TN Foundational Skills Curriculum Supplement

Grade 1

Unit 1

TN Foundational Skills
Curriculum Supplement

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TN FOUNDATIONAL SKILLS CURRICULUM SUPPLEMENT

First Grade Unit 1

Dear TN First Grade Teacher,

Welcome to our TN Foundational Skills Curriculum Supplement. This supplemental resource follows evidenced-based research and was carefully crafted in order to build a solid foundation for early literacy. This supplement uses a systematic and explicit approach to instruction so that all students can gain the foundational skills necessary to become proficient readers.

Each unit includes important information in the introduction and appendix sections. It is crucial that you take time to read through this information as well as read each lesson prior to instruction. By doing this, you will gain insight into the what, why, and the how-to execute the lessons giving you a more in-depth vision on what skills are to be mastered by the end of each unit to support students on their journey to becoming proficient readers. The language of this supplement is specific and intentional. You and your students will benefit from the careful study of the each unit and its structure.

During Unit 1, students review and add to their knowledge of sound/spelling correspondences learned in kindergarten. A comprehensive assessment given during Week 2 will provide placement information to inform small group instruction. Phonics skills are practiced in both whole group and small group activities.

TEACHING TIP: Chaining is a critical activity which reinforces students' ability to manipulate single phonemes/graphemes within a word. Chaining exercises should be presented exactly as they are written.

Skills areas addressed in Unit 1 include:

- sound/spelling correspondences
- spellings for 'tricky words'
- blending and segmenting

Materials and Resources:

- Teacher Guide
- Consonant and Vowel Flip Books
- Large Letter Cards
- Spelling Cards
- Student Workbook and Reader
- Big Book
- Individual Code Chart per student
- Pocket chart
- White and Yellow Index Cards
- Thin-Tipped Green Markers (one per student)

Unit Length: 34 days

Unit 1 contains a total of thirty-four days of instruction. These thirty-four days are divided into twenty-seven days of Foundational Skills, two **Targeted Support Stop** days, and five days for Placement Assessments.

Unit	Concepts	Focus Foundational Skills
1	Unit 1 focuses on reviewing the sounds/spelling correspondences taught in the kindergarten curriculum. Students review **five short vowel sounds** and **twenty-five consonant sounds** (sound combinations, consonant diagraphs, double letter consonant sounds, and "tricky spelling" of /th/ and /s/). Students are introduced to **"tricky spelling"** (spellings that can be sounded more than one way) and **"tricky words"** (words that cannot be sounded out using the letter-sound correspondences taught so far). Unit 1 also includes a placement analysis for beginning first graders**.** Students practice phonics skills through **chaining, code flip book, dictation**, and whole-group reading practice. **Decodables** are used to reinforce the spellings and "tricky words" discussed in class during previous lessons.	• Phonological awareness • Phonemic awareness • Phonics
2	Unit 2 focuses on introducing **five vowel sounds** and the most common (or least ambiguous) spelling for each sound. Students learn to read and write words with **separated digraphs** (such as *a* and *e* in *cake*). This unit also includes vocabulary and fluency lessons on nouns (including proper nouns) as well as practice with new **"tricky words."** Students practice phonics skills through **chaining, individual code charts, dictation**, and whole-group reading practice. Students have opportunities to read decodable texts that reinforce the skills acquired.	• Phonological awareness • Phonemic awareness • Phonics • Fluency • Vocabulary
3	Unit 3 focuses on **five vowel sounds** and the most common spelling for each sound, five new "tricky words," and the **tricky spelling "oo."** Vocabulary and fluency exercises focus on **verbs and verb tense** (regular present, past, and future). Students practice phonics skills through **chaining, individual code charts, dictation**, and whole-group reading practice. Students have opportunities to read decodable texts that reinforce the skills acquired.	• Phonological awareness • Phonemic awareness • Phonics • Fluency • Vocabulary
4	Unit 4 focuses on the most common (or least ambiguous) spellings for **/r/-controlled vowel sounds**. Students learn the **concept of a syllable** and practice with two-syllable words. Students are introduced to past-tense verb forms ending with *–ed* as they continue to work with nouns and verbs in phrases. Students are also introduced to adjectives. Students practice phonics skills through **chaining, individual code charts, dictation**, and whole-group reading practice. Students have opportunities to read decodable texts that reinforce the skills acquired.	• Phonological awareness • Phonemic awareness • Phonics • Fluency • Vocabulary
5	Unit 5 focuses on **spelling alternatives** that make up more complex spelling patterns for sounds. Students practice making nouns plural and changing spelling when adding suffixes. For practice with fluency and vocabulary, students identify sentence types (statements, questions, and exclamations) and practice creating longer sentences. Students practice these skills through **sorting activities, individual code charts, dictation**, and whole-group reading practice. Students have opportunities to read decodable texts that reinforce their learning.	• Phonological awareness • Phonemic awareness • Phonics • Fluency • Vocabulary
6	Unit 6 focuses on several **spelling alternatives for consonant sounds** including /s/, /z/, /m/, /n/, /ng/, and /w/. Students review nouns and pronouns and learn to match pronouns to nouns as well as work with verb tenses and prepositions. Students review segmenting and blending two-syllable words. Students practice these skills through **individual code charts, dictation**, and whole-group reading practice. Students have opportunities to read decodable texts that reinforce their learning.	• Phonological awareness • Phonemic awareness • Phonics • Fluency • Vocabulary
7	Unit 7 focuses on continuing to learn the **advanced code**, specifically **spelling alternatives for vowel sounds.** In addition, students will learn about the use of conjunctions and commas, as well as and noun-verb agreement in sentences. Students will practice these skills through **chaining, individual code charts, dictation**, and whole group reading practice. The students will have opportunities to read decodable texts that reinforce their learning.	• Phonological awareness • Phonemic awareness • Phonics • Fluency • Vocabulary

Video Resources	• 7-Module mini course on understanding foundational skills from Achieve the Core • Professional learning for the TN State Standards through PBS Learning Media

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.)	Optional Grammar: Introduce 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
Kindergarten Stories (20–30 min.)	Kindergarten Stories (20–30 min.)	Kindergarten Stories (20–30 min.)	Kindergarten Stories (20–30 min.)	Kindergarten Stories (20–30 min.)
60 min.	60 min.	60 min.	60 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.)	Optional Grammar: 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.)	Optional Grammar: 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.)	Optional Grammar: 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.)
Optional Grammar: 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.)	Optional Grammar: 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.)	Targeted Support Stop	Targeted Support Stop
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

The Foundational Skills Unit includes the following components:

Teacher Components

- Teacher Guide
- Consonant and Vowel Flip Books
- Spelling Card Set
- 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.

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

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 materials that will meet their individual instructional needs.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. 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 Workbooks

Student workbook pages may be used flexibly. Some pages could be optional based on the needs of your students.

There are instances where students are given opportunities to answer comprehension questions about their decodable reader. The purpose of these questions is to check that students can read fluently enough to comprehend at the same time. You may differentiate the use of these pages. (e.g., small group, take-home, partner work, etc.)

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. Demonstration stories allow you to model fluent reading and concepts of print. They also allow you to review Optional 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 be 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. Literal questions can be answered by citing a specific text reference or illustration.

Unit Organization

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

Back-to-School Week Lessons (1–5)

The Back-to-School lessons reacquaint students with 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 supplement, 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 grade level materials for Skills instruction.

Unit 1 reviews the majority of sounds and spellings taught in the 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 trouble 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

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 Kindergarten sequence. For students who did not go through the Kindergarten 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.

Targeted Support Stop

A Targeted Support Stop section is included at the end of each unit. The Targeted Support Stop lists additional exercises you can assign if students need more work to achieve mastery of a particular spelling or concept. The Targeted Support Stop exercises are organized by objective and target specific skills. You may choose to use the Targeted Support Stop activities upon the completion of Unit 1. Alternatively, sidebars throughout the Teacher Guide will notify you of Targeted Support Stop activities that pertain to skills being covered in the lessons. If using Targeted Support Stop 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.

Phonological Awareness and Advanced Phonemic Awareness Component (Sounds First)

Why a robust phonemic awareness component from pre-K to 2nd grade?

Phonemic awareness is part of a larger umbrella known as phonological awareness. At its broadest, phonological awareness means being aware of the entire universe of sounds, but for educators it generally refers only to sounds made intentionally as part of human language. Phonological awareness includes the idea that spoken words are composed of units of sound that can be identified and intentionally manipulated. These units include whole words, large units within words such as syllables, and then each individual sound inside syllables and words, which are the phonemes. Phonemic awareness generally focuses exclusively on these smallest units of words: phonemes. The sounds-first component of the Tennessee Foundational Skills Curriculum Supplement focuses on phonemes, but also on rhyming and syllable-level manipulations.

Some educators have taught foundational skills programs for a long time, and many programs have focused on phonics. Some have included blending and segmenting phonemes (letter sounds) as part of their high-quality materials; however, their design covers only basic phonemic awareness (PA). A number of studies have shown that basic PA is not enough for all students and we need to do more work in this area for many students. Some have called this work advanced phonemic awareness (APA). Advanced phonemic awareness includes deleting and substituting phonemes in words (examples below), including medial vowels and consonant clusters. The research shows that students who can do these types of activities accurately and quickly (in under two seconds) are more likely to be proficient word readers. Further, studies show the impact of teaching advanced phonemic awareness through simple, fun, and game-like activities while building verbal skills for all students. That is what the materials here do.

Automaticity in perceiving, blending, segmenting, isolating, and manipulating phonemes is part of the bedrock for becoming successful readers. Speedy phonemic manipulation skill along with successful decoding are signals that students are well on their way to gaining automatic word recognition so their brains can be freed for all the other aspects of successful reading.

Why does the advanced phonemic awareness component continue into 2nd grade?

Curricula in the past often focused on basic phonemic awareness in kindergarten and reinforced it in first grade. Then, phonemic awareness would be largely “retired” and phonics instruction take its place. Recent research shows that this approach is insufficient

for many students, however. Given what we know now about how words are stored permanently for rapid retrieval, that approach leaves too many students at a disadvantage if they have not yet gained speed and automaticity of retrieving words. There is no statute of limitations on phonemic awareness work.

What the research shows. Words are stored in our brains by their sounds (phonemes), not by their letters (graphemes) or their shapes. When we process a word, we are processing the sounds of the word; when we recall a word, we are recalling the *sounds* of that word. It is the sound structure itself that is being stored in our long-term memory. When we read words, we essentially say them to ourselves.

Experiments done by research scientists give a sense of how this works. Consider the following three sentences.

1. He did some work on his ***rose*** garden.
2. He did some work on his ***rows*** garden.
3. He did some work on his ***roze*** garden.

Scientists have shown that human subjects read all three sentences at equal speeds and with equal comprehension. They successfully replace the strangely spelled homonym with the idea of the flower that the sentence needs. Studies of brain functioning have also shown that when proficient readers read words, the parts of the brain that control vocal chords are active during that reading. In other words, it as if the proficient readers are saying the words as they read them. Researchers have also studied word reading rates to show that sounds are what govern word reading for proficient readers. When the form of the word is changed to all UPPER CASE or MiXEd cASe, or even to very strange **FONTS**, nothing changes. No matter how strange or unfamiliar the font, reading rate does not change for students with proficient word recognition.

Implications of the research. Findings like these have shown that many students who struggle with slow word recognition need a foundation in systematic phonics, but they also need much more. Students who struggle with phonics may not ever learn to recognize words effortlessly and automatically without additional advanced phonemic awareness. In other words, many students need access to systematic phonics, reading connected text (stories and books), *and* basic as well as advanced phonemic awareness. Many readers of any age will not reach word reading proficiency without all of these components. The Tennessee Foundational Skills Curriculum Supplement provides all of them.

Further, recent research has underscored the power of doing this work at advanced levels of challenge until every student has mastered playing with, hearing and manipulating the sounds within words and until students are sharp and quick at doing it. For that reason, the APA component of this Curriculum Supplement continues into 2nd grade, or even beyond, to make sure all students have the chance to gain that proficiency and to become

automatic word readers. Then they can be fluent oral readers and be well on their way to independent reading comprehension.

The Tennessee Foundational Skills Curriculum Supplement also includes built-in assessments allow for students to go through the lesson sequence at different speeds. Once students have demonstrated mastery of all the skills, they can ”graduate” and you can concentrate on the students who need more time to get there.

About the Daily Sounds-First Activities

Each lesson within the Tennessee Foundational Skills Curriculum Supplement begins with “Sounds-First Activities.” These activities have been custom developed for Tennessee and anyone who recognizes the importance of basic and advanced phonemic awareness and wants access to free, high-quality lessons.

These activities can be used to jump-start your foundational skills block. They are designed to expose students to a range of listening activities and games that will develop their aural discrimination and better prepare students for the direct instruction they experience throughout the units. These activities may also be used during transitions, or to provide a break within your skills block depending on what your daily schedule allow.

The activities are carefully built to develop linguistic dexterity and acuity. While the focus always stays on the sounds of whole words and their parts, those words are often embedded in full, fun sentences.

The activities are lively and physical. There are some hand signals you will need to learn yourself and teach your children. These are displayed with simple graphics in the lessons, and eventually, there will be some model videos of these activities that demonstrate the hand signals and the quick pace we want you to keep.

The activities do not require much preparation at all. Once you learn all the routines and hand signals, they will take just a quick looking over to see what the day’s activities are.

There are no materials to gather. The children get to move their own arms, hands, and bodies to act out the gestures that accompany the phonemic awareness work. This is most common during the introductory phase, *Experiencing*, when multi-sensory elements reinforce the brain learning that is at the heart of phonemic awareness.

The three phases your students will go through for *each* skill are:

- The EXPERIENCING phase, which is multisensory and very active
- The KNOWING phase, which has practice activities without multisensory cues
- The MASTERING phase, where students are able to go quickly and become automatic with each skill

There are a few things to note:

➔ The target word is always **bolded**.

- ➔ Teacher talk is always in *italics.*
- ➔ Student talk is in normal font.
- ➔ After the sample, the activity moves quickly through 4–5 more practice sentences.

Last, the activities are designed to be quick! The daily sounds-first activities should take no more than 12–15 minutes a day, though you may want to reinforce phonemic skills at other times of a day, or even use the activities to help your class settle down or make transitions smoother.

The phonological and phonemic awareness activities included within the Tennessee Foundational Skills Curriculum Supplement address the following Academic Content Standards:

> K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
> 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A Few Words about Building Word Knowledge:

Having strong word awareness (knowing a lot about a lot of words) is as important to being a good reader as foundational skills are. Young children are sponges for new words and learn new meanings with ease. It is powerful and important to stop whenever you see a word you think your students may not know and ask them to tell you if they know it or not, then quickly and simply define it before moving on. This should be done before or after an activity so the flow is not disrupted. That powerful practice is built into the sounds first activities. It actively builds vocabulary along with phonemic awareness.

Words students in that grade may not yet be familiar with are called out—*if they can be quickly and easily explained*. These words are <u>underlined</u> to draw teacher attention to them. Sometimes, especially with the multisyllabic words used in some of the activities, the words are abstract and unusual—tricky to explain. Those words were not underlined because they may take too much time to explain adequately and students are not likely to encounter them again for years.

Integration Options

Making phonemic awareness part of your classroom culture:

Don't isolate phonemic awareness to just the few minutes a day that these lessons will take up. Beyond the fun activities you'll see in this resource, we also encourage you to fold reinforcement of the phonemic skills you're working on into your phonics teaching

and even when you read aloud and do other language-rich parts of your day. Make it a habit for your students to listen alertly to the sounds in and across words and to enjoy them. They will profit so much from doing so!

Making phonemic awareness games part of your classroom management:

Phonemic activities can also be used as classroom transitions. These transitions can become phonemic awareness practice opportunities. Students will focus on the oral activity and won't get restless. A teacher can also work on increasing speed and also assess quickly who needs more practice and who doesn't by having students do the activity one at a time while transitioning.

A note on classroom grouping:

Phonemic awareness lessons are designed for whole-group or small-group work--that is, until a teacher determines a need for pinpointed reteaching and extra support. Then, the teacher should place students in small groups according to the areas of phonemic awareness they need reinforced. Both the daily checks modeled in the lessons and the included assessments will help teachers determine which students are on track and which students need additional support, as well as measure the whole class's progress.

Assessing

Knowing students' level of understanding and mastery of phonological and phonemic awareness skills is a critical step for ensuring students are receiving the support and instruction they need. These skills are the gateway to automatic and proficient reading. In addition to the Tennessee Foundational Skills Curriculum Supplement unit assessments, the sounds-first component provides two assessments that will generate valuable information about students' phonological and phonemic awareness skills: single-level assessments (i.e., Whip Around Assessment), and fuller, cumulative assessments to be administered quarterly. Results of the cumulative PA/APA assessments can be shared with parents and caregivers.

The sounds-first activities have been designed to be lively and fun every step of the way. They have also been designed to build accuracy and automaticity through a developmental progression that stretches from Pre-K through 2nd grade.

To help keep track of each student's progress, there are two kinds of assessments available to you:

- 'Whip Around' Assessments
- Cumulative Assessment (four per year)

The Whip-Around Assessments

There is a Whip-Around Assessment to use during every Mastering week, which is the final week of focus for each skill, when students are supposed to be fully automatic.

(Throughout the sounds-first activities, ”automatic” is defined as responding accurately in under two seconds.) As the name “Whip-Around” implies, these are designed to be very fast. We recommend gathering your students in groups of 5 to be assessed quickly. Each student will get 3 chances to demonstrate speed and accuracy with just the focus skill. A recording sheet is provided so that teachers may score quickly. It should take only about 15–20 minutes to assess an entire class. The forms are easy to use, with simple directions and easy scoring. Teachers should take a moment between groups to make notes on which students need follow-up, but still, they should easily be able to assess each group of 5 students in 6–7 minutes or less time. For convenience, the Whip-Around assessments are built into the units.

- **Kindergarten** – Students are asked to demonstrate mastery (speed and accuracy) with 3 rhyming Whip-Arounds and 6 phonemic awareness skills (total of 9).
- **First Grade** – Students are asked to demonstrate mastery (speed and accuracy) in Whip-Arounds with 7 phonemic awareness skills.
- **Second Grade** – Students are asked to demonstrate mastery (speed and accuracy) in Whip-Arounds with 6 phonemic awareness skills. Second graders also have extra time built in after the lesson sequence ends (after 90 lessons) to gain mastery with any earlier skills they did not yet master.

Note: there are a few weeks in kindergarten and 1st grade where two skills come to mastery the same week.

Cumulative Assessment (A ‘rolling’ process throughout the year)

There is a comprehensive assessment available for each grade. These provide a full picture of students’ progress in phonemic awareness up to four times during the year. The cumulative assessments are built into the units, occurring about once every 4–6 weeks. These are administered in addition to unit assessments so that teachers have a complete picture of students’ mastery and potential gaps for all areas of foundational skills (i.e., phonological awareness, phonemic awareness, phonics, fluency, and vocabulary).

Students in *any* grade assessed early in each school year will not yet have been exposed to all the skills taught and practiced in their grade. As a result, the comprehensive assessment should be given just for skills already taught to mastery at the point of giving the assessment. If, however, teachers administer the full assessment before the end of the year, they can understand the results to be simply a snapshot of where a student is at that point in the year.

The assessment is designed to be cumulative. Teachers need not re-test skills of which a student has already displayed mastery. Because of this, the process of assessing students 1:1 using the cumulative assessment grows lighter and faster over time.

Results of the final assessment done each school year will ideally be shared with students’ next teachers so skills can accumulate coherently across K–2.

It is strongly recommended that 2nd-grade teachers do a baseline assessment using the cumulative assessment as early in the school year as possible so that students who aren't automatic in skills from lower grades get the practice and exposure they need to attain mastery by the end of the year.

Second-graders are introduced to fewer skills in their advanced phonemic awareness sequence. This is by design, so that second-graders who need more practice with any of the skills to achieve mastery with them can continue to practice in small groups.

The ability to manipulate phonemes rapidly is essential. Second-graders should ideally demonstrate mastery (speed and accuracy) with all skills in the sequence by the end of the year, and most will.

If phonemic awareness mastery is not achieved by the end of 2nd grade, older students should be supported in getting additional phonemic awareness skills practice until they too can speedily manipulate phonemes. That ability will carry over to greater decoding speed and accuracy as well as reading success.

For more information about the research base for extended phonemic awareness work, see the Appendix A.

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 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.

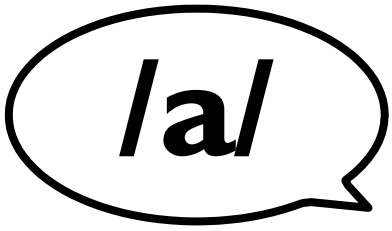
The following exercises are included in the Back-to-School lessons:

Code Flip Book Review

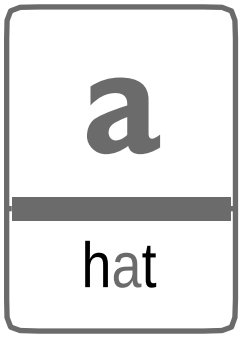
Letter-sound correspondences are presented to students in the Code Flip Books: one for consonants and one for vowels. The Code Flip Books are used for group instruction and classroom display.

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 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 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 Optional 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 Targeted Support Stop 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 Materials

Some students may need more support at home. Take-Home materials may be used in class instead if that is more appropriate.

There are instances where students will encounter decodable passages and comprehension questions. The purpose of these questions is to check that students can read fluently enough to comprehend at the same time. You may differentiate the use of these pages. (e.g., small group, take-home, partner work, etc.)

Lesson 1

Back-to-School

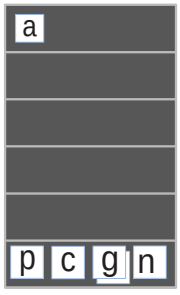
❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Read one-syllable short vowel words and then write each word under its corresponding picture** (1.FL.PWR.3b, 1.FL.WC.4b)
- ✓ **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** (1.FL.PWR.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



Pocket Chart Setup

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.

Warm-Up — *10 minutes*

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,

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

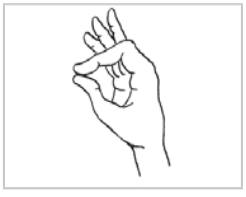
Blending

- 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.

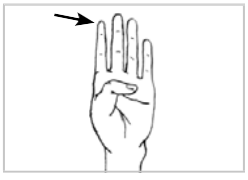
Segmenting

- 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.

For blending



For segmenting



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/

Concept Review — *15 minutes*

Writing and Reading Overview

The Sounds in Words

- Explain to students that the words we say are made up of sounds. The word *I* contains one sound: /ie/. 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)
2. me (2)
3. light (3)
4. oh (1)
5. it (2)
6. hat (3)
7. man (3)
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*)

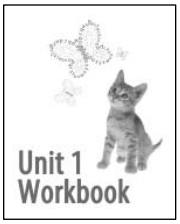
1. /s/ /u/ /n/—sun
2. /m/ /oo/ /n/—moon
3. /ae/ /p/—ape
4. /m/ /o/ /m/—mom
5. /f/ /o/ /g/—fog
6. /n/ /e//t/—net

- 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

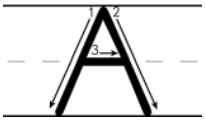


Worksheet 1.1

- 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.

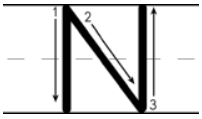
3. line down ending below bottom line
4. circle to the right

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

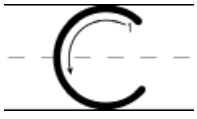


Start on the top line.

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

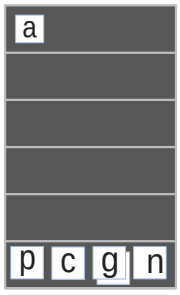
Start just below the top line.

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*.

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

- 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.

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 Targeted Support Stop.

- Newly decodable words:

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

1. an*
2. can*
3. ad
4. cap
5. dad
6. gag
7. gap
8. nap
9. nag
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"
2. "Catherine Calico"
3. "Kate's Kingdom"
4. "Gary Gipponary"
5. "Abbi Alligator"
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 Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Read one-syllable words in the Code Flip Books that include the letter-sound correspondences taught** (1.FL.PWR.3b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Print upper- and lowercase letters 'i' and 'I', 'o' and 'O', 'd' and 'D', and 't' and 'T'** (1.FL.WC.4g))
- ✓ **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** (1.FL.PWR.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Code Flip Book Review**	Vowel and Consonant Flip Books; Spelling Cards for 't' > /t/ (*top*), 'd' > /d/ (*dot*), 'i' > /i/ (*it*), 'o' > /o/ (*hop*), 'a' > /a/ (*hat*), 'c' > /k/ (*cat*), 'g' > /j/ (*gift*), 'n' > n (*nut*), 'p' > /p/ (*pat*)	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',	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

- 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.

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.

- 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.

