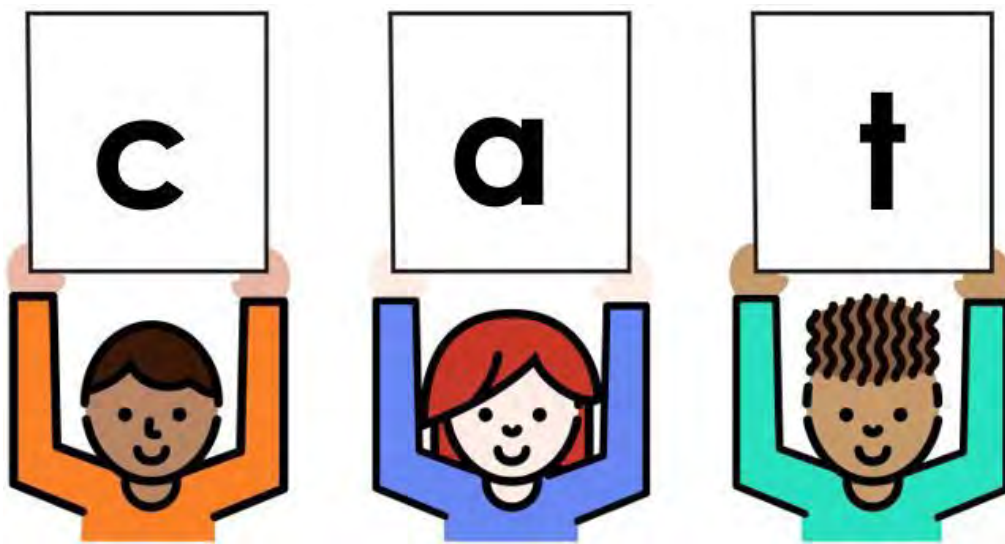


# The Early Reading Acceleration Practice Phonics Activities—Teacher Guidance for First Grade

Support for teachers implementing additional practice in  
phonics



Teacher: \_\_\_\_\_

Classroom: \_\_\_\_\_

School: \_\_\_\_\_

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## About This Resource:

This packet is intended to support teachers and/or students in providing systematic foundational skills instruction, aligned to the guidance provided here:

[achievethecore.org/FSGuidance](https://achievethecore.org/FSGuidance).

These resources are not a comprehensive program. They can be used for supplemental guidance for teachers and practice for students but are not meant to be used instead of a core program. The scope and sequence utilized is shown through the unit charts.

The teacher guidance includes the following components:

- Charts outlining the focus of each Activities Section.
- Suggested supports and tasks.
- Connections to phonological awareness.

The student workbooks that accompany this resource include paper copies of written tasks to support student practice of phonics skills. They are intended to be used flexibly to support the extra practice needs you identify for your students. You may choose to use workbook practice activities in the order presented in the unit charts, or in whatever order corresponds with your core program's scope and sequence. This resource may also be useful for students who need independent practice of taught skills over the summer (for example, students headed to first grade may benefit from summer practice with the kindergarten resources) or as a printed resource while school is not in session.

It is highly recommended that students also have time to read decodable readers as a way of practicing decoding in the context of a text. Free decodable texts can be found at the following websites:

- [Core Knowledge Language Arts](#): free decodables starting in Unit 7 of kindergarten called "Student Readers," available as PDFs within each unit's materials. The end of each reader has a chart with included sound and spelling patterns and high-frequency words for your reference.
- [EL Education](#): free decodable texts along with its resources. To download, click on "Access the Curriculum." Sign up for a free account. Find decodables under the "Skills" section for the grade.
- [Flyleaf](#): free web-based decodable readers, along with more printable practice pages (labeled "homework").

Foundational skills include Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency (more on these concepts [here](#)). These printable resources focus primarily on phonics, with connections to other resources in the teacher guidance when applicable.

