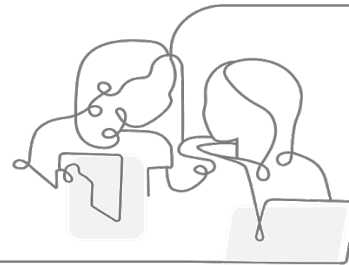


Amplify.

# CKLA Skills Strand Initial Training

Grades K-2



Name: \_\_\_\_\_



## Skills Partners

**Directions:** Fill in the name of a different teacher at the same grade level as you in each of the four boxes below. You will work with these partners throughout the session.

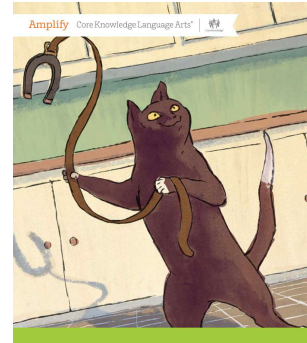
### Snap Shots



**Snap Shots**  
Skills 1

Name: \_\_\_\_\_

### The Cat Bandit



**The Cat Bandit**  
Skills 1

Name: \_\_\_\_\_

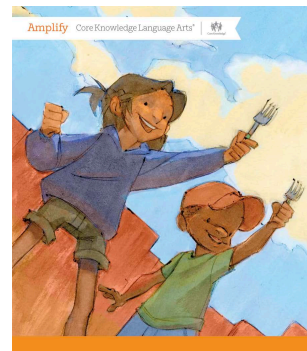
### Pet Fun



**Pet Fun**  
Skills 4

Name: \_\_\_\_\_

### Kate's Book



**Kate's Book**  
Skills 5

Name: \_\_\_\_\_



## Agenda and Objectives

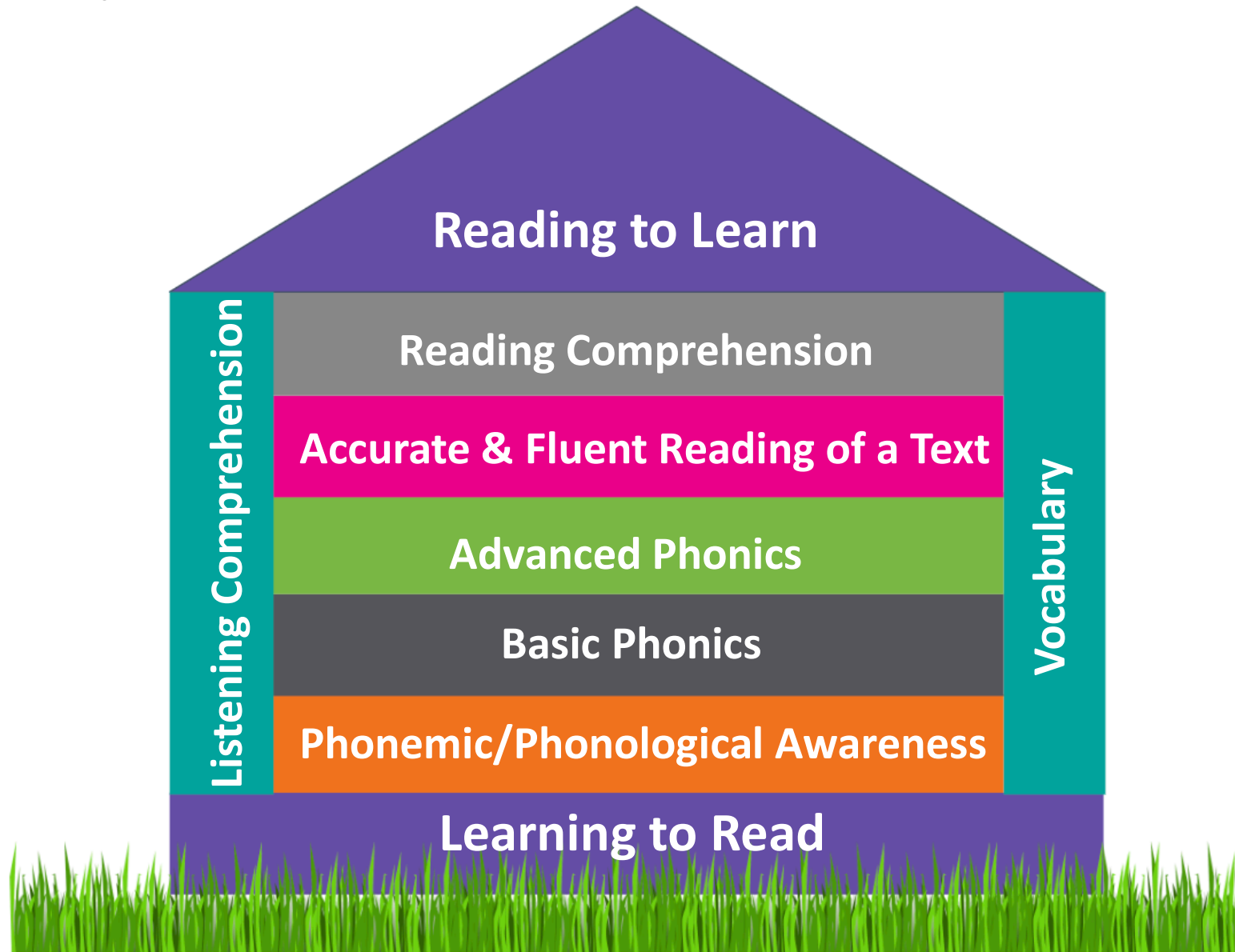
### Agenda

- Welcome
- The Why
- Teacher Guide Introduction
- Skills Strand
  - Guiding Principles
  - Lesson Components
  - CKLA Approach to Spelling and Tricky Words
- Skills Lesson Study
  - Unit Planning
  - Daily Lesson Internalization
- Amending Instruction Resources
- Closing

### Objectives:

- Identify key 'look fors' and practice implementation of critical components and routines in Skills lessons
- Define the CKLA design principles behind the Skills Strands
- Utilize the CKLA planning process for Skills instruction

## Literacy House



## CKLA Design Principles: Skills Strand

- 1. Teaches the distinction between sounds and spellings using most frequent or least ambiguous sounds first.**

CKLA begins phonics instruction by starting with the sounds first then attaching those sounds to spellings. CKLA's synthetic phonics approach begins by teaching the most common or least ambiguous spelling for a sound (basic code spelling); later it teaches spelling alternatives for sounds that can be spelled in different ways. The system is kept simple at first and complexity is added bit-by-bit as students gain confidence and automatize their reading and writing skills. In CKLA, all 150 spellings for the 44 sounds in English will be taught in an intentionally sequenced progression from Kindergarten through Grade 2. In Grade 3, foundational skills continue to be reinforced, with a new emphasis on word morphology.

- 2. Systematic practice and reinforcement of code-related skills is necessary for building automaticity.**

Collectively, research points to practice experiences that are successful (thus motivating), that allow for the building of automaticity within basic foundational skills (thus intense and consistent), and that build capacity to extend skills into varied contexts as critical to build automaticity with the code. Typically, practice experiences in reading do not sufficiently integrate these three parameters of practice and tend to emphasize one over the other. However, the CKLA phonics program was designed with the cognitive science of practice in mind; it explicitly weaves in all three dimensions of systematic practice across lessons, units, and grades. In K-2, the program teaches children 150 spellings for the 44 sounds of English. It introduces an average of 5-10 sound-spelling relationships within each unit of instruction; each unit lasts approximately 2-3 weeks. The program provides daily lessons in phonics. The lesson formats vary, but in every lesson, there is practice in the basic sound-spelling relationship(s) of focus, which includes a fairly intensive set of activities to further practice these relationships (e.g. approximately 15 minutes daily of writing, spelling and word-level reading and word sorting, using sound-spellings that were just taught). Then, each day, children are given the chance for extended practice through independent and/or small group reading or writing activities. These opportunities for extended practice reflect naturalistic activities where children are building other skills, such as grammatical skills related to sentence activities, genre writing, or reading and reading comprehension. For example, children may be responding to questions from texts, using words in sentence-level work, or applying their knowledge of sound-spelling correspondences with the plan, draft and edit processes of various writing genres that they are taught.

One of the most unique aspects of extended practice afforded by CKLA are the *Student Readers*. In K-2, children read chapter books that are 100% decodable because they correspond to the unit of phonetic instruction in which they are placed. CKLA's developers designed their own books because they wanted to create texts that offered children extended reading practice that was both

mastery oriented and engaging. In other reading programs, it is common to use books that may be engaging, but only loosely related to the phonetic code children know.

**3. Directly instruct in the oral language skills (blending & segmenting) that underlie and parallel reading and writing skills.**

Students need lots of practice to automatize their knowledge and use the sound-spelling correspondences that they have learned to read and spell. Students must be able to hear, identify, differentiate, and manipulate phonemes as a precursor to formal phonics instruction. Beginning in Kindergarten, CKLA focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than spellings (or letters). Letter names are only avoided in the early Kindergarten lessons; students will be introduced to sound-spelling correspondences as the program progresses.

This is often referred to as the “sounds-first approach”. Students first familiarize themselves with a particular sound through a variety of oral activities, before attaching that sound to a spelling. For example, in first grade, students practice the /oi/ sound by repeating words that contain that sound. The teacher then shows them how to spell /oi/ as ‘oi’.

---

## **\$2 Summary**

Write a \$2 summary with each word being worth 10 cents.