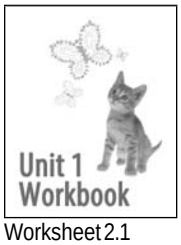
Consonant Flip Book

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*

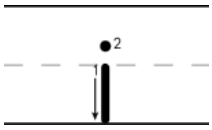
Writing the Spellings



Worksheet 2.1

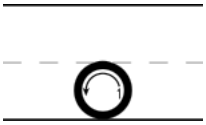
- Distribute Worksheet 2.1.
- Remind the class that every letter can be written with an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /i/.
- Write a large lowercase 'i' on handwriting guidelines 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’.



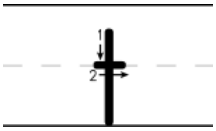
Start on the dotted line.

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



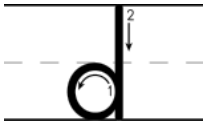
Start between the dotted line and the bottom line.

1. circle to the left



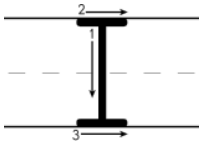
Start between the dotted line and the top line.

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



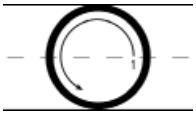
Start between the dotted line and the bottom line.

1. circle to the left
2. long line down



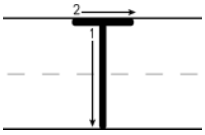
Start on the top line.

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



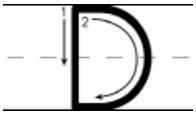
Start between the dotted and the top line.

1. circle to the left



Start on the top line.

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

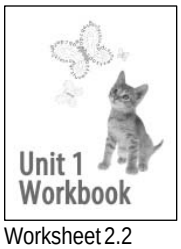


Start on the top line.

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.

Chaining — *15 minutes*

Pocket Chart Chaining for Reading

Pocket Chart Setup

- 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?”

You may use blending motions.

- 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 Targeted Support Stop.

- Newly decodable words:

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.

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

- Chains:

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)

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

- Songs from *Alphabet Jam*:

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.

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 Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Read one-syllable words in the Code Flip Books that include the letter-sound correspondences taught** (1.FL.PWR.3b)
- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.Pa.2c)
- ✓ **Read one-syllable short vowel words and then write each word under its corresponding picture** (1.FL.PWR.3b, 1.FL.WC.4b)
- ✓ **Identify orally common nouns that name people** (1.FL.SC.6a)
- ✓ **Read Tricky Words *a* and *I*** (1.FL.PWR.3f)
- ✓ **Use the article *a* orally and in writing** (1.FL.SC.6g)

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

Advance Preparation

On yellow index cards, write the Tricky Words *a* and *I*. 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.

Warm-Up **10** *minutes*

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.

Segmenting

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

- 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

For segmenting

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

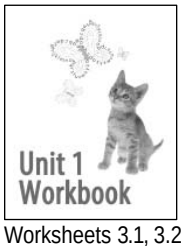
Flip Book Review

- 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 /ae/ 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 /ae/ 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 /ae/, 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 /ae/.
- Tell students that when reading *a*, they have to remember to pronounce it as /u/ or /ae/.
- 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
2. I nap.
3. a dad
4. I dig.
5. I got a cat.
6. a pit

Optional — *15 minutes*

Nouns

Note: In this Optional Grammar lesson you will introduce nouns that name

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

- 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*

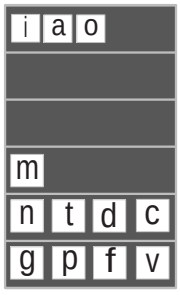
The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Print upper- and lowercase letters 'm' and 'M', 'f' and 'F', and 'v' and 'V'** (1.FL.WC.4g)
- ✓ **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** (.FL.PWR.3b, 1.FL.WC.4b)
- ✓ **Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1** (1.FL.WC.4a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Blending and Segmenting**		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'm' > /m/ (*mad*), 'f' > /f/ (*fit*), 'v' > /v/ (*vet*)	
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

Warm-Up *10 minutes*

Blending and Segmenting

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.

For blending

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.

For segmenting

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.

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.

- 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)

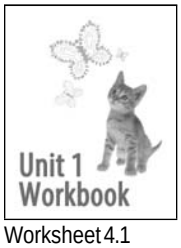
- Turn to **Consonant Flip Book page 15** and point to the sound bubble for /m/ on the page, and then point to the outline for the Spelling Card, placing the 'm' Spelling Card for /m/ on the appropriate place on the page.
- Repeat the steps for the rest of the sound/spelling correspondences.

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*

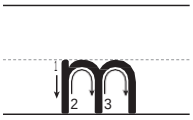
Writing the Spellings



Worksheet 4.1

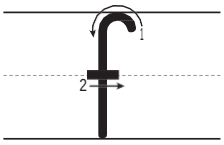
- Remind the class that every letter can be written as an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /m/.
- Write a lowercase 'm' on handwriting guidelines and describe what you are doing 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 ‘f’—‘F’ and ‘v’—‘V’.



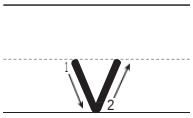
Start on the dotted line.

1. short line down
2. hump
3. hump



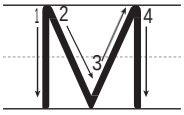
Start just below the top line.

1. candy cane (lift)
2. line across



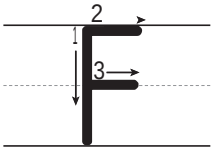
Start on the dotted line.

1. diagonal right
2. diagonal up



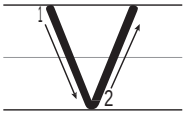
Start on the top line.

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



Start on the top line.

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

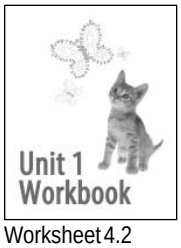


Start on the top line.

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.

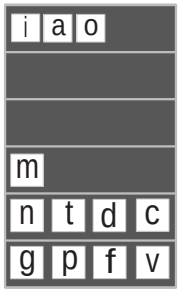
- Tell students that words can be combined to make phrases.
- Tell students that when we write, we leave spaces between the words in a phrase.
- Distribute Worksheet 4.2.
- Read the phrases in the box aloud together, and review the name of each picture.
- Tell students that they will read the phrases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

- 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',

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 Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Read and/or write one-syllable words that include the letter-sound correspondences taught during a chaining exercise** (1.FL.PWR.3b)
- ✓ **Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1** (1.FL.WC.4a)
- ✓ **Identify orally common nouns that name people** (1.FL.SC.6b)
- ✓ **Print upper- and lowercase letters 's' and 'S', 'z' and 'Z', and 'h' and 'H'** (1.FL.WC.4g)
- ✓ **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** (1.FL.PWR.3b, 1.FL.WC.4b)
- ✓ **Read Tricky Words *no*, *so*, and *of*** (1.FL.PWR.3g)
- ✓ **Use the frequently occurring conjunction *so*** (1.FL.SC.6f)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Flip Book Review**	Consonant Flip Book; Spelling Cards for 's' > /s/ (*sun*), 'z' > /z/ (*zip*), 'h' > /h/ (*hot*)	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 *no*, *so*, *of*	10
Practicing Reading	**Phrases**		10

Advance Preparation

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

Warm-Up *10 minutes*

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 /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.

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.

- 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

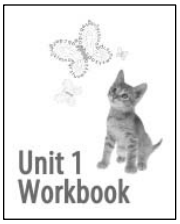
1. 'z' > /z/ (*zip*) Consonant Flip Book p. 12
2. 'h' > /h/ (*hot*) Consonant Flip Book p. 20

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.

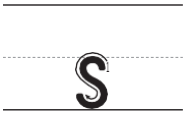
1. a happy grandmother
2. my nice teacher
3. a funny friend
4. a serious librarian
5. a very tall athlete

Writing the Spellings/Word Box



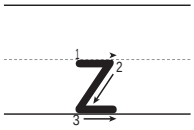
Worksheet 5.1

- 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’.



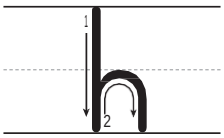
Start just below the dotted line.

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



Start on the dotted line.

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

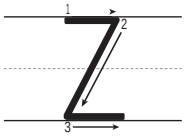


Start on the top line.

1. long line down
2. hump

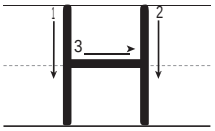
Start between the top and the dotted line.

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



Start on the top line.

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



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 Targeted Support Stop 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 student's 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 Words **10** *minutes*

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 *I*.

***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* 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 Targeted Support Stop 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
2. I am so mad.
3. no nap
4. just so
5. a can of jam
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
2. so hot
3. no hats
4. dog and cat
5. sat on it
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 Targeted Support Stop.

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 supplement. 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.

TN Foundational Skills Kindergarten Experience

To accurately place students in reading groups, it is helpful to have a basic overview of the Kindergarten supplement. Students who did well in Kindergarten should be ready for the Grade 1 sequence of skills instruction. In general, students who mastered 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 Kindergarten sequence will have completed the last unit, but they may still be prepared for Grade 1 materials. In general, students who mastered 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 *cat*, *dog*, *bed*		
Unit 6:	Consonant clusters, CCVC words like *flag*, CVCC words like *dust*, CCVCC words like *blast*		
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’, /ae/ 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’, /ae/ 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

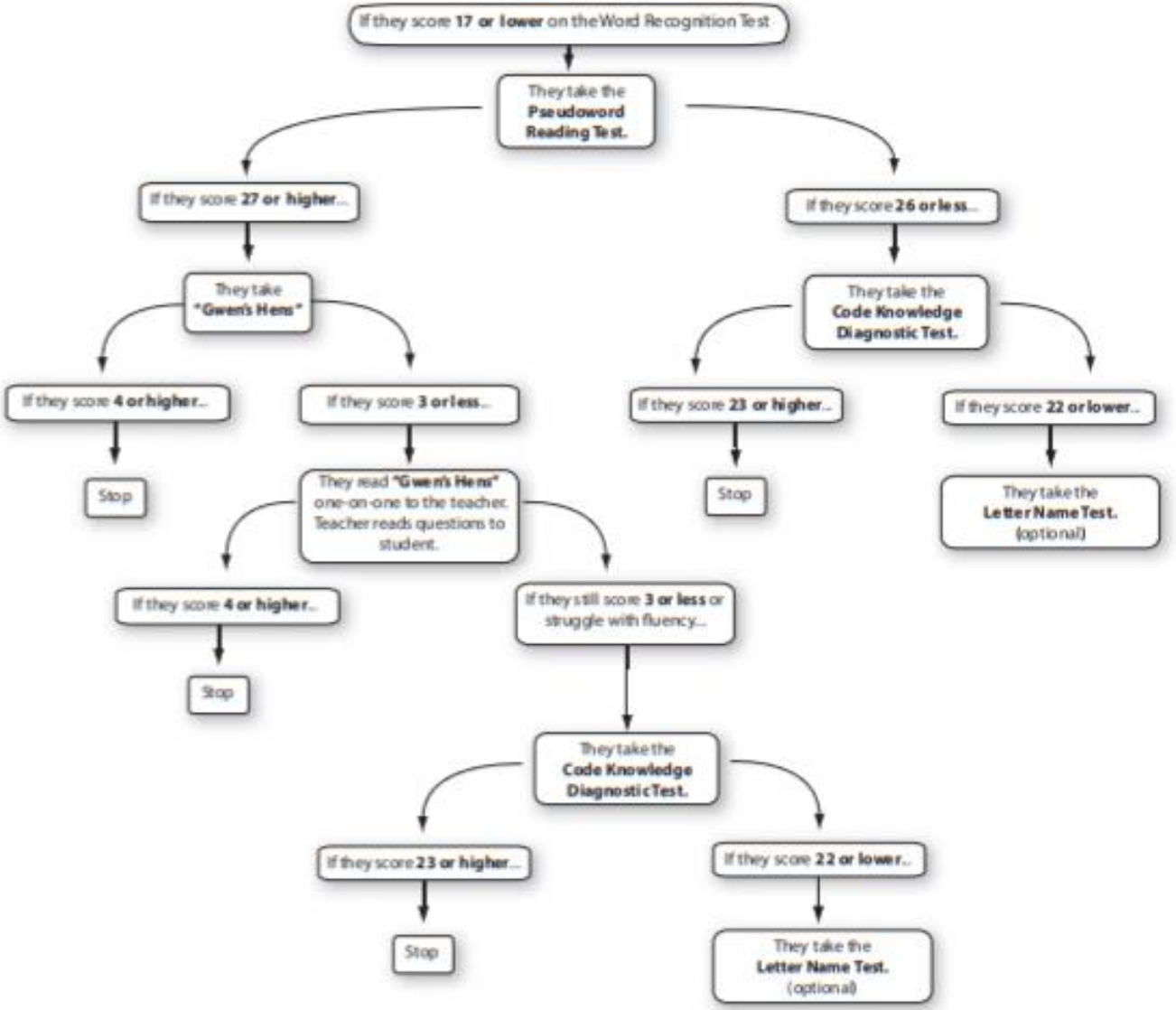
administered as a group test, but only to those students who scored 18 or higher on the Word Recognition Test. Students who are not eligible for the Story Reading Test should work independently on the worksheets provided, as the teacher then calls each student individually to complete the indicated one-on-one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

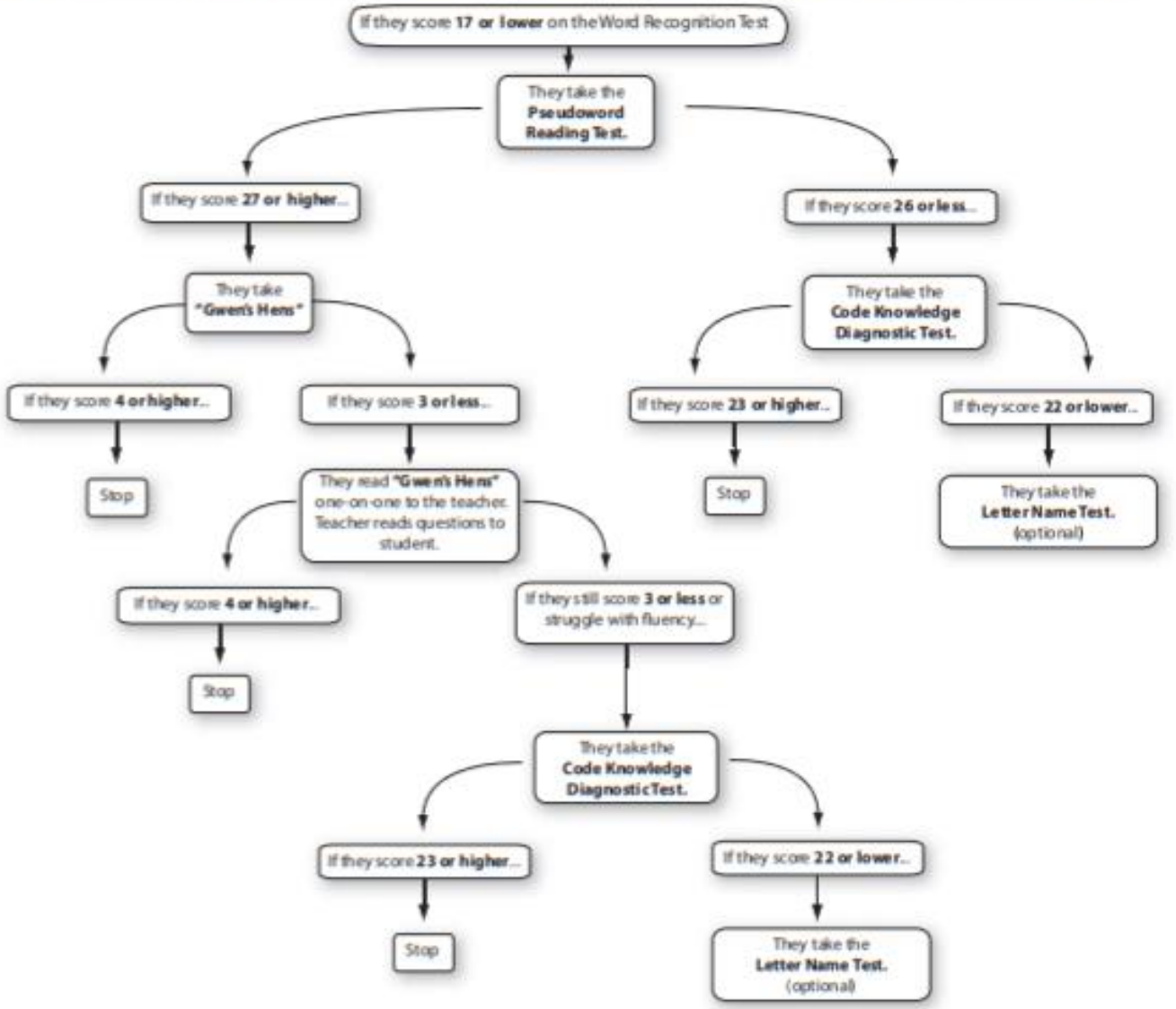
If the placement tests indicate that a student is not ready for Grade 1, it is imperative that the student be regrouped to get Skills instruction that matches his or her reading ability.

Flow Chart for Order of Assessment Administration if Students Score 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.

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.

Placement Planning Sheet of Students' Unit 1 Scores

Student's Name	Word Recognition	Story Reading: "Gwen's Hens"	Pseudoword Reading	Code Knowledge	Letter Name	Group

Lesson 6

Assessment

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

✓ **Assess students' reading abilities**

At a Glance	Exercise	Materials	Minutes
Assessment	**Word Recognition Test and Scoring**	Worksheet 6.1	Will Vary; 20–30
Independent Work	**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

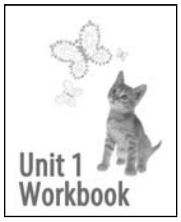
Today's assessment is the Word Recognition Test, and it will be administered to your entire class. It is designed to provide you with a quick overview of students' ability to recognize words that contain spellings taught in the Kindergarten supplement. Depending on your class, this may take around 20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

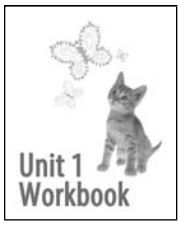
- Distribute Worksheet 6.1.
- Tell students that for this activity, they have to listen very carefully to you. For each number, you will say one word. They must find that word in that row and circle it.
- Say to students, "Find the first row of words. Listen carefully to this word: *mat*. I will say 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

Assessment

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

✓ **Assess students' reading abilities**

At a Glance	Exercise	Materials	Minutes
Assessment	**One-on-One Assessments; Story Reading: "Gwen's Hens"**	Worksheets 7.1–7.5	Will Vary; 20–30
Independent Work	**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

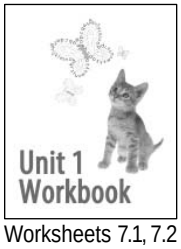
Students who received a score of **18 or more** on the Word Recognition Test will read and answer questions about the story "Gwen's Hens." Tell the group of students taking the Story Reading Assessment to begin independent work using Worksheets 7.6–7.8 once they have completed the Story Reading Test.

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

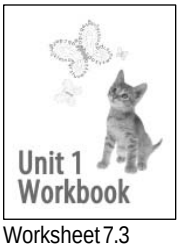
- Help students tear out Worksheet 7.1. Explain that they will read the story and answer questions on Worksheet 7.2.
- Encourage students to look back to the story if they need help answering the questions.
- Tell students that when they finish reading the story and answering the questions, they should 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 sequence.**



Worksheet 7.3

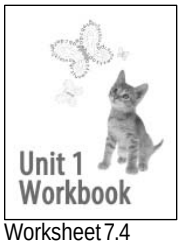
- Turn to the end of this lesson to find the Pseudoword Reading Test. You will place this copy in front of the student to read.
- Ask the student to bring their Workbook and sit with you in a quiet spot in your classroom.
- Find Worksheet 7.3 for the Pseudoword Scoring Sheet. You will use this to record 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

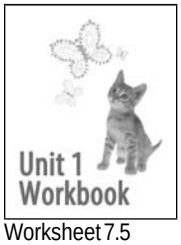
- Turn to the end of this lesson to find the Code Knowledge Diagnostic Test. You will place this copy in front of the student to read.
- Ask the student to bring their Workbook and sit with you in a quiet spot in your classroom.
- Tear out the student's Worksheet 7.4 for the Code Knowledge Diagnostic 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 /<u>th</u>/ 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 /<u>th</u>/, 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

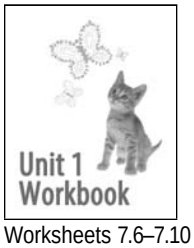
1. e
2. y
3. o
4. h
5. k
6. b
7. x
8. m
9. u
10. g

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 NameTest

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

Independent Work



Worksheets 7.6–7.10

- 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.

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

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

Assessment

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

✓ **Assess students' reading abilities**

At a Glance	Exercise	Materials	Minutes
Assessment	**One-on-One Assessments; Story Reading: "Gwen's Hens"**	Worksheets 7.1–7.8	Will Vary; 20–30
Independent Work	**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.

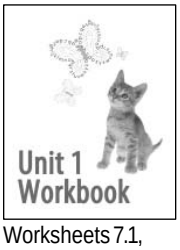
For each day, there are two stories and one activity worksheet for students to complete independently. Students may also read trade books, journal write, or complete any other quiet activity you have prepared for them.

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

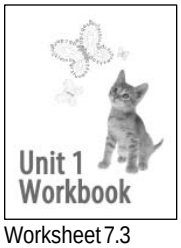
- Have students tear out Worksheet 7.1. Explain that they will read the story and answer questions on Worksheet 7.2.
- Encourage students to look back to the story if they need help answering the questions.
- Tell students that when they finish reading the story and answering the questions, they should 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 sequence.**



Worksheet 7.3

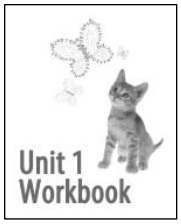
- Turn to the end of Lesson 7 to find the Pseudoword Reading Test. You will place this copy in front of the student to read.
- Ask the student to bring their Workbook and sit with you in a quiet spot in your classroom.
- Find Worksheet 7.3 for the Pseudoword Scoring Sheet. You will use this to record 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.

Code Knowledge Diagnostic Test



Worksheet 7.4

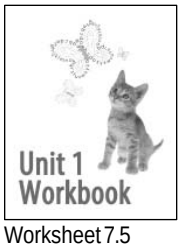
- Turn to the end of Lesson 7 to find the Code Knowledge Diagnostic Test. You will place this copy in front of the student to read.
- Ask the student to bring their Workbook and sit with you in a quiet spot in your classroom.
- Tear out the student's Worksheet 7.4 for the Code Knowledge Diagnostic Test 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 /<u>th</u>/ 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 /<u>th</u>/, 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

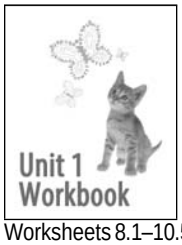
1. e
2. y
3. o
4. h
5. k
6. b
7. x
8. m
9. u
10. g

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



Worksheets 8.1–10.5

- 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.