The following high-quality open source curricula were consulted extensively in order to create these resources:

- Core Knowledge Language Arts (CKLA)

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- EL Education

This work is available from EL Education through licensing under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

The full (free) set of curricular materials provides much more in-depth guidance, as well as teacher-facing lesson plans and full sets of student materials. All can be found here:

CKLA (skills):

<https://www.coreknowledge.org/curriculum/language-arts/https://curriculum.eleducation.org/>

EL Education: <https://curriculum.eleducation.org/>

## GRADE 1 Activities Section 1

Suggested weeks for instruction: 4 weeks

*Note: Divide up focus sounds in order to work on two to three sounds/week, and divide high-frequency words up across weeks.*

### **Previously Taught Sound and Spelling Patterns**

*All short vowel sounds and basic code for all consonant sounds (students will not know every sound and spelling pattern for all consonants' sounds; however, they will review the primary sound or many of the most frequent sounds for each consonant) and digraphs -th, -sh, -ch, -ck*

### **New and Review Sound and Spelling Patterns**

*Short vowels a, e, i, o, u*

*Consonants b, c=/k/, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z -th, -ch, -sh, -ck, and -ng*

### **New and Review High-Frequency Words**

*a, of, the, all, from, was, once, when, I, word, were, to, why, where, there, some, says, what, here, said, so, are, which, is, to, who, do, some, have*

### **Activities Section Focus**

In this Activities Section, students review all short vowel sounds and sounds of common spelling of consonants; digraphs -th, -ch, -sh, -ck, and -ng are taught. Students should be able to hear, say, read, and write these spelling patterns by the end of this Activities Section. Include tapping out sounds of words and using sound boxes for up to four sounds. Students will be expected to hear, say, decode, and encode individual phonemes in words with up to four sounds (such as clap, pond, stop). While consonant blends will be formally taught in Activities Section 2, this concept may be introduced in Activities Section 1 through word-building activities. Students will primarily focus on CVC words in Activities Section 1 and will begin practice with CVCC or CCVC using common spelling patterns toward the end of the Activities Section.

### **Decodable Word List:**

All CVC words with short vowels. Examples are: can, map, mad, tip, pin, lid, rim, hot, top, rod, hut, hum, tug

CVCC words with digraphs -th, -ch, -sh, -ck, and -ng. Examples are: rock, back, ship, dish, chip, bench, king

## **Teacher Notes for Activities Section 1:**

### **Games and Tasks Suggested for This Activities Section:**

Games from EL resource can be used for whole-group/ small-group practice and/or centers. Below are some suggestions.

- **Short Vowel Flowers:** <https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 205)

- Rhyming: Kaboom  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 183)
- Letter Recognition: Go Fish  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 173)
- Blending Boxes  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 178)

### High-Frequency Words:

- Follow the Rainbow Road  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 159)
- Popsicle Sight Words  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 163)
- Sight-Word Hopscotch  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 165)
- Sight-Word Tower  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 168)
- Punch It Out  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 176)

### Phonological Awareness Connections:

- Effective PA Enhancements <http://bit.ly/EnhanceFSinstruction>. This resource should be used through all units.
- Daily practice of oral blending and segmenting words up to four phonemes.
- Practice hearing syllables. Teacher says a single or multisyllabic word, students clap the number of syllables. A variation is the teacher says the word, students hop the syllables.
- Students listen for digraphs in words. They jump, clap, wave, wiggle, etc. when they hear the digraph.

### Content Notes:

- Correct letter formation taught and practiced. Reinforce appropriate pincer



pencil grip and strokes, providing extra time and support for students without strong handwriting skills secured from kindergarten. Here is a link for a teacher resource guide for handwriting guidance as needed:

<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 31)

- Students need daily practice with blending sounds. Use tapping fingers and sound boxes to practice blending up to four sounds. Include words with blends in the pocket chart for students to decode and read. All work with blends in this Activities Section will be blending and decoding. Students do not write blends in Activities Section 2.
- Students should be taught to say the correct pronunciation of a spelling pattern, identify the spelling pattern in a word, and read words with the spelling pattern. Some students will need more practice than others; ongoing assessment and instruction should become common practice.
- Double letters: Note that some student practice pages are included with the double letters “ss,” “tt,” “ll,” “gg.” This skill was not present in the scope and sequence resource, so some practice pages were included. Typically, students do not experience difficulty reading words with double letters but may leave them out when writing. Some students need more support/exposure than others with this skill. Double letters are common when following a vowel.
- Note for teaching the letter “Q” “q”: The sound /qu/ consists of two sounds: /k/ and /w/. Because the spelling “qu” is so consistently used, the /qu/ sound is taught together. This unit’s vowel, “u,” is taught at the same time as the letter “q.” When students are noting words that start with the /qu/ sound, note that they should be writing the two letters that represent that sound—“q” and “u.”
- Note for teaching digraph -th: Note that this includes the “**unvoiced**” “th” (“think,” “third,” “thin”) and the “**voiced**” “th” (“they,” “them,” “these”). Voiced sounds are made with vocal chords and voiceless sounds without (students can be taught to put their hands on their throat to feel the buzzing that vocal chords make when engaged to distinguish between the two).
- Using Decodable Readers can help support students connecting out-of-context and in-context skills. See the Decodable Readers Protocol from SAP here <http://bit.ly/DecodableProtocol> to support you in this work.
- Decoding: High-Frequency Words: As you are presenting new high-frequency words to students, it is important to distinguish between those that are regularly spelled and decodable and those that are irregular (or contain sound and spelling patterns that have not yet been taught).
  - Decodable words: Be sure to connect these words to the related phonemic-awareness skills and letter-sound correspondence while reinforcing the related print concept of what constitutes a word. Examples might include:
    - We know that “w” makes the /w/ sound—later this year we’ll learn about how when the “w” and “h” are together, they also represent

