



# 1st Grade

## READ:IT

COMMON CORE AND RTI STANDARDS BASED READING CURRICULUM

Developed by teachers FOR teachers



# READ:IT! 1st Grade

## Table of Contents

<b>Read: IT Teacher’s Manual Components</b>	<b>Page Numbers</b>
Requirements/ How it Works	3
Format of the Response to Intervention(RTI) Lesson Plans	3-6
Phonics/Phonemic Awareness Instruction (Word Maker Square,blocks, and symbol imagery)	6- 15
Step by Step Phonics book 1 Slide Instructions (Grade level students)	15- 23
Step by Step Phonics book 2 Slide Instructions (Below grade level students)	23-36
Step by Step Phonics book 3 Slide Instructions (Advanced students)	37
Fluency Instructions	38-40
Comprehension Strategy Instructions	41-54
Vocabulary Instructions	55-58
Suggested Literature Circle Novels	59
Teacher Resources	60-

Welcome to Read:IT! This fully tested curriculum developed by teachers for teachers has over ten years of clinical research with amazing results.

### **REQUIREMENTS:**

In order to fully utilize the Read:IT program, teachers will need the following:

- The internet
- A Reading A-Z subscription (<http://www.readinga-z.com>)
- One of the following: projector, Smartboard, student individualized laptops, Ipads, Chromebooks, etc.
- Six hours of training by the StemFuse team prior to instruction
- Weekly ongoing 30 minute training sessions as needed during the year.

### **HOW IT WORKS**

Read:IT has weekly lesson plans divided into each of the three RTI (Response to Intervention) Tiers. For schools who do not use the RTI model, lesson plans are written for students above grade level, at grade level, and below grade level.

Tier One Lesson Plans are designed for the classroom teachers whose students are at or above grade level in all aspects of reading. This information is based on an initial screening done at the beginning of the academic year. These aspects are phonemic awareness, phonics, fluency, reading accuracy, vocabulary, and reading comprehension.

Tier Two Lesson Plans are designed for the classroom teachers who works with students who test below grade level in phonemic awareness, phonics, fluency, accuracy, and/or reading comprehension.

### **FORMAT**

Each grade level has weekly lesson plans for each of the three RTI Tiers. (Above, at, or below grade level proficiency.)

**TIER ONE advanced: is divided into three sections and is a 70 minute instruction period and is for students who test above grade level:**

Phonics (30 minutes): Kiddos at this level do not require as many phonics lessons because they are already reading fluently at the second grade level. Direct instruction in phonics is recommended only twice per week. Teachers are encouraged to have students practice phonetic skills independently on the other days of the week using the games and resources given in the teacher's manual. This section of the lesson plan will direct teachers to utilize the digital phonics books/slides included within this course. A scope and sequence of all phonics lessons is also included. Teachers are encouraged to project the phonics lessons or have them on individual student devices. Real and nonsense words are used to teach each phonetic concept. Phonics assessments are included.

Fluency/Comprehension Practice (5-10 minutes): This section will include fluency passages from the Reading A-Z program as well as some repeated and shared reads. Teachers are encouraged to project the fluency passages or have them on individual student devices. Pages to this teacher's manual will also be referred to for specific and direct instruction in fluency and visualizing instruction. Scaffolding suggestions are also included.

Comprehension/Vocabulary Practice (30 minutes): This section will include both non-fiction and fiction stories from the Reading A-Z program. Teachers are encouraged to project the text or have it on individual student devices. Very specific higher level comprehension strategies are listed to teach as well as guided vocabulary instruction. As students first learn about a specific strategy, teachers will use the comprehension slides and teacher's manual prior to having the students read the A-Z text.

Each comprehension section of this teacher's manual is generalized so that teachers can have flexibility with the levels and titles of the books chosen from the A-Z online library. For teachers who decide to use a different A-Z title other than the one listed on the lesson plan, they may refer to the Teacher's Corner-books by skills chart on the A-Z site. (<http://www.readinga-z.com/helpful-tools/books-by-skills-chart/>) From there, teachers may use the Read-It! comprehension scope and sequence chart to find out page numbers in this manual that correlate with that comprehension skill. Journal entry and oral language options are also included in the weekly lesson plans.

**TIER One: is divided into four sections and is a 90 minute instruction period:**

Phonics Instruction (30 minutes): This section of the lesson plan will direct teachers to utilize the phonics book included within this course. A scope and sequence of all phonics lessons is also included. Teachers are encouraged to project the phonics lessons or have them on individual student devices. Real and nonsense words are used to teach each phonetic concept. Application sentences follow each lesson. Hands on game suggestions and scaffolding ideas made specifically for this curriculum are also included. As students at this level will be learning many phonics skills/tools for the first time, daily phonics and phonemic awareness lessons are given. Additionally, specific symbol imagery lessons and techniques are implemented.