Placement

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 at the Kindergarten level. Students may lack these skills for a variety of reasons, including being new, perhaps having used different approaches and/ or instructional materials in Kindergarten, difficulty in thoroughly mastering these skills in spite of having participated in Kindergarten 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 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 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 supplement. These tests should not be used for regrouping students during the knowledge building literacy lessons. In fact, all students should participate in grade level knowledge building 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 knowledge building lessons. 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 knowledge building lessons 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 and **4 or more** on "Gwen's Hens"	Grade 1 Unit 2 **This student has OUTSTANDING preparation for Grade 1 Skills**.	1
18 or more on Word Recognition and **3 or less** on "Gwen's Hens" and **27 or more** on the Pseudoword Test	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 and **3 or less** on "Gwen's Hens" and **21 or more** on the Pseudoword Test and **28 or more** on the Code Knowledge Test	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 *Assessment and Remediation Guide*. Monitor progress in Unit 2.	2
18 or more on Word Recognition and **3 or less** on "Gwen's Hens" and **20 or less** on the Pseudoword Test and **28 or more** on the Code Knowledge Test	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 *Assessment and Remediation Guide*. Monitor progress in Unit 2.	2
18 or more on Word Recognition and **3 or less** on "Gwen's Hens" and **20 or less** on the Pseudoword Test and **27 or less** 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 Grade 1 Unit 2, s/he would benefit from a comprehensive review first of all material from the Unit 1 *Assessment and Remediation Guide* before starting Grade 1 Unit 2. If Kindergarten materials are available, another option may be to use Kindergarten Units 6–8 materials before starting Grade 1 Unit 2.	3

17 or less on Word Recognition and **27 or more** on the Pseudoword Test and **4 or more** on "Gwen's Hens"	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 *Assessment and Remediation Guide*. Monitor progress in Unit 2.	2
17 or less on Word Recognition and **21 or more** on the Pseudoword Test and **3 or less** on "Gwen's Hens" and **28 or more** on the Code Knowledge Test	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 *Assessment and Remediation Guide*. Monitor progress in Unit 2.	2
17 or less on Word Recognition and **20 or less** on the Pseudoword Test and **3 or less** on "Gwen's Hens" and **27 or less** on the Code Knowledge Test	**This student has QUESTIONABLE preparation for Grade 1 Skills.** S/he needs a comprehensive review first of all material from the Unit 1 *Assessment and Remediation Guide* before starting Grade 1 Unit 2. If Kindergarten materials are available, another option may be to use Kindergarten Units 6–8 materials before starting Grade 1 Unit 2.	3

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 Grade 1 Unit 2, providing individualized remediation in small groups using Targeted Support Stop activities and/or the *Assessment and Remediation Guide* 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 Grade 1 Unit 2, while the other teacher provides Skills instruction to all Group 3 students, starting with Unit 1 of the *Assessment and Remediation Guide*
If there are three classroom teachers per grade level…	…one teacher provides Skills instruction to all Group 1 students, starting with Grade 1 Unit 2, another teacher provides Skills instruction to all Group 2 students, starting with Grade 1 Unit 2, and the other teacher provides Skills instruction to all Group 3 students, starting with Unit 1 of the *Assessment and Remediation Guide*
If there are four classroom teachers per grade level…	…one teacher provides Skills instruction to all Group 1 students, starting with Grade 1 Unit 2, another teacher provides Skills instruction to the higher level Group 2 students, starting with Grade 1 Unit 2, another teacher provides Skills instruction to the lower level Group 2 students, starting with Grade 1 Unit 2 and intermittent use of Targeted Support Stop activities throughout the unit for reinforcement, and the other teacher provides Skills instruction to all Group 3 students starting with Unit 1 of the *Assessment and Remediation Guide*

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 Targeted Support Stop 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 Targeted Support Stop 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 Targeted Support Stop 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 Targeted Support Stop 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
Sounds First Activities

Unit 1, Lesson 11

Ⓜ **Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme Production.

Directions: This is an introduction to the First Grade lessons. It begins with a review of rhyming words in an activity called "Popcorn Rhyme." You will lead students through quick exercises that contain a review of the rhyming skills they worked on in Kindergarten. Tell students to imagine what it is like to cook popcorn. Just like popcorn kernels popping, they will be invited to say all the rhyming words they can think of as they pop into their heads.

1. Tell students that the word you say will be the kernels heating up.
2. Say the word and mime throwing it into a pan (or putting it into the microwave).
3. Invite students to "turn up the heat." Once you determine that the heat is "high enough" invite students to start "popping" (i.e. sharing words that rhyme with the first word). You determine how this "popping" will proceed for your class. For example:
    - Students might pop the words out as they think of them.
    - You might ask for volunteers or randomly call on students.
4. Repeat the process with as many of the words as you choose.

Note: Model and practice this activity as needed. Nonsense words are acceptable. It's the rhyming pattern that matters!

Words to use: fall, nap, tin, pit, long, won, den, bed, sud, bus

Ⓔ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

In order to do this, students must be able to split the two phonemes in the onset. They must isolate the first one, delete it, and then blend the remaining phoneme with the rime to pronounce the new word. What makes this particularly challenging is that when words are spoken, the sounds that make them up come out fluidly. In other words, we don't really "feel" the seams between the sounds. Try it. Pronounce the word "slip." While you can feel your mouth change position from one sound to the next, it is so quick, it almost feels imperceptible. Slow the process down. Can you feel how with each sound, there is a physical change happening?

Important Note: Lessons in the Experiencing stage support students to feel the seams between the two sounds in the onset. As they move up the spoken "word on the curve," each of the two sounds is isolated with physical cues. This curve and the physical cues will be familiar to students who have used this curriculum in PreK and Kindergarten. This is similar to the Cut off the Sound activity in Kindergarten. The difference between this and the Kindergarten skill is that now the onset contains two sounds rather than one.

Directions: Tell students to imagine a word coming out of their mouth in a curve. Their job will be to take off one of the sounds they hear to make a new word.

1. Say the sentence with rhythm and expression.
2. Tell the students to repeat.
3. Say the targeted word while making a curve motion with your hand out and forward from your mouth. Explain that this "is the word on the curve."
4. Place your fist under your chin. Then pronounce the first sound of the onset while pulling down. Move your fist up the curve and pronounce the next sound. Doing this "shows" the position of, and isolates, each sound.
5. Move your hand to the top of the curve and in one fluid motion, pronounce the rime as you move your hand over and down. Doing this shows the position of the rime.
6. Tell the students to repeat these steps (4 and 5).
7. Place your fist back under your chin, make the first sound, and prompt students to cut it off. Tell students to watch you. Then tell them to do it with you.
8. Isolate the first sound (fist under chin), and mime cutting it off (with a snipping motion to the side). Continue back up the curve, isolating and pronouncing the second sound and saying the rime while making the curve motion with your hand.

Do this one first. Practice it a few times with the students:	**Repeat with the following sentences:**
T: *Be careful! Try not to **slip** on the ice!* **S**: repeat **T**: ***Slip** is the word on the curve* (while moving hand out from mouth in a	*My dog wants to come to **school** with me.* *I think it's time to **clean** up your room.*

curve). ***Let's break it down!*** **T**: */s/* (pull fist down under chin) /l/ (move fist up to just under the peak of the curve) ...*ip* (while moving hand forward over the curve in one fluid motion) **S**: repeat ***Let's cut off a sound!*** **T**: *Slip.* (pause) *But cut off the /s/.* (snipping motion by mouth) **T***: /s/* (snipping motion) /l/ (fist just under the peak of the curve) ...*ip* (curve motion) *lip* ***Do it with me!*** **T** and **S**: repeat	*I'm feeling tired. I want to **sleep**.* *I'm so **glad** you're here today!*

Alliteration: Silly Stories.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Teddy Ready traveled all over town.

Lesson 11

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Differentiate between the consonants /s/ and /z/, and /f/ and /v/, and choose the correct spelling** (1.FL.PA.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** (1.FL.PWR.3.b)
- ✓ **Read Tricky Words *is* and *to*** (1.FL.PWR.3g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Blending and Segmenting**		10
	Flip Book Review	Consonant Flip Book; Spelling Cards 'ff' > /f/ (*stuff*), 'v' > /v/ (*vet*), 'ss' > /s/ (*dress*), 'zz' > /z/ (*buzz*)	
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 *is*, *to*	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

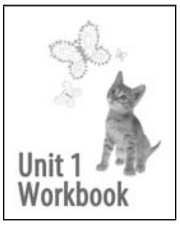
- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance chart readily available.
- Show students the /f/ Spelling Card with the 'ff'—*stuff* side facing students. Point to the 'ff' and remind them 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

Practice — *30 minutes*

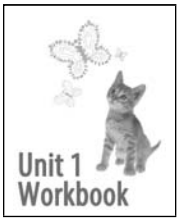
Writing the Spellings and Word Box — 15 *minutes*



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

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

- 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/.

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

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)

Chaining — *10 minutes*

Large Card Chaining

Additional practice for chaining can be found in the Targeted Support Stop.

- 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 — *10 minutes*

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, "*Is* 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.

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

- Practice reading Tricky Words by writing the following phrases on the board. Ask students to read the phrases aloud.

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

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
Sounds First Activities

Unit 1, Lesson 12

Ⓜ **Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme Production.

Directions: Remind students of the popcorn game.

1. Tell students that the word you say will be the kernels heating up.
2. Invite students to "turn up the heat." Once you determine that the heat is "high enough" invite students to start "popping" (i.e. sharing words that rhyme with the first word).
3. Repeat the process with as many of the words as you choose.

Note: Model and practice this activity as needed. Nonsense words are acceptable.

Words to use: beach, team, play, made, coat, box, ride, pill, rude, luck

Ⓔ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Important Note: Lessons in the Experiencing stage <u>support students to feel the seams</u> between the two sounds in the onset. Each of the sounds is isolated with physical cues. In the first week, students practice and become familiar with isolating these sounds and getting used to the idea of "cutting" one off. In the second week, they will silence that first sound (effectively deleting it) and blend the remaining sound with the rime, to say the new word.

Do this one first:	**Repeat with the following sentences:**
T: *I have to **brush** my teeth.* **S**: repeat	*I don't know what time it is. My **clock** is broken.*

T: ***Brush*** *is the word on the curve* (while moving hand out from mouth in a curve). ***Let's break it down!*** **T**: */b/* (pull fist down under chin) /r/ (move fist up to just under the peak of the curve) ...*ush* (while moving hand forward over the curve in one fluid motion) **S**: repeat ***Let's cut off a sound!*** **T**: *Brush. But cut off the /b/.* (snipping motion by mouth) **T***: /b/* (snipping motion) /r/ (fist just under the peak of the curve) ...*ush* (curve motion) *rush* ***Do it with me!*** **T** and **S**: repeat	*It looks like it's going to be a* ***great*** *day.* *Take this broom and* ***sweep*** *up your room.* (You can use this sentence again, focusing on the word **broom.**) *My friend Fred has a* ***twin*** *brother.* (You can use this sentence again, focusing on the word Fred.)

Alliteration: Silly Stories.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Teddy Ready traveled all over town. **Taking turns talking like a clown.**

Lesson 12

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Print upper- and lowercase letters 'b' and 'B', 'l' and 'L', and 'r' and 'R'** (1.FL.WC.4g)
- ✓ **Read one-syllable short vowel words and then write each word under its corresponding picture** (1.FL.PWR.3b, 1.FL.WC.4b)
- ✓ **Spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted** (1.FL.PWR.3b)
- ✓ **Spell one-syllable words using the letter-sound correspondences taught in Grade 1** (1.FL.WC.4a)

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.

Warm-Up *10 minutes*

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.

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.

- Repeat these steps with the remaining Spelling Cards for /r/ and /l/, which can be found on the following pages.

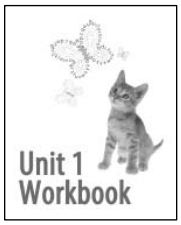
Consonant Flip Book

1. 'r' > /r/ (*red*) Consonant Flip Book p. 18
2. '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*

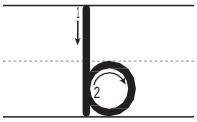
Writing the Spellings



Worksheet 12.1

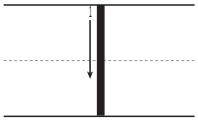
If students need additional practice with writing, you may use the exercises in the Targeted Support Stop.

- 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'.



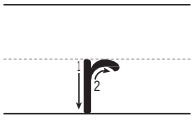
Start on the top line.

1. long line down
2. circle to the right



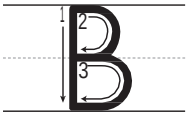
Start on the top line.

1. long line down



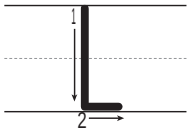
Start on the dotted line.

1. short line down
2. half a hump



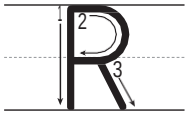
Start on the top line.

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



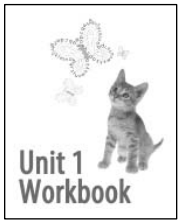
Start on the top line.

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 Targeted Support Stop.

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

Ⓜ **Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme Production.
Directions: Remind students of the popcorn game.

1. Tell students that the word you say will be the kernels heating up.
2. Invite students to "turn up the heat." Once you determine that the heat is "high enough" invite students to start "popping" (i.e. sharing words that rhyme with the first word).
3. Repeat the process with as many of the words as you choose.

Note: model and practice this activity as needed. Nonsense words are acceptable.

Words to use: bear, peek, run, bug, store, done, tire, wig, shake, cash

Ⓔ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Important Note: Lessons in the Experiencing stage <u>support students to feel the seams</u> between the two sounds in the onset. Each of the sounds is isolated with physical cues. In the first week, students practice and become familiar with isolating these sounds and getting used to the idea of "cutting" one off. In the second week, they will silence that first sound (effectively deleting it) and blend the remaining sound with the rime, to say the new word.

Do this one first:	**Repeat with the following sentences:**
T: *I planted a seed and I hope it will **grow**!* **S**: repeat **T**: ***Grow** is the word on the curve* (while moving hand out from mouth in a	*I always **clap** at the end of a good show.* *Did you see that bird **<u>glide</u>** down from the*

curve). ***Let's break it down!*** **T**: */g/* (pull fist down under chin) /r/ (move fist up to just under the peak of the curve) ...*ow* (while moving hand forward over the curve in one fluid motion) **S**: repeat ***Let's cut off a sound!*** **T**: *Grow. But cut off the /g/.* (snipping motion by mouth) **T***: /g/* (snipping motion) /r/ (fist just under the peak of the curve) ...*ow* (curve motion) *row* ***Do it with me!*** **T** and **S**: repeat	*roof?* *A little **snail** lives in the dirt under my stairs.* *My baby brother loves to **play** in the snow.* (Use this sentence again, focusing on the word **snow**.)

Alliteration: Silly Stories.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Teddy Ready traveled all over town. Taking turns talking like a clown. **It was a treat to see his teeth when he grinned so wide.**

Lesson 13

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Read one-syllable words in the Code Flip Book that include the letter-sound correspondences taught** (1.FL.PWR.3b)
- ✓ **Print upper- and lowercase letters 'w' and 'W', 'e' and 'E', and 'u' and 'U'** (1.FL.WC.4g)
- ✓ **Read and write Tricky Words *all* and *some*** (1.FL.PWR.3g, 1.FL.WC.f)
- ✓ **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** (1.FL.PWR.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Flip Book Review**	Vowel and Consonant Flip Books; Spelling Cards for 'w' > /w/ (*wet*), 'e' > /e/ (*pet*), 'u' > /u/ (*but*)	5
Reviewing the Spellings	**Writing the Spellings**	Pencils; Worksheet 13.1	10
Tricky Words	**Tricky Word Cards**	Marker; yellow index cards for *all*, *some*	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.

Warm-Up — *5 minutes*

Flip Book Review

- 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.

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.

- 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.

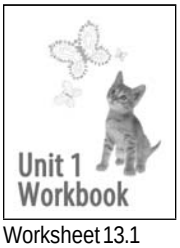
Vowel Flip Book

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*

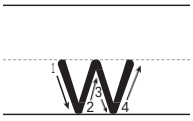
Writing the Spellings



Worksheet 13.1

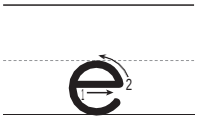
- Distribute Worksheet 13.1.
- Remind the class that every letter can be written as an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /w/.
- Write a lowercase 'w' on handwriting guidelines and 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'.



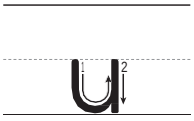
Start on the dotted line.

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



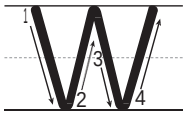
Start between the dotted line and the bottom line.

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



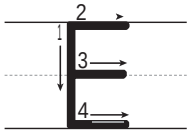
Start on the dotted line.

1. cup
2. short line down



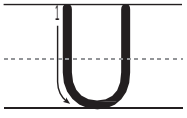
Start on the top line.

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

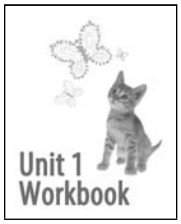
If students need additional help with Tricky Words you may use the exercises in the Targeted Support Stop and the activities in the *Assessment and Remediation Guide*.

- 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

Small Group — *15 minutes*

Tricky Word Practice



Worksheet 13.2

- 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 — *15 minutes*

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 Targeted Support Stop.

- 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 all	8. some of us	15. dog went in
2. of us no	9. some wet pups	16. last bit of dust
3. end left	10. west wind	17. ten men had fun
4. 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
Sounds First Activities

Unit 1, Lesson 14

Ⓜ **Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme Production.
Directions: Remind students of the popcorn game.

1. Tell students that the word you say will be the kernels heating up.
2. Invite students to "turn up the heat." Once you determine that the heat is "high enough" invite students to start "popping" (i.e. sharing words that rhyme with the first word).
3. Repeat the process with as many of the words as you choose.

Note: Model and practice this activity as needed. Nonsense words are acceptable.

Words to use: face, sat, nice, flight, dog, not, hut, loop, wet, pen

Ⓔ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Do this one first:	**Repeat with the following sentences:**
T: *The bunny is munching on a **blade** of grass.* **S**: repeat **T**: ***Blade** is the word on the curve* (while moving hand out from mouth in a curve). ***Let's break it down!***	*My big sister is going to give a **speech** in her class today.* *Uh, oh! I think I have to **sneeze**!* *Yikes! I didn't hear you coming. You gave me*

T: */b/* (pull fist down under chin) /l/ (move fist up to just under the peak of the curve) ...*ade* (while moving hand forward over the curve in one fluid motion) **S**: repeat ***Let's cut off a sound!*** **T**: *Blade. But cut off the /b/.* (snipping motion by mouth) **T***: /b/* (snipping motion) /l/ (fist just under the peak of the curve) ...*ade* (curve motion) *laid* ***Do it with me!*** **T** and **S**: repeat	*a **fright**!* *A big **plane** landed at the airport.*

Alliteration: Silly Story.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Teddy Ready traveled all over town. Taking turns talking like a clown. It was a treat to see his teeth when he grinned so wide. **His tremendous talent took him from town to town, troubling nobody around.**

Lesson 14

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Read one-syllable words that include the letter-sound correspondences taught** (1.FL.PWR.3b)
- ✓ **Identify common nouns that name people** (1.FL.SC.6a)
- ✓ **Read Tricky Words *from* and *word*** (1.FL.PWR.3g)

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

Advance Preparation

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

Warm-Up — *10 minutes*

Blending and Segmenting

For blending

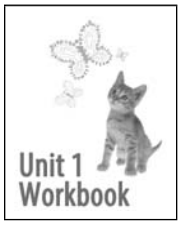
For segmenting

- 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 — *15 minutes*

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.

Optional *10 minutes*

Nouns

Note: In this Optional 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 Words **10** *minutes*

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'.

Practicing Reading — *15 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. zip pants
2. big word
3. bad cut
4. a word
5. hot dog
6. gift from him
7. gift from her

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
Sounds First Activities

Unit 1, Lesson 15

Ⓜ **Rhyme Activity:** Popcorn Rhyme!

Skill: Rhyme Production.
Directions: Remind students of the popcorn game.

1. Tell students that the word you say will be the kernels heating up.
2. Invite students to "turn up the heat." Once you determine that the heat is "high enough" invite students to start "popping" (i.e. sharing words that rhyme with the first word).
3. Repeat the process with as many of the words as you choose.

Note: Model and practice this activity as needed. Nonsense words are acceptable.

Words to use: pie, tin, road, rose, get, seat, sad, car, tub, gum

Ⓔ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Do this one first:	**Repeat with the following sentences:**
T: *Look at all the food on my **plate**!* **S**: repeat **T**: ***Plate** is the word on the curve* (while moving hand out from mouth in a curve). ***Let's break it down!***	*My mom says I have a beautiful **smile**.* *After lunch we'll **throw** out our garbage.* *I love to eat **fried** dough.*

T: */p/* (pull fist down under chin) /l/ (move fist up to just under the peak of the curve) ...*ate* (while moving hand forward over the curve in one fluid motion) **S**: repeat ***Let's cut off a sound!*** **T**: *Plate. But cut off the /p/.* (snipping motion by mouth) **T**: */p/* (snipping motion) /l/ (fist just under the peak of the curve) ...*ate* (curve motion) *late* ***Do it with me!*** **T** and **S**: repeat	*"I don't know," he said, with a **shrug**.*

Alliteration: Silly Story.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Teddy Ready traveled all over town. Taking turns talking like a clown. It was a treat to see his teeth when he grinned so wide. His tremendous talent took him from town to town, troubling nobody around. **Train tracks filled with tourists to see Teddy when he is in town.**

Lesson 15

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2.b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Print upper- and lowercase letters 'j' and 'J', and 'y' and 'Y'** (1.FL.WC.4g)
- ✓ **Read and spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted** (1.FL.PWR.3b)
- ✓ **Read Tricky Words *are*, *have*, and *were*** (1.FL.PWR.3g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Blending and Segmenting**		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'j' > /j/ (*jump*), 'y' > /y/ (*yes*)	
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 *are*, *were*, *have*	10
Practicing Reading	**Phrases**		10
Take-Home Material	**Phrasemaker**	Worksheet 15.2	*

Pocket Chart Setup

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.

Warm-Up *10 minutes*

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.

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.

- 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.

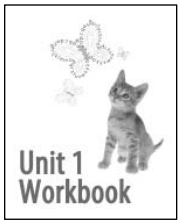
Consonant Flip Book

1. 'y' > /y/ (*yes*) Consonant Flip Book p. 22

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

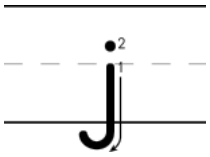
Reviewing the Spellings — *15 minutes*

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'.

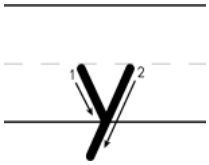


Start on the dotted line.

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

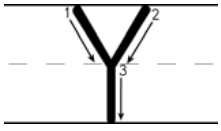
Start on the top line.

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 Targeted Support Stop 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
2. have cats
3. yes and no
4. dog yelps
5. Mom and Dad are up.
6. just a bug
7. jog fast
8. not a dog
9. is fun
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 Targeted Support Stop.

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

- Newly decodable words:

1. jump*
2. just*
3. yes*
4. jab
5. jam
6. jet
7. Jim
8. job
9. jog
10. jot
11. jug
12. yam
13. yet
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
2. yip and yap
3. yes and no
4. yam in pot
5. a fast jog
6. jug of milk
7. have some jam
8. get a job
9. not yet
10. have a blast
11. just a word
12. from Jen
13. Some jets are fast.
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
Sounds First Activities

Unit 1, Lesson 16

Onset Rime: Mix it Up!

Skills: Delete a single consonant (ex: fall to all) or rime unit (ending) from a one-syllable word (ex: fall to /f/).

This is a week of Mix it Up! activities. You will continue to lead students through quick exercises that contain a review of the skills they worked on in Kindergarten. Mix it Up! activities are important for several reasons. They allow for more exposure for children who may not have cemented their mastery yet and keep children on their toes who have. Everybody should practice skills they've mastered to keep their skills sharp. You can make your own Mix it Up! activities when you're out and about with your students too. You don't have to wait for these weeks to roll around! Anytime is good once students have a range of skills mastered.

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."
3. Say a single-syllable word. Tell students to repeat.
4. Tell students to delete the first sound (onset) or the ending sound (rime unit) and say what remains aloud.

Do this one first:	**Repeat the procedure using these words:**	
T: *has* **S:** repeat **T:** *Say has but don't say /h/.* **S:** as	1. *That.*	*Say that but don't say /th/. (/at/)*
	2. *Mile.*	*Say mile but don't say -ile. (/m/)*
	3. *Yam*	*Say yam but don't say /y/. (/am/)*
	4. *Ran.*	*Say ran but don't say /an/. (/r/)*
	5. *Light.*	*Say light but don't say -ight. (/l/)*
	6. *Bake.*	*Say bake but don't say /b/. (-ake)*
	7. *Clam*	*Say clam but don't say /cl/. (/am/)*
	8. *Shout.*	*Say shout but don't say /sh/. (-out)*
	9. *Meal.*	*Say meal but don't say -eal. (/m/)*

Ⓔ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Important Note: The first week in the Experiencing stage had students practicing and becoming familiar with isolating the two phonemes in the onset sounds and getting used to the idea of "cutting" one off. In this second week of the Experiencing stage, students now silence that first sound (effectively deleting it) and blend the remaining sound with the rime to say the new word.

Do this one first:	**Repeat with the following sentences:**
T: *I love the smell of fresh **bread**!* **S**: repeat **T**: ***Bread** is the word on the curve* (while moving hand out from mouth in a curve). ***Let's cut off a sound!*** **T**: *Bread. But don't say /b/.* (finger at lips) ***Watch me!*** **T***:* (finger to lips) /r/ (fist just under the peak of the curve) ...*ed* (curve motion) ***Do it with me!*** **T** and **S**: repeat **T:** *What's the new word?* **S**: red	*My sister plays the **flute** in a band.* *My dog isn't fast. He likes to be **slow**.* *Last week I scraped my knee. Now I have a **scab**.* *I got a new bike. I hope I don't **crash**!* *I like to watch the water go down the **drain**.*

Alliteration: Silly Story.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Jimmy Jammy drank juicy juice.

Lesson 16

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Print upper- and lowercase letters 'k' and 'K', and 'x' and 'X'** (1.FL.WC.4g)
- ✓ **Read Tricky Words *one* and *once*** (1.FL.PWR.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** (1.FL.PA.2b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Blending and Segmenting**		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'x' > /x/ (*tax*), 'k' > /k/ (*kid*)	
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',	15
Tricky Words	**Tricky Word Cards**	Marker; yellow index cards for *one*, *once*	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

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: '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.

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.

