know who Grant and Lee were, and, as a result, they struggled to make sense of the passage, even though they could decode the words *Grant* and *Lee*. Hirsch realized these students were struggling to make sense of the passages, even though their decoding skills were good. It was obvious, then, that reading comprehension required something more than just basic decoding skills.



Cultural Literacy

Hirsch wrote about his insights in a 1987 bestseller, *Cultural Literacy*. He argued that full literacy requires not just decoding skills but also knowledge of words, concepts, persons, places, and ideas writers tend to take for granted. Schools must take the responsibility of imparting this body of knowledge, which Hirsch called “cultural literacy.” Hirsch went on to found the Cultural Literacy Foundation in order to promote the teaching of cultural literacy in American elementary schools. The foundation later changed its name to the Core Knowledge Foundation (CKF), but its mission has never changed. The CKF publishes curriculum materials for Pre-K through Grade 8, provides teacher training, and hosts conferences for educators teaching in Core Knowledge schools across the country.

The Core Knowledge Language Arts (CKLA) program is an early reading program based on the work of E. D. Hirsch. It combines his insights with 50 years of reading research, as summarized in the report of the National Reading Panel.

The Simple View of Reading

Hirsch’s insight about the necessity of background knowledge has been confirmed in many experiments. Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as “the simple view of reading.” This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: *decoding skills* and *language comprehension ability*.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, she will not be able to achieve reading comprehension, no matter how much oral language she can understand. Even if the person *can* decode the words on the page, that in and of itself is still no guarantee of reading comprehension (as Hirsch discovered in his experiments). If the sentences the person is attempting to read are sentences she could not understand if they were read aloud to her, then there is not much hope that she will understand them during independent reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person’s reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills, e.g., a test of single-word reading or pseudoword reading. The second is a measure of listening comprehension. Researchers who hold to the simple view say, “Tell me a person’s decoding ability, as ascertained by a word-reading task, and tell me that person’s language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that

person's reading comprehension ability.” If the person is a rapid and accurate decoder and also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

$$R = D \times C$$

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

C is a measure of language comprehension ability as measured using a listening task.

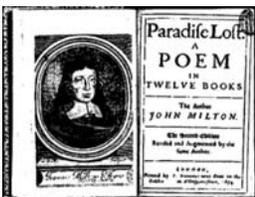
Each of these skills can be quantified as a numerical value between 0 and 1, where zero stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Obviously most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability ($D > 0$) and you also have some language comprehension ability ($C > 0$), you will probably also have some reading comprehension ability ($R > 0$). How much reading comprehension ability you have will depend on the exact values of D and C .

What does it mean to have no decoding ability ($D = 0$)? It means you cannot turn printed words back into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability ($C = 0$)? Basically, it means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability ($D > 0$) but not language comprehension ability ($C = 0$). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn



John Milton

letters into sounds. Thus, his daughters acquired solid decoding skills for these languages ($D > 0$), but they would have scored a zero on any measure of language comprehension ($C = 0$). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills ($D = 0$). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him ($C > 0$). Between Milton and his daughters, you might say, there was reading comprehension (R), but the younger generation brought the decoding skills (D) and the elderly poet brought the language comprehension (C).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are *reading* Russian. You would have some rudimentary decoding skills ($D > 0$), but you would be lacking language comprehension ($C = 0$). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

How These Ideas Inform This Program

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills (D) and language comprehension ability (C); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children over the course of Grades K–2. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding

skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–2.

That is not the case with language comprehension ability. It is going to take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, and thus increasing the range of materials they are equipped to understand; first orally and later via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: for no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The Core Knowledge Language Arts program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Listening & Learning Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent oral reading. It is important to understand that *both strands are crucial for reading comprehension in later grades*. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in Kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the “fourth-grade slump,” and it occurs because material assessed on reading tests changes over time. As students progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in second, fourth, and eighth grade. They found the two factors D and C accurately predicted R in each grade, but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children's listening comprehension ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

If you understand Hirsch's insight into the importance of background knowledge, and you understand the simple view of reading, you can understand why this program has two strands of instruction, and why both strands are very important. The next several sections of this appendix will tell you about the Skills Strand of CKLA.

Two Misconceptions About Reading and Writing

The Skills Strand of CKLA teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

- Learning to read and write is natural.
- Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

Learning to Read and Write is Not Natural

Many scholars have argued that *spoken* language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a *language instinct*, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have

never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of *oral* language is not necessarily true of *written* language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken, but not written or read.

Ten thousand years ago this was the norm, rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an *art* that can be taught and learned. It is an *invention*—one of the greatest inventions in human history. It is a *technology* enabling us to do things we could not do without it—a technology every bit as exciting and amazing as airplane flight or electric power. *But it is not natural.* The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly *artificial*. We tend to recoil at that word. We have internalized the idea that *natural* is good and *artificial* is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly *unnatural* act.

The first step toward good reading and writing instruction is to understand that reading and writing are *artificial*—but not necessarily in a bad sense. We need to remind ourselves the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

Learning to Read and Write is Not Easy

The second idea noted above, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one to one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. In order to read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all of the discrete bits of information a person needs to know in order to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (in order to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare B to b, D to d, H to h, R to r, Q to q. At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code.

Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this program we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, to blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that there are many letters in English that can be pronounced different ways. We could also point out that reading a word like *thin* requires the students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e', and realize it controls the pronunciation of the 'a' earlier.

Even without these additions it is clear that the English writing system is quite complicated.

The Problem with Whole Language

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all of this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called “Whole Language” approaches. Whole Language instruction is based on the assumption that learning to read is natural, and

not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for *leaving many children behind*. It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn “Whole Tennis” and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

Key Aspects of the Skills Strand

Some key aspects of the Skills Strand of CKLA are listed below.

- CKLA teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- CKLA rejects the Whole Language notion that exposure to rich language and lots of environmental print is sufficient to ensure mastery of the writing system.
- CKLA explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of “analytic” phonics).
- CKLA focuses on *sounds*, or *phonemes*, as the primary organizing principle of the program, rather than *letters*.
- CKLA includes phonics instruction, but the instruction differs from the phonics usually taught in the United States in that it begins with *sounds* and then attaches those sounds to spellings. In a typical phonics lesson in the United States, the teacher writes the letter ‘m’ on the board and says, “This is the letter ‘em’. It says /m/.” As a teacher using this program, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At the beginning of the lesson you will tell the class: “Today’s sound is /m/.” You will

lead the class in some engaging oral language exercises that will allow students to say and hear the sound /m/. Once students are familiar with the sound, you will show them how to draw a “picture of the sound.” You will write the letter ‘m’ on the board and explain that this is how we make a picture of the /m/ sound.

- CKLA focuses consistently on the phoneme, or single sound, and not on larger units; students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *-ick* and initial clusters like *st-* are not taught as units but as combinations.
- CKLA uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- CKLA begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- CKLA includes words, phrases, and stories for students to read and worksheets for them to complete that allow for focused, distributed practice working with the letter-sound correspondences students have been taught.
- CKLA does not require students to read words that go beyond the letter-sound correspondences they have been taught. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.
- CKLA does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- CKLA avoids Tricky Words and exception words in the first part of Kindergarten, preferring to have students learn to read and write with regular words that can be blended and spelled in accordance with the letter-sound correspondences taught.
- CKLA avoids letter names in the early lessons of Kindergarten, because what is important for reading is not the letter name but the sound value the letter stands for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not “see aay tee.”
- CKLA teaches lowercase letters first and introduces the uppercase letters later.