Fluency/Comprehension Practice (5-10 minutes): This section will include familiar reads, sentence strips for practice as well as fluency passages from the Reading A-Z program for daily direct instruction. Teachers are encouraged to project the fluency passages or have them on individual student devices. Pages to this teacher's manual will also be referred to for specific and direct instruction in fluency and visualizing instruction. Scaffolding suggestions are also included.

Comprehension/Vocabulary Practice (30 minutes): This section will include both non-fiction and fiction stories from the Reading A-Z program for up to three days of direct instruction. Teachers are encouraged to project the text or have it on individual student devices. Very specific comprehension strategies are listed to teach as well as guided vocabulary instruction. As teachers instruct students on the specific strategies, they will use the comprehension slides provided in this course. Each slide has a visual representation of the skill to help students understand it in a concrete way. Directions for these slides are provided in the teacher's manual. Oral language options are also a part of the weekly lesson

plans. As students will progress at various rates with reading levels, the comprehension section of this teacher's manual is generalized so that teachers can have flexibility with the levels and titles of the books chosen from the A-Z online library. For teachers who decide to use a different A-Z title other than the one listed on the lesson plan, they may refer to the Teacher's Corner--books by skills chart on the A-Z site. (<http://www.readinga-z.com/helpful-tools/books-by-skills-chart/>) From there, teachers may use the Read-It! comprehension scope and sequence chart to find out page numbers in this manual that correlate with that comprehension skill.

Shared Reading (20 minutes):

Shared reads from the Reading A-Z library are suggested in this curriculum for whole group instruction for the first 22 weeks. Teachers will use these to teach print and sentence features, reinforce phonics skills, promote fluency, and reinforce comprehension strategies.

**TIER Two: is divided into four sections and is a 90 minute period.**

Phonics Instruction (30 minutes): This section of the lesson plan will direct teachers to utilize the two phonics books included within this course. A scope and sequence of all phonics lessons is also included. Teachers are encouraged to project the phonics lessons or have them on individual student devices. Real and nonsense words are used to teach each phonetic concept and application sentences are included. Hands on game suggestions and scaffolding ideas made specifically for this curriculum are also included. As students at this level will be learning many phonics skills/tools for the first time, daily phonics and phonemic awareness lessons are given. Additionally, specific symbol imagery lessons and techniques are implemented.

Fluency/Comprehension Practice (5-10 minutes): This section will include familiar reads, sentence strips for practice as well as fluency passages from the Reading A-Z program for daily direct instruction. Teachers are encouraged to project the fluency passages or have them on individual student devices. Pages to this teacher's manual will also be referred to for specific and direct instruction in fluency and visualizing instruction. Scaffolding suggestions are also included.

Comprehension/Vocabulary Practice (30 minutes): This section will include both non-fiction and fiction stories from the Reading A-Z program for up to four days of direct instruction. Teachers are encouraged to project the text or have it on individual student devices. Very specific comprehension strategies are listed to teach as well as guided vocabulary instruction. As teachers instruct students on the specific strategies, they will use the comprehension slides provided in this course. Each slide has a visual representation of the skill to help students understand it in a concrete way. Directions for these slides are provided in the teacher's manual. Oral language options are also a part of the weekly lesson plans. As students will progress at various rates with reading levels, the comprehension section of this teacher's manual is generalized so that teachers can have flexibility with the levels and titles of the books chosen from the A-Z online library. For teachers who decide to use a different A-Z title other than the one listed on the lesson plan, they may refer to the Teacher's Corner--books by skills chart on the A-Z site. (<http://www.readinga-z.com/helpful-tools/books-by-skills-chart/>) From there, teachers may use the Read-It! comprehension scope and sequence chart to find out page numbers in this manual that correlate with that comprehension skill.

### Shared Reading (20 minutes):

Shared reads from the Reading A-Z library are suggested in this curriculum for whole group instruction for the first 22 weeks. Teachers will use these to teach print and sentence features, reinforce phonics skills, promote fluency, and reinforce comprehension strategies.

## Phonics/ Spelling Instruction:

### Instructions for Individual Lessons for all Tiers

- Tier One students will begin with Phonics book one as dictated in the daily lesson plans. All assessments are included.
- Tiers Two students will begin with Phonics book two and then move into Phonics book one as dictated in the daily lesson plans. All assessments are included.
- Tier One Advanced Students will work out of the Advanced Phonics book. All assessments are included.

In Tiers one and two, students will focus on beginning phonics strategies. The main focus is to introduce the twenty most common vowel sounds using a tool called the word maker square. This strategy is multisensory as it focuses on how the students mouth is formed and feels as well as the technique of visualizing.