## Skills: Lesson Components

### Warm-Up

#### WARM-UP (10 MIN.)

##### Review Vowel Spellings

- Have the following Large Letter Cards available: 'e', 'a', 'i', 'u', 'ee', 'ou', and 'oo'.
- Present each pair of spellings, one spelling at a time, asking students to provide the sound represented by the spelling. To represent the first three vowel digraphs, hold two of the Large Letter Cards side by side.

1. 'a'—'a\_e'

2. 'i'—'i\_e'

3. 'u'—'u\_e'

4. 'e'—'ee'

5. 'ou'—'oo'

**Note:** If students only provide one sound for 'oo', remind them that it is a tricky spelling with two sounds, /oo/ and /oo/.

- If time permits, have students provide you with an example word for each spelling.

#### Large Letter Cards



(Video Notes on next page)

## Skills: Lesson Components

### Warm-Up

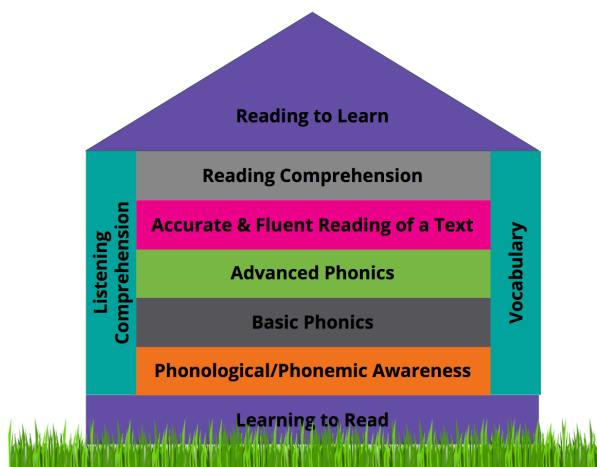
#### Video Notes

As you watch the *Warm-Up* video, please respond to the following questions:

1. Which design principle(s) is/are demonstrated in this lesson component? Circle the principle(s) below.
  - Teaches distinction between sounds and spellings using the most frequent or least ambiguous sounds first.
  - Systematic practice and reinforcement of code-related skills is necessary for building automaticity.
  - Directly instruct in the oral language skills (blending & segmenting) that underlie and parallel reading and writing skills.

How do you know?

2. What foundational skill(s) is/are being practiced in this lesson component? Circle the skill(s) below.



How do you know?

3. How will this component help set students up for success with the rest of the lesson? (Think back to the initial video watched.)
4. What do you notice about the teacher's pacing?

### Important Points to Remember: Warm-Up

- Skills lessons frequently begin with a Warm-Up exercise.
- Warm-Ups are quick reviews that help students focus on the lesson of the day.
- Warm-Ups are done orally in whole group and use multi-modality cueing.
- The Warm-Up can take different forms depending upon which skills are focused on in the particular lesson.
- Warm-Ups should maintain a quick pace.

*Warm-Up* Practice Lessons  
Kindergarten: Unit 1, Lesson 1

**WARM-UP (10 MIN.)**

**Count with Fingers**

**Note:** In this exercise, students will practice counting to ten using their fingers. This task is important because it visually emphasizes that a word (*one, two, etc.*) is an individual entity that can be represented, in this case, with fingers. This exercise will be repeated at the beginning of each lesson in Unit 1. If you find that counting to ten is too difficult for students at this point, have them count to five and increase to ten when students are ready.

- Count aloud from one to ten. Lift one finger for each number as you count.
- Have students repeat after you.

(continued on next page)

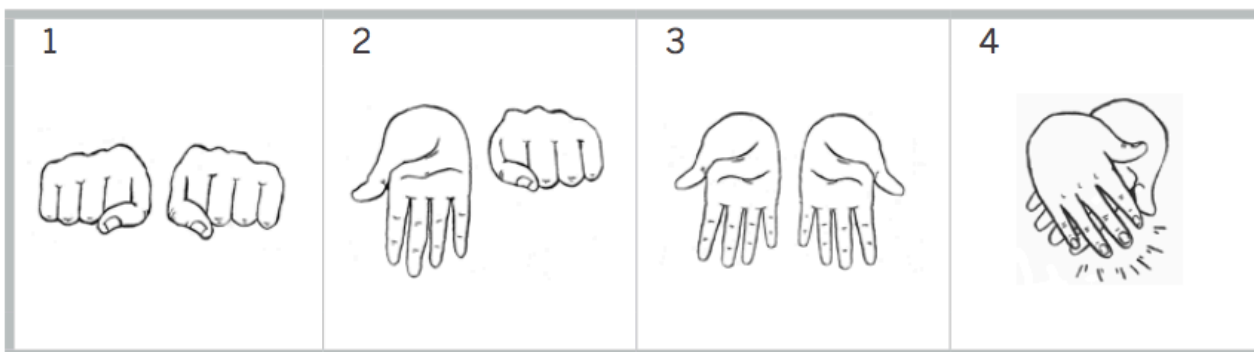
### WARM-UP (5 MIN.)

**Note:** This Warm-Up gives students practice blending syllables. It is repeated in Lesson 2. In Lesson 3, students will blend syllables and then sounds during the Warm-Up. In Lessons 4–10, they will blend sounds.

### Syllable Blending

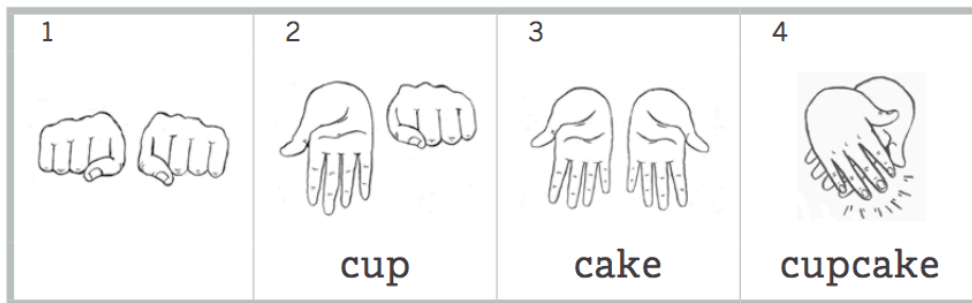
**Note:** In this activity, you will use your right hand first, then your left, so from students' point of view the motions will occur from left to right. The illustrations for this activity show your actions from the students' point of view. Encourage students to mirror your actions, using their left hand first, then their right. It may be helpful to review left hand/right hand with students before beginning this exercise.

- Hold your fists in front of you, palms facing down (see illustration 1).
- Say the word *one* as you flip over your right fist and open it (see illustration 2).
- Say the word *two* as you flip over your left fist and open it (see illustration 3).
- Say the word *blend* as you clap your hands (see illustration 4). Practice this with the class.



(continued on next page)

- Tell the class the word *cupcake* has two sound parts. Say the syllables in a segmented fashion: *cup . . . cake*.
- Hold your fists in front of you, palms facing down. Remember to stand with your back facing students when modeling the blending procedure.
- Say the syllable *cup* as you flip over your right fist and open it.
- Say the syllable *cake* as you flip over your left fist and open it.
- Say the word *cupcake* as you clap your hands.



- Practice this with the class.
- Complete the activity using the words listed.

- |                               |                             |
|-------------------------------|-----------------------------|
| 1. cup . . . cake > cupcake   | 5. pop . . . corn > popcorn |
| 2. bed . . . room > bedroom   | 6. rain . . . bow > rainbow |
| 3. snow . . . man > snowman   | 7. out . . . side > outside |
| 4. sea . . . shell > seashell | 8. bed . . . bug > bedbug   |



### Foundational Skills

#### Foundational Literacy Skills

When introducing the stimulus words, show pictures of the following words: *cupcake*, *bedroom*, *snowman*, *seashell*, *popcorn*, *rainbow*, *outside*, and *bedbug*.

## Warm-Up Practice Lessons

### First Grade: Unit 1, Lesson 1

#### Support

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

When students are ready, gradually reduce the support you give for blending and segmenting. By the end of this unit (if not earlier), you should provide students only with the visual support for blending and segmenting, and not blend and segment the words for them.

#### For blending



#### For segmenting



#### Support

Provide students with context for each word by displaying pictures of a bee and cub and mimicking action words such as *sip* and *tap*. For prepositions such as *at* and *on*, use a puppet or small figurine to demonstrate that the puppet is at the board or on the desk.

Start Lesson

#### Lesson 1: Back-to-School

# Foundational Skills



**Primary Focus:** Students will orally blend and segment single-syllable words up to three phonemes. [RF.1.2b–d]

#### WARM-UP (10 MIN.)

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

#### 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.
- 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.
- Continue with the remaining words.

**Note:** The items in the box indicate the word, the number of sounds, and the individual phonemes in the word.

1. at (2)	/a/ /t/	5. sip (3)	/s/ /i/ /p/
2. it (2)	/i/ /t/	6. big (3)	/b/ /i/ /g/
3. on (2)	/o/ /n/	7. cub (3)	/k/ /u/ /b/
4. bee (2)	/b/ /ee/	8. tap (3)	/t/ /a/ /p/

**Note:** English short vowels /a/, /i/, /e/, and /u/ do not occur in Spanish. Ensure students have many opportunities to practice working with these vowel sounds.