The Basic and Advanced Code

The Core Knowledge Language Arts program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the **Basic Code** for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

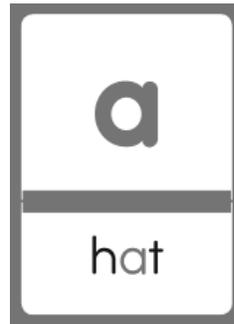
Basic Code spellings may be single letters, such as these spellings and sounds: ‘a’ > /a/, ‘e’ > /e/, ‘b’ > /b/, ‘m’ > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as ‘ee’ > /ee/, ‘oy’ > /oi/, ‘ou’ > /ow/, ‘sh’ > /sh/, ‘th’ > /th/. Other Basic Code spellings include separated digraphs, such as ‘a-e’ > /ae/, ‘o-e’ > /oe/. The chart on the next page lists the Basic Code as taught in CKLA.

In a **Basic Code Lesson**, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound and conducts various oral language activities with the students to be certain that they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.

The **Advanced Code** consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include ‘mm’ > /m/, ‘ss’ > /s/, ‘c’ > /s/, ‘g’ > /j/, ‘ay’ > /ae/, and ‘ey’ > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare.

As each spelling alternative is taught in CKLA, the frequency with which students may expect the spelling to occur is communicated in several ways. A “power bar” on cards used to teach the spellings indicates how frequent or infrequent a spelling is. A long power bar indicates the spelling occurs frequently, while a short bar designates a rarer spelling.

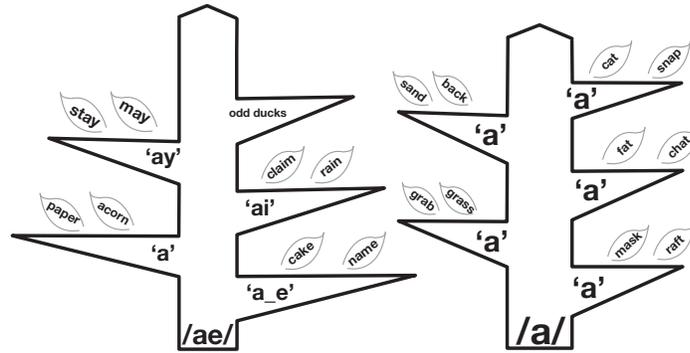
The long power bar on the card below indicates that the ‘a’ spelling is used frequently to spell /a/, the short vowel sound:



The short power bar on this card signals that the ‘eigh’ spelling is used infrequently to spell /æ/:

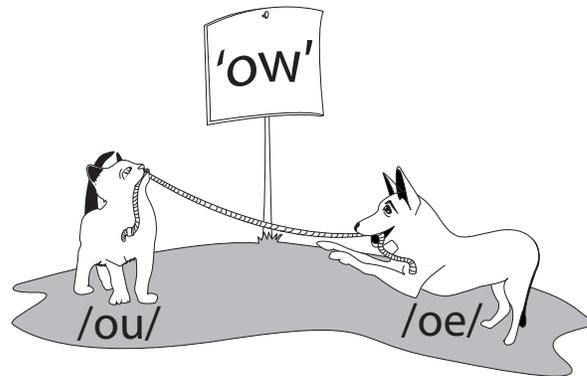


Students are introduced to and practice the **Advanced Code** in two types of lessons, **Spelling Alternative Lessons** and **Tricky Spelling Lessons**. Whereas, Skills instruction in Kindergarten focuses almost entirely on the Basic Code, much instructional time in Grades 1 and 2 is devoted to teaching **Spelling Alternatives**. In a **Spelling Alternative Lesson**, the teacher first reviews the Basic Code spelling that students have already learned for a particular sound. New words with different spellings for the same sound are then introduced. Students are then often asked to conduct word sorts as a way to reinforce the fact that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are also encouraged to display Spelling Trees in the classroom as yet another way to reinforce spelling alternatives. A given sound is listed on the tree trunk, with various branches standing for different spellings. Leaves with words exemplifying a spelling are placed on the appropriate branches.



The fact that there are so many spelling alternatives in the English language presents a challenge for students when they are asked to write (and spell) a word.

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (cat), /æ/ (paper), /ɒ/ (father) or /ə/ (about). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way:



Tricky spellings present a challenge when students are asked to read unfamiliar words since it is possible to sound out and pronounce a tricky spelling multiple ways.

In a **Tricky Spelling Lesson**, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context. Some **tricky spellings** are taught in Grade 1, with many more taught in Grade 2.

Basic and Advanced Code: Consonants

Phoneme	Basic Code Spelling	Advanced Code Spellings	Example Words
/b/	'b'	'bb'	bat, ebb
/ch/	'ch'	'tch', 't'	chop , watch, future
/d/	'd'	'dd', 'ed'	mad, rudder, played
/f/	'f'	'ff', 'ph', 'gh'	fox, stuff, phone , rough
/g/	'g'	'gg', 'gu', 'gh', 'gue'	get, egg, guess , ghost, vague
/h/	'h'	'wh'	hat, who
/j/	'j'	'g', 'dge', 'dg', 'ge', 'd'	jump, giant , judge, judging , barge, education
/k/	'c', 'k'	'ck', 'cc', 'ch'	cat, kit , rock, raccoon , school
/l/	'l'	'll'	lip, bell
/m/	'm'	'mm', 'mn', 'mb'	mat, hammer, hymn, lamb
/n/	'n'	'nn', 'kn', 'gn'	net, runner, knot , gnat
/ng/	'ng'	'n'	thing, think
/p/	'p'	'pp'	pit , pepper
/qu/	'qu'		quit
/r/	'r'	'rr', 'wr', 'rh'	red, squirrel, wrong , rhombus
/s/	's'	'ss', 'c', 'sc', 'st', 'ce', 'se'	sit, dress, city, science , whistle, prince, rinse
/sh/	'sh'	'ss', 's', 'ch', 'ssi', 'si', 'ti', 'ci'	ship , assure, sure, chef , session, tension, Martian, Grecian
/t/	't'	'tt', 'ed', 'bt'	top, mitt, walked, doubt
/th/	'th'		thin
/th/	'th'	'the'	them , bathe
/v/	'v'	've'	vet , valve
/w/	'w'	'wh'	wet , when
/x/	'x'		tax
/y/	'y'		yes
/z/	'z'	'zz'	zip, buzz
/zh/	(none)	'ge', 'j', 's'	garage, Jacques , treasure

Basic and Advanced Code: Vowels

Phoneme	Basic Code Spelling	Advanced Code Spellings	Example Words
/a/	'a'		cat
/æ/	'a_e'	'a', 'ai', 'ay', 'ei', 'ey', 'eigh', 'ea', 'aigh'	date, baby, rain, tray, vein, prey, eight , steak, straight
/ar/	'ar'		arm
/aw/	'aw'	'au', 'ough', 'augh'	paw, pause, ought , naughty
/e/	'e'	'ea', 'ai', 'ay', 'a', 'ie'	bed, head, said, says, many, friend
/ee/	'ee'	'e', 'ea', 'y', 'e_e', 'ey', 'ie', 'i', 'ei'	bee, me, meat, bunny, scene, key, chief, variation, receive
/er/	'er'	'ir', 'ur', 'or', 'ar', 'ear', 'urr', 'our'	her, fir, fur, work, dollar, earth, hurry, courage
/i/	'i'	'y', 'ui', 'i_e'	sit, gym, build, give
/ie/	'i_e'	'i', 'igh', 'ie', 'y', 'y_e', 'ye', 'uy'	fine, find, high, pie, my, style, bye, guy
/o/	'o'	'a'	hot, water
/oe/	'o_e'	'o', 'oe', 'ow', 'oa'	rope, no, toe, snow, boat
/oi/	'oi'	'oy'	oil, boy
/oo/	'oo'	'o_e', 'u', 'u_e', 'ue', 'ew', 'o', 'ou', 'ui', 'eu', 'oe'	soon, approve, super, tune, blue, new, do, soup, fruit, neutral, shoe
/oo/	'oo'	'u', 'oul'	wood, put, could
/ou/	'ou'	'ow', 'ough'	out, now, bough
/or/	'or'	'ore', 'our', 'oor', 'oar', 'ar'	for, bore, four, door, soar, award
/u/	'u'	'o', 'ou', 'o_e', 'a', 'e'	but, among, touch, come, above, the
/ue/	'u_e'	'u', 'ue', 'ew'	cute, pupil, hue, few

The Tricky Word Lesson

A final lesson type is the Tricky Word Lesson. The term *Tricky Word* is used in this program to refer to a word that does not “play by the rules” of spelling and/or pronunciation. Examples of Tricky Words include *one*, *said*, *of*, *were*, and *have*.