### **Introduction of the Word Maker Square:**

- Let students know that every word has a vowel in it
- Show what students' names would sound like without vowels in it  
**T: *Vowels are very important. Pretend like you were across the playground and I wanted to call you. I would say, (students name without vowels). It would be hard to hear me, right? Vowels give words sound and volume.***
- We are going to learn about these very important word makers by using a square shape to learn them. We will start on the left side of the square. A digital format of this is provided within this curriculum. Talk about mouth movement-the first part of the Word Maker square will slowly drop your jaw as you say them. These are called "Jaw Droppers."  
**T: *When you say the first vowel in the word maker square your teeth are going to be very close together. Your mouth is then going to drop until it's as low as it can get until your mouth is wide open!*** Demonstrate for them by going through the vowels on the left side of the square and having them watch as your mouth drops when you get to "au". As we "slide" across the bottom of the square, our mouth will need to get "slippery." The slippery vowels slide from one sound to the next. After we "slide", we will then make our mouth very round like a circle to say "OO!" (There are two ways to say "oo." ) Then say, "We made it through the slippers! Now we are ready to get crazy again with the crazy R's as we move up the other side of the square. Finally, we will slide back across with the Magic E's."

	a_e e_e i_e o_e u_e	or
i		ar
e		ur
a		ir
u		er
o		
au/aw	oi/oy ou/ow oo/oo!!	

## Introduction of the Vowel Groups:

- **T:** *We divide the vowels into several different groups based on how they feel when we say them. The first three groups are called jaw droppers, slipperies, and circle teams. I'll say the first group: i, e, , a, u,o, au/aw. Do you think those sounds are jaw droppers, slipperies or circle teams? (jaw droppers) I'll make the next group: oi/oy, ou/ow. Do you think those sounds are slipperies or circle teams? (slipperies) How about oo, and oo? How is my mouth? Is it round like a circle?*

Model the three groups while introducing to be sure the students understand the difference. Also demonstrate jaw droppers by using your finger. At the top, your finger barely fits between your teeth. As you go down the row your teeth are further apart. This technique is especially useful for feeling the difference between “i” ,“e”, and “a.”

### Jaw Droppers: i, e, a, u,o, au/aw

**\*Note that at the beginning your teeth are pretty close together and then your jaw begins to drop as you go through them.**

- Determine which vowel drops your jaw the most by holding up two of the jaw dropper cards and making the sound for each. *EX. Which is more of a jaw dropper, i or e?* Once you have gone through all of them set them up in the correct order and review them. See vowel practice on page 30. (The blank word maker template for students to write on is on p. 88 in the resource section of this manual.)
- NOTE: These will not be taught all at once, but in stages. (See lesson plans)

### Slipperies: oi/oy, ou/ow

**\*Note slipperies make two different mouth movements. Your mouth slides as it goes from one movement to the other.**

- When introducing oi/oy and ou/ow make sure that the student says o-i and o-y say /oy/. And o-u and o-w say “ow”. The students should put their hands on their chins to feel the movement as to how their mouth is slippery as it slides from sound to sound. Do all the vowel practice reviews.

### Circle Teams: oo (hook), and oo (school)

**\*Note the lips form a tight puckered circle when making these sounds.** The oo sound (like in *school*) will be the most puckered. It will be hard to fit your finger in your mouth with this sound.

- Determine which is the most round by using your finger.
- Explain that the two sounds for oo will always be written as oo

#### **REVIEW FOR ALL VOWELS:**

1. The teacher says the Word maker square by pointing to each one as you read them.
2. The teacher and students say the word maker square together once again pointing to each one.
3. The students say the word maker square by themselves pointing to each one.

#### **Crazy R's: er, ir, ur, ar, or**

**\*Note that some vowels are together with the letter "r". The r makes the vowel go crazy.**

- You say the crazy r's with the sound and lay them out in the correct order. **EX.** *E-r, i-r, u-r, all say ER.*
- A-r says the letter name R
- O-r says *or* like the word.

Do all the vowel practice reviews.

#### **Magic E's: a\_e, e\_e, i\_e, o\_e, u\_e**

The E jumps over, bops the (A,E,I,O or U) on the head and says, "Say your own name in the alphabet (A,E,I,O or U)!"

This will be the first time that the student is introduced to a vowel rule. Show the E-rule card. (Slide 40, Phonics book 1)

#### **VOWEL PRACTICES: (Students must do all 5 reviews every day until mastered.)**

1. **Circle Set Up** = The student takes the vowel cards and places them in the correct spot of the word maker square. Once done, the student is to read it out loud.
2. **Goodnight Game**= The teacher says a vowel sound *EX. Show me (ae).* The student has to match the sound and then turns the card over wishing it goodnight. \*If a student gets it wrong then the card is not ready to go to bed and leave it face up.\*
3. **Wake-Up Game**= Teacher points to a card and the student has to give the sound and turn it over. \*If the student gets it wrong then the card is still sleeping and remains face down.\*
4. **Flash Cards**= Teacher flashes the vowel cards. The student has to give the sound and the label. (in teacher resources)
5. **Writing the Square**= Students fill out a blank word maker square. Have them say the sounds as they write each vowel. Once finished writing, have the students read the entire square out loud. (Blank template for this exercise is on p. 88 in the resource section of this manual.)

#### **Correction Techniques:**

If a student lays the vowels in the wrong order of the square then...

Hold up the two cards to your mouth and say their sounds and ask the student which opens your jaw more, slides, or is more round?