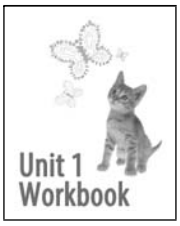
Consonant Flip Book

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*

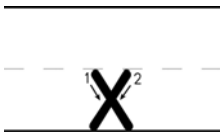
Writing the Sounds/Label the Picture



Worksheet 16.1

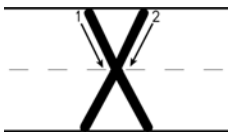
If a student notices that /x/ consists of two sounds, you can confirm this and compliment the student for being a good listener.

- 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'.



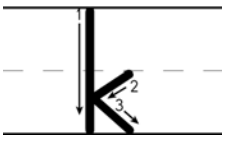
Start on the dotted line.

1. diagonal right (lift)
2. diagonal left



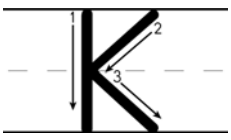
Start on the top line.

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.

Chaining — *15 minutes*

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 — *10 minutes*

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 Targeted Support Stop 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 Targeted Support Stop.

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
Sounds First Activities

Unit 1, Lesson 17

Onset Rime: Mix it Up!

Skill: Delete a single consonant (ex: fall to all) or rime unit (ending) from a one-syllable word (ex: fall to /f/).

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."
3. Say a single-syllable word. Tell students to repeat.
4. Tell students to delete the first sound (onset) or the ending sound (rime unit) and say what remains aloud.

Do this one first:	**Repeat the procedure using these words:**	
T: *fuss* **S:** repeat **T:** Say fuss but don't say /f/. **S:** uss	1. *Base.* 2. *Sit.* 3. *Shore.* 4. *Cheese.* 5. *Zone.* 6. *Vase.* 7. *Roar.* 8. *Hose.* 9. *Clap.*	*Say base but don't say /b/. (-ace)* *Say sit but don't say /it/. (/s/)* *Say shore but don't say /sh/. (/or/)* *Say cheese but don't say /ch/. (-eese)* *Say zone but don't say -own. (/z/)* *Say vase but don't say -ase. (/v/)* *Say roar but don't say -oar. (/r/)* *Say hose but don't say /h/. (-oze)* *Say clap but don't say /ap/. (/cl/)*

Ⓔ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Important Note: The first week in the Experiencing stage had students practicing and becoming familiar with isolating the two phonemes in the onset sounds and getting used to the idea of "cutting" one off. In this second week of the Experiencing stage, students now silence that first sound (effectively deleting it) and blend the remaining sound with the rime to say the new word.

Do this one first:	**Repeat with the following sentences:**
T: *I hold my pencil with a strong **grip**!* **S**: repeat **T**: ***Grip** is the word on the curve* (while moving hand out from mouth in a curve). ***Let's cut off a sound!*** **T**: *Grip. But don't say /g/.* (finger at lips) ***Watch me!*** **T***:* (finger to lips) /r/ (fist just under the peak of the curve) ...*ip* (curve motion) ***Do it with me!*** **T** and **S**: repeat ***What's the new word?*** **S**: rip	*When the rabbit saw the cat, he hopped and **fled**.* *One time I watched a movie with a great big **troll**.* *My little brother likes it when I push him on the **swing**.* *Last winter I **slid** down the hill with my sister.* *Please **place** your book on the shelf over there.*

Alliteration: Silly Story.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story Jimmy Jammy drank juicy juice. **Juice spilled on his jammies.**

Lesson 17

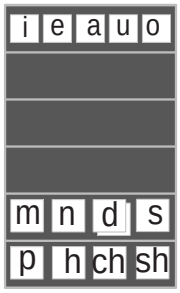
Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Read and write letter-sound correspondences 'sh' > /sh/ and 'ch' > /ch/** (1.FL.PWR.3a, 1.FL.WC.4a)
- ✓ **Read and spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted** (1.FL.PWR.3b)
- ✓ **Identify common nouns that name a thing** (1.FL.SC.6a)
- ✓ **Read and write Tricky Words *to*, *do,* and *two*** (1.FL.PWR.3g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'sh' > /sh/ (*shop*), 'ch' > /ch/ (*chin*)	
Reviewing the Spellings	Digraphs		5
	Writing the Spellings	Pencils; Worksheet 17.1	15
Optional Grammar	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 *do*, *two*	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*

Blending and Segmenting

For blending

For 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.

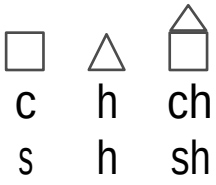
Consonant Flip Book

1. ‘sh’ > /sh/ (*shop*) Consonant Flip Book p. 24

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

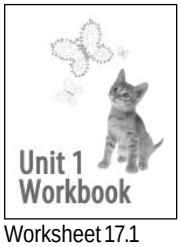
Reviewing the Spellings — *20 minutes*

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.

Optional — *10 minutes*

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
2. foot kicks
3. head nods
4. red pencil
5. fast car

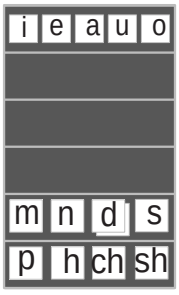
- Remind students that a noun can be at the beginning of a phrase or at the end.
- Tell students to listen carefully to the following phrases and to tell you whether the noun is at the beginning or at the end of the phrase.

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 Words **10** *minutes*

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 Targeted Support Stop.

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

- Newly decodable words:

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

Unit 1, Lesson 18

Onset Rime: Mix it Up!

Skill: Delete a single consonant (ex: fall to all) or rime unit (ending) from a one-syllable word (ex: fall to /f/).

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."
3. Say a single-syllable word. Tell students to repeat.
4. Tell students to delete the first sound (onset) or the ending sound (rime unit) and say what remains aloud.

Do this one first:	**Repeat the procedure using these words:**	
T: *bar* **S:** repeat **T:** *Say bar without /b/.* **S:** ar	1. *Mad.* 2. *Cone.* 3. *Miss.* 4. *Zink.* 5. *Lame* 6. *Core.* 7. *Rake.* 8. *Bat.* 9. *Four.*	*Say mad but don't say /m/. (/ad/)* *Say cone but don't say /k/. (-own)* *Say miss but don't say -is. (/m/)* *Say zink but don't say -ink. (/z/)* *Say lame but don't say -aim. (/l/)* *Say core but don't say /k/. (/or/)* *Say rake but don't say /r/. (-ake)* *Say bat but don't say /b/. (/at/)* *Say four but don't say /or/. (/f/)*

Ⓔ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Begin a gradual new release: starting today, students take on more independence. They silence the first sound, and segment the onset from the rime on their own after your prompt. (See ***Try it!***, below.) Prior to today, they did this step with you. Then, they tell you the new word.

Do this one first:	**Repeat with the following sentences:**
T: *Remember to **bring** your book bag to school!* **S**: repeat **T**: ***Bring** is the word on the curve* (while moving hand out from mouth in a curve). ***Let's cut off a sound!*** **T**: *Bring. But don't say /b/.* (finger at lips) ***Try it!*** **S***:* (finger to lips) /r/ (fist just under the peak of the curve) ...*ing* (curve motion) ***What's the new word?*** **S**: ring	*Be careful not to **slam** the door when you leave.* ***Swish**! The cat just knocked over the cup with her tail.* *Is that a food stain on my **sleeve**?* *Someday I want to take a ride on a **train**.* *I hope my new shirt doesn't **shrink** in the wash.*
If students still need more scaffolding, instead of "*Try it!"* say "*Do it with me!"*	

Alliteration: Silly Story.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.

2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Jimmy Jammy drank juicy juice. Juice spilled on his jammies. **He jet, jumped, and jammed to jiggle it out.**

Lesson 18

Basic Code

❒ *Objectives*

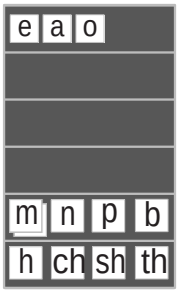
The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Differentiate between the consonants /<u>th</u>/ and /th/ and choose the correct spelling** (1.FL.PA.2d)
- ✓ **Read and write letter-sound correspondences 'th' > /<u>th</u>/ and 'th' > /th/** (1.FL.PWR.3a, 1.FL.WC.4a)
- ✓ **Read and spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted** (1.FL.PWR.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'th' > /th/ (*thin*), 'th' > /<u>th</u>/ (*them*)	
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 buzzier 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

Warm-Up — *10 minutes*

Blending and Segmenting

For blending

For segmenting

- 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/

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 /<u>th</u>/, which can be found on the following page.

> **Consonant Flip Book**
> 1. 'th' > /<u>th</u>/ (*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 /<u>th</u>/. 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 that when they make the /th/ and /<u>th</u>/ sounds, they can actually stick their tongues out.

- 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 /<u>th</u>/ sound, stretching each one out.
- Ask students if they can feel the difference between these two sounds.

- 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.

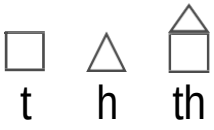
- Tell students that you are going to say two words: one word will begin with the buzzy /th/ sound and one word will begin with the /th/ sound. Students should listen carefully, put their fingers on their throats, and repeat both words.
- Say the first pair of words and ask students which word begins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

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

Reviewing the Spellings *20 minutes*

Digraphs *5 minutes*

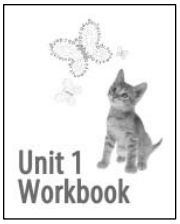
- Write a ‘t’ on the board.
- Ask students what sound the letter ‘t’ stands for. (They should say /t/.)
- Write an ‘h’ on the board.
- Ask students what sound the letter ‘h’ stands for. (They should say /h/.)
- Write the spelling ‘th’ on the board.
- Ask students what two individual sounds the spelling ‘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.

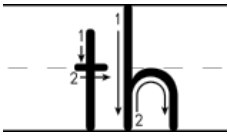
Writing the Spellings

15 *minutes*



Worksheet 18.1

- Distribute Worksheet 18.1.
- Tell students that you are going to show them how to write the sound /<u>th</u>/ 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 /<u>th</u>/ 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 /<u>th</u>/ 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 Targeted Support Stop.

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

- Newly decodable words:

1. than*
2. that*
3. them*
4. then*
5. this*
6. with*
7. bath
8. Beth
9. cloth
10. fifth
11. math
12. moth
13. path
14. theft
15. thin
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
2. a damp cloth
3. thump and thud
4. thin man
5. this and that
6. jump with them
7. the fifth one
8. Dad went with them.
9. Math is fun.
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 /<u>th</u>/ 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 /<u>th</u>/ is spelled 'th' approximately 89 percent of the time.

Lesson 19
Sounds First Activities

Unit 1, Lesson 19

Onset Rime: Mix it Up!

Skill: Delete a single consonant (ex: fall to all) or rime unit (ending) from a one-syllable word (ex: fall to /f/).

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."
3. Say a single-syllable word. Tell students to repeat.
4. Tell students to delete the first sound (onset) or the ending sound (rime unit) and say what remains aloud.

Do this one first:	**Repeat the procedure using these words:**
T: *loan* **S:** repeat **T:** *Say loan but don't say -oan.* **S:** /l/	1. *Mask.* *Say mask but don't say -ask. (/m/)* 2. *Coat.* *Say coat but don't say /k/. (-oat)* 3. *Race.* *Say race but don't say /r/. (-ace)* 4. *Shade.* *Say shade but don't say /sh/. (-aid)* 5. *Fuel.* *Say fuel but don't say -uel. (/f/)* 6. *Shame.* *Say shame but don't say /sh/. (-aim)* 7. *Nap.* *Say nap but don't say -ap. (/n/)* 8. *Jam.* *Say jam but don't say /j/. (-am)* 9. *Race.* *Say race but don't say /r/. (-ace)*

Ⓔ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Do this one first:	Repeat with the following sentences:
T: *I was feeling thirsty, so I **drank** some juice!* **S**: repeat **T**: ***Drank** is the word on the curve* (while moving hand out from mouth in a curve). ***Let's cut off a sound!*** **T**: *Drank. But don't say /d/.* (finger at lips) ***Try it!*** **S***:* (finger to lips) /r/ (fist just under the peak of the curve) ...*ank* (curve motion) ***What's the new word?*** **S**: <u>rank</u>	*That **cloud** up in the sky looks like a horse.* *My flashlight gives off a really bright **glow**.* (Use this sentence again and focus on the word ***bright***.) *I had french **fries** with my dinner last night.* *That little kitten has a really sharp **claw**.* *Yesterday I had an apple for my **snack**.*
If students still need more scaffolding, instead of "*Try it!"* say "*Do it with me!"*	

Alliteration: Silly Story.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Jimmy Jammy drank juicy juice. Juice spilled on his jammies. He jet, jumped, and jammed to jiggle it out. **His face spread with joy when June told a joke.**

Lesson 19

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Read Tricky Words *the* and *who*** (1.FL.PWR.3g)
- ✓ **With purpose and understanding, read decodable text in the story "Beth" that incorporates the letter-sound correspondences taught in one–syllable words** (1.FL.F.5a)
- ✓ **Use phonics skills in conjunction with context while reading the story "Beth" to confirm or self-correct word recognition and understanding, rereading as necessary** (1.FL.F.5c)
- ✓ **Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge** (1.FL.WC.4e)
- ✓ **Produce complete sentences orally and in writing** (1.SL.PKI.6, 1.FL.SC.6)
- ✓ **Use end punctuation, including periods, in writing** (1.FL.SC.6k)

At a Glance	Exercise	Materials	Minutes
Tricky Word	**Tricky Word Cards**	Marker; yellow index cards for *the*, *who*	5
Reading Time	**Demonstration Story: "Beth"**	*Snap Shots* Big Book; world map or globe	20
Reading Time	**Partner Reading: "Beth"**	*Snap Shots*	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* Big Book, you will read the first story, "Beth," to your class. You may want to practice reading this story to familiarize yourself with it before presenting the story to your class.

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 /<u>th</u>/ /e/.)
- Explain that this word is generally pronounced /<u>th</u>/ /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 /<u>th</u>/, 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’.

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

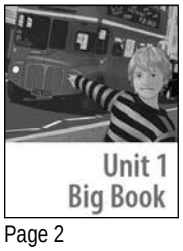
Practice

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

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 Optional Grammar lessons, such as pointing out nouns in a
3. sentence 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.
- Take out the Snap Shots 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

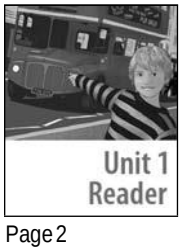
- Ask students if there were any parts of the story they did not understand.
- Use the following discussion questions to guide your conversation about the story. Remember to encourage students to answer in complete sentences. Have students read the part of the story that provided them the answer.

Discussion Questions on "Beth"

1. *Literal* Where are Beth and her parents? (They are at camp.)
2. *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

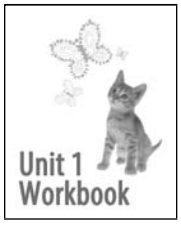
- Hand out the Reader *Snap Shots* to students. Guide them to the table of contents. Explain that the table of contents lists the titles of each story and the story's starting page number. For example, if they wanted to read the story "On the Bus," they would turn to page 50. Ask students, "What page 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(optional activity, if time permits)

- Distribute Worksheet 19.1 (optional activity, if time permits).
- 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
Sounds First Activities

Unit 1, Lesson 20

Onset Rime: Mix it Up!

Skill: Delete a single consonant (ex: fall to all) or rime unit (ending) from a one-syllable word (ex: fall to /f/).

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."
3. Say a single-syllable word. Tell students to repeat.
4. Tell students to delete the first sound (onset) or the ending sound (rime unit) and say what remains aloud.

Do this one first:	**Repeat the procedure using these words:**	
T: *thin* **S:** repeat **T:** *Say thin but don't say -in.* **S:** /th/	1. *Near.* 2. *Chill.* 3. *Fizz.* 4. *Tall.* 5. *Teach.* 6. *Shake.* 7. *Sat.* 8. *Live.* 9. *Pink.*	*Say near but don't say -ear. (/n/)* *Say chill but don't say /ch/. (-ill)* *Say fizz but don't say /f/. (/iz/)* *Say tall but don't say -all. (/t/)* *Say teach but don't say /t/. (-each)* *Say shake but don't say /sh/. (-ache)* *Say sat but don't say /at/. (/s/)* *Say live but don't say /iv/. (/l/)* *Say pink but don't say -ink. (/p/)*

Ⓔ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Do this one first:	Repeat with the following sentences:
T: *Yesterday I saw a **crow** up in a tree.* **S**: repeat **T**: ***Crow** is the word on the curve* (while moving hand out from mouth in a curve). ***Let's cut off a sound!*** **T**: *Crow. But don't say /k/.* (finger at lips) ***Try it!*** **S***:* (finger to lips) /r/ (fist just under the peak of the curve) ...*ow* (curve motion) ***What's the new word?*** **S**: row	*Someday I want to **fly** in a plane.* (Use this sentence again and focus on the word **plane**.) *When I was a baby I liked to **smash** my peas.* *My mother says I **snore** at night.* *The cake is good but it's a little too **sweet**.*
If students still need more scaffolding, instead of "*Try it!*" say "*Do it with me!*"	

Alliteration: Silly Story.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Jimmy Jammy drank juicy juice. Juice spilled on his jammies. He jet, jumped, and jammed to jiggle it out. His face spread with joy when June told a Joke. **The joke made Jimmy jiggle, jump, and jam.**

Lesson 20

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Read one-syllable words in the Code Flip Book that include the letter-sound correspondences taught** (1.FL.PWR.3b)
- ✓ **Read and write letter-sound correspondences 'ng' > /ng/ and 'qu' > /k/ + /w/** (1.FL.PWR.3a, 1.FL.WC.4a)
- ✓ **Read Tricky Words *said* and *says*** (1.FL.PWR.3g)
- ✓ **With purpose and understanding, read decodable text in the story "Nat" that incorporates the letter-sound correspondences taught in one-syllable words** (1.FL.F.5a)
- ✓ **Use phonics skills in conjunction with context while reading the story "Nat" to confirm or self-correct word recognition and understanding, rereading as necessary** (1.FL.F.5c)
- ✓ **Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge** (1.FL.WC.4e)
- ✓ **Produce complete sentences orally and in writing** (1.SL.PKI.6, 1.FL.SC.6)
- ✓ **Read one-syllable words in the story "Nat" that include the letter-sound correspondences taught** (1.FL.PWR.3b)
- ✓ **Use end punctuation, including periods, in writing** (1.FL.SC.6k)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Blending and Segmenting**		10
	Flip Book Review	Consonant Flip Book; Spelling Cards for 'ng' > /ng/ (*sing*), 'qu' > /qu/ (*quit*)	
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 *said*, *says*	5
Reading Time	**Demonstration Story: "Nat"**	*Snap Shots* Big Book; world map or globe	15
Reading Time	**Partner Reading: "Nat"**	*Snap Shots*; 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 needling 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.

Warm-Up *10 minutes*

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

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

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

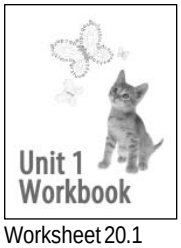
Reviewing the Spellings — *20 minutes*

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*



Worksheet 20.1

- 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'.

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

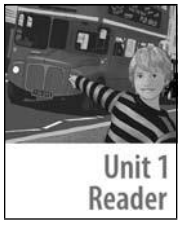
If students need additional help with Tricky Words you may use the exercises in the Targeted Support Stop and the activities found in the *Assessment and Remediation Guide*.

- 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"



Page 10

- Take out the Snap Shots 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.

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

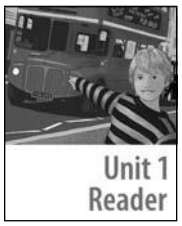
- Ask students if there were any parts of the story they did not understand.
- Use the following discussion questions to guide your conversation about the story. Encourage students to answer in complete sentences and to share the part of the story that supports their answer.

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.)

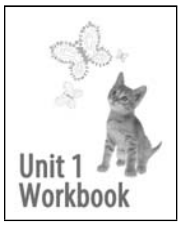
Reading Time — *10 minutes*

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.



Worksheet 20.2

- If time permits, have students complete Worksheet 20.2(optional activity, if time permits).

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 Targeted Support Stop.

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
Sounds First Activities

Unit 1, Lesson 21

Onset Rime: Mix It Up!

Skill: Substitute a single phoneme onset from one-syllable word (ex: fall to mall) or substitute a rime unit from a one-syllable word (ex: fall to far).

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."

Do this one first:	**Repeat the procedure using these words:**
T: *ball* **S:** repeat **T:** *Now say ball but change /all/ to /ox/.* **S:** box	1. *Say his.* *Now say his but change /iz/ to /ad/. (had).* 2. *Say mail.* *Now say mail but change /m/ to /t/. (tale).* 3. *Say sob.* *Now say sob but change /s/ to /r/. (rob).* 4. *Say red.* *Now say red but change /ed/ to /ip/. (rip).* 5. *Say fan.* *Now say fan but change /an/ to /or/. (for).* 6. *Say tick.* *Now say tick but change /ik/ to /ab./ (tab).* 7. *Say rough.* *Now say rough but change /uf/ to /at/. (rat).* 8. *Say light.* *Now say light but change /l/ to /m/. (might).* 9. *Say saw.* *Now say saw but change /s/ to /l/. (law).*

Manipulating Phonemes: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner (*students remove the /t/ sound at the

beginning of the second syllable /ter/).

As we note in the introduction, problems with multisyllabic words are a major factor in poor word recognition. This activity directly addresses this.

Important Note: It is expected that students will find this skill difficult at first *even though it was introduced briefly at the end of kindergarten*. It is challenging! They have to segment the syllables, focus on the second syllable, isolate the onset in that second syllable, delete it and then blend the remaining phonemes to form the resulting word. Four separate manipulations! The repetition in the program however will support most students in being able to do this. Again, this skill was introduced towards the end of Kindergarten, but Mastery was not expected. The activities and words lists here are essentially the same as those used in Kindergarten, but that is fine. Students will still have to exercise the skill and will not remember the exact words from months earlier. Students will be assessed in this skill now in First Grade at the end of three weeks.

Directions: Tell students they are going to be doing some magic. They will be taking out one sound in the middle of a long word to make a new word (Note to the teacher: remember - the spelling isn't what matters! It's the sound of the new word they've made that you want students to focus on).

1. Say the sentence and the targeted word. Tell students to repeat.
2. Pronounce each syllable in the word, placing one hand, palm up, for each. If you are facing the students, you will need to do this with your right hand first, then the left hand, as they will be mirroring you. It's important that they see the sequence of syllables from their left to right.
3. Pull the palm representing the second syllable toward you while telling students to take off the targeted sound.
4. Tell students to repeat these steps (2 & 3). This helps them to "see," "feel" AND hear that the deletion is taking place at the beginning of the second syllable.
5. Say the first syllable again (showing it on a palm) and the second new syllable (showing it on the other palm). Be sure to pronounce the new syllable with a little more emphasis. Blend them together by crossing the hands over your stomach and saying the new word.
6. Tell students to repeat.

Do this one first. Practice and model with the students:	**Repeat the procedure using these sentences:**
T: *It looks like **winter**! winter* **S**: repeat **T**: */win/* (one palm up) */ter/* (second palm up)	*I'm a very good **driver**.* (take off the /v/ = dryer) *I will be **planting** some flowers in my garden.*

(pull the palm "holding" /ter/ towards you while saying...) *cut off the /t/* **S**: repeat **T**: /win/ (palm up), /er/ (palm up), (cross hands in front over stomach) /winner/ **S:** repeat	(take of the /t/ = planning) *Did you eat a donut? You have **powder** on your face!* (take off the /d/ = power) *When we went to the zoo, we saw a really big **tiger**.* (take of the /g/ = tire)
To further scaffold this for students, between the second and third steps in the example above, you can have students say the new syllable. Ex: "Now /ter/ is /er/." Then you can have them blend the two syllables together to say the new word. **Many students may need this at first.**	

Ⓚ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Important Note: Lessons in the Experiencing stage scaffolded students towards eventual deletion of the first phoneme in an onset blend by isolating and removing it through actions (the cutting motion at the front of the mouth, signaling the location of the targeted sound) and eventually by silence (deletion). As students enter the Knowing stage, they should be comfortable deleting the onset, but may not be doing it automatically yet.

There are two weeks in the Knowing stage for this skill to provide students with repeated practice with the goal of automaticity. Review the meanings of any underlined words at the end of the activity as needed.

Be aware: Some blends that start with /s/ alter the second sound. That is why you will see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	**Repeat the procedure with these words:**

T: s*pill* **S**: repeat **T**: *Now say spill without /s/.* (put your finger to you lips to show silence) **S**: pill (“bill” is also acceptable) **T**: *Yes, spill without /s/ is pill* (or bill).	snip (without /s/ = nip), clap (without /k/ = lap) swim (without /s/ = whim), flock (without /f/ = lock) play (without /p/ = lay), small (without /s/ = mall) sled (without /s/ = led), slug (without /s/ = lug)
Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word.	