You can describe the trickiness of a Tricky Word like *said* in two ways. If you think about it from a spelling point of view, you might say that the word *said* is tricky because the sound /e/ is not spelled with an ‘e’, as you might expect it would be. On the other hand, if you think about it from a reading point of view, you might say the word is tricky because the letters ‘ai’ are not pronounced /æ/, as you might expect they would be. Either way you look at it, *said* is a Tricky Word.

But notice that the word is not completely irregular, either. The first letter and the last letter are pronounced exactly as you would expect. It is only the second and third letters, representing the vowel sound, that are not sounded as you

would expect. Or, if you prefer to look at things from the speller's perspective, you might say the first and last sound are spelled just as you would expect; it is only the middle sound—the vowel sound—that is spelled irregularly. This is the case with many Tricky Words: most of them have a regular part (or parts) and then a tricky part. More often than not, you will find the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide will generally suggest you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded, i.e., to blend according to the normal procedures. Alternatively, you can read the Tricky Word that way yourself. Then you can point out how the word is actually pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in *said* are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect they would be, e.g., the 'ai' in *said*. This is the part of the word that students just have to remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled just as you would expect and also pronounced just as you would expect. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that have to be memorized as wholes, as if every part of the word were unpredictable.

The Tricky Word Lesson is taught frequently in the last half of Kindergarten, but not in the first several units. We want students to begin working with the regular parts of the writing system first before they get to the exceptions. We want them to learn to blend and spell and become proficient at these skills before we tell them “sometimes blending doesn't work,” and “some words aren't spelled quite the way you would think.” A number of high-frequency Tricky Words like *the*, *of*, *one*, and *from* are taught in the second half of Kindergarten.

Note that some Tricky Words are actually part of spelling patterns. For example, the words *he*, *she*, *we*, *be*, and *me*, are taught as Tricky Words early on because it is hard to write stories without them. However, once the 'e' spelling alternative for /ee/ is taught, these Tricky Words can be seen as part of a larger pattern that includes words like *replay* and *prefix*. Other Tricky Words, like *one* and *of* remain tricky even when most of the spelling alternatives have been taught.

It is important to note that Tricky Words are not the same as sight words. The distinction is discussed in the next few sections.

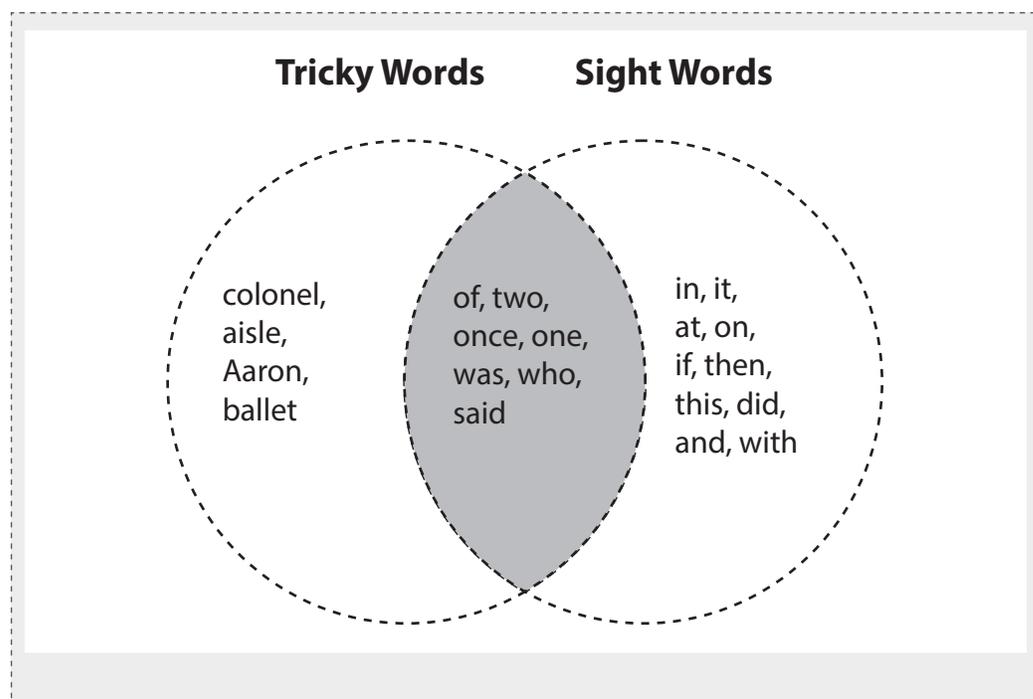
Sight Words and Tricky Words

One of the most common terms in the world of reading instruction is “sight word.” Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term “sight word” in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term “sight word” in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In CKLA, we distinguish between *Tricky Words* and *sight words*. We define these terms as follows:

- A *Tricky Word*, as noted in the previous section, is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.
- A *sight word* is a high-frequency word that we want students to see many, many times and learn to read quickly.

The main difference here is that a *Tricky Word* always contains some *irregular element*, whereas a sight word might or might not. The Venn diagram below shows the relationship between these two categories, as understood within this program.



The words in the left circle are Tricky Words: each one contains at least one set of letters that is not pronounced the way you would expect. Or, if you prefer to look at matters from a spelling point of view, you could say each contains at least one sound that is not written as you would expect it to be.

The words in the right circle are sight words: they are all high-frequency words that students should see frequently and eventually learn to recognize rapidly.

The shaded area in the middle shows that there is considerable overlap between the two categories (which is probably why the two senses of *sight words* are regularly confused). Some words qualify as *sight words* because they are used a lot and also as *Tricky Words* because they are not pronounced (or written) as you would expect. These are words that are both irregular (and therefore hard to read and write, at least at first) and also very common (and therefore important for student success). They are candidates for special instruction, and many of them are given special instruction in this program. (See “Tricky Words” previously.)

The area on the far left shows words that are tricky in the sense that they depart from the most common spelling patterns. But these words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention in CKLA because they are only used occasionally. Students can learn them as the need arises in upper grades.

The area on the far right shows words that qualify as sight words because they are very common and should be rapidly recognized but do not qualify as Tricky Words because they are completely regular. All of them are pronounced and spelled exactly as you would expect. They can be sounded out and set down on paper using basic letter-sound correspondences taught in Kindergarten. Students need to see these words—and they will see most of them frequently in CKLA materials—but you probably do not need to give these words special attention and you certainly should not ask students to memorize them as wholes. Students can simply read them by sounding them out. After sounding them out several times, they will begin to recognize them more rapidly. In other words, no special teaching is required for these regular high-frequency words. All that is required is multiple exposures, and students are likely to get multiple exposures since the words are so common.