Or.....Have the student say the two sounds on their own and have them use their hand or mirror to determine which is more jaw dropping, sliding, or round.

If a student gives the wrong label, ask what he/she feels his/her mouth doing? Give choices if the student is stuck. "Is your mouth open, round, or sliding?" etc.

If a student gives the wrong sound, respond with the correct sound and have the student repeat the sound and label.

### **Word Maker Bingo:**

Play like normal bingo. Use word maker cards and bingo sheet (both found in teacher resource section). One student is the caller and each of the other students has a bingo sheet. Cover and say the letter sound and group it belongs to. The first student with five in a row is the winner.

### **Word Maker Go Fish:**

The game is played like normal Go-fish only students match vowel sounds. So, if one student has the word pool, he/she would need to ask for the oo sound. (Words to make go fish cards can be found in the resource section of this manual.)

### **SI (Symbol Imagery) packet.**

Lesson plans will guide you to the symbol imagery packet. The purpose of this portion of the lesson is to give students another way to practice the word maker square and phonics rules that they've learned thus far. It is also a way to strengthen their visual memories as students will be forced to picture letters and nonsense words in their mind's eye.

- Have the students picture an imaginary white writing board in the air in front of their faces. Let the students know that their imaginary board doesn't have to be white, it can be whatever color they choose. Explain that as they write in the air on this board, their finger becomes an imaginary colored marker. Students can imagine color for their markers.
- In the lesson plan, teachers are instructed to go to the SI (Symbol Imagery) packet. Two exercises are listed-- "see and read" and "see and spell." Teachers are also directed to go to a column. The first five words in the column are the "see and read" words, the second five words in that same column are "see and spell" words.
- To "see and spell" , the teacher or another student will turn to the page and column suggested in the lesson plan. This column contains 10 words. The "**see and spell**" words are the first five words in the column. The teacher or another student will say the word orally. The student hears the word, visualizes it and spells it by writing the letters in the air and verbalizing what letters he/she is writing. For example, if the word in the

column is “teb,” the teacher will say the word and the student will write the letters t-e-b in the air saying the letters orally. This exercise is created to build up the student’s visual memory. Teachers are then encouraged to have the student “manipulate” the word by changing some of the letters. For example, the teacher may say, “If you wanted to change teb to leb, what would you need to change?”

- To “**see and read**”, the teacher or another student spells the word orally. These are the bottom 5 words of the given column. For example, the teacher would say, “See and read t-e-b.” The student writes each letter he/she hears in the air on his/her imaginary whiteboard and then reads what was written. (teb) Teachers are then encouraged to have the student “manipulate” the word by changing some of the letters. For example, the teacher may say, “If you wanted to change teb to tib, what would you need to change?”

Manipulation of the word should be done for both see and spell and see and read. By changing portions of the word in this manner, students gain a better understanding of how words work. They are also increasing their phonemic awareness.

If a student makes an error with the vowel, direct him/her to the vowel sound and ask about what he/she feels. For example, if the student writes tab instead of teb, the teacher would say, “What vowel did you write? What do you feel when you say teb? Which is more jaw dropping?”

NOTE: When air writing, the students need to picture the letters in their heads and then write them in the air watching their fingers as they write. This is a way to build up the student’s visual memory. This skill needs to be done in the air to be effective, **do not allow the students to write on any surface.**

### **Flashcards:**

Flashcards for many of the rules are in the resource section of this manual. These are to be used as “flip cards” in that students will show their partner the card for 5 seconds and then flip it so he/she can no longer see it. The partner will then air write this word on his/her imaginary whiteboard. It is suggested that students imagine their board to be whatever color they would like it to be. (In other words, it doesn’t have to be white) They may also imagine that their finger is a colored marker. By writing in the air, students are increasing their visual memories. After the student writes the word, have the other student ask him questions about it. For example, What is the first letter? What is the last letter? Name the first vowel in the word. Spell it backwards. The question portion of this activity is the most important part as it forces the speller to focus on the word in his/her mind’s eye.

# Phonemic Awareness

Students in Tiers one and two will also need to build their phonemic awareness skills. As this is the foundation of reading, it is imperative that students are brought to grade level in this area.

The following phonemic awareness skills are taught in Tier I

- **Blending:** What word is made up of the sounds /m/ /a/ /t/? **"mat"**
- **Phonemic segmentation:** What are the sounds in "mat"? **/m/ /a/ /t/**
- **Phoneme deletion:** What is "mat" without the /m/? **"at"**
- **Phoneme manipulation:** What word would you have if you changed the /t/ in mat to an /n/? **"man"**

Additional phonemic awareness skills are taught in Tier 2. They are:

- **Rhyming:** What word rhymes with "cat"? **bat**
- **Syllable splitting:** The onset of "cat" is **/k/**, the rime is **/at/**

One tool that will be used here are colored squares that students will be able to click and drag on the screen. (This is part of the digital vowel maker square.) If the online component is not available, students may use colored 2 x 2 inch in blocks to assist them with this process. Four sets of colored blocks are also included with this curriculum. Each set includes 100 blocks. This will accommodate 26 students as each student will need 15 blocks. (3 of each colored block) Mats to be used with these blocks are located in the resource portion of this manual.