### **WARM-UP (10 MIN.)**

#### **Review Quotation Marks**

- Remind students that they have been working with a new type of punctuation in Unit 2 called quotation marks.
- Review that quotation marks are used to show exactly what a person has said. In the stories in *Bedtime Tales*, the characters often have a conversation, that is they talk to one another. This is called dialogue. When there is a dialogue between characters in a story, quotation marks are used to show what each character has said.
- Remind students that when practicing dialogue orally, we cup both hands around our mouth to represent where quotation marks would go in a sentence. To demonstrate, say, “James said,” then cup both hands around your mouth and say, “Let’s eat lunch,” then put your hands down. Tell students the quotation marks would go around *Let’s eat lunch*.
- Ask students to listen to the sentence you will say to hear where the quotation marks should go. Say: “Jorge said, ‘I like to sing.’” Have students repeat the sentence and cup both hands around their mouths to show where the quotation marks should go.
- Repeat this activity with the sentence: *Raj said, “The beach was so hot.”*
- After orally reviewing quotation marks, tell students they will now practice marking written dialogue with quotation marks.



Skills: Lesson Components

Introducing the Sound and Spelling


INTRODUCE THE SOUND /OI/ (5 MIN.)

- Tell students that they will learn another new sound today—/oi/ as in *oil*.
- Have students say the /oi/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /oi/ sound at the beginning: *oil, oink, oyster*.

Lesson 12 Basic Code: Introduce 'oi' > /oi/

Support


Show students pictures of the following words as students say them: *oil, oyster, coin, coil, boy, toy*.




Foundational Skills

Foundational Literacy Skills

Make sure that you say the word slowly. Draw students' attention to the shape of your mouth. If needed, have students look at the shape of their mouth when they are making the sound.



Code Materials



INTRODUCE THE SPELLING /OI/ > 'OI' (15 MIN.)

Note: Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the Lesson at a Glance section.

Vowel Code Flip Book

1. 'oi' > /oi/ (*oil*) **page 14**

- Tell students that you are going to show them how to write the vowel sound /oi/.
- Write 'oi' on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a team to stand for the /oi/ sound.
- Model writing the spelling two or three more times.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Turn to **Vowel Code Flip Book page 14**. Show students the Spelling Card for /oi/ > 'oi' (*oil*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 4**. Have them trace the code information for /oi/ > 'oi' in green marker.
- Tell students that whenever the spelling 'oi' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

15

## Skills: Lesson Components

### Introducing the Sound and Spelling

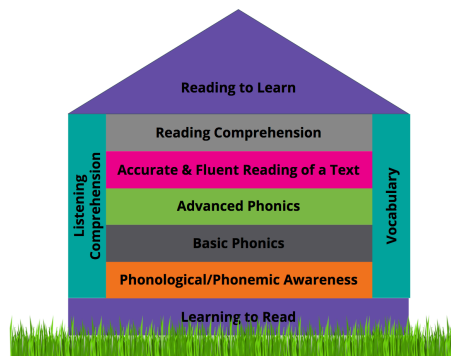
#### Video Notes

As you watch the *Introducing the Sound and Spelling* video, please take notes on the following questions:

1. Which design principle(s) is/are demonstrated in this lesson component? Circle the principle(s) below.
  - Teaches distinction between sounds and spellings using the most frequent or least ambiguous sounds first.
  - Systematic practice and reinforcement of code-related skills is necessary for building automaticity.
  - Directly instruct in the oral language skills (blending & segmenting) that underlie and parallel reading and writing skills.

How do you know?

2. What foundational skill(s) is/are being practiced in this lesson component? Circle the skill(s) below.



How do you know?

3. How will this component help set students up for success with the rest of the lesson? (Think back to the initial video watched.)
4. Why is correct sound pronunciation critical in this lesson component?
5. What materials do you see the teacher and students using?

### **Important Points to Remember: Introducing the Sound and Spelling**

- CKLA teaches sounds and spellings using the most frequent or least ambiguous sounds first.
- CKLA begins phonics instruction by starting with sounds first, then attaching those sounds to spellings.
- Lesson segments must be taught in order to allow students to build foundational skills in a developmentally appropriate order.
- Correct sound pronunciation is critical to promote student success in decoding (reading) and encoding (spelling).

# Introducing Sound and Spelling Practice Lessons

## Kindergarten: Unit 3, Lesson 1

### INTRODUCE THE SOUND /M/ (25 MIN.)

#### Mirror, Mirror

- Tell students the first sound they will learn is the /m/ sound.
- Explain that we make sounds by putting parts of our mouth like our lips and our tongue into special positions while breathing out air.
- Distribute a handheld mirror to each student.
- Tell students to use the mirrors to watch the shape of their mouths as they say the sound /m/, drawing it out.
- Ask students if their mouths are open or closed when they make this sound. (*closed*)
- Ask what their lips do when they say the /m/ sound. (*Lips are pressed together.*)
- Have students say the words printed below while looking into the mirrors.
- Ask them to focus on the shape of their mouths.

- |        |          |
|--------|----------|
| 1. me  | 5. mouse |
| 2. mat | 6. mud   |
| 3. man | 7. mad   |
| 4. map | 8. mom   |

#### Hear Initial Sounds

- Tell students you are going to say a number of words. Some of the words will begin with the /m/ sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word beginning with the /m/ sound.

- |         |          |          |
|---------|----------|----------|
| 1. mad  | 5. cat   | 9. milk  |
| 2. bad  | 6. mat   | 10. mom  |
| 3. pail | 7. match | 11. noon |
| 4. mail | 8. silk  | 12. Tom  |



#### Check for Understanding

As students close their eyes, check to see that they are raising their hands when you say a word that begins with the /m/ sound.

#### Support

If students have trouble hearing a word's initial sound, say the word in a segmented fashion: /m/ ... /a/ ... /d/. Then repeat the word in its blended form: *mad*.

#### Challenge

For students who can readily identify words beginning with /m/, ask them to try to identify words that end with /m/.

## INTRODUCE THE SPELLING /M/ › 'M' (25 MIN.)

### Teacher Modeling

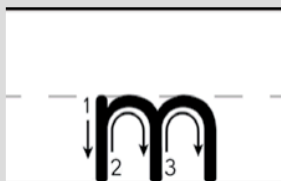
**Note:** Avoid using the letter name “em” during this activity. Instead, refer to the sound /m/.

- Tell students you are going to show them how to draw a picture of the /m/ sound.
- Draw a large lowercase ‘m’ on the board and describe what you are doing using the phrases provided. (“Start on . . . 1. short line down 2. hump 3. hump.”) Then, say the sound /m/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /m/ sound when you finish.

### Meet the Spelling Activity Page

#### ➤ Digital Component 1.1

- Distribute and display Activity Page 1.1. Tell students they will practice drawing pictures of the /m/ sound.
- Point to the letter ‘m’ at the top of the page, and ask students to say the sound, /m/.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: “Start on . . . 1. short line down 2. hump 3. hump.” As you finish each letter, say the sound, /m/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- Turn to the back of the activity page. Ask students to name the items shown, and write ‘m’ under the pictures of the items beginning with the /m/ sound.



Start on the dotted line.

1. short line down
2. hump
3. hump

Go to page 29-30 to view **Student Activity Page 1.1**.

## Introducing Sound and Spelling Practice Lessons

### First Grade: Unit 3, Lesson 1



#### Foundational Skills

##### Foundational Literacy Skills

Make sure students feel the difference in articulation between /oo/ and /ue/. Practice saying the sounds together. Have students feel their mouths as they say the two sounds. Talk about what their mouths are doing and how it feels different. Have students look in a mirror to see the difference as they say the sounds /oo/ and /ue/. Students can also look at each other's mouths as they say the two sounds.

Talk about how their mouths look different when they say the sounds /oo/ and /ue/.

#### MINIMAL PAIRS /OO/ AND /UE/ (5 MIN.)

**Note:** This first activity is a listening only activity that focuses on the sound differences between /oo/ and /ue/. Many of the word pairs on the next page use spellings that have not been taught. Do not write these words for students to read.

- Tell students that today they will learn a new sound—/oo/ as in *soon*.
- Have students say the /oo/ sound several times, stretching it out.
- Ask students if they can think of words that have the /oo/ sound in the middle (*spoon, loop, root, hoop, boot*). Have the class repeat the words and verify that the sound /oo/ is in the middle.
- Ask students if they can think of words that have the /oo/ sound at the end (*zoo, two, blue, moo, shoe*). Have the class repeat each word and verify that the /oo/ sound is at the end.
- Ask students whether /oo/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)
- Explain that when listening to words, it can be hard to hear the difference between the /oo/ sound as in *soon* and the /ue/ sound as in *cute*, which they learned to read and spell in Unit 2.
- Ask students to say /oo/ several times.
- Ask them to say /ue/ several times.
- Tell students that you are going to say word pairs. The words may sound similar, but only one word will contain the /oo/ sound and the other word will contain the /ue/ sound.

(continued on next page)

- Have students close their eyes and listen as you say the first word pair.
- Ask students which word contains the /oo/ sound.
- Have students repeat both words to hear and feel the difference in articulation.

- |              |              |
|--------------|--------------|
| 1. food—feud | 4. ooze—use  |
| 2. pooh—pew  | 5. fool—fuel |
| 3. ooh—you   |              |

**Note:** Many of these words may be unfamiliar to students. The purpose of this activity is for students to listen for the different sounds in each word, not to learn new vocabulary. However it may be helpful to pause after each word and use it in a sentence so students understand that two different words are being said.