Alliteration: Silly Story.
Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Ricky Rick racked up some rocky risks.

Lesson 21

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.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** (1.FL.F.5a)
- ✓ **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** (1.FL.F.5c)
- ✓ **Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge** (1.FL.WC.4e)
- ✓ **Produce complete sentences orally and in writing** (1.SL.PKI.6, 1.FL.SC.6)
- ✓ **Read and write one-syllable words in the story "The Trip to the U.K." that include the letter-sound correspondences taught** (1.FL.PWR.3b, 1.FL.WC.4a)
- ✓ **Use end punctuation, including periods and exclamation points, in writing** (1.FL.SC.6k)

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."**	*Snap Shots* Big Book	15
Reading Time	**Partner Reading: "The Trip to the U.K."**	*Snap Shots*; Worksheet 21.2	15

Warm-Up — *5 minutes*

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 — *25 minutes*

Mirror, Mirror — *10 minutes*

If students need additional practice distinguishing sounds, you may use the Targeted Support Stop exercise "Distinguish Similar Sounds." Be sure to only use sounds that have been reviewed so far.

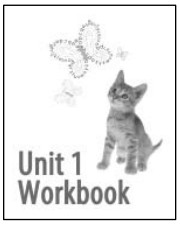
Note: If you have handheld mirrors, you may use them for this exercise. If you do not, you may have students work with a partner. Tell them to watch their partner's mouth when they make the vowel sounds to observe what happens.

- 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

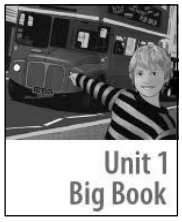
Note: Students will need the letters that they cut out today again in the next lesson. Please collect the cards or have students store them carefully.

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

Demonstration Story: "The Trip to the U.K."



Page 18

- Take out the Snap Shots 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.

Page 18

- 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

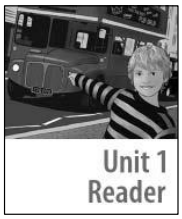
- Ask students if there were any parts of the story they did not understand.
- Use the following discussion questions to guide your conversation about the story.
- Remember to encourage students to answer in complete sentences and to share the part of the story that supports their answer.

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.)

Reading Time — *15 minutes*

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



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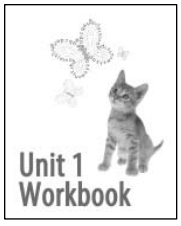

Worksheet 21.2(optional activity, if time permits).

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.

- 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(optional activity, if time permits).

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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 Targeted Support Stop.

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

Lesson 22
Sounds First Activities

Unit 1, Lesson 22

Onset Rime: Mix It Up!

Skill: Substitute a single phoneme onset from one syllable word (ex: fall to mall) or substitute a rime unit from a one syllable word (ex: fall to far).

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."

Do this first:	**Repeat the procedure using these words:**
T: *wedge* **S**: repeat **T**: *Now say wedge but change /w/ to /h/* **S**: hedge	1. *Kneel.* *Now say kneel but change /n/ to /w/. (wheel)* 2. *South.* *Now say south but change /s/ to /m/. (mouth)* 3. *Fell.* *Now say fell but change /f/ to /w/. (well)* 4. *Dig.* *Now say dig but change /d/ to /w/. (wig)* 5. *Call.* *Now change /k/ to /t/. (tall)* 6. *Yam.* *Now change /y/ to /j/. (jam)* 7. *Cane.* *Now change /k/ to /r/. (rain)* 8. *Read.* *Now change /r/ to /b/. (bead)* 9. *Said.* *Now change /s/ to /h/. (head)*

Ⓔ **Manipulating Phonemes:** Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two syllable word. Ex: *Winter* to *winner (*students remove the /t/ sound at the beginning of the second syllable /ter/).

Important Note: In Kindergarten, students worked with deleting a single phoneme onset (ex: *fall* to *all*). During the first few weeks of First Grade, they reviewed that skill in the Mix it Up activity. Here they are applying that skill to two-syllable words.

Directions: See the left hand column in the table below for the procedure.

Do this one first:	**Repeat the procedure using these sentences:**
T: *It looks a little **stormy** outside. stormy* **S**: repeat **T**: */stor/* (one palm up) */mee/* (second palm up) (pull the palm "holding" /mee/ towards you while saying...) *cut off the /m/* **S**: repeat **T**: /stor/ (palm up), /ee/ (palm up), (cross hands in front over stomach) /story/ **S:** repeat	*I hope we can go shopping **later**.* (cut off the /t/ = layer) *A baby plant is called a **seedling**.* (cut off the /d/ = seeling) *Put the ice cream in the **freezer**.* (cut off the /z/ = freer) *It was raining outside and now I'm **soaking** wet.* (cut off the /k/ = sewing)
To further scaffold this for students, between the second and third steps in the example in the left hand column above you can have students say the new syllable. Ex: "Now /mee/ is /ee/." Then you can have them blend the two syllables together to say the new word. **Many students may need this at first.**	

Ⓚ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Be aware: Some blends that start with /s/ alter the second sound. That is why you will see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Example for reference:	Repeat the procedure with these words:
T: s*pill* **S**: repeat **T**: *Now say spill without /s/.* (put your finger to you lips to show silence) **S**: pill ("bill" is also acceptable) **T**: *Yes, spill without /s/ is pill.* (or bill)	try (without /t/ = rye), snap (without /s/ = nap) trip (without /t/ = rip), dream (without /d/ = ream) french (without /f/ = wrench), clock (without /k/ = lock) stock (without /s/ = tock or dock), gray (without /g/ = ray)
Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.	

Alliteration: Silly Story.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud and repeated by the students, sentence by sentence.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Ricky Rick racked up some rocky risks. **He traveled roads riding rails, roaming round and round.**

Lesson 22

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Identify common nouns that name people and things** (1.FL.SC.6a)
- ✓ **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** (1.FL.F.5a)
- ✓ **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** (1.FL.F.5c)
- ✓ **Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge** (1.FL.WC.4e)
- ✓ **Produce complete sentences orally and in writing** (1.SL.PKI.6, 1.FL.SC.6)
- ✓ **Use end punctuation, including periods and question marks, in writing** (1.FL.SC.6k)

At a Glance	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
Optional Grammar	**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	*

Warm-Up — *5 minutes*

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 *I* 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/.

- 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/.

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 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 Targeted Support Stop 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

Optional Grammar *10 minutes*

Nouns

Note: In this Optional 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.

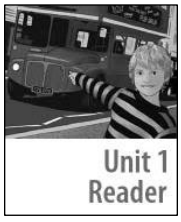
1. car starts
2. big toe
3. red books
4. fingers wiggle

- 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)

Small Group Reading: "Bud the Cat"



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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

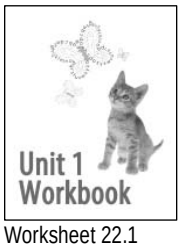
Previewing Optional

- 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.

Small Group Work



Worksheet 22.1 (optional activity, if time permits).

Note: Worksheet 22.1(optional activity, if time permits) 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.)

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
Sounds First Activities

Unit 1, Lesson 23

Onset Rime: Mix It Up!

Skill: Substitute a single phoneme onset from one-syllable word (ex: fall to mall) or substitute a rime unit from a one-syllable word (ex: fall to far).

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."

Do this first:	**Repeat the procedure using these words:**
T: *would* **S:** repeat **T:** *Now say would but change /w/ to /k/.* **S:** could **T:** *white* **S:** repeat **T:** *Now say white but change /ite/ to /en/.* **S:** when	1. *Say* beep. *Now change /b/ to /w/. (<u>weep</u>)* 2. *Say mile. Now change /m/ to /t/. (tile)* 3. *Say wink. Now change /w/ to /p/. (pink)* 4. *<u>Say pout</u>. Now change /p/ to /sh/. (shout)* 5. *Say well. Now say well but change /ell/ to /un/. (won).* *6. Say peg. Now say peg but change /eg/ to /ick/. (pick).* *7. Say miss. Now say miss but change /is/ to /ud/. (mud).* *8. Say lamb. Now say lamb but change /am/ to /aust/. (lost).*

Ⓔ **Manipulating Phonemes:** Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two syllable word. Ex: *Winter* to *winner (*students remove the /t/ sound at the beginning of the second syllable /ter/).

Do this one first:	**Repeat the procedure using these sentences:**
T: *Grab your coat, it's **freezing** outside! freezing* **S**: repeat **T**: */free/* (one palm up) */zing/* (second palm up) (pull the palm "holding" /zing/ towards you while saying...) *cut off the /z/* **S**: repeat **T**: /free/ (palm up), /ing/ (palm up), (cross hands in front over stomach) /freeing/ **S:** repeat	*My sister got a giant **sized** balloon for her birthday.* (cut off the /z/ = sighed) *I was **groaning** this morning because I didn't want to get out of bed.* (cut off the /n/ = growing) *The dentist said I have a new **molar** growing in*. (cut off the /l/ = mower) *That refrigerator has an ice **maker***. (cut off the /k/ = mayor)
To further scaffold this for students, between the second and third steps in the example in the left hand column above you can have students say the new syllable. Ex: "Now /zing/ is /ing/." Then you can have them blend the two syllables together to say the new word. **Many students may need this at first.**	

Ⓚ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Example for reference:	Repeat with these words:
T: s*pill* **S**: repeat **T**: *Now say spill without /s/.* (put your finger to you lips to show silence) **S**: pill (“bill” is also acceptable) **T***: Yes, spill without /s/ is pill.* (or bill)	brunt (without /b/ = runt), stone (without /s/ = tone or doan) prod (without /p/ = rod), flight (without /f/ = light) stay (without /s/ = tay or day), clip (without /k/ = lip) score (without /s/ = core or gore), steam (without /s/ = team)
Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.	

Alliteration: Silly Story.
Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud and repeated by the students, sentence by sentence.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Ricky Rick racked up some rocky risks. He traveled roads riding rails, roaming round and round. **He raced to the ranch to get out of the rain.**

Lesson 23

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Read and write letter-sound correspondence 'ck' > /k/** (1.FL.PWR.3a, 1.FL.WC.4a)
- ✓ **With purpose and understanding, read decodable text in the story "The Fish" that incorporates the letter-sound correspondences taught** (1.FL.F.5a)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (1.FL.F.5c)
- ✓ **Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge** (1.FL.WC.4e)
- ✓ **Produce complete sentences orally and in writing** (1.FL.SC.6)
- ✓ **Read and write one-syllable words from the story "The Fish" that include the letter-sound correspondences taught** (1.FL.PWR.3b, 1.FL.WC.4a)

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/ (*black*)	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	*

Warm-Up *5 minutes*

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 mad—
2.	d—dd:	dog—add	6.	m—mm:	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 Targeted Support Stop exercise "Distinguish the Spellings 'c', 'k', and 'ck' for the Sound /k/" and the activities in the *Assessment and Remediation Guide*.

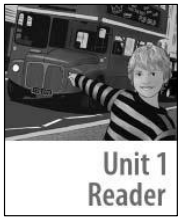
- Turn to **Consonant Flip Book page 5** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Write additional words (see table below) on the board and ask students where to add them in the table.
- Summarize by saying that the sound /k/ can be spelled three different ways, with '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



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- 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

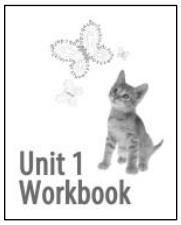
Previewing Optional Grammar

- 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 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.



Worksheet 23.1 (optional activity, if time permits).

✪ **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(optional activity, if time permits) 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 Targeted Support Stop.

- Newly decodable words:

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

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

- 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
Sounds First Activities

Unit 1, Lesson 24

Onset Rime: Mix It Up!

Skill: Substitute a single phoneme onset from one-syllable word (ex: fall to mall) or substitute a rime unit from a one-syllable word (ex: fall to far).

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."

Do this one first:	**Repeat the procedure using these words:**	
T: *Say mat.* **S:** repeat **T:** *Now say mat but change /at/ to /ix/.* **S**: mix **T**: *rung* **S**: repeat **T**: *Now say rung but change /r/ to /t/.* **S**: tongue	1. *Say rub.* 2. *Say knock.* 3. *Say won.* 4. *Say let.* 5. *Say lawn.* 6. *Say wait.* 7. *Say door.* 8. *Say piece.*	*Now say rub but change /ub/ to /un/. (run).* *Now say knock but change /ock/ to /et/. (net).* *Now say won but change /on/ to /ig/. (wig).* *Now say let but change /et/ to /am/. (lamb).* *Now change /l/ to /d/. (dawn).* *Now change /w/ to /d/. (date).* *Now change /d/ to /sh/. (shore).* *Now change /p/ to /g/. (geese).*

Ⓔ **Manipulating Phonemes:** Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two syllable word. Ex: *Winter* to *winner (*students remove the /t/ sound at the beginning of the second syllable /ter/).

Do this one first:	**Repeat the procedure using these sentences:**
T: *The rabbit is **beating** the turtle in the race. beating* **S**: repeat **T**: */bea/* (one palm up) */ting/* (second palm up) (pull the palm "holding" /ting/ towards you while saying...) *cut off the /t/* **S**: repeat **T**: /be/ (palm up), /ing/ (palm up), (cross hands in front over stomach) /being/ **S:** repeat	*That fish is a real **fighter**. It's trying to get away.* (cut off the /t/ = fire) *My big sister wants to learn how to **roller** skate*. (cut off the /l/ = rower) *My neighbor put new **siding** on her house.* (cut off the /d/ = sighing) *We saw a baby **monkey** at the zoo*. (cut off the /k/ = money)
To further scaffold this for students, between the second and third steps in the example in the left hand column above you can have students say the new syllable. Ex: "Now /ting/ is /ing/." Then you can have them blend the two syllables together to say the new word. **Many students may need this at first.**	

Ⓚ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Be aware: some blends that start with /s/ alter the second sound. That is why you will see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat with these words:
T: s*pill* **S**: repeat **T**: *Now say spill without /s/.* (put your finger to you lips to show silence) **S**: pill (“bill” is also acceptable) **T***: Yes, spill without /s/ is pill.* (or bill)	grow (without /g/ = row), scuff (without /s/ = cuff or guff) slide (without /s/ = lied), plump (without /p/ = lump) grave (without g= rave), prod (without /p/ = rod) snore (without /s/ = nor), small (without /s/ = mall)
Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.	

Alliteration: Silly Story.
Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud and repeated by the students, sentence by sentence.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Ricky Rick racked up some rocky risks. He traveled roads riding rails, roaming round and round. He raced to the ranch to get out of the rain. **Really ready to relax, he turned on the radio, and sat back.**

Lesson 24

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Read and write letter-sound correspondence 'ck' > /k/** (1.FL.PWR.3a, 1.FL.WC.4a)
- ✓ **Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge** (1.FL.WC.4e)
- ✓ **Produce complete sentences orally and in writing** (1.SL.PKI.6, 1.FL.SC.6)
- ✓ **Use common, proper, and possessive nouns orally and in own writing** (1.FL.PWR.3b)
- ✓ **Use common, proper, and possessive nouns orally and in own writing** (1.FL.SC.6a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Noun Hunt**	*Snap Shots*	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.

Reviewing the Spellings *25 minutes*

Double-Letter Spellings *10 minutes*

If students need additional practice, you may use the Targeted Support Stop 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*

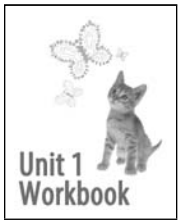
Note: This exercise is identical to the one you taught in the last lesson, but uses different words.

- 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	

Practice **25** *minutes*

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



Worksheet 24.1

- 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 Targeted Support Stop.

- Newly decodable words:

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

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
Sounds First Activities

Unit 1, Lesson 25

Onset Rime: Mix It Up!

Skill: Substitute a single phoneme onset from one-syllable word (ex: fall to mall) or substitute a rime unit from a one-syllable word (ex: fall to far).

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."

Do this one first:	**Repeat the procedure using these words:**	
T: *Say guess.* **S:** repeat **T:** *Now say guess but change /ess/ to /ift/.* **S**: gift **T**: *mall* **S**: repeat **T**: *Now say mall but change /m/ to /b/.* **S**: ball	1. *Say top.* 2. *Say soup.* 3. *Say pat.* 4. *Say jeep* 5. *Say web.* 6. *Say lake* 7. *Say sun.* 8. *Say knife.*	*Now say top but change /op/ to /al/. (tall).* *Now change /s/ to /l/. (loop).* *Now say pat but change /at/ to /an/. (pan).* *Now change /j/ to /k/. (keep).* *Now say web but change /eb/ to /al/. (wall).* *Now change /l/ to /m/. (make).* *Now say sun but change /un/ to /ed/. (said).* *Now change /n/ to /l/. (life).*

Ⓔ **Manipulating Phonemes:** Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two syllable word. Ex: *Winter* to *winner (*students remove the /t/ sound at the beginning of the second syllable /ter/).

Directions: See the left hand column in the table below for the procedure.

Do this one first:	**Repeat the procedure using these sentences:**
T: *I love **building** things with blocks! building* **S**: repeat **T**: */buil/* (one palm up) */ding/* (second palm up) (pull the palm "holding" /ding/ towards you while saying...) *cut off the /d/* **S**: repeat **T**: /bill/ (palm up), /ing/ (palm up), (cross hands in front over stomach) /billing/ **S:** repeat	*The little kitten is **roaming** around, looking for some food.* (cut off the /m/ = rowing) *The little puppy is lost. He is **seeking** someone.* (cut off the /k/ = seeing) *It's a beautiful day. The sun is **beaming** down on us*. (cut off the /m/ = being) *My mother is a **hiker**. She loves to hike in the woods.* (cut off the /k/ = hire)
To further scaffold this for students, between the second and third steps in the example in the left hand column above you can have students say the new syllable. Ex: "Now /ding/ is /ing/." Then you can have them blend the two syllables together to say the new word. **Many students may need this at first.**	

Ⓚ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat with these words:
T: s*pill* **S**: repeat **T**: *Now say spill without /s/.* (put your finger to you lips to show silence) **S**: pill (“bill” is also acceptable) **T***: Yes, spill without /s/ is pill.* (or bill)	claws (without /k/ = laws), flyer (without /f/ = liar) brunt (without /b/ = runt), stop (without /s/ = top or dop) shrub (without /sh/ = rub), frail (without /f/ = rail) flake (without /f/ = lake), smile (without /s/ = mile)
Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word. The goal is to provide repeated practice over time towards automaticity. This skill will be assessed during the Mastering stage.	

Alliteration: Silly Story.
Support students’ ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud and repeated by the students, sentence by sentence.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you’d like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Ricky Rick racked up some rocky risks. He traveled roads riding rails, roaming round and round. He raced to the ranch to get out of the rain. Really ready to relax, he turned on the radio, and sat back**. Ricky Rick no longer took risky risks.**

Lesson 25

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Read one-syllable words in the Code Flip Book that include the letter-sound correspondences taught** (1.FL.PWR.3b)
- ✓ **Differentiate between the consonants /s/ and /z/, and choose the correct spelling** (1.FL.PA.2d)
- ✓ **Read Tricky Words *was, when,* and *why*** (1.FL.PWR.3g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Flip Book Review**	Consonant Flip Book; Spelling Cards for 'pp' > /p/ (*napping*), 'bb' > /b/ (*rubbing*), tt' > /t/ (*sitting*), 'dd' > /d/ (*add*), 'cc' > /k/, (*hiccup*), 'gg' > /g/ (*egg*)	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 *was*, *when*, *why*	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/.

Warm-Up *5 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/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 *10 minutes*

Sister Sounds /s/ and /z/

If students need practice discriminating sister sounds, you may use the Targeted Support Stop 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 buzzier 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/)
2. cups (/s/)
3. ponds (/z/)
4. pans (/z/)
5. mats (/s/)
6. mugs (/z/)
7. rugs (/z/)

- Point out that the spelling alternative 's' for /z/ is also used in some other common words that are not plurals.

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

- 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/.

Tricky Words — *10 minutes*

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 Targeted Support Stop.

- Newly decodable words:

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

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

Unit 1, Lesson 26

Onset-Rime: Mix It Up!

Skills: Review the following:

- Delete a single phoneme (ex: fall to all) onset, or the rime unit (ex: fall to /f/) from a one-syllable word.
- Substitute a single phoneme onset (e: fall to mall) or rime unit (ex: fall to far) in a one-syllable word.

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."

Do this first:	**Repeat the procedure using these words:**
T: *sill* **S:** repeat **T:** *Now say sill but don't say /ill/.* **S:** */s/* **T:** *fuss* **S:** repeat **T:** *Now say fuss but change /uss/ to /it/.* **S***:* fit	1. *Rose.* *Now say rose but don't say -ose. (/r/)* 2. *Real.* *Now say real but don't say /r/. (-eel)* 3. *Fill.* *Now say fill but don't say /f/. (-ill)* 4. *Dig.* *Now say dig but change /d/ to /p/. (pig).* 5. *News.* *Now say news but don't say -ews. (/n/)* 6. *Like.* *Now say like but don't say -ike. (/l/)* 7. *Sat.* *Now say sat but change /at/ to /ip/. (sip)* 8. *Bunch.* *Now say bunch but change /b/ to /h/. (hunch)*

Ⓚ **Manipulating Phonemes:** Cut off a Sound in a Two Syllable Word.

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner (*students remove the /t/ sound at the beginning of the second syllable /ter/).

Important Note: The words are no longer embedded in sentences and students provide the new word independently. This is meant to provide repeated practice towards the goal of automaticity.

Directions: See the left hand column in the table below for the procedure.

Do this one first. Practice as needed:	**Repeat the procedure using these words:**
T: ***Waking*** *is the word.* **S**: repeat **T**: */wa/* (one palm up) */king/* (second palm up) *cut off the /k/* *Now what's the new word?* **S:** /weigh/ /ing/, weighing!	*gracing* (cut off the /s/ = graying) *trooper* (cut off the /p/ = truer) *staging* (cut off the /j/ = staying) *soaker* (cut off the /k/ = sower)
Use the scaffolding from the Experiencing stage as needed.	

Ⓚ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat with these words:
T: s*pill* **S**: repeat **T**: *Now say spill without /s/.* (put your finger to you lips to show silence) **S**: pill ("bill" is also acceptable) **T***: Yes, spill without /s/ is pill.* (or bill)	glad (without /g/ = lad), snow (without /s/ = no) glow (without /g/ = low), pride (without /p/ = ride) spare (without /s/ = pair or bear), climb (without /c/ = lime) skate (without /s/ = gate or kate), brake (without /b/ = rake)
Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word.	

Alliteration: Silly Stories.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Marly Mar made a magnificent star.

Lesson 26

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Read one-syllable words in the Code Flip Book that include the letter-sound correspondences taught** (1.FL.PWR.3b)
- ✓ **Identify common nouns that name people, places, and things** (1.FL.SC.6a)
- ✓ **With purpose and understanding, read decodable text in the story "The Flag Shop" that incorporates the letter-sound correspondences taught** (1.FL.F.5a)
- ✓ **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** (1.FL.F.5c)
- ✓ **Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge** (1.FL.WC.4e)
- ✓ **Produce complete sentences orally and in writing** (1.SL.PKI.6, 1.FL.SC.6)
- ✓ **Read and write one-syllable words in the story "The Flag Shop" that include the letter-sound correspondences taught** (1.FL.PWR.3b, 1.FL.WC.4a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Flip Book Review**	Consonant Flip Book; Spelling Cards for 'ff' > /f/ (*stuff*), 'ss' > /s/ (*dress*), 'zz' > /z/ (*buzz*), 'mm' > /m/ (*swimming*), 'nn' > /n/ (*running*), 'rr' > /r/ (*ferret*)	10
Optional Grammar	**Nouns**		10
Reading Time	**Demonstration Story: "The Flag Shop"**	*Snap Shots* Big Book	15
Reading Time	**Small Group Reading: "The Flag Shop"**	*Snap Shots*; 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

Optional Grammar — *10 minutes*

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 *schoo*l is a place and the word for a part of speech that names a place is *noun*."

Practice

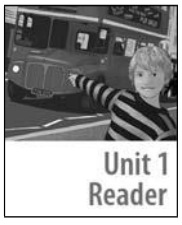
- Tell students to listen carefully to the following phrases and ask them to tell you the word that is a person, place, or thing, and therefore a noun.

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"



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- Take out the Snap Shots 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.

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?"

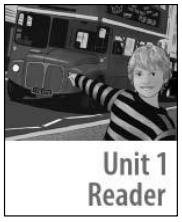
Wrap-Up

- 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.)

Reading Time — *25 minutes*



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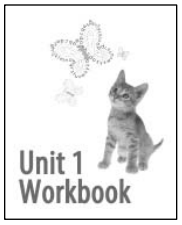
Small Group Reading: "The Flag Shop"

✪ **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(optional activity, if time permits).

If students finish quickly, have them reread previous stories from the Reader.