the /w/ sound. We already know that “e” represents the /e/ sound, and “n” represents the /n/ sound (write when). Let’s blend those sounds together—what word do we make? When we see letters that are put together to make words, we can blend the sounds together—this word is “when” /w/ /e/ /n/

- Irregularly spelled words: Draw students’ attention to what is regular about the sound and spelling patterns, and support what is irregular, based on what you’ve taught students so far. Examples might include:
  - Let’s take a look at the word “all” (write it). I hear the /l/ sound represented by “ll” at the end, but this first letter is “a” and the word is pronounced “all,” not /a/ /l/. Let’s blend it—/allllll/. We’ll need to remember this word when we see a-l-l, “all.” Can someone use it in a sentence?
    - *For more information about teaching high-frequency words, see this article:*

<https://www.literacyworldwide.org/blog/literacy-daily/2016/06/23/teach-ldquo-sight-words-rdquo-as-you-would-other-words>

### **Routines:**

- Whiteboards for daily dictation from the word lists (and/or other words containing taught sound and spelling patterns) to practice letter formation and spelling patterns. Whiteboards provide opportunities for immediate feedback, but paper and pencil can also be used. This should be common practice during lessons in all units. Have students practice writing and reading words with the current sounds and spelling patterns and previous sounds and spelling patterns.
- Pocket charts with letter cards for blending and segmenting words with taught sound and spelling patterns.

## GRADE 1 Activities Section 2

Suggested weeks for instruction: 3 weeks

### *Previously Taught Sound and Spelling Patterns*

*All short vowel sounds; the most frequent sound for each consonant; regularly spelled VC and CVC words; digraphs -sh, -ch, -th, -ck, and -ng.*

### **New Sound and Spelling Pattern**

Words ending in suffixes -s and -ed (/ed/)  
Initial common s, l, and r blends  
Final consonant blends -ld, -lf, -sk, -nk, -nt, -mb, -mp  
Digraph -ng  
Word families with -ng, -nk, and -ck

### **New High-Frequency Words**

*be, he, we, as, is, has, she, me, you, your, my, by, they, their*

### **Activities Section Focus**

In this Activities Section, students read and write CCVC and CVCC words, including words with initial common blends (s, l, and r blends) and final consonant blends (-ld, -lf, -sk, -nk, -nt, -mb, -mp) and digraph -ng. Students will read and write words with the suffixes “s” and “ed,” as in “plants,” “bugs,” and “planted”. Students will learn “s” can make the /s/ and /z/ sounds (as in “as,” “his,” “is”).

### **Decodable Word List:**

Initial s-blends: scat, skip, slam, snip, spun  
Initial l-blends: blot, clap, flip, glad, plug, slam  
Initial r-blends: bran, crib, drop, frog, grip, prod, trip  
Final consonant blends: elf, ask, fast, sent, jump,  
Word families with -ng, -nk, and -ck: sing, ring, fling, song, long, bunk, skunk, back, stick, sock, duck will be practiced through chaining activities.  
Suffix -s: cats, clams, jumps, plugs, rings, honks  
Suffix -ed: planted, hunted, rented

## **Teacher Notes for Activities Section 2:**

### **Games and Tasks Suggested for This Activities Section:**

- Sight-Word Parking Lot  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 166)
- Musical Word Chairs (include -ng, -nk, -ck word families)  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 130)
- Letter Roll Reading  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 180)