### Check for Understanding

Say the word pair *moon—boots*. Ask students if they hear the /oo/ sound in both words. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they hear the /oo/ sound in both words. Discuss the correct answer with the class. (*thumbs-up*) Then, say the word pair *cube—room*. Ask students if they hear the /oo/ sound in both words. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they hear the /oo/ sound in both words. Discuss the correct answer with the class (*thumbs-down*), as well as which word has the /oo/ sound (*room*).

### INTRODUCE THE SPELLING /OO/ > 'OO' (15 MIN.)

- Tell students that you are going to show them how to write the vowel sound /oo/.
- Write 'oo' on handwriting guidelines and describe what you are doing.
- State that the /oo/ sound is spelled as a vowel team, 'oo'. Model writing and saying the spelling two or three times.
- Have students trace the spelling on their desk with a pointed finger while saying the sound.

### Support

To help students understand the sound /oo/, say the following word pairs aloud, one pair at a time: *moon—man*; *boot—bet*; *lip—loop*; *rim—room*. Ask students to repeat the words. Then, have students choose the word in each pair with the /oo/ sound.

### Challenge

Ask students to think of other word pairs with /oo/ and /ue/. Have individual students say the word pairs to the class and ask which word has the /oo/ sound.



(continued on next page)

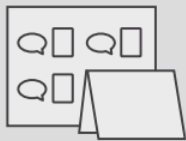




### Check for Understanding

Walk around as students trace the 'oo' on their desks and listen to make sure that students are making the correct /oo/ sound.

### Code Materials

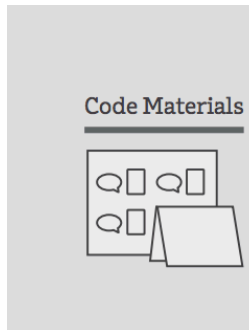


- Write 'f' and 'ff' on the board/chart paper, and explain that 'f' and 'ff' are pronounced the same way. Write the words *if* and *stiff*, asking students to read both words to confirm that 'f' and 'ff' are both pronounced as /f/.
- Explain that the spellings for vowel sounds are different. Write 'o' and 'oo' on the board/chart paper.
- Point to the 'o' spelling and explain that when they see one 'o', they should say the /o/ sound as in *pop*.
- Point to the 'oo' spelling and explain that when they see the double-letter spelling 'oo', they should say the /oo/ sound as in *soon*.
- Turn to **Vowel Code Flip Book page 11**. Show students the Spelling Card for /oo/ > 'oo' (*soon*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 4**. Have them locate and trace the code information for /oo/ > 'oo' in green marker. Make sure students are outlining the card with *soon* as the example word.
- Tell students that whenever the spelling 'oo' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.



# Introducing Sound and Spelling Practice Lessons

## Second Grade: Unit 3, Lesson 2



### INTRODUCE /AE/ > 'AI' AND 'AY' (20 MIN.)

- Point to the /ae/ Spelling Tree. Tell students today they will focus on two spellings for the /ae/ sound.
- Explain the first spelling is 'ai' as in *wait*.
- Read the 'ai' words aloud from the Spelling Tree.
- The spellings can be found on the following pages in the Vowel Code Flip Book and in students' Individual Code Charts.

Vowel Code Flip Book	Individual Code Chart
1. /ae/ > 'ai' ( <i>wait</i> ) <b>page 8</b>	3. /ae/ > 'ai' ( <i>wait</i> ) <b>page 8</b>
2. /ae/ > 'ay' ( <i>day</i> ) <b>page 8</b>	4. /ae/ > 'ay' ( <i>day</i> ) <b>page 8</b>

- Turn to **Vowel Code Flip Book page 8** and put the Spelling Card for 'ai' on the appropriate space. Discuss the power bar.
- Distribute the green markers.
- Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card for 'ai' on the chart as well as the spelling.
- Write the following words on the board/chart paper one at a time, underlining the spellings. Read each word aloud as a class.

- |         |         |
|---------|---------|
| 1. aim  | 4. sail |
| 2. pain | 5. mail |
| 3. aid  | 6. paid |

- Explain the second spelling is 'ay' as in *day*.
- Read the 'ay' words from the previous lesson located on the Spelling Tree.
- Turn to **Vowel Code Flip Book page 8** and put the Spelling Card for 'ay' on the appropriate space. Discuss the power bar.
- Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate card for 'ay' on the chart as well as the spelling.
- Write the following words on the board/chart paper one at a time, underlining the spellings. Read each word aloud as a class.

- |        |         |
|--------|---------|
| 1. may | 4. play |
| 2. pay | 5. way  |
| 3. say | 6. tray |

- Shuffle the leaves you have prepared with the 'ai' and 'ay' spellings.
- Hold up one of the leaves you prepared, and ask students to read the word. Then select a student to tape the leaf to the appropriate branch.

(continued on next page)

### Challenge

Ask students to write different one- and two-syllable words with the 'ai' and 'ay' spelling patterns to include on the Spelling Trees.

### Challenge

Ask students to write different one- and two-syllable words with the 'ai' and 'ay' spelling patterns to include on the Spelling Trees.

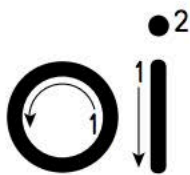
- Ask students to look at the Individual Code Chart. Ask students which of the three spellings they have learned for /ae/ has the longest power bar. Explain that 'a\_e' is used as a spelling for /ae/ in more words than 'ai', and 'ai' in more words than 'ay'.



#### Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with /ae/ and /a/ in the Spelling Alternatives Observation Record.

Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.



oi

oi

oi

oil

oil

oil

boil

boil

boil

coin

coin

coin

In the box are six words. Print them on the lines where they fit best.

coin

point

soil

boil

oil

coil



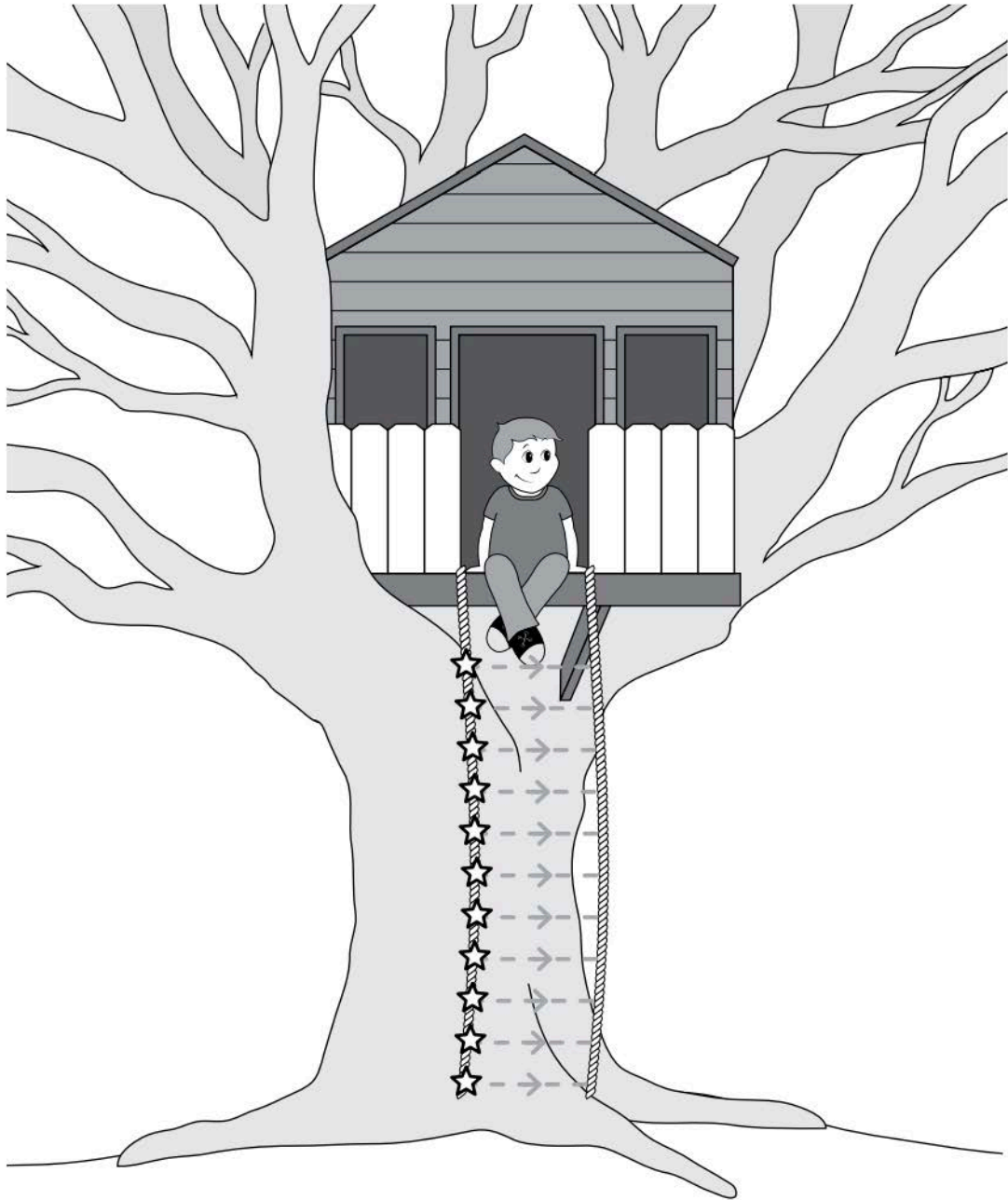
Directions: Have students trace the dotted horizontal lines, starting at the stars and moving to the right. (There are more on the back.) Students may color the pictures (optional).