Worksheet 26.1

✪ **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.(optional activity, if time permits)

Take-Home Material

Noun Sort

- Have students take Worksheet 26.2 home to complete with a family member.

Lesson 27
Sounds First Activities

Unit 1, Lesson 27

Onset-Rime: Mix It Up!

Skills: Review the following:

- Delete a single phoneme (ex: fall to all) onset, or the rime unit (ex: fall to /f/) from a one-syllable word.
- Substitute a single phoneme onset (e: fall to mall) or rime unit (ex: fall to far) in a one-syllable word.

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."

Do this first:	**Repeat the procedure using these words:**	
T: *fall* **S:** repeat **T:** *Say fall but don't say /all/.* **S:** /f/ **T:** *dip* **S:** repeat **T:** *Now say dip but change /d/ to /s/.* **S**: sip	1. *Mill.* 2. *Sail.* 3. *Sat.* 4. *Sat.* 5. *Lift.* 6. *Car.* 7. *Got.* 8. *Ledge.*	*Say mill but don't say -ill. (/m/)* *Say sail but don't say /s/. (-ail)* *Say sat but don't say /s/. (/at/)* *Now say sat but change /s/ to /b/. (bat)* *Now say lift but change -ift to /ow/. (low)* *Say car but don't say /k/. (-are)* *Now say got but change /g/ to /h/. (hot)* *Now say ledge but don't say -edge. (/l/)*

Ⓚ **Manipulating Phonemes:** Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner (*students remove the /t/ sound at the beginning of the second syllable /ter/).

Do this one first:	**Repeat the procedure using these words:**
T: ***Roping*** *is the word.* **S**: repeat **T**: */ro/* (one palm up) */ping/* (second palm up) *cut off the /p/* *Now what's the new word?* **S:** /row/ /ing/, rowing!	*piercing* (cut off the /s/ = peering) *moping* (cut off the /p = mowing) *grading* (cut off the /d/ = graying) *noting* (cut off the /t/ = knowing)
Use the scaffolding from the Experiencing stage as needed.	

Ⓚ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	**Repeat with these words:**
T: s*pill* **S**: repeat **T**: *Now say spill without /s/.* (put your finger to you lips to show silence) **S**: pill ("bill" is also acceptable)	bright (without /b/ = right), sleep (without /s/ = leap) slam (without /s/ = lamb), snap (without /n/ = nap) score (without /s/ = core or gore) spark (without /s/ = park or bark) twin (without /t/ = win), swing (without /s/ = wing)

T*: Yes, spill without /s/ is pill.* (or bill)	
Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word.	

Alliteration: Silly Stories.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Marly Mar made a magnificent star. **Making moves, he got mentioned more and more.**

Lesson 27

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Read and write Tricky Words *where*, *what*, and *which*** (1.FL.PWR.3g, 1.FL.WC.4f)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Blending and Segmenting**		5
Tricky Words	**Tricky Word Cards**	Marker; yellow index cards for *where*, *what*, *which*	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 Targeted Support Stop 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.

You might want to encourage students to take home the index cards for more practice.

- 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.

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
Sounds First Activities

Unit 1, Lesson 28

Onset-Rime: Mix It Up!

Skills: Review the following:

- Delete a single phoneme (ex: fall to all) onset, or the rime unit (ex: fall to /f/) from a one-syllable word.
- Substitute a single phoneme onset (e: fall to mall) or rime unit (ex: fall to far) in a one-syllable word.

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."

Do this first:	**Repeat the procedure using these words:**	
T: *paid* **S:** repeat **T:** *Say paid but don't say -aid.* **S:** /p/ **T:** *lean* **S:** repeat **T:** *Say lean but don't say -ean.* **S:** /l/	1. *Will.* 2. *Feet.* 3. *Got.* 4. *Wax.* 5. *Cage.* 6. *Ride.* 7. *<u>Boil</u>* 8. *Fill.*	*Say will but don't say /w/. (-ill)* *Say feet but don't say -eet. (/f/)* *Now say got but change /g/ to /h/. (hot)* *Say wax but don't say /w/. (/ax/)* *Say cage but don't say /k/. (-age)* *Now say ride but change -ide to /ow/. (row)* *Say boil but don't say /b/. (-oil)* *Say fill but don't say -ill. (/f/)*

Ⓚ **Manipulating Phonemes:** Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner (*students remove the /t/ sound at the beginning of the second syllable /ter/).

Do this one first:	Repeat the procedure using these words:
T: ***Needing*** *is the word.* **S**: repeat **T**: */nee/* (one palm up) */ding/* (second palm up) *cut off the /d/ Now what's the new word?* **S:** /knee/ /ing/, <u>kneeing</u>!	<u>*paving*</u> (cut off the /v/ = paying) *wormy* (cut off the /m/ = worry) <u>*motor*</u> (cut off the /t/ = mower) *saving* (cut off the /v/ = saying)
Use the scaffolding from the Experiencing stage as needed.	

Ⓚ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat with these words:
T: s*pill* **S**: repeat **T**: *Now say spill without /s/.* (put your finger to you lips to show silence) **S**: pill ("bill" is also acceptable) **T***: Yes, spill without /s/ is pill.* (or bill)	bread (without /b/ = red), plane (without /p/ = lane) <u>span</u> (without /s/ = pan or ban), score (without /s/ = core) glad (without /g/ = lad), spoke (without /s/ = <u>poke</u> or boke) broom (without /b/ = room), slap (without /s/ = lap)

Use the scaffolds as needed: snipping motion or silent signal at lips for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word.

Alliteration: Silly Stories.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Marly Mar made a magnificent star. Making moves, he got mentioned more and more. **Many people came to meet and <u>greet</u> him from miles around.**

Lesson 28

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.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** (1.FL.F.5a)
- ✓ **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** (1.FL.F.5c)
- ✓ **Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge** (1.FL.WC.4e)
- ✓ **Produce complete sentences orally and in writing** (1.SL.PKI.6, 1.FL.SC.6)
- ✓ **Use end punctuation, including periods, question marks, and exclamation points in writing** (1.FL.SC.6k)
- ✓ **Read Tricky Words taught thus far** (1.FL.PWR.3g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Blending and Segmenting**		10
Reading Time	**Partner Reading: "Which is the Best?"**	*Snap Shots*	15
Reviewing the Story	**Story Questions Worksheet: "Which is the Best?"**	Pencils; Worksheet 28.1	15
Practice	**Tricky Word Jump**	Flash cards with Tricky Words taught so far	20
Take-Home Material	**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

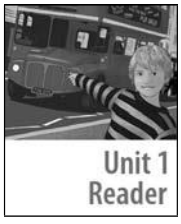
For segmenting

- 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?"



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Introducing the Story

- 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

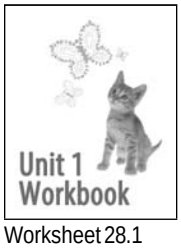
- Use the following discussion questions to guide your conversation about the story.

Discussion Questions on "Which is the Best?"

1. *Literal* How did they get to their spot for the snap shot? (They ran up a bunch of steps.)
2. *Literal* Who took the first snap shot? (Beth's mom took the first snap shot.)

Reviewing the Story — *15 minutes*

Story Questions Worksheet: "Which is the Best?"



Worksheet 28.1 (optional activity, if time permits).

- Distribute Worksheet 28.1 (optional activity, if time permits).
- 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.

Practice *20 minutes*

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
Sounds First Activities

Unit 1, Lesson 29

Onset-Rime: Mix It Up!

Skill: Review the following:

- Delete a single phoneme (ex: fall to all) onset, or the rime unit (ex: fall to /f/) from a one-syllable word.
- Substitute a single phoneme onset (e: fall to mall) or rime unit (ex: fall to far) in a one-syllable word.

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."

Do this first:	**Repeat the procedure using these words:**
T: *nice* **S:** repeat **T:** *Say nice but don't say /ice/.* **S:** /n/ **T:** *nice* **S:** repeat **T:** *Now say nice but change /ice/ to /ot/.* **S**: not	1. *Wait.* *Say wait but don't say /w/. (-ate)* 2. *Red.* *Now say red but change /ed/ to /ap/. (rap)* 3. *Bone.* *Now say bone but change /b/ to /t/. (tone)* 4. *Your.* *Say your but don't say /y/. (/or/)* 5. *Hunt.* *Now say hunt but change /h/ to /p/. (punt)* 6. *Punt.* *Now say punt but change -unt to -ant. (pant)* 7. *Fit.* *Say fit but don't say /it/. (/f/)* 8. *Last.* *Say last but don't say -ast. (/l/)*

Ⓚ

Manipulating Phonemes: Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner (*students remove the /t/ sound at the beginning of the second syllable /ter/).

Do this one first:	Repeat the procedure using these words:
T: ***Pacing*** *is the word* **S**: repeat **T**: */pa/* (one palm up) */cing/* (second palm up) *cut off the /s/* *Now what's the new word?* **S:** /pay/ /ing/, paying!	*bumper* (cut off the /p/ = bummer) *straining* (cut off the /n/ - straying) *blooper* (cut off the /p/ - bluer) *roping* (cut off the /p/ = rowing)
Use the scaffolding from the Experiencing stage as needed.	

Ⓚ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	Repeat with these words:
T: s*pill* **S**: repeat **T**: *Now say spill without /s/.* (put your finger to you lips to show silence) **S**: pill ("bill" is also acceptable) **T***: Yes, spill without /s/ is pill.* (or bill)	speech (without /s/ = peach), slow (without /s/ = low) spare (without /s/ = pear or bear) steam (without /s/ = team or deem) tweak (without /t/ = weak), fright (without /f/ = right) glad (without /g/ = lad), crash (without /k/ = rash)

Use the scaffolds as needed: snipping motion at chin for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word.

Alliteration: Silly Stories.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Marly Mar made a magnificent star. Making moves, he got mentioned more and more. Many people came to meet and greet him from miles around. **His magical movies made many memories.**

Lesson 29

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Read Tricky Words *here* and *there*** (1.FL.PWR.3g)
- ✓ **Use end punctuation, including periods, question marks, and exclamation points in writing** (1.FL.SC.6k)
- ✓ **Identify common nouns that name people, places, and things** (1.FL.SC.6a)
- ✓ **With purpose and understanding, read decodable text in the story "The Bus Stop" that incorporates the letter-sound correspondences taught in one-syllable words** (1.FL.F.5a)
- ✓ **Produce complete sentences orally and in writing** (1.SL.PKI.6, 1.FL.SC.6)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Blending and Segmenting**		10
Tricky Words	**Tricky Word Cards**	Marker; yellow index cards for *here*, *there*	5
Reviewing Punctuation Marks	**Quotation Marks**		5
Optional Grammar	**Nouns**		10
Practice	**Dictation with Words**	Pencils; paper	15
Reading Time	**Partner Reading: "The Bus Stop"**	*Snap Shots*; Worksheet 29.1; scissors; glue	15

Advance Preparation

Write the Tricky Words *here* and *there* on the yellow index cards.

Warm-Up *10 minutes*

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.

Optional Grammar *10 minutes*

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)

Practice *15 minutes*

Dictation with Words

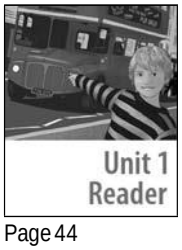
- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say eight words; each word will have three sounds.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw 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: m o m .
- 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.

It might be useful to have students use a different-colored pencil for self-correction so that you can see which spellings students

1. mom	5. win
2. dad	6. chop
3. fit	7. not
4. pen	8. rush

Reading Time *15 minutes*

Partner Reading: "The Bus Stop"



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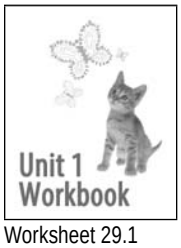


Worksheet 29.1

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 Optional 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*.

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.)

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
Sounds First Activities

Unit 1, Lesson 30

Onset-Rime: Mix It Up!

Skill: Review the following:

- Delete a single phoneme (ex: fall to all) onset, or the rime unit (ex: fall to /f/) from a one-syllable word.
- Substitute a single phoneme onset (e: fall to mall) or rime unit (ex: fall to far) in a one-syllable word.

Directions:

1. Invite students to mime cradling a bowl with one hand and "mixing up" the contents of the bowl with the other.
2. Recite the following rhythmically and with expression, while students mime mixing: "Mix it Up, Fix it Up. Listen carefully. Mix it Up, Fix it Up. Say it after me."

Do this one first:	**Repeat the procedure using these words:**	
T: *seat* **S:** repeat **T:** *Say seat but don't say /eat/.* **S:** /s/ **T:** *chase* **S:** repeat **T:** *Say chase but don't say /ch/.* **S:** ace	1. *Pouch.* 2. *Quill.* 3. *Thaw.* 4. *Saw.* 5. *Zoo.* 6. *Wood.* 7. *Rock.* 8. *Tap.*	*Say pouch but don't say /p/. (-ouch)* *Say quill but don't say /qu/. (-ill)* *Say thaw but don't say /aw/. (/th/)* *Now say saw but change /s/ to /p/. (paw)* *Now say zoo but change /z/ to /b/. (boo)* *Now say wood but change /w/ to /g/. (good)* *Now say rock but change -ock to /ag/. (rag)* *Now say tap but change /ap/ to -uck. (tuck)*

Ⓚ **Manipulating Phonemes:** Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner (*students remove the /t/ sound at the beginning of the second syllable /ter/).

Do this one first:	**Repeat the procedure using these words:**
T: ***Filter*** *is the word.* **S**: repeat **T**: */fil/* (one palm up) */ter/* (second palm up) *cut off the /t/* *Now what's the new word?* **S:** /fill/ /er/, filler!	*tiling* (cut off the /l/ = tying) *stooping* (cut off the /p/ = stewing) *keeping* (cut off the /p/ = keying) *praising* (cut off the /s/ = praying)
Use the scaffolding from the Experiencing stage as needed.	

Ⓚ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Be aware: some blends that start with /s/ alter the second sound. That is why you may see alternative correct responses. Remember, these are spoken words, so we are focusing on sounds, not spelling patterns.

Do this one first:	**Repeat with these words:**
T: s*pill* **S**: repeat **T**: *Now say spill without /s/.* (put your finger to you lips to show silence) **S**: pill (“bill” is also acceptable) **T***: Yes, spill without /s/ is pill.* (or bill)	slack (without /s/ = lack), brush (without /b/ = rush) skid (without /s/ = kid or gid), slam (without /s/ = lamb) clean (without /k/ = lean), scab (without /s/ = cab or gab) stack (without /s/ = tack) spend (without /s/ = penned or bend)

Use the scaffolds as needed: snipping motion at chin for first sound, fist just under peak of curve for second sound, curve motion for the rime and then blending the remaining onset and rime to say the new word.

Alliteration: Silly Stories.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Marly Mar made a magnificent star. Making moves, he got mentioned more and more. Many people came to meet and greet him from miles around. His magical movies made many memories. **Memorable Marly Mar will always be a movie star.**

Lesson 30

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.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** (1.FL.F.5a)
- ✓ **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** (1.FL.F.5c)
- ✓ **Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge** (1.FL.WC.4e)
- ✓ **Produce complete sentences orally and in writing** (1.SL.PKI.6, 1.FL.SC.6)

At a Glance	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"**	*Snap Shots* Big Book	15
Reading Time	**Small Group Reading: "On the Bus"**	*Snap Shots*; Worksheet 30.1	15
Take-Home Material	**Question Maker**	Worksheet 30.2	*

Warm-Up *10 minutes*

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/ /oe/ /s/ /t/
7.	sweep (4)	/s/ /w/ /ee/ /p/
8.	peels (4)	/p/ /ee/ /l/ /z/

Reviewing Letter Names *5 minutes*

"The Alphabet Song"

If students need more practice, you may use the Targeted Support Stop 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 *15 minutes*

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.

- 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.

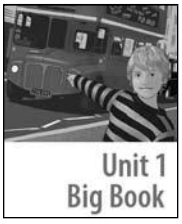
It might be useful to have students use a different colored pencil for self-correction so you can see which spellings students need more practice with.

1. will
2. back
3. off
4. tell
5. black
6. less
7. rock
8. grass

Reading Time *15 minutes*

Demonstration Story: "On the Bus"

Introducing the Story



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- 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 Optional 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

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.

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- 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.

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- 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

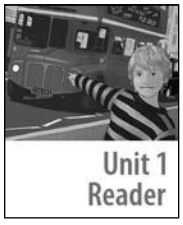
- Use the following discussion questions to guide your conversation about the story.

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. *Literal* What is the last sight that Nat shows Beth? (He shows her The Ritz.)
6. *Literal* What word would you use to describe The Ritz? (I would use the word *posh*, or very fancy.)

Reading Time — *15 minutes*

Small Group Reading: "On the Bus"



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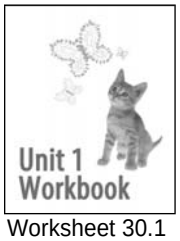
✪ **Group 1**: Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story "On the Bus" aloud to one another. Ask them to complete Worksheet 30.1 (optional activity, if time permits).

✪ **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



Worksheet 30.1
(optional activity, if time permits).

Take-Home Material

Question Maker

- Have students take Worksheet 30.2 home so they can practice making questions with a family member.

Lesson 31
Sounds First Activities

Unit 1, Lesson 31

Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/ - /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say "Let's listen closely to each word to see what we can find. Use the curve and speak it out to identify in time." Invite students to repeat.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	**Repeat the procedure using these words:**
T: *say the first sound.* **T:** *these (curve), /th/ (close fist)* **S:** repeat **T:** *say the last sound.* ***T:*** *these (curve), /z/ (close fist)* **S:** repeat **T:** *count the sounds in the word.* **T:** *these, /th/ - /ē/ - /z/ (hold up 3 fingers), these* **S:** repeat	1. *shack (/sh/ - /ă/ - /k/) (3 phonemes)* 2. *dish (/d/ - /ĭ/ - /sh/) (3 phonemes)* 3. *chop (/ch/ - /ŏ/ - /p/) (3 phonemes)* 4. *catch (/k/ - /ă/ - /ch/) (3 phonemes)*

Ⓜ **Manipulating Phonemes:** Cut off a Sound in a Two Syllable Word.

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner (*students remove the /t/ sound at the beginning of the second syllable /ter/).

Important Note: By the Mastering stage, most students should be able to successfully delete the onset in the second syllable of a two-syllable word. A short Whip Around assessment is provided to determine this as well as whether or not they can do it automatically. It should be administered to students towards the end of the week during a time that is convenient to pull them.

Do this one first:	**Repeat the procedure using these words:**
T: Say ***roping.*** **S**: repeat **T**: *Now say* ***roping****, without /p/.* **S:** rowing	*fielder* (without /d/ = feeler) *shelving* (without /v/ = shelling) *loaner* (without /n/ = lower) *fleeting* (without /t/ = fleeing)
Use the scaffolding from the Experiencing stage as needed.	

Ⓜ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Important Note: By the Mastering stage, most students should be deleting the first phoneme from a blend in a one-syllable word automatically (in less than 2 seconds). The Whip Around assessment for this skill should be administered to students throughout the week during a time that is convenient to pull them.

Example for reference:	Repeat the procedure using these words:
T: s*pill* **S**: repeat **T**: *Now say spill without /s/.* (put your finger to you lips to show silence) **S**: pill ("bill" is also acceptable) **T***: Yes, spill without /s/ is pill.* (or bill)	swim (without /s/ = whim) school (without /s/ = cool, "gool" is also acceptable) spark (without /s/ = park or bark) spies (without /s/ = pies or buys) plug (without /p/ = lug) cry (without /k/ = rye) block (without /b/ = lock) scamp (without /s/ = camp or gamp)

Alliteration: Silly Stories.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Sammy suddenly spoke to Sarah when he saw her sipping on a slushy.

Lesson 31

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Read and write Tricky Words taught thus far** (1.FL.PWR.3g, 1.FL.WC.4f)
- ✓ **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** (1.FL.F.5a)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (1.FL.F.5c)
- ✓ **Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge** (1.FL.WC.4e)
- ✓ **Produce complete sentences orally and in writing** (1.SL.PKI.6, 1.FL.SC.6)

At a Glance	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"**	*Snap Shots*	20
Small Group	**Reviewing the Story**	Pencils; Worksheet 31.2	20

Warm-Up — *5 minutes*

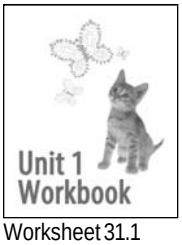
Blending and Segmenting

- 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 — *15 minutes*

Tricky Word Practice



Worksheet 31.1

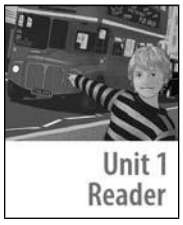
- Distribute Worksheet 31.1.
- Write the word *a* on the board and have students read it.
- Have students copy *a* onto the left side of their sheet of paper next to the number 1. They should say the name of the letter as they copy the word.
- Erase the word from the board.
- Have students fold their 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.

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'.

1.	a	6.	are
2.	I	7.	were
3.	no	8.	one
4.	of	9.	who
5.	from	10.	two

Reading Time **20** *minutes*

Partner Reading: "The Man in the Black Hat"



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Introducing the Story

- 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

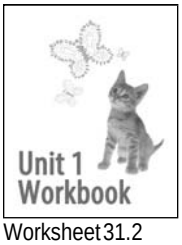
- Use the following discussion questions to guide your conversation about the story. Remind students to answer in complete sentences and cite the part of the story where they found the answer.

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. *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.)

Small Group — *20 minutes*

Reviewing the Story



Worksheet 31.2 (optional activity, if time permits).

- Distribute Worksheet 31.2 (optional activity, if time permits).
- 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 Targeted Support Stop for appropriate exercises.

Lesson 32
Sounds First Activities and Assessment

Unit 1, Lesson 32

Playing with Words: Word Parts ID.

Skill: Identify the following things:

- the number of phonemes (sounds) in a word (lump - /l/ - /ŭ/ - /m/ - /p/ - 4 phonemes), counting with fingers on your hand.
- initial and final sound of a word (shout - /sh/ and /t/), using the curve and snatching motion of your hand.

Directions: Tell students they are going to listen closely to words to identify the parts of the word. This includes the number of phonemes (sounds), and the initial and final phonemes of each word.

1. Say "Let's listen closely to each word to see what we can find. Use the curve and speak it out to identify in time." Invite students to repeat phrases with you.
2. Say word aloud and have students repeat after you.
3. Identify the following things in this order: (1): the initial sound, (2): final sound, (3): number of phonemes.

*Say letter sounds, not letter names.

Do this one first. Practice and model with the students:	**Repeat the procedure using these words:**
T: *say the first sound* **T:** *chime (curve), /ch/ (close fist)* **S:** repeat **T:** *say the last sound* **T:** *chime (curve), /m/ (close fist)* **S:** repeat **T:** *count the sounds in the word.* **T:** *chime, /ch/ - /ī/ - /m/ (hold up three fingers), chime* **S:** repeat	1. *thud (/th/ - /ŭ// - /d/) (3 phonemes)* 2. *ship (/sh/ - /ĭ/ - /p/) (3 phonemes)* 3. *thumb (/th/ - /ŭ/ - /m/) (3 phonemes)* 4. *shape (/sh/ - /ă/ - /p/) (3 phonemes)*

Ⓜ **Manipulating Phonemes:** Cut off a Sound in a Two Syllable Word

Skill: Delete the onset in the second syllable of a two-syllable word. Ex: *Winter* to *winner (*students remove the /t/ sound at the beginning of the second syllable /ter/).

Important Note: Remember to administer the short Whip Around assessment for this skill during this week.

Example of procedure (for reference):	**Repeat the procedure using these words:**
T: Say ***roping.*** **S**: repeat **T**: *Now say* ***roping****, without /p/.* **S:** rowing	*seating* (without /t/ = seeing) *maker* (without /k/ = mayor) *planter* (without /t/ = planner) *spraining* (without /n/ = spraying) *later* (without /t/ = layer)
Use the scaffolding from the Experiencing stage as needed.	

Ⓜ **Manipulating Phonemes:** Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: *Slip* to *lip.*

Important Note: Remember to administer the short Whip Around assessment for this skill during this week.

Example for reference:	Repeat the procedure using these words:
T: s*pill* **S**: repeat **T**: *Now say spill without /s/.* (put your finger to you lips to show silence) **S**: pill ("bill" is also acceptable) **T***: Yes, spill without /s/ is pill.* (or bill)	scare (without /s/ = care) swish (without /s/ = wish) smash (without /s/ = mash) snail (without /s/ = nail) grave (without /g/ = rave) clump (without /k/ = lump) flap (without /f/ = lap) drink (without /d/ = rink) cramp (without /k/ = ramp)

Alliteration: Silly Stories.
Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. Each day a new line is added.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension
Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Sammy suddenly spoke to Sarah when he saw her sipping on a slushy. **She sipped and slurped the slushy until it was gone.**

Ⓜ Date Administered: _____ **Whip Around Assessment - Split Initial Blend and Delete First Phoneme**

Skill: Split Initial Blend and Delete First Phoneme.