- Recording Sheet for Letter Roll Reading  
<https://eeducation.org/resources/k-2-reading-foundations-skills-block-resource-manual>
- Kapow/Zap!  
<https://eeducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 162)
- Find the Ending (use words with suffix -s and suffix -ed (as in /id/  
<https://eeducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 117)
- Recording Sheet for Find the Ending  
<https://eeducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 118)

### Phonological Awareness Connections:

- Continue using the Effective Enhancement <http://bit.ly/EnhanceFSinstruction> resource from Activities Section 1. All students need to be able to **hear** the spelling pattern, **say** the spelling pattern, **identify** the spelling pattern in words, **read** words with the spelling pattern, and **write** the words with the spelling pattern.
- Have students listen and play PA games for current sounds and previously taught sounds.

### Content Notes:

- When teaching suffix -s and suffix -ed, have students say the base word then say the word with the suffix. (Example: “dog,” “dogs,” “rent,” “rented.”) Teach students to write the base word first, then add the suffix, while saying the words to themselves. This helps students hear all of the sounds in the base word and helps students write all of the letters in the base word. When practicing writing words with suffixes, have students underline the base word and circle the suffix. This routine will continue in future units with other suffixes.
- Make a routine of checking student work with the student. Ask students to read words they have written/colored and ask why in order for students to explain their understanding of different spelling patterns.
- Continue to monitor for correct letter formation.
- Use decodable readers with the whole class in order to provide full-group practice. Depending on the general needs of your class, this can be done chorally, through echo reading, or independently in whispers by students. Follow up with time in small groups to listen to students read and gauge their progress. For students struggling to decode with accuracy and automaticity, it may help to give additional support and practice with previously taught skills from earlier units.

## GRADE 1 Activities Section 3

Suggested weeks for instruction: three to four weeks

### ***Previously Taught Sound and Spelling Patterns***

*All short vowel sounds; the most frequent sound for each consonant; digraphs -sh, -ch, -th, -ck and -ng; initial and final blends; digraphs -sh and -ch; final digraphs -ck, and -nk; suffixes -s and -ed; -ld, -lf, -sk, -nk, -nt, -mb, -mp; common s, l, and r blends.*

### **New Sound and Spelling Patterns**

Long e (/ē/) spelled -ee  
Vowel-consonant-e  
Digraph -wh  
Long i (/ī/) spelled y  
Ending sounds -tch and -dge

### **New High-Frequency Words**

*look, her, wants, play, do, does*

### **Activities Section Focus**

In this Activities Section, students learn the Vowel-Consonant-e (v\_e or “magic e”) spelling pattern and initial digraph -wh. Teach students that v\_e vowels work together to make the long vowel sound. Students will learn the long /e/ spelling pattern -ee. Students will learn the long /i/ spelling pattern y and ending trigraphs -tch and -dge. Students will read and write v\_e words with suffix -s.

### **Decodable Word List:**

Vowel-consonant-e: cake, shake, grade, tape, plane, stone, hope, choke, kite, bride, fire, mule, flute, tune, bikes, plates, fires  
Digraph wh-: when, whale  
Long e (/ē/) spelled -ee: jeep, sheep, tree, see, meet  
Long i (/ī/) spelled y: cry, try, my, by, catch  
Ending sounds -tch and -dge: pitch, edge, badge

## Teacher Notes for Activities Section 3:

### Games and Tasks Suggested for This Activities Section:

- Magic e Wands  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p.201)
- Roll and Write  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 164)
- Recording Sheet  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 164)
- Vowel Picture Sort  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 206)
- Picture and Vowel Cards  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 207)
- Short and Long Vowel Sort  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 203)

### Phonological Awareness Connections:

- Students need to be able to hear the difference between short vowel sounds and long vowel sounds. Start this Activities Section by having students listen to words the teacher says to discriminate between long and short vowel sounds. Continue this practice throughout the Activities Section.
- Continue using the Effective Enhancement resource from Activities Section 1.

### Content notes:

- All students need to be able to **hear** the spelling pattern, **say** the spelling pattern, **identify** the spelling patterns in words, **read** words with the spelling pattern, and **write** the words with the spelling pattern.
- Direct instruction note for the long e (/ē/) spelled -ee spelling pattern. Teacher has students listen for the sound in spoken words, write words on cards for the pocket chart for students to see the pattern and read, use words with -ee spelling pattern during dictation.
- Direct instruction note for v-e spelling pattern. Practice reading a short vowel word then add -e. Real and nonsense words can be included. Ex: “cap,” “cape,”

“div,” “dive,” “hop,” “hope,” “tun,” “tune.” Sort words orally and written by short vowel and v-e sounds. Please note that the student resources have a mix of v-e patterns included. Some students may benefit from focusing on one at a time as an intervention support.