What are students being asked to do?

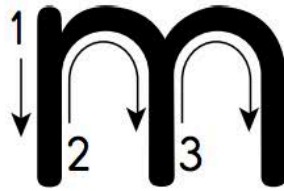
What foundational skills are students practicing?

## Kindergarten



What are students being asked to do?

Directions: Have students trace and copy the letter. The motion can be described as 1. short line down, 2. hump, 3. hump. Student should say the sound as he or she writes the letter.



What are students being asked to do?

What foundational skills are students practicing?


What are students being asked to do?

Kindergarten

What foundational skills are students practicing?

Directions: Have students write 'm' under the pictures of items beginning with the /m/ sound.



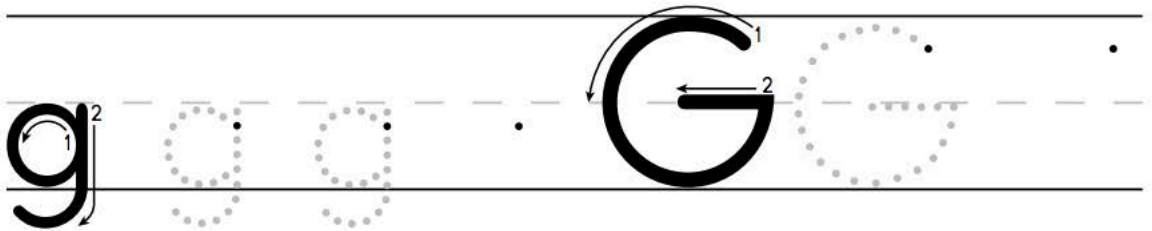
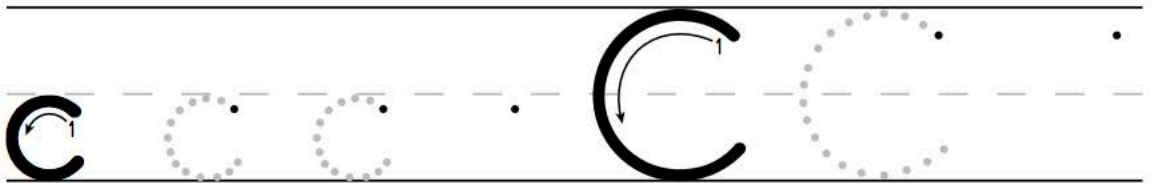
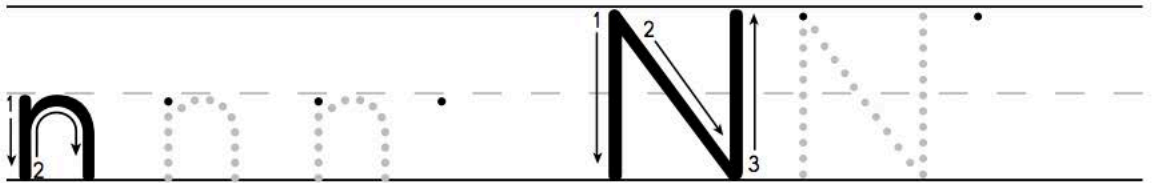
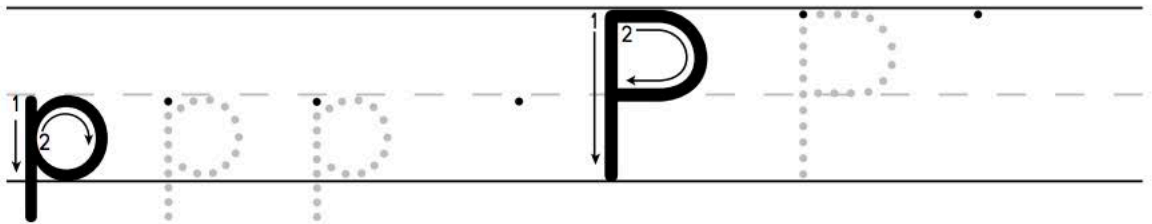
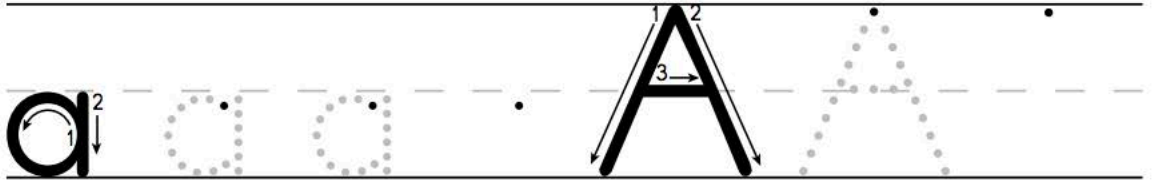


DATE: \_\_\_\_\_

What are students being asked to do?

What foundational skills are students practicing?

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



What are students being asked to do?

## First Grade

What foundational skills are students practicing?

pan

cap

nap

can



---

---

---

---



---

---

---

---

---

---

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

## Kate Visits Nan

What are students being asked to do?

What foundational skills are students practicing?

I'm Kate Skipp-er and last summ-er, when I was nine, my mom and dad took me to vis-it my Nan. Nan is my mom's mom. She is an art-ist and she has a **cab-in** out in the West.

At the start of my vis-it with Nan, I was sad. It seemed like it would be a dull summ-er. But in the end, I had a lot of fun.

I was sitt-ing in the kitch-en, patt-ing the cat that was sitt-ing on my lap, when Nan came in.

"I just spoke with Jake," she said. "He made us an **off-er**."

"What sort of off-er?"

"He asked if we would like to camp with him and Max."

"Who is Max?"

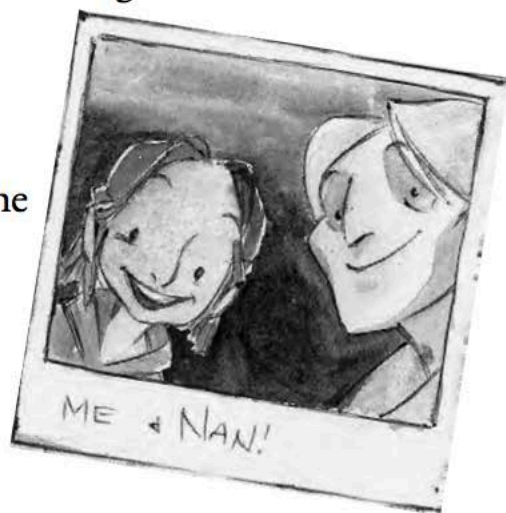
"Max is a kid. He's nine, like you. Jake is his grand-dad."

"What would we do?" I asked.

"Well, we would hike, look at rocks, cook lunch and dinn-er out-side, look at the stars, and sleep in a tent."

"Gee," I said, "that sounds like fun! When can we start?"

"To-morr-ow morn-ing!" Nan said.



## Kate Visits Nan

1. What is the story about?
  - A. The story is about Kate visiting Mom and Dad.
  - B. The story is about Kate visiting her granddad.
  - C. The story is about Kate visiting Nan.
2. Where does Nan live?
  - A. Nan lives in the glade.
  - B. Nan lives out in the West.
  - C. Nan lives by the pond.
3. What did Jake offer?
  - A. Jake offered a plane ride.
  - B. Jake offered a bike ride.
  - C. Jake offered a camping trip.
4. What will Kate do on the trip?
  - A. Kate will swing, slide, and run.
  - B. Kate will hike, cook outside, and sleep in a tent.
  - C. Kate will fly a kite.

What are students being asked to do?

What foundational skills are students practicing?

## Skills: Lesson Components

### Practice

#### Important Points to Remember: Practice

- While practicing, students will deepen their skill in writing the spelling associated with the sound and using this spelling to form words and sentences.
- Systematic practice and reinforcement of code-related skills is necessary for building automaticity.

Big Book



Page 40

Lesson 12: “The Bag of Coins”  
Reading



**Primary Focus:** Students will read “The Bag of Coins” with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text. [RF.1.4a; RL.1.1; RL.1.3]

INTRODUCE THE STORY (5 MIN.)

- Load the digital version of the story “The Bag of Coins” or use the *Fables* Big Book.
- Tell students that the title of today’s story is “The Bag of Coins.” It is about two people who go on a trip together and find a bag of coins.

Preview Spellings

- Please preview the following spellings using the chart you created or the digital version before reading today’s story.

➤ Digital Component 12.1

/ou/ > ‘ou’	/oi/ > ‘oi’	Tricky Words
found	coins	who
loud		what
shout		my
count		all

Preview Core Vocabulary

- Please preview the following vocabulary before reading today’s story. Note that today’s vocabulary includes phrases that may be unfamiliar or confusing to students.

Sayings and Phrases

**foot of a tree**—the bottom of the tree (40)  
Example: We sat at the foot of a tree and read a book.

**a bad spot**—in trouble; a bad situation (46)  
Example: The girl was in a bad spot after taking the baby’s toy.



**Vocabulary Chart for "The Bag of Coins"**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	foot of a tree a bad spot		

### Purpose for Reading

- Ask students, "What do you think might happen when two people on a trip find one bag of coins?" Tell students to read to find out what happens.

### READ "THE BAG OF COINS" (15 MIN.)

#### Small Group

**Group 1:** Read the story and guide students in completing Activity Page 12.2.

**Group 2:** Have students read the story with a partner and complete Activity Page 12.2. If students finish early, have them reread previous stories.