Directions: Use anytime during the Mastering Week. This is the priority skill to assess this week if you need to prioritize. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can do this now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Just as in the lessons, you will ask them to cut the first sound after splitting the blend.

Warm-up model for the group. **T**: *Say sled.*
S: *sled*
T: *Now say sled without* ***/s/.***
S: led

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		crime→rhyme			**f**roze→rose			**c**ram→ram			**f**ruit→root			**s**park→park
		sleeve→leave			**s**top→top			**f**reed→read			**s**tung→tongue			**c**loud→loud
		tried→ride			**s**tall→tall			**s**tew→too			**f**ried→ride			**c**ramp→ramp

Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a "1 one-thousand, 2 one-thousand" count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

Ⓚ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more Ⓚ and Ⓜ practice in small groups with those students.

Ⓔ If the student can't do this skill at any speed, that student needs more experiencing time. Do more Ⓔ practice in small groups and use the hand motions again.

- **Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).**
- **Progress to the next lessons with everyone while supporting those students who need more time in small groups.**

Lesson 32

Basic Code

❒ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words** (1.FL.PA.2d, 1.FL.PA.2b)
- ✓ **Orally produce words with various vowel and consonant sounds by blending the sounds** (1.FL.PA.2b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (1.FL.PA.2c)
- ✓ **Read and write Tricky Words taught thus far** (1.FL.PWR.3g, 1.FL.WC.4f)
- ✓ **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** (1.FL.F.5a)
- ✓ **Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary** (1.FL.F.5c)
- ✓ **Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge** (1.FL.WC.4e)
- ✓ **Produce complete sentences orally and in writing** (1.SL.PKI.6, 1.FL.SC.6)

At a Glance	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"**	*Snap Shots;* 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 Targeted Support Stop.

Warm-Up — *5 minutes*

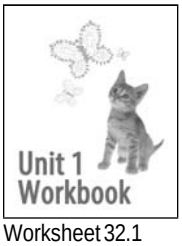
Blending and Segmenting

- 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

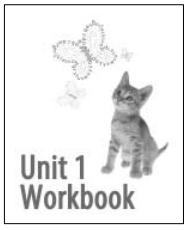
- Use the following discussion questions to guide your conversation about the story.

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.)

Small Group — *20 minutes*

Reviewing the Story



Worksheet 32.2 (optional activity, if time permits).

- Distribute Worksheet 32.2(optional activity, if time permits).
- 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 Targeted Support Stop 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 Targeted Support Stop

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.

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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
2. ship
3. chill
4. van
5. wet
6. stop
7. rest
8. black
9. swim
10. drag
11. cups
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 /<u>th</u>/ 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.

You can also adapt this exercise for the pocket chart.

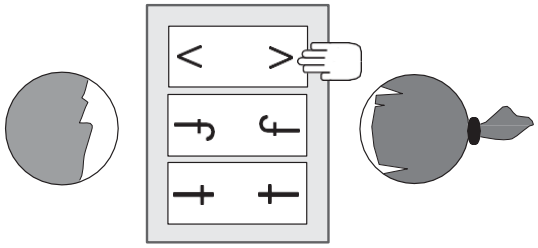
- Select two similar sounds, for example /ch/ and /sh/, and gather pictures of items that begin with either of these sounds.
- Draw a chart with two columns on a piece of chart paper and write the basic code spellings for the targeted sounds at the top of the chart.
- Show students pairs of pictures, 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':	Words with 'k':	Words with 'ck':
1. cat	9. kid	17. chick
2. crab	10. kit	18. rock
3. scab	11. skin	19. neck
4. crisp	12. desk	20. back
5. cost	13. ask	21. socks
6. camp	14. task	22. trick
7. crush	15. milk	23. luck
8. cap	16. tusk	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

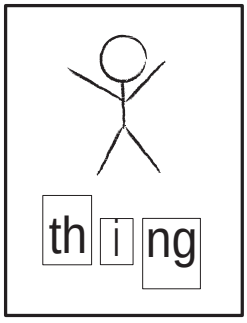
Cards needed: 'i', 'e', 'a', 'u', 'm', 'n', 't' (2), 'd', 'g', 'f', 'v', 's', 'b', 'l', 'r', 'h', 'w', 'j', 'x', 'sh', 'th', 'ng'.

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.

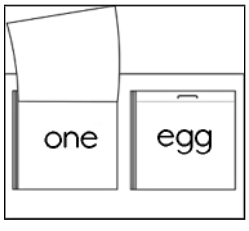
Read Phrases

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
2. went
3. left
4. land
5. shelf
6. next
7. last
8. hand
9. best
10. lunch
11. felt
12. fact
13. held
14. stop
15. past
16. quest
17. rest
18. lost
19. sent
20. fast
21. paths

Five-Sound Words with One or More Consonant Clusters:

1. blast
2. plant
3. stand
4. helps
5. string
6. branch
7. steps
8. plans
9. crust
10. spent
11. block
12. blimp
13. tricks
14. split
15. trucks
16. drops
17. tracks
18. grand
19. slings
20. slept
21. print
22. frost
23. trips
24. stamp
25. grasp

Words with Double-Letter Spellings for Consonant Sounds:

1. add
2. bell
3. boss
4. brick
5. buzz
6. chill
7. class
8. cliff
9. cuff
10. dill
11. dress
12. grill
13. hiss
14. jazz
15. kiss
16. mess
17. moss
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
2. run to mom
3. two dogs
4. some luck
5. at once
6. said the man
7. a bag of chips
8. do not yell
9. from there
10. ring the bell
11. red bricks
12. brush the dog
13. bump on skin
14. chin and lips
15. clap hands
16. so much dust
17. sit here
18. fresh fish
19. frogs jump
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.
2. When is lunch?
3. Jim says yes!
4. Was Dad there?
5. Mom said no.
6. That is a bad dog.
7. I went to class.
8. Here is a glass.
9. It is so hot!
10. Mud got on the rug.
11. Which cup is Tom's?
12. All of the kids went.
13. What gift did Chad get?
14. Where is Jen from?
15. Why did I get a cat?
16. It is a lot of fun!
17. Beth and Sam were mad.
18. Mel and Trish are glad.
19. Who had the last chip?
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. *Literal* What happens at the pub? (Nat spills his milk.)

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.)

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.

Optional: 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'

Nouns naming people:	Nouns naming things:	Other words:
1. man	1. bells	1. big
2. kid	2. neck	2. here
3. Beth	3. pants	3. add
4. king	4. plum	4. are
5. pal	5. rock	5. bad
6. Jill	6. shells	6. his
7. twin	7. clock	7. quick
8. cop	8. brush	8. brag
9. grinch	9. ants	9. such
10. Bob	10. nest	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:	Nouns naming things:
1. man	1. glass
2. kid	2. hand
3. Beth	3. branch
4. king	4. drum
5. pal	5. fish
6. Jill	6. ring
7. twin	7. bags
8. cop	8. moth
9. grinch	9. lamp
10. Bob	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 Curriculum Supplement

The Simple View of Reading

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. 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 x 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.

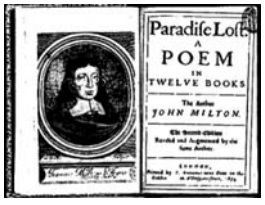
C is a measure of language comprehension ability as measured using a listening task.

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.



John Milton

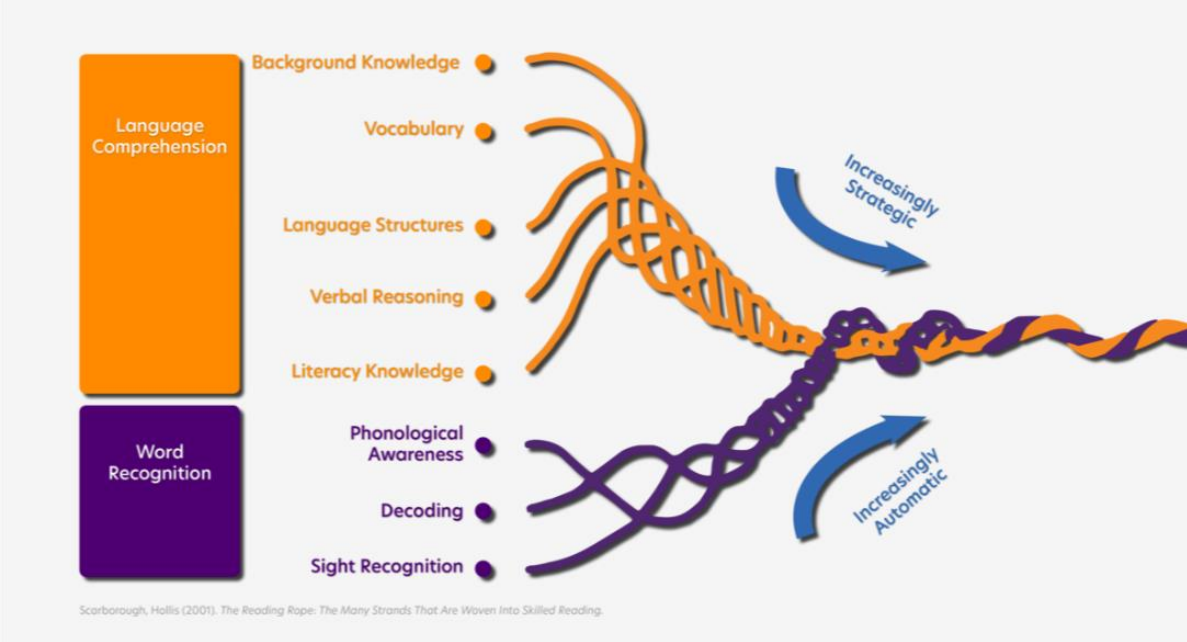
It is not very common for a person to have decoding ability (D > 0) but not language comprehension ability (C = 0). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other 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 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 Curriculum Supplement

Although this may seem abstract and not tied to daily instruction, there are two components that are very important for reading instruction and for understanding the TN Foundational Skills Curriculum supplement. The first important idea is that reading comprehension depends crucially on both decoding skills (also known as word recognition) and language comprehension ability; the second is that language comprehension ability takes much longer to acquire than decoding skills and encompasses all the components of a knowledge-building focus.

The image below represents the Simple View of Reading (Scarborough, Hollis (2001).



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 Pre-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.

This simplicity does not work with language comprehension ability. It is going to take you and your teacher teams a long time to build up your students' language comprehension ability. Why? Language comprehension 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 teachers teach them and the more a teacher exposes children 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. No matter how good their decoding skills may be or how much time one focuses on word recognition, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The TN Foundational Skills is meant to build students' word recognition and oral language development. You may feel the word recognition skills taught in foundational skills 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, however, instruction must also focus on 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 Early Childhood Education settings (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early years, their reading scores are likely to begin 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 student's 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.

If you understand the insight into the importance of background knowledge, and you understand the simple view of reading, you can understand why both foundational skills and language comprehension are very important. Further, literacy instruction should include a focus on word recognition and on language comprehension. Therefore, English Language Arts instruction must include a knowledge-building curriculum. This supplement does not intend to replace the language comprehension components of your core English Language Arts curriculum nor is it align to the Tennessee standards that address RL, RI, SL, or W. The next several sections of this document outline the TN Foundational Skills Curriculum Supplement and its' focal areas.

Two Misconceptions About Reading and Writing

The TN Foundational Skills Curriculum Supplement 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 supplement 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 supplement is based.

The strategy adopted in this supplement 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 supplement 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 Units

Some key aspects of the Skills supplement are listed below.

- Teach 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.
- Reject the Whole Language notion that exposure to rich language and lots of environmental print is sufficient to ensure mastery of the writing system.
- 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).
- Focus on *sounds*, or *phonemes*, as the primary organizing principle of the supplement, rather than *letters*.
- Include 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 supplement, 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.

- Focus 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.
- Use 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.

- Begin 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.
- Include 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.
- Do 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 supplement 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.
- Do 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.
- Avoid 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.
- Avoid 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."
- Teach lowercase letters first and introduces the uppercase letters later.

The Basic and Advanced Code

The TN Foundational Skills Curriculum Supplement 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.

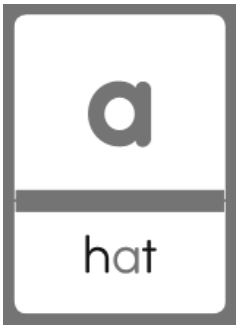
Basic Code spellings may be single letters, such as these spellings and sounds: ‘a’ > /a/, ‘e’ > /e/, ‘b’ > /b/, ‘m’ > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as ‘ee’ > /ee/, ‘oy’ > /oi/, ‘ou’ > /ow/, ‘sh’ > /sh/, ‘th’ > /th/. Other Basic Code spellings include separated digraphs, such as ‘a-e’ > /ae/, ‘o-e’ > /oe/. The chart on the next page lists the Basic Code as taught in this supplemental.

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.

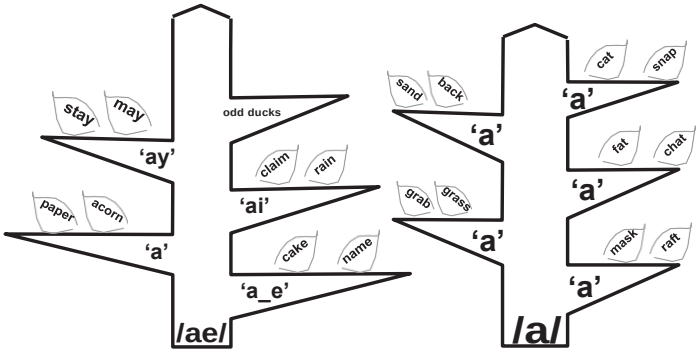
As each spelling alternative is taught in this supplemental, the frequency with which students may expect the spelling to occur is communicated in several ways. A “power bar” on cards used to teach the spellings indicates how frequent or infrequent a spelling is. A long power bar indicates the spelling 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:



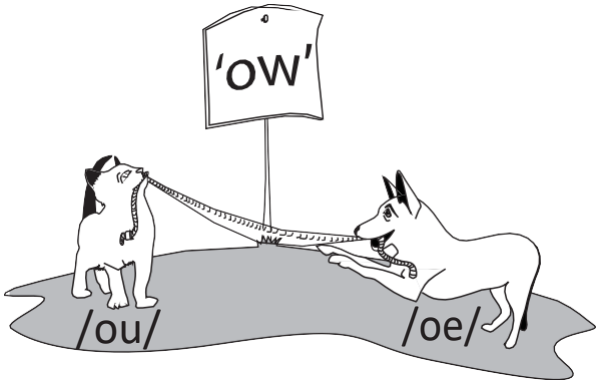
The short power bar on this card signals that the ‘eigh’ spelling is used infrequently to spell /ae/:

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*), /ae/ (*paper*), /o/ (*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'	**b**at, e**bb**
/ch/	'ch'	'tch', 't'	**ch**op, wa**tch**, fu**t**ure
/d/	'd'	'dd', 'ed'	ma**d,** ru**dd**er, play**ed**
/f/	'f'	'ff', 'ph', 'gh'	**f**ox, stu**ff**, **ph**one, rou**gh**
/g/	'g'	'gg', 'gu', 'gh', 'gue'	**g**et, e**gg**, **gu**ess, **gh**ost, va**gue**
/h/	'h'	'wh'	**h**at, **wh**o
/j/	'j'	'g', 'dge', 'dg', 'ge', 'd'	**j**ump, **g**iant, ju**dge**, ju**dg**ing, bar**ge**, e**d**ucation
/k/	'c', 'k'	'ck', 'cc', 'ch'	**c**at, **k**it, ro**ck**, ra**cc**oon, s**ch**ool
/l/	'l'	'll'	**l**ip, be**ll**
/m/	'm'	'mm', 'mn', 'mb'	**m**at, ha**mm**er, hy**mn**, la**mb**
/n/	'n'	'nn', 'kn', 'gn'	**n**et, ru**nn**er, **kn**ot, **gn**at
/ng/	'ng'	'n'	thi**ng**, thi**n**k
/p/	'p'	'pp'	**p**it, pe**pp**er
/qu/	'qu'		**qu**it
/r/	'r'	'rr', 'wr', 'rh'	**r**ed, squi**rr**el, **wr**ong, **rh**ombus
/s/	's'	'ss', 'c', 'sc', 'st', 'ce', 'se'	**s**it, dre**ss**, **c**ity, **sc**ience, whi**st**le, prin**ce**, rin**se**
/sh/	'sh'	'ss', 's', 'ch', 'ssi', 'si', 'ti', 'ci'	**sh**ip, a**ss**ure, **s**ure, **ch**ef, se**ssi**on, ten**si**on, Mar**ti**an, Gre**ci**an
/t/	't'	'tt', 'ed', 'bt'	**t**op, mi**tt**, walk**ed**, dou**bt**
/th/	'th'		**th**in
/<u>th</u>/	'th'	'the'	**th**em, ba**the**
/v/	'v'	've'	**v**et, val**ve**
/w/	'w'	'wh'	**w**et, **wh**en
/x/	'x'		ta**x**
/y/	'y'		**y**es
/z/	'z'	'zz'	**z**ip, bu**zz**
/zh/	(none)	'ge', 'j', 's'	gara**ge**, **J**acques, trea**s**ure

Basic and Advanced Code: Vowels

Phoneme	Basic Code Spelling	Advanced Code Spellings	Example Words
/a/	'a'		c**a**t
/ae/	'a_e'	'a', 'ai', 'ay', 'ei', 'ey', 'eigh', 'ea', 'aigh'	d**a**t**e**, b**a**by, r**ai**n, tr**ay**, v**ei**n, pr**ey**, **eigh**t, st**ea**k, str**aigh**t
/ar/	'ar'		**ar**m
/aw/	'aw'	'au', 'ough', 'augh'	p**aw**, p**au**se, **ough**t, n**augh**ty
/e/	'e'	'ea', 'ai', 'ay', 'a', 'ie'	b**e**d, h**ea**d, s**ai**d, s**ay**s, m**a**ny, fr**ie**nd
/ee/	'ee'	'e', 'ea', 'y', 'e_e', 'ey', 'ie', 'i', 'ei'	b**ee**, m**e**, m**ea**t, bunn**y**, sc**e**n**e**, k**ey**, ch**ie**f, var**i**ation, rec**ei**ve
/er/	'er'	'ir', 'ur', 'or', 'ar', 'ear', 'urr', 'our'	h**er**, f**ir**, f**ur**, w**or**k, doll**ar**, **ear**th, h**urr**y, c**our**age
/i/	'i'	'y', 'ui', 'i_e'	s**i**t, g**y**m, b**ui**ld, g**i**v**e**
/ie/	'i_e'	'i', 'igh', 'ie', 'y', 'y_e', 'ye', 'uy'	f**i**n**e**, f**i**nd, h**igh**, p**ie**, m**y**, st**y**l**e**, b**ye**, g**uy**
/o/	'o'	'a'	h**o**t, w**a**ter
/oe/	'o_e'	'o', 'oe', 'ow', 'oa'	r**o**p**e**, n**o**, t**oe,** sn**ow,** b**oa**t
/oi/	'oi'	'oy'	**oi**l, b**oy**
/oo/	'oo'	'o_e', 'u', 'u_e', 'ue', 'ew', 'o', 'ou', 'ui', 'eu', 'oe'	s**oo**n, appr**o**v**e**, s**u**per, t**u**n**e**, bl**ue**, **new**, d**o**, s**ou**p, fr**ui**t, n**eu**tral, sh**oe**
/oo/	'oo'	'u', 'oul'	w**oo**d, p**u**t, c**ou**ld
/ou/	'ou'	'ow', 'ough'	**ou**t, n**ow**, b**ough**
/or/	'or'	'ore', 'our', 'oor', 'oar', 'ar'	f**or**, b**or**e, f**our**, d**oor**, s**oar**, aw**ar**d
/u/	'u'	'o', 'ou', 'o_e', 'a', 'e'	b**u**t, am**o**ng, t**ou**ch, c**o**m**e**, **a**bove, th**e**
/ue/	'u_e'	'u', 'ue', 'ew'	c**u**t**e**, p**u**pil, h**ue**, f**ew**

The Tricky Word Lesson

A final lesson type is the Tricky Word Lesson. The term *Tricky Word* is used in this supplement 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 /ae/, 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.

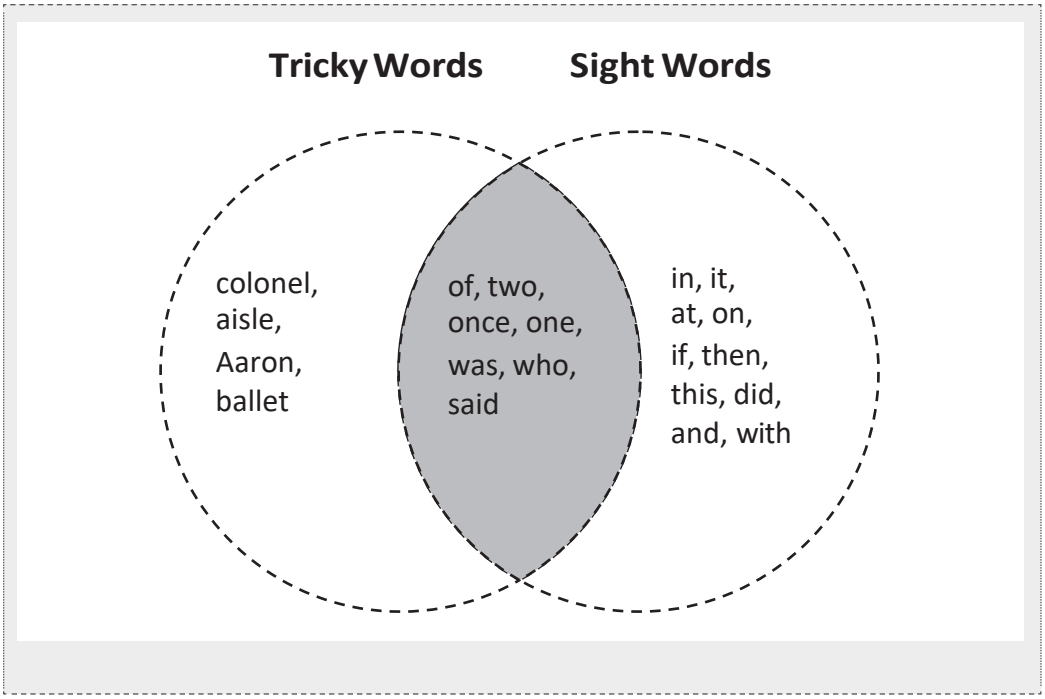
Sight Words and Tricky Words

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.

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 supplement.



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 supplement. (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 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 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 guidelines for teaching Tricky Words are outlined in the section above. As noted above, we use the term "sight word" in this supplement to refer to high-frequency words that we want students to see many, many times and learn to recognize rapidly.

This supplemental places 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 this is a very effective curriculum supplement 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 supplement:

- 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 Curriculum Supplement

This is a highly structured and sequenced supplement. 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 supplement.

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 supplement 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 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 supplement relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.

Small Group Work

Large parts of this supplement have been written for whole-group instruction, but the supplement 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 this supplemental 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 supplement 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* supplement. 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, 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 “Targeted Support Stop.” 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 Targeted Support Stop. They will typically provide enough for at least 4–5 days of additional work. The materials provided in the Targeted Support Stop 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 Targeted Support Stop. We do not recommend that you attempt to speed up the sequence of instruction. The supplement lays out an ambitious program of instruction.

Grouping and Pull-Out Instruction

The Grade 1 curriculum supplement of instruction should work well for a wide range of students. You should begin with the assumption that the Grade 1 supplement 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 Units

Assessment in this supplement is intended to be frequent and ongoing, with an eye toward identifying problems early. The goal of many of the exercises in the supplement 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 curriculum supplement 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 curriculum supplement 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 supplement 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.

Phonological Awareness and Advanced Phonemic Awareness Component

K-2 Scope and Sequence of Phonological Awareness and Advanced Phonemic Awareness "Sounds First" Activities:

What's Special about Kindergarten:

There are 120 activities for kindergarten. This allows plenty of time to administer the quarterly assessments, which need to be done 1:1 with students. It also allows for additional practice opportunities to get any skill to automatic levels for students who need more time—and, of course, for any unplanned disruptions to the calendar. In the Tennessee Foundational Skills Curriculum Supplement these activities start appearing in Week 3 as part of the foundational skills lessons.

Kindergarten Phonemic Awareness Scope and Sequence

All activities contain four parts, each representing a different component of phonological awareness and manipulation training in the curriculum: **Rhyme**, **Manipulating Syllables**, **Manipulating Phonemes**, and **Alliteration.** The following tables show the skills taught in kindergarten and the stages by week. With the exception of **Alliteration**, all of the skills within each of these parts move through three stages: Experiencing (E) (light gray), Knowing (K) (medium gray), and Mastering (M) (dark gray). Unshaded weeks denote review weeks. Mix It Up is an activity that is periodically embedded in the curriculum. It provides practice with the skills accumulated to that point.