## Introducing Colored Squares/ Blocks

The introduction of consonant and vowel sounds equips students with a tool to enable them to think about and represent a sequence of speech sounds. In working with colored blocks, the students' own ability to think about and represent sequences of sounds within syllables is developed.

While doing color encoding, students learn to represent the number, identity, and sequence of sounds within a syllable. They will also practice the comparison of one syllable with another and the representation of how they differ. This comparative function is crucial to the overall goal of student independence and self-correction. To detect and correct a spelling or reading error, one must be able to hold an oral word and compare it to a written word. It must be determined if the two words match and, if they don't match, to figure out exactly where and how they differ. Tracking contrasts between syllables further develops the basis for self-correction by students.

**T:** *“We are going to do something new, but it still has to do with thinking about and feeling sounds. We will use blocks to represent sounds. One block represents one sound. When we put a group of blocks together, we’ll have a group of sounds that we can use to make words. By doing this, it will help you to follow the individual sounds in words.”*

*“No color is assigned to any certain sound. That means if I use a blue block for a sound in one word, I don’t have to use a blue block to show the same sound in another word.”*

*“When we are working with blocks, only one move will be made at a time. However, there are five different moves that can be made. I am going to teach you those moves right now.”*

### **Square/ Block Movements**

**T:** *“Every word has to have a vowel, so I’ll start with a vowel sound. I will put down one block to show /i/.”*

- Put one block out on the line on your screen (or on the table if using real blocks)
- Put your finger on the block and repeat the sound, /i/.

*“Then, to make it seem more like a word, I’m going to put a consonant next to that vowel. I’ll add a /p/, to make it say, ip.”*

- Put a different colored block to the right of the one previously placed on the screen/ table.
- Put your finger on the first block and say, /i/.
- Put your finger on the second block and say, /p/.
- Slide your finger under both blocks while blending the two sounds together, “ip.”

**T:** *“Let’s talk about the moves that can be made now.*

#### **1. Add**

**T:** *“If that says ip and I want it to say mip, I will **add** an /m/ here at the front. We call this movement an **add**.”*

- Put your finger on the first block and say, /m/.
- Put your finger on the second block and say, /i/.
- Put your finger on the last block and say, /p/.
- Slide your finger under all three blocks while blending the three sounds together, “mip.”

## 2. Substitute

**T:** *“Have you ever had a substitute teacher? What do they do? (Allow response.) Basically, a substitute teacher comes in to be the teacher when your regular teacher is not there.”*

*“Our next move is called a substitute. If that says mip and I want it to say mif, I take out the /p/ and put a substitute, /f/, in its place.”*

- Put your finger on each block individually, while making the sound the block is representing. (Finger, /m/. Finger, /i/. Finger, /f/.)
- Slide your finger under the blocks while blending the sounds together, “mif.”

## 3. Take away / omit

**T:** *“If that says mif and I want it to say mi, I **take away** the /f/.”*

- Touch each block and say the sound it represents.
- Slide your finger under the blocks while blending the sounds together, “mi.”

## 4. Switch

**T:** *“If that says mi and I want it to say im, I **switch** the /i/ block with the /m/ block. I **switch** their places. That movement is called a **switch**.”*

- Touch and say the sound for each block, then blend the sounds together while sliding your finger under the word.

## 5. Repeat

**T:** *“If that says im and I want it to say mim, I add the sound, /m/, at the beginning of the word. Since /m/ is the same sound that I feel at the end of the word, im, I have to add a block that is the same color as the block I already have at the end of im. This move is called a **repeat**. You show a sound is **repeated** by using the same color of block.”*

*“These five changes represent how sounds usually change in words. They also represent the most common errors we make when reading and spelling. Working with blocks helps us to sequence the sounds in words better. It also helps us to learn to blend them together easier. This will improve reading and spelling skills.”*

## **Square/Block Jobs**

*NOTE: Block jobs are IMPERATIVE to this process! Students need to use all block jobs to fully master this process!*

**T:** *“Now that you have learned the moves we will be doing when working with blocks, let’s talk about the jobs that you and I will have to do.”*

**T:** *“With the first pattern I give you, you need to match my word. That just means to repeat it back to me, and put out a block for each sound you hear.”*

### **1. Match the old word to the new word**

**T:** *“With every pattern after the first one, you will need to match the old word and the new word that I give you. Just say the two words back to me.”*

### **2. Touch the old word and the new word (one sound at a time.)**

**T:** *“You will touch each block, one at a time, in the old pattern while you are saying the sound it represents. Then, go back to the beginning of the blocks, and you’ll pretend it is the new pattern. You will touch each block, one at a time, in the new pattern while saying the sound it should represent.”*

### **3. Make and label the change.**

**T:** *“By saying the sounds and touching each block, you will be able to tell where the difference is in the old and new patterns. You will change the old pattern to the new pattern while saying,*

*“I’m taking out my (old sound), and putting in my (new sound).”*

After going over the student’s jobs, proceed to work with blocks using some simple one syllable word sets. **Insist that all jobs be done properly, clearly and completely.** It is also helpful if you do the jobs, step-by-step, with the student until he/she is able to do them independently. At first you may be reminding the student of what to do every step of the way. With repeated practice, your students will pick up the good habits that you teach them now and working with blocks will become a simple and routine task.