Sight Words

The CKLA guidelines for teaching Tricky Words are outlined in the section above. As noted above, we use the term “sight word” in this program to refer to high-frequency words that we want students to see many, many times and learn to recognize rapidly.

CKLA *does* place the initial emphasis on reading regular words. But that does not mean high-frequency sight words are not being learned. In fact, as noted above, many sight words are completely regular and become decodable as students learn letter-sound correspondences. This means that CKLA is a very effective program for teaching sight words.

To illustrate this, consider one of the most widely used lists of sight words, Dr. Edward Fry’s “Instant Word” list. Fry’s list is divided into groups of 100. For purposes of illustration, we will focus on the first three lists of 100 words, 300 words in all. These are words that Fry recommends be mastered in the first

several grades of school. We found more than half of the Fry Instant Words become fully decodable in Kindergarten, meaning they are either regular and can be sounded out using the letter-sound correspondences taught, or they are Tricky Words explicitly taught in the program:

- By the end of Unit 3, four of Fry’s Instant Words are 100% decodable: *at, did, got, it*.
- By the end of Unit 4, 19 Instant Words are 100% decodable: *can, an, and, not, in, on, man, him, had, if, get, end, men, set*.

If you have a simple numerical requirement to meet—e.g., you are required to teach 20 sight words—you should be able to meet this requirement without any significant modification of the materials. You can begin working with some sight words as early as Unit 3, provided you select words that are 100% decodable.

If there are words you are required to teach that do not become decodable when you need to have them taught, we simply ask that you wait until Unit 8 of Kindergarten to teach those. Again, the idea is to give students plenty of opportunities to work with the regular part of the language before teaching them the exceptions. Once students are successfully blending regular words and have met a few of the most important Tricky Words, you can introduce additional sight words, even if they are not completely decodable. Simply treat the sight word as a Tricky Word and explain which parts are pronounced and spelled as one would expect (based on current code knowledge) and which parts are tricky.

Customizing and Adapting the Program

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is *not* a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all of the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time we believe there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of “a picture of a sound” or a “spelling.” Later in the year, you may want to teach the term “digraph,” or you may prefer to refer to the letters in a digraph as a “letter team” or as “buddy letters.” There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.

For presentation of words, you may write on a chalkboard, a white board, chart paper, an overhead projector, a document camera or the projection system of your choice. A projection system works especially well for worksheets, since it allows the teacher to model the task exactly as the student will be completing it. For the chaining exercises, you may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or a Smartboard. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and worksheets that are consistent with the CKLA philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

- *You should not skip a lesson in which new code knowledge is taught.* If you are not able to teach Lesson 12 on Monday, teach it on Tuesday. If you are not able to teach it on Tuesday, teach it on Wednesday. Do not try to “catch up” by skipping ahead to Lesson 14. If you do, students will be lacking important code knowledge, untaught spellings will begin to appear in their word lists and on their worksheets, and the lessons will start to make less sense to them.
- For the same reasons, *you should not reorder the lessons.* The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.

Small Group Work

Large parts of this program have been written for whole-group instruction, but the program can be customized to allow for small-group instruction of various kinds. Since all students need to learn that /t/ is spelled ‘t’, it is instructionally efficient to teach the Basic Code Lessons and other lessons that introduce the letter-sound correspondences to the whole class. However, since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. We have seen CKLA taught very effectively in small groups and in workstations students visit on rotation.

Adjusting the Speed of Instruction

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master particular concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that *you can pause at any point in the program.* If students are not learning the material, simply stop where you are and do additional work to remediate or reteach as needed. Many lessons contain some materials you can use if you pause. For example, in each lesson where new spellings are taught, there will be a list of high-

frequency decodable words that feature the new spelling. There are additional chains that may be used with any of the chaining exercises.

In addition, at the end of each unit there is a “Pausing Point.” If the end-of-unit assessment or your observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least 4–5 days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or worksheet. Other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. We do not recommend that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

Grouping and Pull-Out Instruction

The CKLA Grade 1 program of instruction should work well for a wide range of students. You should begin with the assumption that the CKLA Grade 1 program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly, others will have more difficulty. There are many strategies for dealing with this. In general, we encourage you to try to keep most of the class together as long as it makes sense to do so. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice. The various chaining activities are especially good to do in these remedial groups.

If this is not sufficient, you may eventually need to regroup so some students are removed from the main group and given remedial/pull-out instruction.

Assessment in the Skills Strand

Assessment in this program is intended to be frequent and ongoing, with an eye toward identifying problems early. The goal of many of the exercises in the program is to make student achievement visible or audible. When a student completes a worksheet, he is leaving visible marks, allowing you to assess his writing skills. When a student reads out loud, she is producing audible signals, allowing you to make similar judgments about reading skills.

This program is based on the assumption that reading and writing are *learned skills*, or rather complex clusters of learned skills, many of which

build on each other. If the child has not learned what is being taught, that is a problem. The child needs to be identified and given prompt attention. You should not imagine that *natural development* will solve the problem at some later point. You should try to fix the problem yourself as soon as you become aware of it.

In order to facilitate the early identification of students who are struggling while also keeping track of other students, you may wish to use the Tens system of assessment.

The Tens system of assessment is not mandatory. It is possible to teach the program very effectively using different systems of assessment and record-keeping. As long as you are availing yourself of the many opportunities for assessment that the Skills Strand presents and recording information on students, it does not matter if you use the Tens system.

The following is an explanation of the Tens system of assessment. All raw scores are converted to numbers between 1 and 10. This is a scale that we all know. A 10 indicates excellent performance, a 1 indicates very poor performance, and a 0 indicates no performance.

Tens scores are recorded on a simple grid, called a Tens Recording Chart, where the students' names are listed in the horizontal rows and the various exercises are listed in the vertical columns. (A blank Tens Recording Chart is provided in the Teacher Resources section at the back of the Teacher Guide, and can be copied as needed.) Once a number of Tens scores have been recorded, it is very easy to get a sense of who is doing well because all of the scores are comparable. By simply running your eye along the row where a particular student's scores are recorded, you can form a reliable estimate as to how the student is doing. If Susie's scores are 8, 9, 10, 7, 9, 10, you can feel confident she is learning the material. If Bobby's scores are 2, 3, 5, 1, 3, 2, you can be sure he is struggling.

In the Teacher Guide we typically mark only a few exercises with a Tens icon (10). However, some teachers like to treat all written work as material for ongoing assessment, and some also assign scores for oral performance. Do what works best for you.

There are two kinds of Tens scores: observational Tens scores and data-driven Tens scores. A data-driven Tens score is based on the number of correct answers on an exercise or worksheet. To record this kind of Tens score, use the Tens Conversion Chart to convert a raw score into a Tens score.

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or exercise along the left side. Find the cell where the column and the row converge, this indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 30, into a Tens score.

Observational Tens scores are based on your observations during class. They are, necessarily, a bit less objective than the data-driven Tens scores. However, they are still valuable. We suggest you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having problems understanding
1–2	Student appears to be having serious problems understanding
0	Student appears to have no understanding/does not participate

If you do not observe a student, or if you were not able to make a determination of the student’s performance, simply leave the cell blank. Do not write a zero in the cell, as a zero indicates a very poor performance.

