



Unit 1

Teacher Guide

Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

GRADE 1



Unit 1

Teacher Guide

Skills Strand
GRADE 1

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Unit 1

Lesson

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

Alignment Chart for Unit 1

1	2	3	4	5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

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

Alignment Chart for Unit 1

Lesson

	1	2	3	4	5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Vocabulary Acquisition and Use																											
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).																										
CKLA Goal(s)	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>) <div style="text-align: center; margin-top: 10px;">  </div>																										



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

Introduction to Unit 1

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

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

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

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

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

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

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

Welcome

Dear First Grade Teacher,

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

Teacher Components

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

Student Components

- Student Workbook
- Student Reader
- Individual Code Chart

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

Additional Materials

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

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

Component Descriptions

Teacher Components

Teacher Guide

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

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

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

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

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

Consonant and Vowel Flip Books

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

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

Media Disk

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

Assessment and Remediation Guide

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

Student Components

Individual Code Charts

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

Student Workbook

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

Student Reader

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

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

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

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

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

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

Unit Organization

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

Back-to-School Week Lessons (1–5)

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

Assessment and Placement Lessons (6–10)

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

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

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

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

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

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

In Unit 1, you will review:

Five Short Vowel Sounds

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

Twenty-Five Consonant Sounds

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

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

Notes on Sounds and Spellings in Unit 1

Sound Combinations /x/ and /qu/

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

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

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

The Double-Letter Spellings for Consonant Sounds

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

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

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

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

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

Tricky Words

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

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

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

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

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

Pausing Point

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

Back-to-School Week

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

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

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

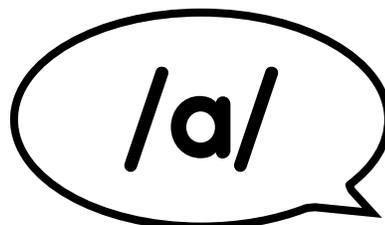
The following exercises are included in the Back-to-School lessons:

Code Flip Book Review

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

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

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



The other side of the card shows three things:



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

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

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

Chaining

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

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

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

Warm-Ups

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

Small Group Work

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

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

Worksheets

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

Take-Home Material

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