- Note: The materials support a\_e, i\_e, u\_e, and o\_e. There are limited resources for e\_e.
- Student resources in this Activities Section include a few sounds not yet taught (e.g., oo and ou). Please draw students' attention to these untaught sound and spelling patterns as they come up.

## GRADE 1 Activities Section 4

Suggested weeks for instruction: 6 weeks

### *Previously Taught Sound and Spelling Patterns*

*All short vowel sounds; the most frequent sound for each consonant; digraphs -sh, -ch, -th, -ck, and -ng; initial and final blends; digraphs -sh and -ch; final digraphs -ck and -nk; suffixes -s and -ed; -ld, -lf, -sk, -nk, -nt, -mb, -mp; common s, l, and r blends; long e (/ē/) spelled -ee; vowel-consonant-e; digraph -wh; long i (/ī/) spelled y; ending sounds -tch and -dge*

### **New Sound and Spelling Patterns**

r-controlled vowels  
Suffixes -ing, -es, and -ed (-ed endings pronounced /t/ and /d/)  
Two-syllable words

### **New High-Frequency Words**

*would, could, should, puts, out, about, because, again, around, knew, over, old, watch, ago, today, tomorrow, yesterday*

### **Activities Section focus**

In this Activities Section, students learn to decode r-controlled vowel spelling patterns: -ar, -or, -er, ir, ur. Note that with r-controlled vowels, where “r” follows a vowel in a word, the vowel makes a sound unlike the vowel sounds students have learned thus far. Students will identify and read two-syllable words, including compound words that include spelling patterns they have been taught. Students learn suffixes -ing, -es, and -ed. In this Activities Section, students will work on two sounds that -ed represents, the /t/ sound when a word ends in a voiceless consonant and the /d/ sound following a voiced final sound.

### **Decodable Word List:**

Two-syllable words: contest, basket, until, upset, napkin, sunset, backpack, bathtub  
R-controlled vowels: car, start, shark, corn, fort, thorn, bird, shirt, curb, blurt, fern  
Suffixes -ing, -es, and -ed (pronounced /t/ and /d/): lunches, branches, planting, sending, brushed, camped, hugged, rubbed

## **Teacher Notes for Activities Section 4:**

### **Games and Tasks Suggested for This Activities Section:**

- Syllable Match  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 196)
- Syllable Snap  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 198)
- Syllable Stretch  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 197)



### Phonological Awareness Connections:

- Clapping syllables in spoken words
- Identify each syllable and saying individual sounds in each syllable. For example: Teacher says “upset.” Students clap the syllables then say the first syllable “up” and then students say /u/ /p/, clap “upset” again and focus on “set”—students say /s/ /e/ /t/. This helps students learn to spell multisyllabic words by applying spelling patterns to individual syllables.
- Continue using the Effective Enhancement resource from [Activities Section 1](http://bit.ly/EnhanceFSinstruction) <http://bit.ly/EnhanceFSinstruction>.
- Help students recognize a syllable by noticing when their jaw drops when they say a word. The number of times their jaw drops equals the number of syllables in a word. Model this and practice whole group.

### Content Notes:

- Direct instruction and practice on using previously learned spelling patterns to decode two-syllable words including compound words. Help students understand what a syllable is by teaching “a syllable is each part of a word with a vowel sound.”
- Consider creating an r-controlled vowel classroom chart with words generated from students and ongoing phonological awareness and encoding/decoding activities, written by the teacher with intentional focus on showing students the spelling patterns and opportunities for students to hear and identify which r-controlled vowel words contain.
- Continued work on decoding base words with inflectional endings. Teach that words that end with “e” (such as bake, hike) do not have the “e” when -ing, and -ed are added.