If a student appears to be doing poorly, your first recourse should be to focus more attention on him or her, either during the regular period of instruction or during a small group or individual session with the student, in addition to the regular period of instruction. Often this will be enough to get the student back on track. If a student continues to post low Tens scores for a prolonged period of time, despite additional instruction, that student may need a pull-out group.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides teachers with further guidance in assessing, analyzing, and remediating specific skills. Teachers should refer to this guide for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

Appendix B: Grade 1 Scope and Sequence

Unit 1

- comprehensive assessment of reading skills
- review of reading and writing CVC, CCVC, CVCC, CCVCC words
- the Tricky Words *a, I, no, so, of, is, all, some, from, word, are, have, were, one, once, do, who, two, the, said, says, was, when, where, why, what, which, here, there*
- oral blending and segmenting of sounds
- chaining exercises
- dictation identification
- reading decodable stories
- answering questions about stories in written form

Unit 2

- Basic code spellings for the long vowel sounds (/ee/ spelled 'ee', /ae/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e')
- the Tricky Words *he, she, we, be, me, they, their, my, by, no, so, some, you, your*
- reading decodable stories
- answering questions about stories in written form
- chaining exercises
- dictation identification

Unit 3

- Basic code spellings for the vowel sounds /oo/, /oo/, /ou/, /oi/, and /aw/
- read two-syllable words
- the Tricky Words *should, would, because, could, down*
- reading decodable stories
- answering questions about stories in written form
- weekly spelling words and assessment
- the writing process: fictional narratives

Unit 4

- Basic code spellings for the r-controlled vowel sounds (/er/, /ar/, /or/)
- past-tense endings
- read two-syllable words
- chaining exercises
- dictation identification
- reading decodable stories

- answering questions about stories in written form
- the Tricky Words *today, yesterday, tomorrow*
- weekly spelling words and assessment
- the writing process: descriptive writing

Unit 5

- Common spelling alternatives for consonant sounds, e.g., ‘tch’ for /ch/, ‘g’ for /j/, ‘wr’ for /r/
- weekly spelling words and assessment
- reading decodable stories
- answering questions about stories in written form
- chaining exercises
- dictation identification
- word sorts
- the Tricky Words *how, picture, coach*
- the writing process: opinion piece

Unit 6

- Common spelling alternatives for consonant sounds, e.g., ‘c’ for /s/, ‘kn’ for /n/, ‘wh’ for /wh/
- weekly spelling words and assessment
- dictation with phrases
- chaining exercises
- word sort for tricky spellings
- reading decodable stories
- answering questions about stories in written form
- the writing process: instructional writing

Unit 7

- Spelling alternatives for long vowel sounds, e.g., ‘ai’ and ‘ay’ for /ae/, ‘o’ and ‘oe’ for /oe/
- chaining exercises
- weekly spelling words and assessment
- word sorts
- read three-syllable words
- reading decodable stories
- answering questions about stories in written form
- the writing process: personal narratives

Appendix C: Components of Program

Components

The components for the Skills Strand for Grade 1 are as follows:

Teacher Guides

- The Teacher Guides outline the lessons. There is one Teacher Guide for each unit.

Workbooks

- The Workbooks contain worksheets for students to complete as part of the lessons. There is one Workbook for each unit. When it is possible to include 100% decodable instructions, they are printed on the top of the worksheet. When it is not possible to do this, family member/teacher instructions are printed vertically along the left side. Each student should have a Workbook.

Readers

- The Readers contain 100% decodable texts for students to read in Units 1–7. There is a Reader for each of the units listed, and new spellings taught in the unit are printed in bold throughout the Reader to help students master new material. The last few stories in each Reader are stories for the Pausing Point, which can be either assigned or omitted depending on the needs of students in the class. Ideally, each student should have his or her own Reader. The Workbooks include take-home copies of each story for further practice.

Big Books

- The Big Books are exact replicas of the Readers, but larger. They can be used for “demonstration stories” as you model reading for students. In Grade 1, the stories for Units 1–3 are available as both Readers and Big Books.

Media Disks

- The Media Disks allow you to present a Skills story as a demonstration story, using a computer and a projector or a Smartboard, instead of the Big Book. Using projection allows for much larger images and print size, but it requires some equipment. If you wish to use the Media Disk, you will need a computer with either 19 inches on the diagonal or larger monitor, a projector system, or a Smartboard. You can use either the Big Book or the Media Disk to present a demonstration story. All of the Readers will be available on the Media Disks.

Pocket Chart

We expect that you have or can obtain a pocket chart for use in chaining exercises. We ask that you make letter cards out of index cards and use the cards to build words on the chart.

Large Cards

- This set of cards is used for teaching and reviewing sounds and spellings, especially during the Large Card Chaining exercise. The cards are used throughout Grade 1.

Mirrors (optional)

- Handheld mirrors allow students to see the shape of the mouth when a sound is produced. We expect that you have or can obtain a small handheld mirror for each student in your class.

Consonant and Vowel Code Flip Books and Spelling Cards

- Students who participated in CKLA in Kindergarten are very familiar with the introduction and review of letter-sound correspondences. In Kindergarten, this information was presented and displayed on large wall posters in each classroom. In Grade 1, the code information previously included on these wall posters is presented to students as two new instructional tools: (1) Code Flip Books, one for consonants and one for vowels, used for group instruction and classroom display, and (2) Individual Code Charts for each student.
- The Flip Books show (in gray print) the spellings for all sounds taught. As you review the sounds in this unit you will be asked to place the Spelling Card on the appropriate Flip Book page.
- Each Spelling Card is printed front and back. One side of the card shows the sound.
- The other side of the card shows three things:
 - The top of this side of the card shows the spelling. The bottom shows a sample word containing the spelling. In the middle is something called a power bar. The power bar gives an indication of how common this spelling is for the sound it represents. A long power bar that stretches almost across the card means that this is the main spelling for the sound and there are very few words that have this sound spelled any other way. A very short power bar means that the spelling is less common and occurs in fewer English words. All of the cards are placed in order of frequency of occurrence.
- Also note that vowel sounds will always be written in green on the Spelling Cards because when saying a vowel sound, the mouth is wide open, letting the air “go.”

Individual Code Chart

- The Individual Code Chart reproduces the same code information included in the Vowel Flip Book in a more concise manner. There is one Individual Code Chart for each student.

Assessment and Remediation Guide

- This resource guide consists of both assessment and remediation materials that go beyond the Pausing Point materials typically included at the end of each unit. The URL for the *Assessment and Remediation Guide* is given in the introduction of each unit. Selected materials may be printed and used for reteaching and/or additional practice for students who are experiencing difficulty.

Lesson Structure

The lessons in the program are laid out in the Teacher Guides.

Each lesson begins with an Objectives header. This specifies the sounds, spellings, Tricky Words, and/or concepts students are expected to learn during the lesson. The focus here is generally on new letter-sound correspondences and new Tricky Words.

The At a Glance Chart gives an overview of the lesson. This chart lists the name of each exercise in the lesson along with the materials needed to teach that exercise and the time allotted to each exercise.

The remainder of the lesson plan is devoted to a detailed description of the procedures for each of the exercises listed in the At a Glance Chart.

Those exercises that represent good opportunities for assessment are marked with a Tens icon. For more on the Tens system of assessment, see the next section.

Tens Scores

In order to identify struggling students and keep track of student progress, we recommend you use the Tens system of assessment.

With the Tens system of assessment, raw scores are converted to numbers between 0 and 10 using the Tens Conversion Chart (printed in the next section). To use the chart to determine a student's Tens score, first locate the number of answers the student answered correctly (along the top of the chart) and then locate the number of "test items" (along the left side of the chart). Next, find the square where the column with the correct number of answers and the row with the number of items meet. This square contains the student's Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 30, into a Tens score.

You may wish to record the students' Tens scores on the Tens Recording Chart (printed on the page after the Tens Conversion Chart). To do this, list the students' names in the first row and the various exercises in each column. Record a student's Tens score for a particular exercise in the square where the column with the student's name and the row with the exercise meet.

Once you have recorded a number of Tens scores, it will be very easy to get an overview of student progress because all of the scores are comparable.