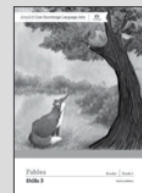
#### Observation: Anecdotal Reading Record

As you listen to students in Group 1 read "The Bag of Coins" make notes regarding their individual reading ability in the Anecdotal Reading Record.

#### Wrap-Up

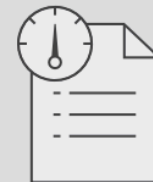
- Use the following discussion questions to guide your conversation about the story with the whole group. Remember to encourage students to answer in complete sentences. When answering each question, ask students to cite the part of the story that guided their answer. Use students' answers to these questions to fill out the Fables chart for "The Bag of Coins."

### Reader



Page 40

### Activity Page 12.2



### Challenge

Students can also summarize the story with a partner if they finish early. Remind students that when we summarize, we retell just the important parts of the story and not every single detail. A summary tells who was in the story and the main events.

## Skills: Lesson Components

### Reading

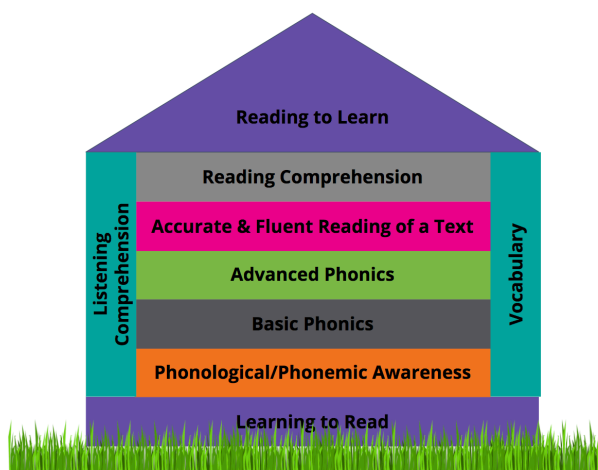
#### Video Notes

As you watch the *Reading* video, please respond to the following questions:

1. Which design principle(s) is/are demonstrated in this lesson component? Circle the principle(s) below.
  - Teaches distinction between sounds and spellings using the most frequent or least ambiguous sounds first.
  - Systematic practice and reinforcement of code-related skills is necessary for building automaticity.
  - Directly instruct in the oral language skills (blending & segmenting) that underlie and parallel reading and writing skills.

How do you know?

2. What foundational skill(s) is/are being practiced in this lesson component? Circle the skill(s) below.



How do you know?

3. What materials do you see the teacher and students using?



# The King of Kites

“What’s that?” Dave asks.

“It’s a kite I made,” says Scott.

“Can I help you test it?” Dave asks.

“Yes,” says Scott.

The kids take the kite close to the lake to test it. Scott grabs the string. Then he runs as fast as he can.



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The kids **take** the kite **close** to the **lake** to test it. Scott grabs the string. Then he runs as fast as he can.



## Skills: Lesson Components

### Reading

#### Important Points to Remember: Reading

- 
- 
- 
-

## CKLA Tricky Words

**Directions:** Circle all the decodable words below.

### All 220 Dolch words in alphabetical order

a	better	don't	get	I	many	out	she	these	wash
about	big	done	give	if	may	over	show	they	we
after	black	down	go	in	me	own	sing	think	well
again	blue	draw	goes	into	much	pick	sit	this	went
all	both	drink	going	is	must	play	six	those	were
always	bring	eat	good	it	my	please	sleep	three	what
am	brown	eight	got	its	myself	pretty	small	to	when
an	but	every	green	jump	never	pull	so	today	where
and	buy	fall	grow	just	new	put	some	together	which
any	by	far	had	keep	no	ran	soon	too	white
are	call	fast	has	kind	not	read	start	try	who
around	came	find	have	know	now	red	stop	two	why
as	can	first	he	laugh	of	ride	take	under	will
ask	carry	five	help	let	off	right	tell	up	wish
at	clean	fly	her	light	old	round	ten	upon	with
ate	cold	for	here	like	on	run	thank	us	work
away	come	found	him	little	once	said	that	use	would
be	could	four	his	live	one	saw	the	very	write
because	cut	from	hold	long	only	say	their	walk	yellow
been	did	full	hot	look	open	see	them	want	yes
before	do	funny	how	made	or	seven	then	warm	you
best	does	gave	hurt	make	our	shall	there	was	your

## Dolch Sight Word List and CKLA Tricky Words

### Kindergarten

Unit	Dolch Words decodable at end of unit	Dolch Words taught as Tricky Words	Tricky Words taught not on Dolch List
1	--	--	--
2	--	--	--
3	am, at, did, got, it	one, two, three	--
4	an, and, can, get, had, him, hot, if, its, in, on, not, sit, ten	the, a, and	--
5	ask, big, but, cut, let, ran, red, run, six, us, up, yes	blue, yellow, look	--
6	as, best, fast, has, help, his, is, jump, just, must, stop, went	I, are, little	--
7	bring, long, much, sing, that, them, then, this, wish, with	down, out, of	--
8	black, off, pick, shall, tell, well, will	funny, all, from, was	--
9	--	when, why, to, where, no, what, so, which, once, said, were, here, there	word, says
10	ate, came, five, gave, green, keep, like, make, made, ride, see, sleep, take, those, three, use	he, she, we, be, me, they, their, my, by, you, your	--

*By the end of Kindergarten, children can read 109 of the 220 Dolch Words (either because they are decodable or have been taught as Tricky Words.)*

## First Grade

Unit	Dolch Words decodable at end of unit	Dolch Words taught as Tricky Words	Tricky Words taught not on Dolch List
1	am, an, and, ask, at, ate, best, big, black, bring, but, came, can, cut, did, fast, five, gave, get, got, green, had, has, help, here, him, his, hot, if, in, is, it, its, jump, just, let, long, much, must, off, on, not, pick, ran, red, run, shall, sing, sit, six, stop, tell, ten, that, them, then, this, up, us, went, will, well, wish, with, yes	(Review of Kindergarten words) one, two, three, the, a, and, blue, yellow, look, I, are, little, down, out, of, funny, all, from, was, when, why, to, where, no, what, so, which, once, said, were, here, there, my, by  is, who, some	word, says
2	ate, came, five, gave, green, keep, like, make, made, ride, see, sleep, take, those, three, use	(Review of Kindergarten words) he, she, be, me, we, they, their, you, your	--
3	draw, found, good, look, our, out, round, saw, soon, too	have, down, could, would, because	should
4	after, better, far, for, her, into, myself, never, or, seven, start, under, upon	today	tomorrow, yesterday
5	write	how	picture, stagecoach
6	drink, thank, think, white	--	cow
7	goes, may, play, say	--	Hidalgo, gracias, Carlos, Gomez, Mexico, talk

## Second Grade

Unit	Dolch Words decodable at end of unit	Dolch Words taught as Tricky Words	Tricky Words taught not on Dolch List
1	am, an, and, ask, at, ate, best, big, black, bring, but, came, can, cut, did, fast, five, gave, get, got, green, had, has, help, here, him, his, hot, if, in, is, it, its, jump, just, let, long, much, must, off, on, not, pick, ran, red, run, shall, sing, sit, six, stop, tell, ten, that, them, then, this, up, us, went, white, will, well, wish, with, write, yes	(Review of K/1 words) a, be, could, do, down, from, he, how, me, of, once, one, said, she, the, there, to, two, was, we, what, where, why, would	word, says, should
2	ate, came, five, gave, green, keep, like, make, made, ride, see, sleep, take, those, three, use, draw, found, good, look, our, out, round, saw, soon, too, far, are, start, or, for, four, before, better, over, after, never, together, under, her	(Review of K/1 words) all, are, by, my, go, no, have, so, I, their, they, were, who, you, your, some	street
3	go, goes, both, cold, hold, open, over, own, no, so, may, play, say, saw	--	minute
4	hurt, by (becomes decodable), my (becomes decodable), why (becomes decodable), myself, fly, light, right, show, down, own, brown, grow, know, now, yellow, how (becomes decodable), draw, saw, been, funny, many, only, live	walk	building, grownup, people, statue
5	about, again, around, away, because, said	--	against, alphabet, break, bridge, castle, death, edge, eyes, father, kingdom, schwa, sword, water, wizard
6	know, laugh	new	Americans, Andrew, bomb, broad, early, Europe, Fort McHenry, Great Britain, imagine, native, New Orleans, shoe, signature, soldier, special, war, Washington, whose

## Skills: Lesson Components Six-Frame




# CKLA Skills Unit Planning Template

Grade: \_\_\_\_\_ Skills Unit Number: \_\_\_\_\_

**Unit Introduction:** Read through the Unit Introduction and respond to the questions below.

1	What foundational skills will students have to master to be successful in this unit?  (e.g. the sound /m/ is spelled 'm', read and comprehend text containing the /m/ > 'm' sound-spelling correspondence, etc.)	
2	What does the introduction tell us to consider when teaching the unit?  (e.g. tips on how to pronounce the two sounds that the 'th' spelling makes, tips on how to teach students to decode multisyllabic words, etc.)	
3	What additional materials are needed for the implementation of this unit?  (e.g. pocket chart, index cards, world map, kitchen timer, etc.)	


**Teacher Resources:** Review the *Teacher Resources* section at the end of the *Teacher Guide* and respond to the question below.