## GRADE 1 Activities Section 5A

Suggested weeks for instruction: 5 ½ weeks

### *Previously Taught Sound and Spelling Patterns*

*All short vowel sounds; the most frequent sound for each consonant; digraphs -sh, -ch, -th, -ck and -ng; initial and final blends; digraphs -sh and -ch; final digraphs -ck and -nk; suffixes -s and -es; three sounds for -ed; -ld, -lf, -sk, -nk, -nt, -mb, -mp; common s, l, and r blends; long e (/ē/) spelled -ee; vowel-consonant-e; digraph -wh; long i (/ī/) spelled y; ending sounds -tch and -dge; r-controlled vowels; suffix -ing; two-syllable words*

### **New Sound and Spelling Patterns**

Vowel patterns -oi, -oy, -oo, -ow, -ou, -aw  
Soft “g” (/j/)  
Contractions

### **New High-Frequency Words**

*some, come, picture, walk, talk, think, kind, many, these, full, pull*

### **Activities Section Focus**

In this Activities Section, students will be taught different vowel patterns that represent the same sound: -oi as in “boil” and -oy as in “boy”; -ow as in “how” and -ou as in “out.” Students also learn the spelling patterns -oo can represent two sounds: -oo as in “look” and -oo as in “moon” and will learn -aw as in “paw.” Students also learn soft “g” (/j/) as in “gem.” Finally, students work with contractions. Students should understand how to identify contractions, determine the meaning of the contraction, and read and spell the words.

### **Decodable Word List:**

Vowel patterns -oo: look, book, shook, stool, school, pool, boom, spoon

Vowel patterns -ow and -ou: how, cow, out, shout, spout

Vowel patterns -oi and -oy: boil, foil, boy

Soft g (/j/): gem, germ

Contractions: can’t, don’t, I’ll, you’ll, we’ll, wasn’t

## **Teacher Notes for Activities Section 5A:**

### **Games and Tasks Suggested for This Activities Section:**

- Find Your Corner  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 199)
- Vowel Slap Jack  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 208)
- Vowel Slides

<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 209)

- You've Got Mail  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 211)

### Phonological Awareness Connections:

- Make sure students can hear the spelling patterns in words that are spoken, and students can orally identify which sound they hear in the word.
- Continue using the Effective Enhancement resource from Activities Section 1.
- All students need to be able to **hear** the spelling pattern, **say** the spelling pattern, **identify** the spelling pattern in words, **read** words with the spelling pattern, and **write** the words with the spelling pattern.

### Content Notes:

- Be sure to use a sound wall and/or charts around the room to display the sound and spelling patterns students are learning. It is important for students to have visual aids to support their retention of new sound and spelling patterns. Encourage them to use these resources actively when reading and writing.
- This Activities Section has “close confusers” taught together and the idea that one sound is spelled in multiple ways (as in “coin” and “boy”), or that the same letters can represent more than one sound (as in “look” and “moon”) is nuanced. Avoid always/never language (e.g., *this sound is always made by these letters*) and address the specific skill (*in this word, the sound is or can you try the other sound that makes?*).
- In this Activities Section, students learn that both /oo/ as in “soon” and /oo/ as in “look” can be spelled “oo.” When students come across a word containing the spelling “oo,” they should:
  - 1. Try pronouncing it as /oo/ as in “soon.” This is the more common pronunciation.
  - 2. If that pronunciation does not sound right, or does not make sense in context, they should try pronouncing the spelling /oo/ as in “look.”
- With contractions, encourage students to read the contraction as written when reading. When discussing or writing, encourage students to interchange the two words the contraction is made from in order to be clear on the meaning. (Example: *He didn't.... did not...buy the toy*).

## GRADE 1 Activities Section 5B

Suggested weeks for instruction: 5 ½ weeks

### *Previously Taught Sound and Spelling Patterns*

All short vowel sounds; the most frequent sound for each consonant; digraphs -sh, -ch, -th, -ck, and -ng; initial and final blends; digraphs -sh and -ch; final digraphs -ck and -nk; suffixes -s and -es; three sounds for -ed; -ld, -lf, -sk, -nk, -nt, -mb, -mp; common s, l, and r blends; long e (/ē/) spelled -ee; vowel-consonant-e; digraph -wh; long i (/ī/) spelled y; ending sounds -tch and -dge; r-controlled vowels; suffix -ing; two-syllable words; soft “g” /j/; contractions; vowel patterns -oi, -oy, -oo, -ow, -ou, -aw.