Rhyme																							
Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**
Skill	Repetition		Recognition					Judgement					Completion			Production								
Activity	Feel the Rhyme		Do They Rhyme This Time?					Listen Well, Can You Tell?					Make It Rhyme			That's Not Right!		Popcorn Rhyme			Mix It Up	Rhyme It		

Manipulating Syllables																							
Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**
Skill	**Two Syllables** **Delete** one syllable in a compound word. sand**box** → sand **sand**box → box						**Two Syllables** **Delete** one syllable in a non-compound word. sis**ter** → sis **sis**ter → ter						**Three Syllables** **Delete** one syllable in a compound word. basket**ball** →basket **pine**apple →apple					**Three Syllables** **Delete** first syllable in a non-compound word. **re**member → member					Mix it Up	
Activity	Leave a Syllable Off						Leave a Syllable Off						Put the Beat in Your Pocket					Put the Beat in Your Pocket						

Manipulating Phonemes																								
Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**
Skill	**Delete** single phoneme onset from one-syllable word. fall → all				**Delete** rime unit from one-syllable word. fall → /f/				Mix It Up	**Substitute** single phoneme onset in one-syllable word. fall → mall				**Substitute** rime unit in one-syllable word. sun → sat					Mix It Up	**Delete** the first sound from the second syllable in a two-syllable word. winter → winner			**Substitute** first sound in the second syllable in a two-syllable word. winning → wishing		
Activity	Cut Off the Sound Part 1 (onset)				Silence the End (rime)					Change the Sound Part 1				Change the End (rime)					Cut Off the Sound Part 2			Change the Sound Part 2		

Alliteration	
Week	**Year Long**
Activity	**Silly Sentences** Support students' ability to recognize the repeated initial sound in two or more words in a phrase and to have fun with words and language.

What's Special about First Grade:

There are 120 lessons for first grade. This allows plenty of time to administer the quarterly assessments, which need to be done 1:1 with students. It also allows for additional practice opportunities to get any skill to automatic levels for students who need more time—and, of course, for any unplanned disruptions to the calendar. In the Tennessee Foundational Skills Curriculum Supplement these activities start appearing in Week 3 as part of the foundational skills lessons.

First Grade Scope and Sequence

All activities contain four parts, each representing a different component of phonological awareness and manipulation training in the curriculum: **Playing with Sounds**, **Manipulating Syllables**, **Manipulating Phonemes**, and **Alliteration.** The following tables show the skills taught in first grade and the stages by week. Notice that instruction in **Manipulating Syllables** and **Manipulating Phonemes** skills move through three stages: Experiencing (E) (light gray), Knowing (K) (medium gray), and Mastering (M) (dark gray). Unshaded weeks denote review weeks. Playing with Sounds activities include a review of skills such as rhyming, deleting, substituting, and isolating sounds. Mix It Up is an activity that is periodically embedded in the curriculum. It provides practice with the skills accumulated to that point.

Playing with Sounds These activities allow students to review prior learning. They provide students an opportunity to hone in and analyze specific underlying skills, such as rhyming, and phonemic isolation and manipulation.																							
Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**
Activity	Popcorn Rhyme	Onset Rime: Mix It Up			Playing With Words: Word Parts ID					Phoneme ID: Locate the Sound				Mix It Up	Word Categorization: Which One Doesn't Belong?					Make a Word				

Manipulating Syllables																		
Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18-24**
Skill	**None**		**Two Syllables** **Delete** the onset in the second syllable of a two-syllable word. winter → winner			**Two Syllables** **Substitute** onset in the second syllable of a two-syllable word. meeting → meaning			**Three Syllables** **Delete** the first syllable from a 3-syllable word. barbecue → becue			**Three Syllables** **Delete** the first syllable from a 3-syllable word. *second syllable is a vowel sound holiday → iday			**Three Syllables** **Delete** the last syllable from a 3-syllable word. holiday →holi			**None**
Activity			Cut Off Sound in a Two-Syllable Word			Change the Sound in a Two-Syllable Word			Clap Away the Beat			Clap Away the Beat Part 2			Stomp Out the Beat			

Manipulating Phonemes																							
Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**
Skill	**Delete** the first phoneme (from a blend) in a one-syllable word. slip → lip clean → lean					**Substitute** the first phoneme in a one-syllable word. **s**lip → **f**lip **g**row → **c**row				**Mix It Up!**	**Delete** the final phoneme in a one-syllable word with a final blend. lam**p** → lamb cor**n** → core					**Delete** the final phoneme in a one-syllable word. see**d** → see tea**m** → tea				**Substitute** the medial vowel in a one-syllable word. hat → hot weed → wide			
Activity	Cut Off a Sound to Make a New Word					Change a Sound to Make a New Word					Cut Off a Sound to Make a New Word					Snatch Off the Sound to Make a New Word				Change the Sound (Medial Sound)			

Alliteration	
Week	**Year Long**
Activity	**Silly Sentences** Support students' ability to recognize the repeated initial sound in two or more words in a phrase and to have fun with words and language.

What's Special about Second Grade:

There are 90 lessons in second grade, six weeks fewer than the other grades. This is so for two reasons. First, if teachers are just adopting the materials, they won't be familiar with how to coach students through these activities and they may take some time. Second, students may not have mastery of the earlier skills in the sequence and teachers may need to go back and work on the easier versions of the 2nd-grade skills.

If neither of those factors applies, the sequence can be completed by about mid-year for students who are quick at picking up the advanced phonemic awareness skills (presuming they have a solid foundation in basic phonemic awareness). The remaining time is

then freed up to provide additional practice opportunities as well as pinpointed support and focus so *every students succeeds* in the mastering (automatic) phase for all the phonemic awareness activities by the end of the school year.

As with the other grades, in the Tennessee Foundational Skills Curriculum Supplement these activities start appearing in Week 3 as part of the foundational skills lessons.

Second Grade Scope and Sequence

All activities contain three parts: **Sound Study, Manipulating Phonemes**, and **Spoonerisms**. The following tables show the activities and skills taught in second grade. Notice that instruction in **Manipulating Phonemes** moves through three stages: Experiencing (E) (light gray), Knowing (K) (medium gray), and Mastering (M) (dark gray). Unshaded weeks denote review weeks. **Sound Study** lessons include a review of skills designed to continue to develop automaticity. Mix It Up is an activity that is periodically embedded in the curriculum. It provides practice with the skills accumulated to that point.

Sound Study																		
Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
Activity	Sound Scientists	Mix It Up!			Playing With Blocks		Sound Scientists		Mix It Up!	Oral Chaining		Mix It Up!	Oral Chaining		Mix It Up!	Sound Scientists		Mix It Up!

Manipulating Phonemes																	
Week	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
Skill	**Delete** the second sound in an initial blend with two sounds. Ex: skip → sip Challenge: **Delete** the third sound in a word that begins with a blend. Ex: straight → state			**Substitute** the second sound in an initial blend. Ex: slate → skate			**Substitute** the ending consonant sound. Ex: seed → seat			**Substitute** the ending consonant sound (from an ending blend). Ex: arm → ark			**Delete** the first sound in an ending blend from a one-syllable word. Ex: desk → deck			**Substitute** the first sound from an ending blend in a one-syllable word (splits an ending blend). Ex: lift → list		
Activity	Cut the Second Sound in Initial Blend *Note: Week 2 also has an activity called **Cut the Sound After the Blend**			Change the Second Sound in an Initial Blend			Change the Final Sound of the Word			Change the Final Sound of Words with Blends			Delete the First Sound of an Ending Blend			Substitute the First Sound of an Ending Blend		

The phonemic awareness skills in second grade are advanced while still being fun and lively. Teachers may find themselves having to think hard and focus right along with their students! This may be especially true for teachers who have never taught phonemic awareness before. Mature readers don't think very often about the sounds inside of words and how hard they may be for novice readers to distinguish. However, it is both fun *and* critically important for students to do so to cement their automatic word recognition. One more note: if your students really like the Spoonerisms challenge that ends each day's sequence of activities, consider getting a copy of one of the *Runny Babbit* books, by Shel Silverstein, which are built around spoonerisms.

What You Can Do to Prepare: To Learn More and Get Ready to Teach This Program With Your Students:

If You Can Only Do One Thing and Have NO TIME (less than 15 minutes):

It is **most important** that you have crisp pronunciation of phonemes yourself so your students will hear the separate sounds when you model for them and play all the word games that make up this program.

This video, graciously developed by Rollins Center for Language and Literacy, is an excellent guide to pronouncing the 44 phonemes of the English language. The presenter is easy to learn from and demonstrates clearly how to make each sound. https://www.youtube.com/watch?v=wBuA589kfMg

This blog, by Luqman Michel, a reading tutor in Malaysia, is almost exclusively focused on the vital importance of correct pronunciation of phonemes. Here is a short video of a child from Lagos, Nigeria from Luqman's Dyslexia Blog, displaying the joys of active learning of letter sounds. His articulations are nearly perfect, and the joy in this video is worth a million words on the importance of modeling precise pronunciation.
https://www.dyslexiafriend.com/2020/06/letter-sounds-by-kid-from-lagos.html

If You Can Do Two Things, and Take a Couple of Hours, Add This:

The Heggerty Organization, one of the major resources in the phonemic awareness field, has graciously made many teaching videos available for free because of school closures caused by the pandemic. These can be found by grade level at this link.
https://www.heggerty.org/download-assessments-and-resources

If You Can Do More, and Take Several Hours, Add These:

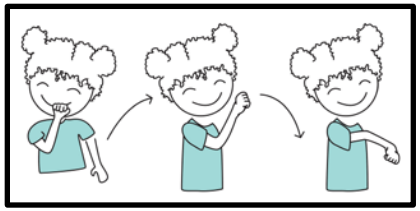
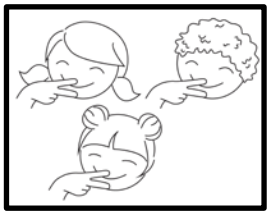
Dr. Dave Kilpatrick, who has been most responsible for raising the importance of advanced phonemic awareness, did several webinars for CORE. You may need to register before the links work, but the webinars are free. Here is the link.
https://www.corelearn.com/core-kilpatrick-webinar-series-202004/core-kilpatrick-webinar-series-on-demand-202004/

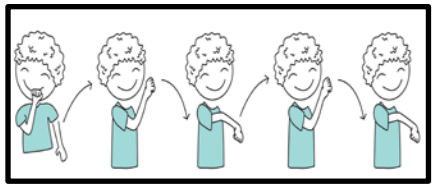
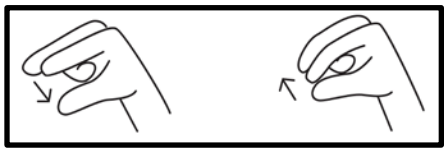
If You Want to Become Fully Immersed in Advanced Phonemic Awareness:

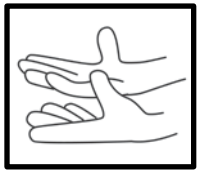
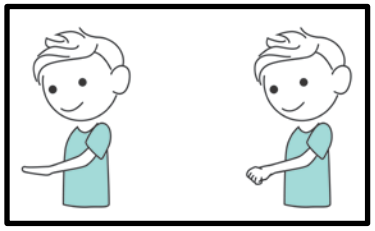
Get your school or district to buy you or put in the Professional Library copies of Dr. Kilpatrick's book: *Equipped for Reading Success*.
https://equippedforreadingsuccess.com/product/equipped-for-reading-success-2/

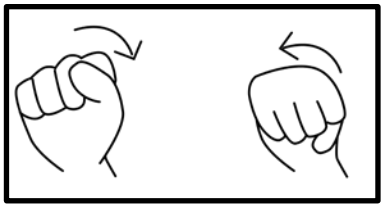
Glossary of Symbols and Terms for Sounds-First Activities

(In alphabetical order)

Breve Symbol (*/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/*)	**Short Vowel Symbol.** Small arc above a vowel to indicate it is a short vowel sound. This might also be represented without the arc. Ex: /a/ /e/ /i/ /o/ /u/
	Blending. Place hands on top of each other on the belly. Blend syllables together to make a word. To blend together a compound word, say *hand* (move palm on belly), say *stand* (move palm on belly, *handstand*).
	**Curve.** Teacher says a word and makes a curve with their arm. Students repeat the word and make the same curve with their hand. This represents the word coming out of the mouth. It is used in the curriculum to show the position of sounds in the word. Begin with a fist under your chin; open hand and stretch arm up as word is said, moving in order from the beginning, middle, and ending sounds of the word. The medial (middle) sound is said at the top of the curve. Grab the sound at the end by closing hand into fist, like you are snatching the sound from the air.
	**Cut the Sound.** Delete the phoneme (sound) from the beginning or ending of a word.

	**Double Curve.** Teacher says a two syllable word and makes two curves with their arm. Students repeat the word and make the same curves with their hand.
Experiencing Stage	**Experiencing:** First stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade. Learning Stages: Experience, Knowing, Mastering
Knowing Stage	**Knowing:** Second stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade. Learning Stages: Experience, Knowing, Mastering
Macron Symbol (*/ā/, /ē/, /ī/, /ō/, /ū/*)	**Long Vowel Symbol.** Straight line above the vowel to indicate a long vowel sound.
Mastering Stage	**Mastering:** Third and final stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade. Learning Stages: Experience, Knowing, Mastering
Mix It Up! Activities	Teachers lead students through quick exercises that contain a review of the skills they worked on in earlier weeks to keep students on their toes and to give students who haven't yet reached mastery more practice opportunities.
	**No (American Sign Language, ASL).** Students answer no to questions during a lesson. Open and close thumb and index finger/middle finger together. This action is used in preschool lessons.

Onset	The first part of each word. For example, /b/ is the onset of /bat/.
Phoneme	Smallest unit of sound.
Phonemic Awareness	Ability to identify and manipulate individual sounds in spoken words.
Rime	The rest of the word, after the onset. It is usually made up of the vowels and final consonants. For example, /at/ is the rime of /bat/.
	**Segmenting Syllables.** Place palms upwards to separate syllables in a two-syllable word. Place hand upwards, say *hand* (first syllable), place second hand upwards, say *stand* (second syllable), *handstand*.
	**Snatch the Sound.** An action or motion completed with your hand in isolation or after the word curve. In pre-K, students use this motion to show they snatch or isolate the initial and final sound of a word. In First Grade, students revisit this idea. Only this time, they use this motion to snatch the final sound of a word to symbolize deleting it (taking it away).
Syllable	Single, unbroken sound consisting of one vowel sound and consonants. For example, nap is a one-syllable word, with one vowel sound, whereas nap/kin is a two-syllable word, with two vowel sounds.

	**Yes (American Sign Language, ASL).** Students answer yes to questions during a lesson. Make a fist with your hand and move it up and down like you are nodding your head yes, but with your fist. This action is used in pre-K lessons.
Whip-Around Assessment	Quick assessment of a single skill, done during the Mastering weeks, in groups of five, and intended to assess mastery of that skill in just a few minutes. *Optional in pre-K since mastering of phonemic awareness is not expected so early.

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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/, /<u>oo</u>/, /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

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

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*

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

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

Appendix C: Components of TN Foundational Skills Curriculum Supplement

Components

The components for the Skills supplement 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 Targeted Support Stop, 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.

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 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 Targeted Support Stop materials typically included at the end 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 supplement 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 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

Number of Questions	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.

Tens Recording Chart

Use the following grid to record students' Tens scores. Refer to the previous page for the Tens Conversion Chart.

Name												

Anecdotal Reading Record

Week of:

Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:

Name_____ **1.1**

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

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

Name_____ **2.2**

cat	pot	dot
dad	cap	dig

Directions: Have the student write each word under its matching picture.

dot

cap

dig

dad

cat

pot

Name_____ **3.2**

pan	dot	dad
dog	pin	nap

Directions: Have the student write each word under its matching picture.

dog

dad

nap

dot

pan

pin

Name_____ **4.2**

a dog	mom and dad
a fat pig	a tin can

Directions: Have the student write each phrase under its matching picture.

mom and dad

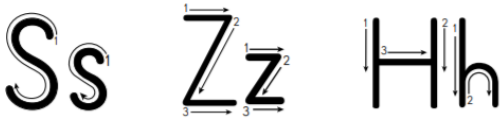
a tin can

a fat pig

a dog

Name _____ **5.1**

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



s s s

S S S

z z z

Z Z Z

h h h

H H H

stamp	hat	ham	
fist	mop	ants	

Directions: Have the student write each word under its matching picture.

mop

fist

hat

ants

stamp

ham

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

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 _____

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

v V

s S

z Z

fan	van	zip
sit	fin	cats

Directions: Have the student write each word under its matching picture.

zip

sit

cats

van

fan

fin

Name _____ **12.1**

Bb Ll Rr

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

b B

l L

r R

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.

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

Name_____ **12.2**

Directions: Have the student write each word under its matching picture.

1. bed

bed

2. lamp

lamp

3. nest

nest

4. rug

rug

Name_____ **13.2**

Directions: Read the Tricky Words in the box. Say and then write the Tricky Words in each sentence in the space provided below.

a	I	no	to	all	of	is

1. It is a big bus.

I s

2. No, it is not a tent.

No is

a

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

Name_____ **14.1**

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

p p p

P P P

b b b

B B B

u u u

U U U

o o o

C C C

tub	bug	rat
nuts	grin	wig

Directions: Have the student write each word under its matching picture.

bug

grin

tub

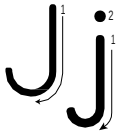
rat

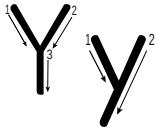
nuts

wig

Name_____ **15.1**

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.





j j j

J J J

jam

y y y

Y Y Y

yes

1 bed

bed

2 jet

jet

3 jog

jog

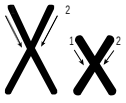
4 jam

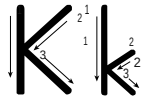
jam

Directions: Have the student write each word under its matching picture.

Name_____ **16.1**

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.





x x x

X X X

fox

k k k

K K K

kit

Directions: Have the student write each word under its matching picture.

1. box

box

2. mix

mix

3. kid

kid

4. six

6

six

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

Name_____ **17.1**

ch sh

ch ch ch

ch

chop

sh sh sh

sh

shop

ship	chimp	chips
fish	bench	dish

Directions: Have the student write each word under its matching picture.

fish chips bench

dish ship chimp

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 blnk 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.

Name_____ **18.1**

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

th

th

thin

bath

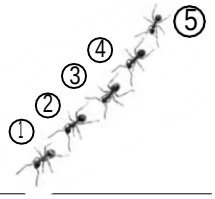
that

this

bath	moth
cloth	fifth

Directions: Have the student write each word under its matching picture.

bath



fifth

cloth

moth

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

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.

Name_____ **20.1**

ng qu

ng

song

qu

quit

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

quilt	sing	king
swing	fang	strong

swing

fang

king

quilt

strong

sing

Directions: Have the student write each word under its matching picture.

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.
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.

Directions: Have the student reread the story and answer the questions.

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.

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.

Name_____ **22.1**

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.

	2. The vet had to fix Bud's leg.
1. Bud had a bad leg.	3. Bud sat in a box with a cast on one leg.
	4. Nat's mom let him have Bud.

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.

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'

cat
cot
cost
camp

/k/ > 'k'

kit
king

/k/ > 'ck'

Jack
sock
pick

Name_____ **26.1**

The Flag Shop

1. The U.K. flag has . . .

- ☐ a red dot.
- ☐ a blackbox.
- ● 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.

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.

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.

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.

3. Why did Mom and Dot lift Nat up?

Nat is like the rock on the top.

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.

4. (steps) Jack (rocks) Dot (dress)

5 (kid) (moms) glass (Beth) pill

6. huff (sock) said (Nat) (bed)

Name_____ **29.1**

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.

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.

Directions: Have the student reread the story and answer the questions.

2. The bus went past . . .

- ☐ a wind mill.
- ☐ Big Ben and two sheds.
- ● a big shop and Big Ben.

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.	a	1.	
2.	I	2.	
3.	no	3.	
4.	of	4.	
5.	from	5.	
6.	are	6.	
7.	were	7.	
8.	one	8.	
9.	who	9.	
10.	two	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 reread 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 words down 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.	

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.

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

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, nouns that name a place.

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.

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.

1. _____ ring _____ the bell
2. black _____ dress _____
3. _____ soft _____ chick
4. frogs in _____ pond _____
5. fill the _____ tub _____

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.

1. milk in _____ glass _____
2. _____ two _____ quilts
3. bad _____ smell _____
4. spell the _____ word _____
5. sit _____ here _____

Name_____ **PP13**

fish	Why	There
Who	kilt	hill

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

1. Jack and Jill went up the _____ hill _____.
2. _____ There _____ is no one here.
3. Nat has a cat and _____ fish _____.
4. Beth and Nat met a man in a _____ kilt _____.
5. _____ Why _____ did Dot's map rip?
6. _____ Who _____ has a pet?

Name_____ **PP14**

pig	fish	from
licks	sand	cracks

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

1. The crab runs on the _____ sand _____.
2. The cat runs _____ from _____ the dog.
3. The chick _____ cracks _____ the egg.
4. Do _____ fish _____ swim in the pond?
5. The _____ pig _____ digs in the mud.
6. The dog _____ licks _____ Mom's hand.

Name_____ **PP16**

When	Where	Why
What	Who	Which

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.

1. What did the dog rip?
2. Who is Dot?
3. Which man had a kilt on?
4. Where did the man in the black hat stand?
5. When/why was Bud at the vet?
6. Why/when was Beth sad?

Name_____ **PP17**

Some	Once	All
says	Where	from

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.

1. I got a gift from Dad.
2. All chicks are soft.
3. Once there was a strong king.
4. Where did Tom fling the rock?
5. Josh says that one plus one is two.
6. Some kids have pets.

Name_____ **PP23**

Lunch at King's Pub

1. Nat, Dot, Beth, and Beth's mom went to the King's Pub to . . .
   - ☐ sit with the king.
   - ● get lunch.
   - ☐ have a chat.
2. Did Beth get to sit with the king?

   No, Beth did not sit with the king.

Directions: Have the student reread the story and answer the questions.

3. The pub has the best . . .
   - ☐ squid and chips.
   - ☐ plush beds.
   - ● fish and chips.
4. (squid) (map) Dot (brush) (pills)
5. (Nat) fish (Beth) lunch (Dot)
6. (chips) sit (cab) posh with

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 student mark the nouns.

Name_____ **PP24**

Lunch at the King's Pub

Directions: Have the student reread the story and answer the questions.

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.

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.

Name_____ **PP25**

The Trip Back

Directions: Have the student reread the story and answer the questions.

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.

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.

Name _____ **PP26**

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.

Name _____ **PP27**

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.

Name _____ **PP28**

Directions: Have the student reread 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.

Name _____ **PP29**

brush	pal	plum	Kate
clock	nest	Bob	man

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.

pal

Kate

Bob

man

brush

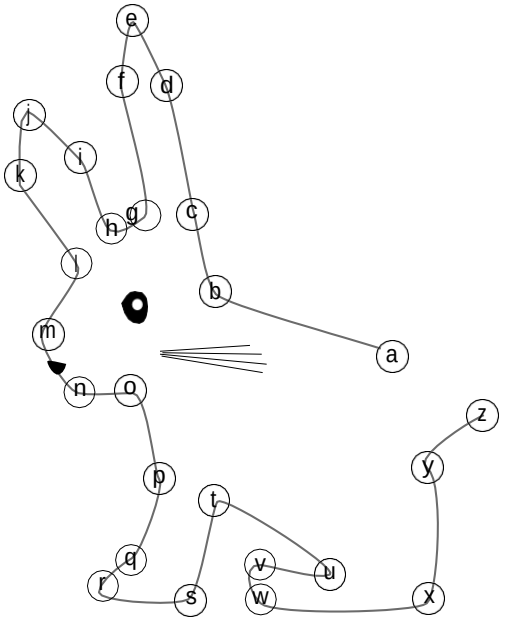
plum

clock

nest

Name _____ **PP31**

Directions: Have the student connect the letters in alphabetical order. Have the student say the letter names out loud.



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	A	e	E	i	I
b	B	f	F	j	J
c	C	g	G	k	K
d	D	h	H	l	L

Z	T	Q	U	R
S	V	W	P	Y
N	X	M	O	

m	M	r	R	w	W
n	N	s	S	x	X
o	O	t	T	y	Y
p	P	u	U	z	Z
q	Q	v	V		

Name _____ **PP34**

?	.

Directions: Have the student read the sentences and add a period or question mark at the end of each sentence.

1. Where can I get a snack [?]
2. Dogs and cats are pets [.]
3. I have a big quilt on the bed [.]
4. Who can spell this word [?]
5. The dog can do a lot of tricks [.]
6. When did Jeff get his drum [?]

Unit 1

Teacher Guide

Skills Strand

Grade 1