

Learning to Read Well


The focus of the Skills Strand in K–2 is to build a strong set of foundational skills for early literacy students. The Skills Strand provides comprehensive instruction in print concepts, phonological awareness, phonics and word recognition, and fluency; language skills, including vocabulary development, conventions of English, syntax, spelling, and grammar; reading comprehension; and writing instruction.

Extended practice is provided in the form of fluency work explicitly built into the Amplify CKLA program. In Grades K-2, repeat readings of decodable texts are supported. Starting in Grade 2, there are additional on-line Fluency Packets that correspond to each unit. Use of Student Readers in Skills and daily Read-Alouds in Knowledge provide daily opportunities to address fluent reading and scaffolding in Amplify CKLA.


Grade 1 Skills Unit 1

Teacher Guide: Lesson 3

For blending



For segmenting



Support

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

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

Students will decode and write CVC words using /a/, /i/, and /o/.
Students will read Tricky Words *a* and *i*.

WARM-UP (10 MIN.)

Oral Blending

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

Oral 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.

Teacher Guide: Lesson 22

Support

The task of applying a silly voice requires notable cognitive effort. Silly Voices should be used to motivate students to revisit text that is already very familiar from prior instruction and rereading. If students are not already reading the text with high accuracy, then rereading without silly voices to first establish ease with word recognition is appropriate.

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of **Activity Page TR 22.1**, and cut the picture cards apart.
- Provide students with the *Snap Shots Reader*, and help them find the story, "Bud the Cat."
- Have students choose or draw a Silly Voices card to determine the voice they will use for reading aloud.
- Students read aloud independently, with a partner, or to the teacher.
- Partner reading options may include:
 - 1. Take turns reading the entire story.
 - 2. Have one student be the leader, reading a line at a time for the partner to echo.
 - 3. Read chorally, keeping voices together to read the story.

Grade 1 Skills Unit 2

Teacher Guide: Lesson 4

Lesson 4: Chaining with /ae/ > 'a_e'

Foundational Skills



Primary Focus: Students will demonstrate knowledge of the 'a_e' vowel pattern by decoding words with /a/ > 'a' and /ae/ > 'a_e'.

POP-OUT CHAINING (15 MIN.)

Note: For this chaining exercise, you will call the letter 'e' of the digraph 'a_e' the magic letter 'e'. The 'e' is magical because it can change the vowel sound /a/, as in *at*, into the vowel sound /ae/, as in *ate*.

- Using the Large Letter Cards you gathered in advance, review each sound as you pass them out.
- Hand one student the 'e' card, and tell them that they now hold the magic 'e'.
- Tell students that you will ask students holding the letter cards to come to the front of the room to spell some words. Explain that the student with the magic 'e' card has a special job. After each word is made with the other Large Letter Cards, you will say "Alakazam!" which means that the student with the magic 'e' card should jump up and add the magic 'e' to the end of the word, thus changing the vowel sound and making a new word.
- Say the word *at*. Tell students who are holding cards with spellings in the word *at* to go to the front of the room and stand in the order needed to spell the word *at*. Ask the class to sound out and read the word.
- Tell students that you are going to magically change the vowel sound in the word. Say, "Alakazam!" and have the holder of the magic 'e' stand at the end to create the word *ate*.
- Ask, "Even though they aren't side by side in this word, which two letters are working together as a team?"
- Have students holding the 'a' and the 'e' step forward and stand side by side.
- Point out that the 'a' and 'e' in the word *ate* work together to stand for the sound /ae/.

Teacher Guide: Lesson 7

WIGGLE CARDS (5 MIN.)

- Show the students the Wiggle Card, and have them read it and perform the action on the card.
- Continue with the remaining cards.