We hope you will calculate Tens scores for students each time you encounter an exercise marked with a Tens icon. Note that many exercises not marked with a Tens icon are also suitable for calculating Tens scores.

If a student appears to be doing poorly, your first course of action should be to provide the student with more support, either during the regular period of instruction or during a small group session. Often this will be enough to get the student back on track. If a student continues to post low Tens scores for a longer period of time, despite additional instruction, please refer to the *Assessment and Remediation Guide*.

To Learn More

To learn more about the program, visit the website:

www.coreknowledge.org/reading

To learn more about sounds, spellings, and the general approach to reading instruction used here, we highly recommend that you read and study Diane McGuinness, *Why Our Children Can't Read*.

Teacher Resources

Assessments

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given workbook page for individual, independent completion to use as an assessment. It may be useful to use the Tens Conversion Chart and the Tens Recording Chart to collect and analyze all assessment data.

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers along the top of the chart and the total number of questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score. You may choose to use the Tens Recording Chart on the next page to provide an at-a-glance overview of student performance.

Anecdotal Reading Record

Week of:

Name:	Name:

Name _____

1.1

a a a

A A A

p p p

P P P

n n n

N N N

c c c

C C C

g g g

G G G

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Unit 1

© 2013 Core Knowledge Foundation

pan

cap

nap

can



can

pan



nap

cap

Directions: Have the student write each word under its matching picture.

Unit 1

© 2013 Core Knowledge Foundation

Name _____

2.2

cat

pot

dot

dad

cap

dig



dot

cap

dig



dad

cat

pot

Directions: Have the student write each word under its matching picture.

Unit 1

© 2013 Core Knowledge Foundation

Name _____

3.2

pan

dot

dad

dog

pin

nap



dog

dad

nap



dot

pan

pin

Directions: Have the student write each word under its matching picture.

Unit 1

© 2013 Core Knowledge Foundation

Name _____

4.2

a dog	mom and dad
a fat pig	a tin can



mom and dad



a tin can



a fat pig



a dog

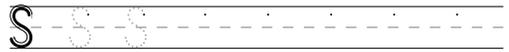
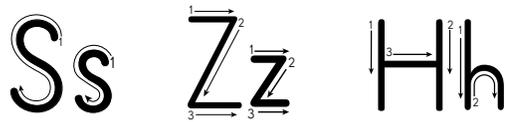
Directions: Have the student write each phrase under its matching picture.

Unit 1 17

© 2013 Core Knowledge Foundation

Name _____

5.1



Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Unit 1 21

© 2013 Core Knowledge Foundation

stamp	hat	ham
fist	mop	ants



mop



fist



hat



ants



stamp



ham

Directions: Have the student write each word under its matching picture.

Unit 1

© 2013 Core Knowledge Foundation

Name _____

6.1

1. met man **mat** bat

2. **zip** zap sip vat

3. cut cot got **gut**

4. pet **vet** vat fat

5. **rot** rob rod red

6. **fox** fix fax fan

7. spill grab stop **spit**

8. clip **drip** drop drum

9. cabs dogs **crabs** crust

10. flint flag print **flap**

11. mess mass **miss** muss

Unit 1 23

© 2013 Core Knowledge Foundation

12. kong (king) kin ken
13. wack wax wick (wicks)
14. ships chops (chips) chaps
15. chin (shin) shun sin
16. that fin this (thin)
17. chin jill (chill) spill
18. (quest) chest quill best
19. bus (buzz) boss buff
20. (ebb) edd odd bibb

Name _____

6.1
Continued

21. (the) was of to
22. a from your (are)
23. have (one) who their
24. you (said) were says
25. here I is (no)

Name _____

7.2

1. Gwen had a:

- dog
- cat
- hen

2. The hen was:

- wet
- red
- mad

3. Gwen kept the hen in a:

- box
- pen
- pet

4. The hen sat on:

- a bed
- a mat
- its eggs

5. When Gwen went to bed, the hen:

- sat and sat
- had a snack
- went with Gwen

6. The hen sat and sat and was a:

- kid
- dad
- mom

Name _____

11.1

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

f f f

F F F

v v v

V V V

s s s

S S S

z z z

Z Z Z

Unit 1 87

© 2013 Core Knowledge Foundation

fan

van

zip

sit

fin

cats



zip

sit

cats



van

fan

fin

Directions: Have the student write each word under its matching picture.

88 Unit 1

© 2013 Core Knowledge Foundation

Name _____

12.1

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Bb L l Rr

b b b

B B B

l l l

L L L

r r r

R R R

Unit 1 95

© 2013 Core Knowledge Foundation

1. rat

3 rat

2. land

4 land

3. trip

4 trip

4. lip

3 lip

5. trim

4 trim

6. stop

4 stop

7. hip

3 hip

8. cup

3 cup

9. drop

4 drop

10. plot

4 plot

Directions: Have the student count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have the student copy the words on the lines.

96 Unit 1

© 2013 Core Knowledge Foundation

Name _____

12.2

1. bed



bed

2. lamp



lamp

3. nest



nest

4. rug



rug

Directions: Have the student write each word under its matching picture.

Unit 1 97

© 2013 Core Knowledge Foundation

Name _____

13.2

a I no to all of is

1. It is a big bus.

is

a

2. No, it is not a tent.

No

is

a

Directions: Read the Tricky Words in the box. Say and then write the Tricky Words in each sentence in the space provided below.

Unit 1 101

© 2013 Core Knowledge Foundation

a I no to all of is

3. all of us

all

of

4. a hint of it

of

a

4. I went to bed.

I

to

102 Unit 1

© 2013 Core Knowledge Foundation

Name _____

14.1

p p p

P P P

b b b

B B B

u u u

U U U

o o o

O O O

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Unit 1 105

© 2013 Core Knowledge Foundation

tub	bug	rat
nuts	grin	wig



bug

grin

tub



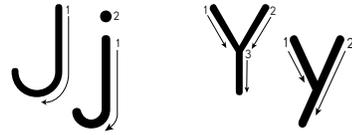
rat

nuts

wig

Directions: Have the student write each word under its matching picture.

Name _____ **15.1**



j j j

J J J

jam

y y y

Y Y Y

yes

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

1. bed



bed

2. jet



jet

3. jog



jog

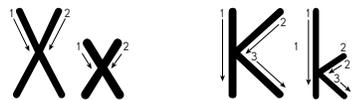
4. jam



jam

Directions: Have the student write each word under its matching picture.

Name _____ **16.1**



x x x

X X X

fox fox

k k k

K K K

kit kit

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

1. box



box

2. mix



mix

3. kid



kid

4. six



six

Directions: Have the student write each word under its matching picture.

112 Unit 1

© 2013 Core Knowledge Foundation

Name _____

17.1

ch sh

ch ch ch

ch

chop

sh sh sh

sh

shop

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

Unit 1 113

© 2013 Core Knowledge Foundation

ship chimp chips
fish bench dish



fish

chips

bench



dish

ship

chimp

Directions: Have the student write each word under its matching picture.

114 Unit 1

© 2013 Core Knowledge Foundation

Name _____

17.2

Dear Family Member,



Your child has been taught to read Tricky Words. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Have your child read the Tricky Words in the box and the sentences below. Note that the tricky parts of the Tricky Words are underlined in gray. Have your child write the matching Tricky Words for each sentence on the line. Extension: Have your child copy the completed sentences on a blank sheet of paper or dictate the sentences to your child.

is two to
are from do

1. Mom and dad are mad.

2. Max is six.

3. Dad had two cats.

4. Mom went to bed.

5. Just do it!

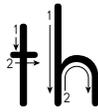
6. That gift is from dad.

