

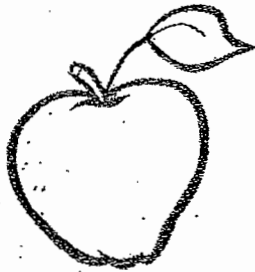
# **Elementary Curriculum Night**

**Grade 1**

**Fundations**

Short Vowels

a



apple

/ă/

---

e



Ed

/ĕ/

---

i



itch

/ĭ/

---

o



octopus

/ŏ/

---

u

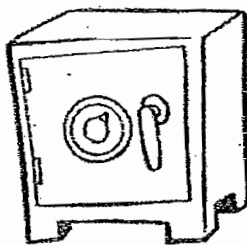


up

/ŭ/

## Vowel-Consonant-e

a



safe

/ā/

e



Pete

/ē/

i



pine

/ī/

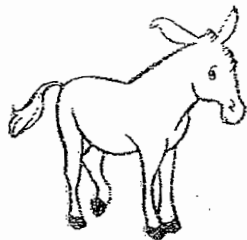
o



home

/ō/

u



mule

/ū/



rule

/ü/

## Fundations – Level 1

### Unit 1

**Letter – Keyword – Sound for consonants**

G game /g/

**Letter – Keyword – Sound for short vowels**

E Ed /ě/

**Alphabetical Order** - In the classroom the letters will be displayed in a certain arrangement that looks like the arrangement below.

a b c d e f  
g h i j k l  
m n o p q r s  
t u v w y x z

This arrangement is designed to help the students learn the alphabet in four quadrants. These four quadrants are used for beginning dictionary skills.

**Chicken Letter** – q is called the “chicken letter” because it goes no where without u.

#### *Practice Ideas*

- Circle the “chicken letter” in sentences
- Sort words by vowels

### Unit 2

**Tapping to read words** – tap sounds while looking at the letters, then blend the letters to say the word

**Tapping to spell** – say word, tap out sounds, tap out letters

**Sentence Dictation** – capital at the beginning of a sentence, period at the end; tap words before spelling and then again to check spelling (proof read)

**Trick Words** – the, of, and

#### *Practice Ideas*

- Practice tapping 3 letter words
- Practice spelling by tapping out words first then writing
- Practice sentence dictation

### Unit 3

**Digraph** – contains two consonants and only makes one sound as in /sh/.

- wh is only found at the beginning of words
- ck is found only at the end of words
- **Tapping** – use one finger to tap the one sound that a digraph makes
- Mark up digraphs by underlining the two letters that make the digraph
- See page 5

**Trick Words** – to, a, was, is, he, for, as, his, has

#### *Practice Ideas*

- Underline digraphs in words or sentences
- Sort words – digraphs vs. words without digraphs
- Find words with ck at the end
- Find words with wh at the beginning

### Unit 4

**Bonus Letter Rule** – At the end of a one-syllable word, if the word has one vowel, followed immediately by an f, l, or s at the end, double the consonant. (The extra f, l, or s is considered a bonus letter because it is extra. The f, l, or s is doubled only if it immediately follows the vowel. It is not doubled if it is part of a blend, as in the word shelf.)

- Mark up a bonus letter word by putting a star above the bonus letter.
- Sometimes z wants to be a bonus letter (fuzz, buzz, fizz, razz, jazz) but it does not always get doubled (quiz, whiz, Liz). Therefore it is not considered a bonus letter, just keep it in the back of our minds that sometimes it gets doubled.

**“Glued” Sounds** – are letters that keep their individual sound, but that are glued together.

- **“Glued” sound “all”** – the bonus ll changes the short a sound to /ol/
- To tap glued sounds out, use two or three fingers “glued” together to represent the number of sounds working together
- Mark up “glued” sounds by boxing in the glued letters.
- See page 6

**Trick words** – you, we, I, they, one, said

#### *Practice Ideas*

- Sort words – bonus letters vs. words without bonus letters
- Find words with the “glued” sound all.
- Mark up words with bonus letters and “glued” sounds

## Unit 5

### **“Glued” sounds – am and an**

- M and n are nasal sounds because the sound comes out of the nose.
- Try to say the letter sounds for m and n while holding your nose.
- Since m and n are nasal sounds they change the sound of a.
- Tap am and an by gluing two fingers together in one tap to represent the two sounds.
- Mark the “glued” sounds by boxing the letters together

**Trick words** – from, or, have

### ***Practice Ideas***

- Find words with the “glued” sounds am, an, and all
- Sort words – words with “glued” sounds and words without “glued” sounds
- Mark up words with “glued” sounds

## Unit 6

**Baseword** – A baseword is a word that can stand alone as a word or have something added to it.

**Suffix** – A suffix is an ending that can be added to a baseword.

**Adding the suffix –s** The suffix –s can be added to basewords. This unit has words that are plural nouns and singular verbs. (ex. hits, pens)

- When tapping out a word with a suffix, students only tap out the baseword. The suffix is **not** tapped. You might say “with an s” after tapping out the baseword to emphasize the suffix, but it is not to be tapped.
- Mark it up – underline the baseword and then circle the suffix
- When reading words with a suffix, students must always say the baseword, then the whole word. This habit helps focus students’ attention on the structure of the word.

**Plurals** – A plural word is a word that means more than one thing.

- For example the word shop is a baseword. When the suffix –s is added to shop, the word becomes plural (shops).

**The letter s sometimes sounds like /z/ when it is added to words as a suffix.** For example if you add the suffix –s to the word bug, the letter s makes the /z/ sound in the new word bugs.