4	What additional materials are provided in the <i>Teacher Resources</i> section of the Teacher Guide?  (e.g. assessment analysis tools, pedagogical support, Activity Book answer key, etc.)	
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(Continued on next page)

Pausing Point: Read through the Pausing Point activities and respond to the questions below.		
5	<p>Thinking about possible student misconceptions, which Pausing Point activities do you anticipate having to complete? Why?</p> <p>(e.g. Students often struggle with differentiating the /i/ and /e/ sounds, so I anticipate having to complete the “Hear Medial Sounds” activity.)</p>	
Yearly Scope and Sequence: Read through Unit 1 Appendix B and respond to the questions below.		
6	<p>How does this unit fit into the scope and sequence of learning? What will students learn in the unit before this unit? What will students learn in the unit after?</p> <p>(e.g. Students will learn long vowel sound-spelling correspondences in the previous unit. In this unit, students will learn vowel diagraphs, which are more complex pieces of the code, and in the next unit, students will learn the even more complex sound-spelling correspondences for r-controlled vowels. In this unit students will learn how to write fictional narratives. In the next unit students will build their writing knowledge to learn the new genre of descriptive writing. etc.)</p>	Sound-spelling correspondences
		Reading
		Writing (if applicable)
		Grammar (if applicable)
		Routines (e.g. chaining, dictation, etc.)

## Skills Lesson Internalization

Review the Lesson	
1	Review the <i>Primary Focus Objective(s)</i> and aligned standards. Identify how the <i>Primary Focus Objective(s)</i> build toward student success with standards. (Use <i>Teacher Guide, Lesson Introduction</i> .)
2	Complete the <i>Formative Assessments</i> identified on the first page of the lesson, including: <ul style="list-style-type: none"> <li>The <i>Student Activity Book</i> page. Record what foundational skills students will need to demonstrate on the page. (Use <i>Student Activity Book</i>.)</li> <li>The <i>Student Reader</i> chapter (if applicable). Read the chapter and record what sound-spelling correspondences students will need to master to be successful with the chapter. (Use last page of <i>Student Reader</i>.)</li> </ul> 
3	Complete the <i>Check for Understanding</i> and record what foundational skills students will need to demonstrate to be successful on the <i>CFU</i> . (Found within the lesson.)
Dive into the Lesson	
4	Review the <i>At-A-Glance Chart</i> : <ul style="list-style-type: none"> <li>What is the intended learning of each component? (e.g. phonics, phonemic awareness)</li> <li>How will this component set students up for success with the <i>Check for Understanding</i> and/or the <i>Formative Assessment</i>?</li> </ul>
5	Review each lesson component within the lesson and reflect: <ul style="list-style-type: none"> <li>What student engagement strategies are included with each component?</li> <li>What materials will be needed for each component?</li> </ul>
Customize the Lesson – If you're ready and feel comfortable....	
6	For lesson components that do not contain a <i>CFU</i> , what strategies and opportunities will you use to check for understanding? What will count as acceptable performance?
7	How will you group your students for the lesson? (e.g. students who have already mastered the sound-spelling correspondence will complete a different activity, strategic partnerships, etc.)
8	What possible misconceptions might students have during the lesson? How do you plan to address these? (e.g. air flow, tongue placement for sounds, etc.)
9	What additional engagement strategies might you incorporate during the lesson? (e.g. call and response, kinesthetic movement, turn and talk, etc.)
10	Where in the room will you execute each lesson segment?

Skills Lesson Visual

## CKLA Assessment Overview

Skills	Formative Assessment	Identified at the beginning of the lesson, used to determine individual student and class progress towards mastery of identified primary focus objective(s)	<ul style="list-style-type: none"> <li>• Informs future whole group instruction</li> </ul>
	Checks for Understanding	Monitors individual student and class progress towards mastery of primary focus objectives	<ul style="list-style-type: none"> <li>• Informs in-the-moment and future whole group instruction</li> <li>• Informs small group instruction</li> </ul>
	Unit Assessments	Assess all students' mastery of foundational literacy skills that have been explicitly taught in a unit	<ul style="list-style-type: none"> <li>• Informs teacher choice of Pausing Point Activities</li> <li>• Informs small group instruction</li> <li>• Can be used as a grade</li> </ul>
	BOY Assessment	Assess all students for grade level readiness for CKLA	<ul style="list-style-type: none"> <li>• Identifies gaps in student learning/understanding</li> <li>• Provides guidance for student groupings</li> <li>• Informs small group instruction</li> </ul>
	MOY Assessment	Assess all students on grade level content taught to mid-year	<ul style="list-style-type: none"> <li>• Identifies gaps in student learning/understanding</li> <li>• Informs small group instruction</li> </ul>
	EOY Assessment	Assess all students on grade level content taught throughout the entire year	<ul style="list-style-type: none"> <li>• Identifies gaps in student learning/understanding</li> <li>• Informs small group instruction</li> </ul>

## Supporting All Learners: Skills Strand



### Check for Understanding

Walk around as students trace the 'er' on their desks and listen to make sure students are making the correct /er/ sound.

### Support

It can be hard to say the /r/ sound in isolation. Tell students to try not to add a vowel sound before /r/ because this will make it difficult to distinguish the difference between /r/ and /er/. To say /r/, start saying the word *red* and stop before saying the vowel sound.

- Explain that the vowel sound /er/ is not the same as the consonant sound /r/ that they learned earlier.
- Write the words *red* and *her* on the board/chart paper and read both words. Have students listen carefully to the difference between the sound /r/ in the word *red* and the sound /er/ in *her*. Say the /r/ sound rapidly, but stretch out the /er/ sound. This will emphasize the difference between the clipped consonant sound /r/ and the vowel sound /er/.
- Explain that the sound /er/ is not the same as the vowel sound /e/ followed by the sound /r/.
- Write the words *hem* and *her* on the board/chart paper and read both words. Have students listen carefully to the difference between the sound /e/ in the word *hem* and the sound /er/ in the word *her*.

### Individual Code Chart

#### 1. /er/ > 'er' (her) page 5

- Have students find the 'er' spelling on **Individual Code Chart page 5** and trace the code information in blue marker. Tell students that they are using a blue marker instead of green because the /er/ sound has both a consonant and a vowel sound. Remind students that when they see 'er' when reading, they can look at the Individual Code Chart if they need help remembering how to sound out this spelling.
- Tell students that whenever the spelling 'er' appears on an activity page or in the Reader for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

**Note:** You may have students who know that some of the words they listened to earlier, such as *nurse*, are written with spellings other than 'er'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /er/ sound. Tell them that they will learn these spellings for /er/ at a later time, and for now they just have to focus on the 'er' spelling.

provide ideas to support all learners in understanding challenging concepts from the lesson

Supports are provided for English Learners for students considered *Entering/Emerging*, *Transitioning/Expanding* and *Bridging*.



## Reading

### Exchanging Information and Ideas

#### Entering/Emerging

Ask yes/no questions using simple phrases: "Is today's story about dogs?" "Is today's story about reptiles like snakes and lizards?" "Is a rattler different than a garter snake?" "Are rattlesnakes harmless?"

#### Transitioning/Expanding

After asking each question provide students with a specific sentence frame: "Garter snakes will not hurt us so they are . . ." Or ask a question that requires a one- or two-word answer: "What might the rattler be ready to do when he is coiling up?"

#### Bridging

Encourage students to expand and/or build upon other students' responses.






**Group 1:** Meet with students needing more direct support. Have students take turns reading aloud "The Reptile Room." If time permits, you may reread other chapters from the Reader.

**Group 2:** Tell students to take turns reading "The Reptile Room" with a partner. Tell them if they finish early, they can illustrate one of the vocabulary words or phrases on the board/chart paper, or reread a previous chapter in the Reader.

### Wrap-Up

- Show students the Five Senses chart you have created to record descriptions of the animals at the Green Fern Zoo. Tell them they will now record describing words, or adjectives, about the animals of Green Fern Zoo.

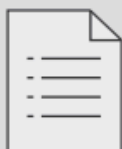
### Digital Component 17.2

Critt-ers					

- Tell students that the first column is where you will record the type of critter, or animal, that they have read about. Ask students to name a specific animal that they read about in today's chapter. Write either *garter snake* or *rattler*, depending on students' choice; if time permits, you could describe both snakes.
- Point to the top row with the sense icons. Prompt students to come up with one or more describing words under each sense icon. Point out that they may not be able to provide information for all of the senses, such as smelling and tasting.
- Please save this chart for reference in future lessons.

End Lesson

### Activity Page 17.2



## Take-Home Material

### READ TWO-SYLLABLE WORDS

- Have students take home Activity Page 17.2 to practice reading and writing two-syllable words with their families.