Teacher language is:

**T:** (First pattern:) *“Show me \_\_\_\_.”*

(Subsequent patterns:) *“If that says \_\_\_\_, show me \_\_\_\_.”*

These students will also be learning the word maker square and basic phonics rules.

### **Onset and Rime**

Students in Tier two will be taught about rhyming. This is a foundational skill to reading and needs to be taken very seriously. Teachers will be directed to Phonics book 2 in their lesson plans which contain slides to assist their teaching. Other activities to teach this concept can be found at: [http://www.readingrockets.org/strategies/onset\\_rime](http://www.readingrockets.org/strategies/onset_rime). Once students have mastered this concept, teachers are encouraged to make sure that the students know all of their consonant sounds before moving onto the blocks exercises listed above. Slides to teach these consonant sounds are provided in Phonics Book 2.

## **Step by Step Phonics:**

### **Book 1: Phonics for Tier 1**

Slide 2: Introduction to blocks and block jobs. This slide will need to be used daily until students have caught onto the steps of blocks. (See above for step by step instructions to the blocks.)

Slide 3: This slide introduces students as to how they will be taught sight words.

#### **Procedure:**

1. Sight words are included in the resource section of this manual. Choose 5 new words at a time from this list.
2. Write each word on an index card. Use a black felt tip marker. Tell the student how the word is pronounced and what it means.
3. Organize the word cards using four different categories. The categories are scooters, cars, jets and rockets. These labels represent the progression from slow to instant.

#### **Scooters**

New word cards go into the scooter's pile. You should never have more than five active scooters at a time. Words can graduate from scooters when they have been recalled perfectly without any aid from the teacher.

Students who know very few words will likely accumulate a lot of scooters. Make an "Extra Scooters" stack. As a scooter advances, replace it with the most common word from your "Extra Scooters" stack so that you always keep five scooters at once.

Scooters should be laid out on the table and reviewed in a variety of ways. As a general rule, each scooter should be reviewed twice per lesson, For struggling students you may review each three to four times. Here are some ways to review scooters:

- 1. Point and Say:** Lay the scooters out on the table. Teacher points to the word card, the student reads it and tells the meaning in his/her own words.
- 2. Wake Up and Goodnight:** Set all the scooters out and have the student read them. As the student gets a word right, turn the card over(put it to bed.) Then, turn the word back over one by one and have the student re-read to “wake them up.” If they can’t pass off, leave it awake or asleep and come back to it.
- 3. Mine or Yours:** If a student gets a word right, they get the card. If they get it wrong, you get the card.
- 4. Up the Ladder:** Put the words in a vertical line to form a “ladder.” Go up and down the rungs of the ladder a couple times.

### **Cars, Jets, Rockets**

When words are perfect without help they can advance to cars. Cars, jets, and rockets develop speed. Once a word is read and the meaning recalled quickly, it can advance to jets. For every day it is read lightning fast, give in a tally mark on the back. Once it has five tally marks, it can move to rockets. You may also ask the students to spell it without looking in order for it to move to rockets. Scooters, cars and jets are flashed daily (scooters up to three or four times daily) but rockets are flashed once a week.

If at any time a word is read incorrectly or the meaning of the word was not recalled in the car, jet, or rocket category, it should be corrected and talked about. Then, it should be moved down to scooters – **no matter what level it started at.**

If you have a large amount of rockets you can send half of them home with the child and have the parent flash them once a week to the student at home. This will help ensure that they “hang onto” these common sight words.

Slide 4: Use this slide to introduce the word maker square. Step by step instructions to this are given on pages 6-9 of this manual.

Slides 5-31: These slides contain practice words (both real and nonsense words)to be used while teaching the students the word maker square. Students will read the words in the first column together up to 3x.

Column two words are not shown to the students, and are dictated to the students by the teacher for them to write or create in clay. It is recommended that students do not use paper/pencil but use a variety of mediums to do this.

**Suggestions are:**

- Writing with white boards/markers
- Writing in shaving cream, a salt tray, or a rice tray
- Forming words with clay
- Writing with chalk
- Use letter tiles or magnetic letters

Following the lists of words are application sentences. These sentences are provided to give students an opportunity to practice and apply the skills learned. **Sentences may also be used to reinforce reading fluency.**

NOTE: Slides 26-31 introduce the e-rule. This is the first phonetic rule that the students will learn and it is embedded in the word maker square. Students will learn that the magic is silent. It doesn't make a sound, but it is magical because it taps the vowel on the head and says, "Say your own name in the alphabet (a,e,i,o, or u)!"