Foundational Skills

- Prepare the following Wiggle Cards in advance:

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|---------------------|-----------------------|
| 1. Greet a pal. | 6. Rise and shine. |
| 2. Hop three times. | 7. Hiss like a snake. |
| 3. Wave and smile. | 8. Be a tree. |
| 4. Stand in line. | 9. Graze like deer. |
| 5. Sleep. | 10. Stand on heels. |

TRICKY WORD BASEBALL (15 MIN.)

- Divide the class into two teams, having one team at a time come to line up at the board/chart paper. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a "turn at bat."
- Set a timer for ten minutes, and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, so they have to be careful reading the words. At the same time, speed is also important, so they must pay close attention. The more turns each team member has to read words, the more likely their team is to score runs.
- Show a Tricky Word card and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player then goes to the back of the team's line, while the next player comes forward to read the next card. If the word is correctly read, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark "1 run" for the team. Play continues for the team so long as no words are misread; when a word is misread, the next team takes its turn at bat.



Check for Understanding

Note which students demonstrate difficulty in reading Tricky Words during the game. Be sure to note whether the student makes errors on decodable parts of the words or tricky parts of the words.

SPEEDY SOUND HUNT (5 MIN.)

- You will review the vowel spellings with students' Individual Code Charts. Students will race to find the sound/spelling correspondences in their Individual Code Charts.
- Explain the directions:
 - "We are going to review the vowel spellings you already have learned through a race using your Individual Code Charts. I will tell you a vowel sound. When I say 'go,' I want to see who can find that sound in the Individual Code Chart, raise their hand, and read to me the example word for that sound. I will call on the first student who raises their hand."
- Say, "I am thinking of the sound (insert sound from the box). Ready? Go!" Review with the sound/spelling correspondences provided in the box below.

- | | |
|--|--|
| 1. /u/ > 'u' (<i>but</i>) (page 1) | 6. /o/ > 'o' (<i>hop</i>) (page 1) |
| 2. /a/ > 'a' (<i>hat</i>) (page 1) | 7. /oe/ > 'o_e' (<i>home</i>) (page 3) |
| 3. /ae/ > 'a_e' (<i>cake</i>) (page 2) | 8. /e/ > 'e' (<i>pet</i>) (page 1) |
| 4. /ie/ > 'i_e' (<i>bite</i>) (page 2) | 9. /ee/ > 'ee' (<i>bee</i>) (page 2) |
| 5. /i/ > 'i' (<i>it</i>) (page 1) | |

READ "THE SWIM MEET" (15 MIN.)

Partner Reading

- Have students read today's story with a partner. Tell students that when they finish reading the story, they should complete Activity Page 6.2. If they finish early, they may reread earlier stories from *Gran*.

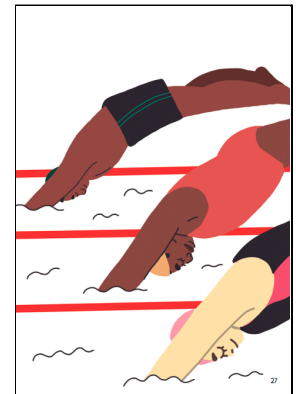


Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to each student read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

Wrap-Up

- Call students who have finished the story and activity page back together as a group.
- Review Activity Page 6.2. You may also wish to use the following questions to guide discussion about the story.



READ "THE TRIP WEST" (20 MIN.)

Partner Reading

- Have students take turns reading the story aloud with a partner. When they have finished reading, they should complete Activity Page 17.1.



Observation: Anecdotal Reading Record

Use the Anecdotal Reading Record provided in the Teacher Resources section to record notes as you listen to each student read. Make specific note of any words misread by students, recording the word they said instead; analyze errors later for any specific letter-sound confusions.

Wrap-Up

- Review Activity Page 17.1 with students. Use the following questions to guide discussion about the story.

The Trip West

"I have made plans to take a trip," says Gran. "My pal Tex has a ranch in the West. It will be a lot of fun!"

Gran smiles, but Josh and Jen are sad.

"We will miss you!" says Jen.

"What will we do here?" says Josh.

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