## Challenge

Ask students to scan the chapter titles to see if they can predict the name of the chapter that has information about the animal on the cover. ("Things with Wings")

*Challenge* sidebars provide ideas to engage students in more rigorous thinking, when appropriate

- Tell students they will learn facts and details about all different types of animals. Because *The Green Fern Zoo* provides information and facts about animals, it is called informational text.
- Explain that informational text provides factual, or real, information about a topic. The facts are not made up, so this Reader is not fiction.
- Remind students that the previous Reader, *Fables*, was fiction and not real because it contained stories about talking animals.
- Tell students that the setting for this Reader is the zoo. Write *zoo* on the board/chart paper, and ask students if this is a noun or a verb. (*noun*) Ask if any students have visited a zoo, and explain that a zoo is a place people can go to see many different types of animals usually in some type of enclosed area or cage. The kinds of animals that live at a zoo are generally unusual animals that you would not easily be able to find or see in your neighborhood. For example, you would probably not see animals that people keep as pets, such as dogs or cats, in a zoo. Usually the animals you will see in a zoo are wild animals.
- Write *Green Fern Zoo* and tell students that this is the name of a particular zoo. Ask students what type of noun this is. (*proper noun*)
- Tell students that Vern works at the Green Fern Zoo.
- Have students look at the cover of the book and describe the animal depicted on the cover. Tell students that this is one of the animals at Green Fern Zoo that they will learn about in this Reader.
- Ask students what they think Vern might be saying in the picture. (*He might be saying, "Let's go into the Green Fern Zoo!"*)
- Write the word *chapter* on the board/chart paper. Point to the 'er' spelling at the end of the word, asking students what sound this spelling represents. (*/er/*) Guide students in sounding out and pronouncing the word.
- Now have students turn to the table of contents. Point out the word *chapter* preceding each title. Read the titles of the chapters, noting that these chapters are all about different types of animals. Tell students that today they will read the first chapter, "Meet Vern."

## Preview Spellings

- Review the following spellings before reading today's chapter.



- Tell students that the words are the days of the week, plus one other Tricky Word they have already learned.
- Say the days of the week together as a class. Point out that all of the days of the week end with the word *day*. Write *day* on the board/chart paper and tell students that the 'd' is pronounced as they would expect, /d/, but 'ay' is a spelling they have not learned yet, and it is pronounced /ae/.
- Read and write each spelling word and have students repeat the word after you. Tell students that the names of the days of the week are proper nouns, and ask them, "What do we do to the first letter of proper nouns?" (*We capitalize the first letter of proper nouns.*)

- |              |             |
|--------------|-------------|
| 1. Sunday    | 5. Thursday |
| 2. Monday    | 6. Friday   |
| 3. Tuesday   | 7. Saturday |
| 4. Wednesday | 8. would    |

**Note:** Add the new Tricky Words to the Tricky Word wall.

End Lesson

## Take-Home Material

### SPELLING WORDS

- Have students take home Activity Page 1.2 and remind them to practice the spelling words throughout the week.

### Activity Page 1.2



### Lesson 1: Foundational Skills Remediation

## Additional Support

### PHRASES AND SENTENCES

**Note:** Throughout this unit, phrases and sentences are included that you may copy on index cards and ask students to read. Phrases and sentences are meant to be read by students. Use any of these at your discretion throughout the school day for a quick break and extra reading practice.

Lesson 1 Basic Code: Introduce /er/ > 'er'

*Additional Support* activities exist at the end of each lesson to provide additional practice opportunities for students who have not mastered the lesson objectives (see next page)

17

- |                          |                                    |
|--------------------------|------------------------------------|
| 1. Perch on a branch.    | 6. Her mom is at home.             |
| 2. herd of sheep         | 7. Give him a dime.                |
| 3. one big task per week | 8. Perk up!                        |
| 4. shop clerk            | 9. This term will last five weeks. |
| 5. green fern            | 10. Is this word a verb?           |

## MORE HELP WITH R-CONTROLLED VOWELS

### Sound Riddles

**Note:** This is a listening exercise, so do not ask students to read or spell the word answers.

- Gather pictures of *sister*, *brother*, *fern*, *circus*, *burn*, *nurse*, and *earth*.
- Tell students you will read some riddles and that the answers to the riddles contain /er/. Show the pictures as needed for each riddle.
- Ask students to raise their hands if they think they know an answer.

#### Sister

1. This is a sibling that is not a boy.

#### Fern

2. This is a type of plant.

#### Later

3. If you don't have time to do something now, you may do it \_\_\_\_\_.

#### Circus

4. This is a fun place to go where you might see clowns or elephants.

#### Burn (or Hurt)

5. If you touch a hot stove, this might happen to your hand.

#### Earth

6. This is the planet on which we live.

#### Nurse

7. This is a person who sometimes works with a doctor.

#### Brother

8. This is a sibling that is not a girl.

## CKLA Elevator Speech

---

(Who)

---

(What)

---

(When)

---

(What)

---

(Why)

**Example:** The CKLA Skills Strand teaches students foundational literacy skills for 60 minutes per day using a variety of materials, so that students can become accurate, fluent readers with strong reading comprehension.

**Example:** Teachers plan to use the CKLA Skills Strand for 60 minutes per day by reading the *Unit Introduction* and internalizing the daily lesson, in order to teach students foundational skills necessary to becoming proficient readers.

## Amplify Educational Support Team

Today's Presenter: \_\_\_\_\_

Email: \_\_\_\_\_

Technical Support: [help@amplify.com](mailto:help@amplify.com)

Pedagogical Support: [edsupport@amplify.com](mailto:edsupport@amplify.com)

Phone: Call toll-free at (800) 823-1969  
Monday through Friday, 7am to 7pm

Live Chat! On mclasshome.com  
Monday through Friday, 7am to 7pm

## Strengthening Professional Development Opportunities:

### Instructional Leaders

- Enhancing Observations for Instructional Leaders, K-5 (½ Day Onsite)
- Enhancing Observations for Instructional Leaders, K-5 (½ Day Remote)

### K-2 Teachers

- Enhancing Planning & Practice, K-2 Teachers (½ Day Onsite)
- Enhancing Planning & Practice, K-2 Teachers (½ Day Remote)
- Data-Driven Instructional Planning, K-2 Teachers (½ Day Onsite)
- Small Group Instruction & Remediation, K-2 Teachers (½ Day Onsite)
- Writing, K-2 Teachers (½ Day Onsite)

### 3-5 Teachers

- Enhancing Planning & Practice, 3-5 Teachers (½ Day Onsite)
- Enhancing Planning & Practice, 3-5 Teachers (½ Day Remote)
- Data-Driven Instructional Planning, 3-5 Teachers (½ Day Onsite)
- Small Group Instruction & Remediation, 3-5 Teachers (½ Day Onsite)
- Writing, 3-5 Teachers (½ Day Onsite)

### K-5 Teachers

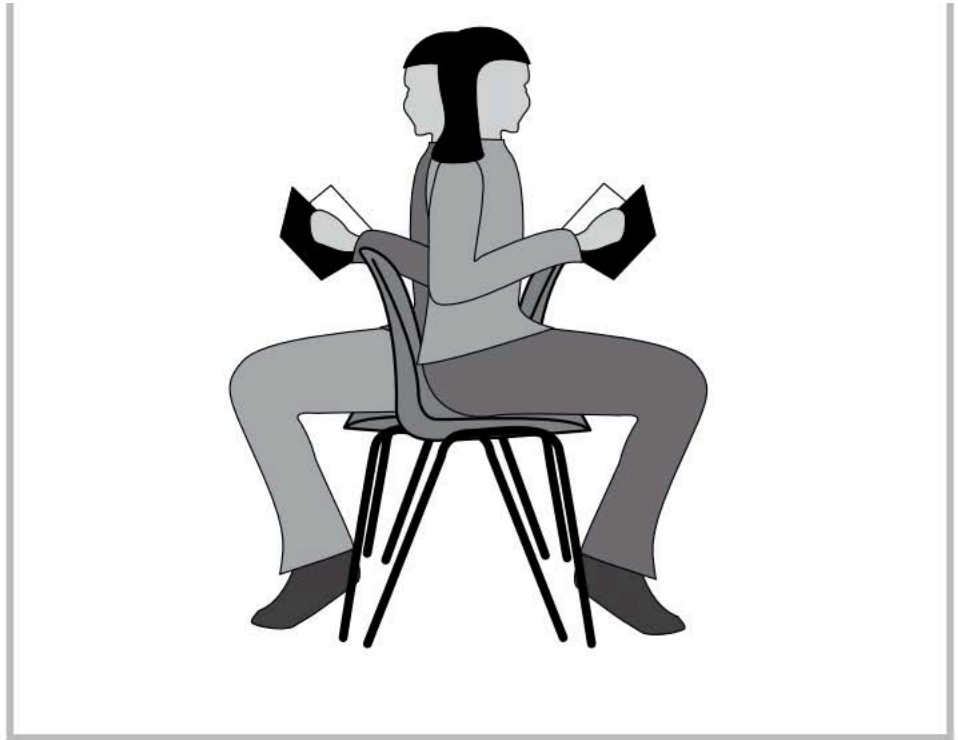
- Enhancing Planning & Instruction for English Language Learners, K-5 Teachers (½ Day Onsite)
- Enhancing Planning & Instruction for Students with Special Needs, K-5 Teachers (½ Day Onsite)

## Session Survey

<https://www.surveymonkey.com/r/CKLAINitialTraining>

## Partner Reading

- Call one student to the front of the room to act as your partner. Model for students the correct seating position for partner reading as shown in the illustration. Ensure students are sitting shoulder to shoulder to facilitate voices directed at the partner's ear.



- Demonstrate partner reading using student Readers, taking turns reading aloud from the previous story.
- Model running your finger under the printed text on each page, both when you are reading aloud and when you are listening to your partner; explicitly prompt your partner to do the same. You may also want to demonstrate making a mistake when reading and encourage your partner to assist and correct you.
- Review any other rules for partner reading, such as reading just loud enough so only your own partner hears you and the locations in the classroom partners are permitted to use to read together, etc.
- Divide students into pairs, distributing a copy of the Reader to each student.