Slides 32-34: Use this slide to teach the "qu"rule. The picture on slide 26 shows students that the q and the u are "married" and must be together.

The following two slides contain practice words (both real and nonsense words) to be used while teaching the students the word maker square. Students will read the words in the first column together up to 3x.

Column two words are not shown to the students, and are dictated to the students by the teacher for them to write or create in clay. It is recommended that students do not use paper/pencil but use a variety of mediums to do this.

**Suggestions are:**

- Writing in shaving cream, a salt tray, or a rice tray
- Forming words with clay
- Writing with chalk
- Use letter tiles or magnetic letters

Slide 28 provides practice sentences for application and fluency.

Slides 35-39: Use this slide to teach the "two vowels go walking" rule. The picture on slide 29 demonstrates that when two vowels are together, the first one is voiced. Students will also learn that many times for a vowel to say it's name, it must have a friend. (silent e or another vowel).

The following two slides contain practice words (both real and nonsense words) to be used while teaching the students the word maker square. Students will read the words in the first column together up to 3x.

Column two words are not shown to the students, and are dictated to the students by the teacher for them to write or create in clay. It is recommended that students do not use paper/pencil but use a variety of mediums to do this.

**Suggestions are:**

Writing in shaving cream, a salt tray, or a rice tray

Forming words with clay

Writing with chalk

Use letter tiles or magnetic letters

Slide 36 and 38 provide practice sentences for application and fluency.

Slides 40-51: These slides contain examples of initial blends. The teacher must first model how to blend by demonstrating how these letters go together by doing the following:

- write an s and a t on the board next to each other “st.” Tell the students that they will have their mouths take the two sounds and put them close together to say “st”. Have them practice this sound
- Next write “sc” and follow the above steps
- Continue to do this will all of the remaining blends.
  - On slide 41, teachers will write st, sc, sl, sw, sk, sn, sp, and sm
  - On slide 43, teachers will write and demonstrate br, dr, cr, fr, gr, and pr
  - On slide 45, teachers will write and demonstrate tr, bl, cl, fl, gl, fl, and pl
- Continue practicing by having students push letters together with letter tiles and say the blend
- Have students write the blends in a variety of mediums to practice the blends
- Once the blends are mastered, have the students practice using these blends in context by having them read the first column on each slide.
- Continue on by having the student write the words in the second column as dictated by the teacher using a variety of mediums.

**Suggestions are:**

Writing in shaving cream, a salt tray, or a rice tray

Forming words with clay

Writing with chalk

Use letter tiles or magnetic letters

Sentences are provided to practice application and fluency.

Slides 52-60: These slides contain examples of ending blends. The teacher must first model how to blend by demonstrating how these letters go together by doing the following:

- write an m and a p on the board next to each other “mp.” Tell the students that they will have their mouths take the two sounds and put them close together to say “mp”. Have them practice this sound
- Next write “sp” and follow the above steps
- Continue to do this will all of the remaining blends.
  - On slide 52, teachers will write ft, nt, st, sp, mp and nd
  - On slide 53, teachers will name pictures and students will give ending blend

On slide 54, students will use ending blends to help decode words in sentences.  
On slides 55,56 teachers will introduce new blends lp, lk, nk, and sk  
On slides 57,58 students will use ending blends to help decode words in sentences.

- Continue practicing by having students push letters together with letter tiles and say the blend
- Have students write the blends in a variety of mediums to practice the blends
- Once the blends are mastered, have the students practice using these blends in context by having them read the first column on each slide.
- Continue on by having the student write the words in the second column as dictated by the teacher using a variety of mediums.

**Suggestions are:**

Writing in shaving cream, a salt tray, or a rice tray

Forming words with clay

Writing with chalk

Use letter tiles or magnetic letters

Sentences are provided to practice application and fluency.

Slides 59-60: Use these slides to have students practice both initial and ending blends.

- Have the students practice using these blends in context by having them read the first column on each slide.
- Continue on by having the student write the words in the second column as dictated by the teacher using a variety of mediums.

**Suggestions are:**

Writing in shaving cream, a salt tray, or a rice tray

Forming words with clay

Writing with chalk

Use letter tiles or magnetic letters

Sentences are provided to practice application and fluency.

Slides 61-64: These slides contain examples of using th, sh, wh and ch (the h brothers)

- Have students write the blends in a variety of mediums to practice the blends
- Once the blends are mastered, have the students practice using these blends in context by having them read the first column on each slide.
- Continue on by having the student write the words in the second column as dictated by the teacher using a variety of mediums.

**Suggestions are:**

Writing in shaving cream, a salt tray, or a rice tray

Forming words with clay

Writing with chalk

Use letter tiles or magnetic letters

Sentences are provided to practice application and fluency.

Slide 65: Students will use this picture to learn that when c is followed an e, i, or y it says “s”, if it bumps into anything else it says “k.”