### **New Sound and Spelling Patterns:**

Long i ( /ī/) spelled -ie and -igh

Long e (/ē/) spelled -ea and -y

/s/ spelled c, ce, se

/n/ spelled kn-

### **New High-Frequency Words**

*soon, under, really, anymore, sometimes, through, himself, together, pretty*

### **Activities Section Focus**

In this Activities Section, students continue to focus on long vowels patterns spelled in more than one way. They focus on the long /i/ spelling patterns -ie (as in pie) and -igh (as in sigh) and the long /e/ spelling pattern -ea (as in eat) and y (as in happy).

Students learn the letter “c” can make the /s/ sound as well as the /k/ sound, and practice varied spellings for the /s/ sound (c, ce, and se). Students work with words that are spelled with “kn” to represent the /n/ sound, such as “know” and “knight.”

### **Decodable Word List:**

Vowel pattern -ea: eat, team, beast

Vowel pattern -ie and -igh: pie, lie, sight, light, flight

/s/ spelled c, ce, se: cent, dance, prince, sense

Long e (/ē/) spelled -y: bumpy, happy, windy

/n/ spelled kn-: know, knight, knife

## **Teacher Notes for Activities Section 5B:**

### **Games and Tasks Suggested for This Activities Section:**

- Find Your Corner  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 199)
- Vowel Slap Jack  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 208)

- Vowel Slides  
<https://eeducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 209)
- You've Got Mail  
<https://eeducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 211)

**Phonological Awareness Connections:**

- Make sure students can hear the spelling patterns in words that are spoken, and students can orally identify which sound they hear in the word.
- Continue using the Effective Enhancement resource from Activities Section 1.
- All students need to be able to **hear** the spelling pattern, **say** the spelling pattern, **identify** the spelling pattern in words, **read** words with the spelling pattern, and **write** the words with the spelling pattern.

<b>GRADE 1 Activities Section 6</b>
Suggested weeks for instruction: about 4 weeks
<i>Previously Taught Sound and Spelling Patterns</i>
<i>All short vowel sounds; the most frequent sound for each consonant; digraphs -sh, -ch, -th, -ck and -ng; initial and final blends; digraphs -sh and -ch; final digraphs -ck, and -nk; suffixes -s and -es; three sounds for -ed; -ld, -lf, -sk, -nk, -nt, -mb, -mp; common s, l, and r blends; long e (/ē/) spelled -ee; vowel-consonant-e; digraph -wh; long i (/ī/) spelled y; ending sounds -tch and -dge; r-controlled vowels; suffix -ing; two-syllable words; soft "g" /j/; contractions; vowel patterns -oi, -oy, -oo, -ow, -ou, -aw; long /o/ spelling pattern -ow and -oa and the long /i/ spelling pattern -ie and -igh; c /s/</i>
<b>New Sound and Spelling Patterns</b>
<p>Long a (/ā) spelled -ai and -ay</p> <p>Long o (/ō) spelled -ow and -oa</p> <p>-au and -ew</p>
<b>New High-Frequency Words</b>
<i>always, both, today, laugh, good, only, very, after</i>
<b>Activities Section Focus</b>
Students will learn the long /a/ spelling patterns -ai as in "mail" and -ay as in "day"; the long /o/ spelling pattern -ow as in "snow" and -oa as in "boat," and -au as in "sauce" and -ew as in "few." Students learn the spelling patterns -ea as in "bread" and -ie as in "chief."

**Decodable Word List:**

Vowel patterns -ai and -ay: mail, pain, chain, stain, braid, play, way, stay, day

Vowel patterns -aw and -au: jaw, August, sauce

Vowel pattern -ew: few, chew

/e/ spelled -ea: bread, read, spread

Vowel patterns -ow, -oa: snow, blow, grow, tow, show, boat, oat, float, groan

-le: chief, grief

## Teacher Notes for Activities Section 6A:

- Direct instruction of new sound and spelling patterns.
- Charts with spelling patterns need to be displayed. Refer to charts for reading and writing.
- Continue practice of students reading and explaining their work.

## **Games and Tasks Suggested for This Activities Section:**

- Find Your Corner  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 199)
- Vowel Slap Jack  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 208)
- Vowel Slides  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 209)
- You've Got Mail  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 211)

## **Phonological Awareness Connections:**

- Make sure students can hear the spelling patterns in words that are spoken, and students can orally identify which sound they hear in the words.
- Continue using the Effective Enhancement resource from Activities Section 1.
- All students need to be able to **hear** the spelling pattern, **say** the spelling pattern, **identify** the spelling pattern in words, **read** words with the spelling pattern, and **write** the words with the spelling pattern.