**Trick Words** – were, her, put, there, what, she, been, by, who

### ***Practice Ideas***

- Sort words – basewords and basewords with suffix
- Sort words – suffix –s makes the /s/ sound and suffix –z makes the /z/ sound
- Mark up words with suffixes.

## Unit 7

**New “Glued” Sounds – ang, ing, ong, ung, ank, ink, onk, unk**

- Tap using three fingers “glued” together
- Mark up words by boxing the “glued” letters

**Trick Words – out, so, are, two, about, into, only, other, new**

### *Practice Ideas*

- Find words with the new “glued” sounds in words or sentences
- Sort words – words with “glued” sounds and words without glued sounds
- Mark up words with “glued” sounds

## Unit 8

**Review Digraph – contains two consonants and only makes one sound as in /sh/.**

- Mark up by underline the digraph
- Tap using one finger to represent the one sound

**Blends – contains two or more consonants together each making its own sound such as /s/ and /l/, /sl/**

- Mark up by underlining each letter in the blend separately
- Tap using one finger per sound

**Digraph blends – contains a digraph blended with another consonant such as **n** and **ch** in the word **lunch** or **sh** and **r** in the word **shred**.**

- Mark up by underline the digraph and then separately the consonant.
- Tap one finger for the digraph and one finger for the consonant.

**Trick Words – some, could, want, say, do, first, any, my, now**

### *Practice Ideas*

- Sort words – digraphs vs. blends vs. digraph blends
- Look for blends in words or sentences
- Mark up words with digraphs, blends, or digraph blends

## Unit 9

**Syllables** – Words have parts that go together called syllables. A syllable is part of a word that can be pushed out in one breath. A syllable must have at least one vowel.

### **Closed Syllables**

- Closed syllables can only have one vowel.
- The vowel is followed by one or more consonants (closed in).
- The vowel sound is short. To indicate the short sound, the vowel is marked with a **breve**.  
    ă      ě      ĭ      ǒ      ŭ
- All of the words the students have worked with so far are closed syllables.
- It is important to teach students how to visually recognize a closed syllable so that they can then apply the short vowel sound to decode the word.
- Mark up a closed syllable by underlining the syllable, placing a c below the line, and then putting a breve above the vowel.

**Trick Words** – our, over, come, would, after, also

### *Practice Ideas*

- Find closed syllables in words or sentences
- Sort words – words that are closed syllables and words that are not
- Mark up closed syllable words

## Unit 10

**Closed syllables with blends** – for example blimp.

**Segmenting and blending up to 5 sounds.**

**Trick Words** – many, before, called, how, your, down, should, because, each

### *Practice Ideas*

- Sort words – closed syllables with blends vs. closed syllables without blends
- Practice tapping words with 5 sounds
- Practice writing words with 5 sounds
- Mark up words

## Unit 11

**Review** that words are made up of parts called syllables. A **syllable** is a word or part of a word made by one push of breath. A syllable must have one vowel.

**Compound words** – two one syllable words put together to make up one word.

**Syllable Division** – whenever vowels are separated, the word must be split into parts or syllables somewhere between the two separated vowels.

- If the word is a compound word separate the smaller words.
- If there are two consonants between the vowels, divide between the two consonants.

**Spelling of –ic**

- Any multisyllabic word ending with –ic is spelled with the letter c. (not ck or k)

**Trick Words** – people, Mr., Mrs., years, says, little, good, very, own

*Practice Ideas*

- Sort words – one syllable vs. multi-syllable words
- Practice dividing multisyllabic words
- Find multi-syllable words in sentences or paragraphs

## Unit 12

**Two Kinds of Suffixes**

- **Consonant suffixes** begin with consonants
- **Vowel suffixes** begin with vowels

**Suffix –es**

- Another suffix that might make a word mean more than one thing (plural).
- Words that end in **ch, sh, s, x,** and **z** need to use the suffix –es instead of –s.

**Trick Words** – see, work, both, being, under, between

*Practice Ideas*

- Sort words – words with suffix –es vs. words with suffix –s
- Find words with the suffix –es in sentences or paragraphs
- Practice underlining basewords and circling suffixes

## Unit 13

### **Suffix –ed**

- At this point students will add this suffix to closed syllable words that **do not change** when the suffix is added.
- Also at this point, students will only use one sound for the suffix –ed (/ed/).
- Vowel suffix

### **Suffix –ing**

- At this point students will add this suffix to closed syllable words that **do not change** when the suffix is added.
- Vowel suffix

**Trick Words** – never, another, day, words, look, through

### ***Practice Ideas***

- Sort words -ed suffix vs. -ing suffix
- Underline basewords and circle the suffix
- Find words using the suffix –ed or –ing in sentences or paragraphs

## Unit 14

### **Letter – Keyword – Long Vowel Sounds**

#### **Vowel-Consonant-e Syllable**

- Has the vowel – consonant – e combination
- The e is silent
- The first vowel has a long sound
- Mark up by underlining the syllable, place a v-e underneath, mark the vowel with a macron, **ā ē ī ō ū**, and then cross out the final e to indicate that it is silent.

**The letter s sometimes sounds like /z/ when it is between two vowels as in the word wise.**

**Trick Words** – friend, around, circle, does, nothing, write, none, color, month

### ***Practice Ideas***

- Sort words – closed syllable vs. vowel-consonant-e syllable
- Mark up vowel-consonant-e syllables
- Find vowel-consonant-e syllables in sentences or paragraphs