Slide 66--69: Use these slides to help students practice reading words using the c rule.

- Have the students practice using this rule in context by having them read the first column.
- Continue on by having the student write the words in the second column as dictated by the teacher using a variety of mediums.

**Suggestions are:**

Writing in shaving cream, a salt tray, or a rice tray

Forming words with clay

Writing with chalk

Use letter tiles or magnetic letters

Sentences are provided to practice application and fluency.

Slide 70: Students will use this picture to learn that when g is followed an e, i, or y it says “j”, if it bumps into anything else it says “g.”

Slide 71-74: Use these slides to have students practice the g rule.

- Have the students practice using this rule in context by having them read the first column.
- Continue on by having the student write the words in the second column as dictated by the teacher using a variety of mediums.

**Suggestions are:**

Writing in shaving cream, a salt tray, or a rice tray

Forming words with clay

Writing with chalk

Use letter tiles or magnetic letters

Sentences are provided to practice application and fluency.

Slide 75-77: Use these slides to teach the students the sound that ing makes. (eeng)

Slides 78-81: Use these slides to teach students how to count syllables.

Say, “Knowing how many syllables are in a word helps us to be able to read longer words. You can feel syllable chunks. They feel like beats. Sun has one beat, Sunny has two beats, and Sunnier has three beats. One way to feel the beats is to clap your hands. Clap “fun”. How many times did you clap? Clap “table”. How many times did you clap? Clap “elephant”. How many times did you clap?” Another way to feel the beats is to hum them. Hum the word telephone. How many times did you hum? Did you feel any inflection in your voice as you hummed this word?”

“For the word lists on this page, we are going to see how many syllables are in each word by placing a square piece of colored felt on the table for each syllable.” (Have 3x3 squares of colored felt for individual students to use.)

**NOTE:** Colored paper may also be used instead of the 3x3 pieces of felt. Keep in mind that the reason colored felt is encouraged is because of its texture which enhances a multi-sensory approach.

Guide students to tap the table and place a colored felt: happy (2), happiness (3), hungry (2), bowl (1), elephant (3), love (1), camp (1), water (2), television (4), candy (2), street (1), yesterday (3)

Say, “Words have syllables and every syllable has a vowel sound. You can put your hand under your chin and feel our mouth drop on the vowels. Vowels are what give words volume. Try and say your name without the vowel sound or sounds. Now put your hand under your chin and say your name correctly. Did you feel your chin drop on each vowel sound? Let’s practice. How many vowels in “mom”? One vowel equals one syllable.”

Slides 82-85: Teaching Pencil split and read

Use these slides to help students to divide syllables in words using their pencil (Dry erase markers can be substituted.) Explain that while we will be using a pencil to practice this, eventually we will just use our eyes. Knowing where to split the syllable will help us to better know how to pronounce a longer word when we come to it.

Slides 86-90: Use these slides to have students practice the ing rule.

- Have the students practice using this rule in context by having them read the first column.
- Continue on by having the student write the words in the second column as dictated by the teacher using a variety of mediums.

**Suggestions are:**

Writing in shaving cream, a salt tray, or a rice tray

Forming words with clay

Writing with chalk

Use letter tiles or magnetic letters

Sentences are provided to practice application and fluency.

Slides 90-92: Practice with ing ending

Slide 93: Use this pictorial slide to help students learn that adding an s or an es to a root word makes the word mean more than one.

Slides 94-97: Use these slides to have students practice the s, es rule.

- Have the students practice using this rule in context by having them read the first column.

- Continue on by having the student write the words in the second column as dictated by the teacher using a variety of mediums.

**Suggestions are:**

Writing in shaving cream, a salt tray, or a rice tray

Forming words with clay

Writing with chalk

Use letter tiles or magnetic letters

Sentences are provided to practice application and fluency.

Slide 98: Use this slide to teach that if an action has happened in the past an ed is added to the root word. Show them that sometimes it says “ed”, “d”, or “t”.

Slides 99-104: Use these slides to have students practice the ed rule.

- Have the students practice using this rule in context by having them read the first column.
- Continue on by having the student write the words in the second column as dictated by the teacher using a variety of mediums.

**Suggestions are:**

Writing in shaving cream, a salt tray, or a rice tray

Forming words with clay

Writing with chalk

Use letter tiles or magnetic letters

Sentences are provided to practice application and fluency.

Slide 105: Use this slide to teach the students that er is added to an action word to change the word to refer to a person.

Slides 106, 109,110,111: Use these slides to teach that er is also used as a comparison, along with est.

Slides 107-108: Practice with er ending

Slide 112: Use this slide as an introduction to the ck rule. A ck is used in spelling a word if it has a short vowel sound.

Slides 113-116: Use these slides to practice the CK rule

- Have the students practice using this rule in context by having them read the first column.
- Continue on by having the student write the words in the second column as dictated by the teacher using a variety of mediums.

**Suggestions are:**

Writing in shaving cream, a salt tray, or a rice tray

Forming words with clay