Unit 1 115

© 2013 Core Knowledge Foundation

Name _____

18.1



th th th

th th th

thin

bath

that

this

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

Unit 1 117

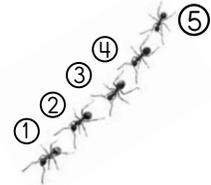
© 2013 Core Knowledge Foundation

bath

moth

cloth

fifth



bath

fifth



cloth

moth

Directions: Have the student write each word under its matching picture.

118 Unit 1

© 2013 Core Knowledge Foundation

Name _____

19.1

Beth

1. Who went on top of a path at the pond?

Beth and her dad went on top of a path.

2. Who got some snap shots?

Mom, Dad, and Beth got some snap shots.

Directions: Have the student reread the story and answer the questions.

Unit 1 121

© 2013 Core Knowledge Foundation

3. Did Beth get a snap shot of a cat?

No, Beth got a snap shot of a dog with a hot dog.

4. Dad got a snap shot of . . .

- a fish.
- Mom.
- Beth.

122 Unit 1

© 2013 Core Knowledge Foundation

Name _____

20.1

ng qu

ng ng ng

ng

song

qu qu qu

qu

quit

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

Unit 1 123

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quilt

sing

king

swing

fang

strong



swing

fang

king



quilt

strong

sing

Directions: Have the student write each word under its matching picture.

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Name _____

20.2

Nat

1. Beth and Nat met ...

in the U.K.

at camp.

on a bus.

2. Who got a lot of snap shots of Nat?

Beth got a lot of

snap shots of Nat.

Directions: Have the student reread the story and answer the questions.

Unit 1 125

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3. Beth got a snap shot of Nat with

a mask on.

a frog.

a fish.

4. Who got a job in the U.K.?

Nat's mom got a

job in the U.K.

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Name _____

21.2

The Trip to the U.K.

1. Mom and Beth went to the U.K. on

- a bus.
- a ship.
- a jet.

2. Who had a nap on the jet?

Beth had a nap
on the jet.

Directions: Have the student reread the story and answer the questions.

Unit 1 131

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3. Who met Mom and Beth at the end of the ramp?

Nat and his mom met
Mom and Beth at
the end of the ramp.

4. Beth slept...

- next to Nat and Mom.
- next to Dot.
- on a rug.

132 Unit 1

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Name _____

22.1

Continued

Directions: Have the student paste the sentences from Worksheet 22.1 onto this worksheet in the correct order. Then have the student illustrate each sentence.

1. Bud had a bad leg.	2. The vet had to fix Bud's leg.
3. Bud sat in a box with a cast on one leg.	4. Nat's mom let him have Bud.

Unit 1 135

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Name _____

23.1

The Fish

1. Nat got ...

- fish.
- two cats.
- one dog.

2. The fish munch on ...

- a hot dog.
- chips.
- fish snacks.

Directions: Have the student reread the story and answer the questions.

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Unit 1 | Lesson 29 | 139

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3. Can the cat smell the fish?

Yes, the cat can

smell the fish.

4. Can the cat get the fish?

No, the cat can not

get the fish.

Name _____

24.1

Directions: Have the student read the words in the box and underline all of the spellings for /k/. Then have the student write the words that contain the /k/ sound spelled 'c' under the /k/ > 'c' header, the words that contain the /k/ sound spelled 'k' under the /k/ > 'k' header, and the words that contain the /k/ sound spelled 'ck' under the /k/ > 'ck' header.

cat	king	cost
kit	sock	pick
Jack	cot	camp

/k/ > 'c'

/k/ > 'k'

/k/ > 'ck'

cat	kit	Jack
cot	king	sock
cost	pick	
camp		

Name _____

26.1

The Flag Shop

1. The U.K. flag has . . .

- a red dot.
- a black box.
- a red cross.

2. Who went to the shop?

Mom, Beth, Nat, and

Dot went to the flag

shop.

Directions: Have the student reread the story and answer the questions.

Directions: In line 4, have the students mark the nouns that name a thing; in line 5, have them mark the nouns that name a person; in line 6, have them mark nouns.

3. Who is in the snap shot of the U.K. flag?

Nat and his mom are

in the snap shot of the

U.K. flag.

4. egg doll Nat boss brick

5. Beth flag mat dog shell

6. cat stiff yell plum Bud

Name _____

28.1

Which is the Best?

1. Who had to huff and puff to get to the top?

The moms had to huff and puff

to get to the top.

2. Where are Nat and Beth in snap shot one?

Nat and Beth are at the

top of a bunch of steps.

Directions: Have the student reread the story and answer the questions.

Unit 1 151

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3. Why did Mom and Dot lift Nat up?

Nat is like the rock on

the top.

4. steps Jack rocks Dot dress

5. kid moms glass Beth pill

6. huff sock said Nat bed

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have them mark the nouns that name a person; in line 6, have them mark nouns.

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Name _____

29.1

Continued

Directions: Have the student paste the sentences from Worksheet 29.1 onto this worksheet in the correct order. Then have the student illustrate each sentence.

2. A thrush was all set to land on Nat's hand.

4. It was a big red bus with a top deck.

1. Nat, Dot, Beth, and Beth's mom all went to the bus stop.

3. Nat said that this is the best bus.

Unit 1 157

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Name _____

30.1

On the Bus

1. Where did Nat and Beth sit on the bus?

Nat and Beth sat up on the

top deck of the big

red bus.

2. The bus went past ...

- a wind mill.
- Big Ben and two sheds.
- a big shop and Big Ben.

Directions: Have the student reread the story and answer the questions.

Unit 1 159

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3. What is Big Ben?

Big Ben is the
bell in a big clock.

4. Big Ben went . . .

- bam bam.
- click clack.
- ding dong.

Name _____ **31.1**

Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

- | | |
|----------------|-----------|
| 1. <u>a</u> | 1. _____ |
| 2. <u>I</u> | 2. _____ |
| 3. <u>no</u> | 3. _____ |
| 4. <u>of</u> | 4. _____ |
| 5. <u>from</u> | 5. _____ |
| 6. <u>are</u> | 6. _____ |
| 7. <u>were</u> | 7. _____ |
| 8. <u>one</u> | 8. _____ |
| 9. <u>who</u> | 9. _____ |
| 10. <u>two</u> | 10. _____ |

Name _____ **31.2**

The Man in the Black Hat

1. What is the job of the man in the black hat?

His job is to stand as
still as a rock and not
grin.

2. Did Beth get the man to grin?

No, Beth did not get him
to grin.

Directions: Have the student read the story and answer the questions.

3. What did Nat do to get the man to grin?

Nat did a trick and
fell on his back.

4. Who did Nat get to grin?

Nat got Beth, her mom, and
Nat's mom to grin.

Name _____

32.1

Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

- | | |
|-------------------|-----------|
| 1. _____
the | 1. _____ |
| 2. _____
here | 2. _____ |
| 3. _____
there | 3. _____ |
| 4. _____
was | 4. _____ |
| 5. _____
where | 5. _____ |
| 6. _____
why | 6. _____ |
| 7. _____
what | 7. _____ |
| 8. _____
who | 8. _____ |
| 9. _____
said | 9. _____ |
| 10. _____
says | 10. _____ |

Unit 1 167

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Name _____

32.2

The Man in the Kilt

1. Who was the man that Nat and Beth met?

Nat and Beth met a
man in a kilt.

2. The kilt tells us that the man is . . .

- a Scot.
- French.
- from the U.S.

Directions: Have the student reread the story and answer the questions.

Unit 1 169

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Directions: In line 4, have the students mark the nouns that name a thing; in line 5, have them mark the nouns that name a person; in line 6, mark the nouns that name a place.

3. What is a kilt?

A kilt is a cloth that
tells us where a man is from.

4. (kilt) (dog) (clock) Todd (stamp)
5. word (Scot) rug (king) (man)
6. (pub) (U.S.) twig Rick tell

170 Unit 1

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Name _____

PP9

crack an egg sit on grass
bring a stick two bricks



two bricks

crack an egg



bring a stick

sit on grass

Directions: Have the student write each phrase under its matching picture.

Unit 1 189

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Name _____

PP10

dress	tub	soft
pond		ring

Directions: Have the student read the words and phrases. Then have the student write the matching word for each phrase on the line.

- _____ ring _____ the bell
- black _____ dress _____
- _____ soft _____ chick
- frogs in _____ pond _____
- fill the _____ tub _____

Unit 1 191

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Name _____

PP11

two	glass	word
here		smell

Directions: Have the student read the words and phrases. Then have the student write the matching word for each phrase on the line.

- milk in _____ glass _____
- _____ two _____ quilts
- bad _____ smell _____
- spell the _____ word _____
- sit _____ here _____

Unit 1 193

© 2013 Core Knowledge Foundation

Name _____

PP13

fish	Why	There
Who	kilt	hill

Directions: Have the student read the words and sentences. Then have the student write the matching word for each sentence on the line.

- Jack and Jill went up the _____ hill _____.
- _____ There _____ is no one here.
- Nat has a cat and _____ fish _____.
- Beth and Nat met a man in a _____ kilt _____.
- _____ Why _____ did Dot's map rip?
- _____ Who _____ has a pet?

Unit 1 197

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Name _____

PP14

pig	fish	from
licks	sand	cracks

Directions: Have the student read the words and sentences. Then have the student write the matching word for each sentence on the line.

- The crab runs on the _____ sand _____.
- The cat runs _____ from _____ the dog.
- The chick _____ cracks _____ the egg.
- Do _____ fish _____ swim in the pond?
- The _____ pig _____ digs in the mud.
- The dog _____ licks _____ Mom's hand.

Unit 1 199

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Name _____

PP16

Directions: Have the student read the question words and questions. Then have the student write the matching question word for each question on the line.

When	Where	Why
What	Who	Which

- _____ What _____ did the dog rip?
- _____ Who _____ is Dot?
- _____ Which _____ man had a kilt on?
- _____ Where _____ did the man in the black hat stand?
- _____ When/why _____ was Bud at the vet?
- _____ Why/when _____ was Beth sad?

Name _____

PP17

Directions: Have the student read the Tricky Words and sentences. Then have the student write the matching Tricky Word for each sentence on the line.

Some	Once	All
says	Where	from

- I got a gift _____ from _____ Dad.
- _____ All _____ chicks are soft.
- _____ Once _____ there was a strong king.
- _____ Where _____ did Tom fling the rock?
- Josh _____ says _____ that one plus one is two.
- _____ Some _____ kids have pets.

Name _____

PP23

Directions: Have the student read the story and answer the questions.

Lunch at King's Pub

- Nat, Dot, Beth, and Beth's mom went to the King's Pub to . . .
 - sit with the king.
 - get lunch.
 - have a chat.
- Did Beth get to sit with the king?

No, Beth did not sit _____

with the king. _____

Directions: In line 4, have the students mark the nouns that name a thing; in line 5, have them mark the nouns that name a person; in line 6, have the students mark the nouns.

- The pub has the best . . .
 - squid and chips.
 - plush beds.
 - fish and chips.
- squid map Dot brush pills
- Nat fish Beth lunch Dot
- chips sit cab posh with

Name _____

PP24

Lunch at the King's Pub

1. What did Beth, Nat, and the moms get at the pub?

Beth, Nat, and the moms got

fish and chips.

2. What do all the pubs in the U.K. sell?

All the pubs sell fish and chips.

Directions: Have the student reread the story and answer the questions.

Unit 1 219

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3. What did Nat hit with the back of his hand?

Nat hit a glass of milk.

Directions: In the box, have the student illustrate a part of the story and then write a caption below.

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Name _____

PP25

The Trip Back

1. Was Beth glad when the trip had to end?

Beth was sad when the

trip had to end.

2. Who got on the jet?

Beth and her mom got

on the jet.

Directions: Have the student reread the story and answer the questions.

Unit 1 221

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3. What did Beth get back in the U.S.?

Beth got a map of

the U.K.

4. What did Beth send Nat?

Beth sent the best

snap shots to Nat.

222 Unit 1

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Name _____

PP26
Continued

Directions: Have the student paste the sentences onto this worksheet in the correct order. Then have the student illustrate each sentence.

2. The dog ran off with the map.

4. Nat said that the map got a big rip.

1. A dog bit Dot's map.

3. Nat ran and got the map back.

Unit 1 225
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Name _____

PP27
Continued

Directions: Have the student paste the sentences onto this worksheet in the correct order. Then have the student illustrate each sentence.

2. All of them got in the punt.

4. Nat and Beth sat still in the punt and did not get wet.

1. There were two punts at the dock.

3. The man said that the punt can tip.

Unit 1 229
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Name _____

PP28

Directions: Have the student read the stories from the reader Snap Shots and find nouns that name persons or things. Have the student copy the nouns on the worksheet, the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.



Answers will vary.

Handwriting practice lines with dashed midlines for copying nouns.

Unit 1 231
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Name _____

PP29

Directions: Have the student write the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.

brush pal plum Kate
clock nest Bob man



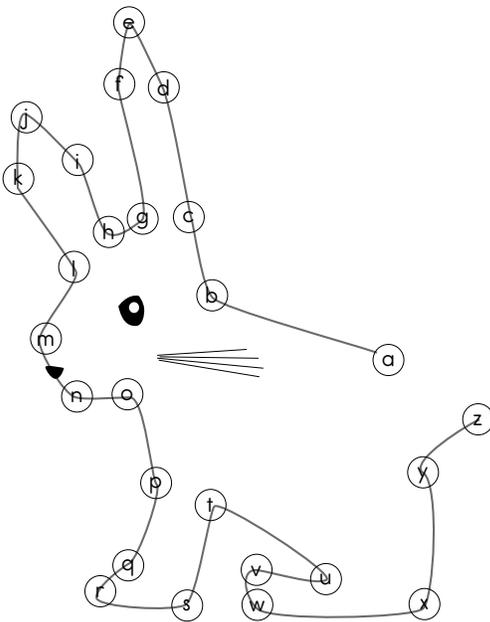
Handwriting practice lines with dashed midlines for writing nouns under the corresponding images.

Unit 1 233
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Name _____

PP31

Directions: Have the student connect the letters in alphabetical order. Have the student say the letter names out loud.



Unit 1 237
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Name _____

PP33

F	L	A	E
I	K	B	G
J	D	H	C

Directions: Have the student copy the uppercase letters next to the matching lowercase letters.

a _____ e _____ i _____
 b _____ f _____ j _____
 c _____ g _____ k _____
 d _____ h _____ l _____

Unit 1 241
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Z	T	Q	U	R
S	V	W	P	Y
N	X	M	O	

m _____ r _____ w _____
 n _____ s _____ x _____
 o _____ t _____ y _____
 p _____ u _____ z _____
 q _____ v _____

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Name _____

PP34



Directions: Have the student read the sentence and add a period or question mark at the end of each sentence.

- Where can I get a snack
- Dogs and cats are pets
- I have a big quilt on the bed
- Who can spell this word
- The dog can do a lot of tricks
- When did Jeff get his drum

Unit 1 243
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Unit 1

Teacher Guide

Skills Strand
GRADE 1