

Grade 1 Routines

When teaching the routine to the student, please demonstrate the routine for the student at least two times before asking the student to do the routine or activity.

Phonemic Awareness Routines

Phonemic awareness routines should be done without writing letters or words. These are **listening/auditory** activities.

Syllable Counting

Purpose: The following routines help develop the ability to hear, identify, and manipulate syllables within words. Before children learn to read, they need to discover that some words can be divided into smaller chunks called syllables.

1. Say a word.
2. Student repeats the word.
3. Student counts how many syllables are in the word.

Example: Say, “Listen to the word I say. Watch how many times my jaw drops or my mouth opens” **“ti-ger”**

**Put your chin in the palm of your hand and then place your elbow on the table. As you say the word, look at the student.*

Student says “**ti**” “**ger**” and then counts the number of syllables
1 2

Initial Sound Practice

Purpose: The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work ***especially the initial (beginning) sounds of words***. They must understand that words are made up of speech sounds, or phonemes.

1. Say the word and tell the student to listen for the initial (beginning) sound.
2. Student repeats the word.
3. Student says the initial (beginning) sound.

Example: Say, "Listen to the word I say. **“sip”**. "What sound do you hear in the initial or beginning of this word?"

Student says **"sip"**
Student then says the sound **/s/**

** When you see slashed lines // on each side of a letter in the instructions, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.*

Final Sound Practice

Purpose: The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work **especially the final (end) sounds of words**. They must understand that words are made up of speech sounds, or phonemes.

1. Say the word and tell student to listen for the final (ending) sound.
2. Student repeats the word.
3. Student says the final (ending) sound.

Example: Say, "Listen to the word I say. **"map"**. "What sound do you hear in the final/ending of the word map?"
Student says **"map"**
Student then says the sound **/p/**

** When you see slashed lines // on each side of a letter in the instructions, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.*

Medial Sound Practice

Purpose: The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work **especially the medial (middle) sounds of words**. They must understand that words are made up of speech sounds, or phonemes.

1. Say the word and tell student to listen for the medial (middle) sound.
2. Student repeats the word.
3. Student says the medial (middle) sound.

Example: Say, "Listen to the word I say. **"sat"**. "What sound do you hear in the medial or middle of the word sat?"
Student says **"sat"**
Student then says the sound **/ă/**

** When you see slashed lines // on each side of a letter in the instructions, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.*

Initial/Medial/Final Sound Practice

Purpose; The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

Follow the above routines if the student is to identify initial, medial or final sound.

Example:

1. Say the word and tell the student to listen for either the initial, medial or final sound (the target sound will be underlined in the lessons).
2. Student repeats the word.
3. Student says the target sound.

Example: The list word is: **pan**
Say, "Listen to the word I say. "**pan**". "What sound do you hear in the final or ending of this word?"
Student says "**pan**"
Student then says the sound /n/

Segmenting Phonemes

Purpose; The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

1. Find the Student Practice Sheets with 2, 3, 4 or 5 boxes
 - If the word has 2 sounds (at: a – t) you will need 2 boxes.
 - If a word has 3 sounds (cat: c – a – t) you will need three boxes.
 - If the word has 4 sounds (flat: f – l – a – t) you will need 4 boxes, and so forth.
 - You will also need objects that fit in the box that students can move and slide (examples: cereal, cotton balls, game pieces, coins, etc)

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Example: (using the word cat)

1. Cat has 3 sounds, so you will need 3 boxes.

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2. As you say the first sound “c”, tap your finger in box 1 or move an object into box 1.
3. As you say the second sound “a”, tap your finger in box 2 or move an object into box 2.
4. As you say the third sound “t”, tap your finger in box 3 or move an object into box 3.

Example: The list word is **pan**

Say, “Listen to the word I say. “**pan**”. “What sounds do you hear in the word **pan**?”

(Student then says the sounds one at a time and moves a marker for each sound)

/p/ - moves first marker **/a/** -moves second marker **/n/** - moves third marker.

Blending and Segmenting Practice

Purpose; The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

1. Make or draw sound boxes. Make one box for each sound in the word.
 - If the word has 2 sounds (at: a – t) you will need 2 boxes.
 - If a word has 3 sounds (cat: c – a – t) you will need three sound boxes.
 - If the word has 4 sounds (flat: f – l – a – t) you will need 4 boxes, and so forth.

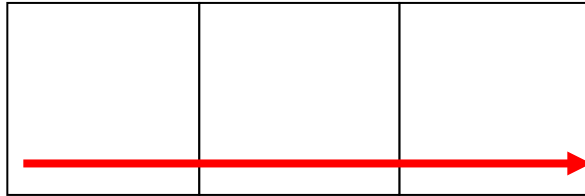
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2. As you say the different sounds aloud, you can tap each of the different boxes. It might also be helpful for the student to understand the different numbers of sounds if you move a small object into each box as you say the sound. You can use a coin, rock, or small toy to move into each box.

Example: (using the word cat)

- Cat has 3 sounds, so you will need 3 boxes.



- As you say the first sound /c/, tap your finger in box 1 or move an object into box 1.
 - As you say the second sound /a/, tap your finger in box 2 or move an object into box 2.
 - As you say the third sound /t/, tap your finger in box 3 or move an object into box 3.
3. After sounding out each part of the word, slide your finger under the complete set of boxes and have the child blend the sounds together to make a complete word.
“cat”



cat

Phonics Routines

The following routines help develop understanding of the relationships between letters and sounds in a language. When children learn that the letter B has the sound of /b/ or that "tion" sounds like /shun/, they are learning phonics. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children learn to read and spell.

Alphabet Chart and Chant

Purpose: The alphabet chart and chant activities are designed to help children recognize the letters of the alphabet and use the alphabet as a sequencing tool. These activities can be combined into a long routine or used as individual components.

Alphabet Chart Warm-up

1. Use the alphabet chart for this activity.
2. Ask the student to place his or her writing finger on the letter A of the Alphabet Chart handout.
3. Say the name of the letter then ask the student to say the name of the letter.
4. Repeat for all letters in the alphabet.
5. Ask the student to point to each letter and say the alphabet without assistance.

Alphabet Review

1. Practice the letters listed in the lesson plan
2. Ask the student to point to each letter and then say the name of each letter in a funny voice or whisper.

Alphabet Sound Practice and Review

1. Use the alphabet sound practice cards for this activity.
2. Practice the letters listed in the lesson plan and on the student handout for the lesson.
3. Place your finger to the left of the letter. (This is the student's signal to THINK about the sound of the letter).
4. Tap beneath the letter and say: "Sound?" (The student should respond by making the noise of the sound of that letter.)
5. If the student gives the incorrect sound, say: "My turn." and then tap under the letter and say the correct sound of the letter.

Alphabet Chant

1. Use the alphabet chart for this activity.
2. Ask the student to tell you the **name** of the letter, the **sound** of the letter, and the name of the **object** that is pictured below the letter. (Example: A / a / apple, B /b/ bear....)
3. Ask the student to repeat the chant using *one* of these different voices: whisper, squeaky voice, deep "manly" voice, opera voice, sing-song voice, etc.

Learning to Read Activities and Routines:

Purpose: Word reading routines and practice sheets are designed to help the student read words that are often found in text. Repeated practice of words and letter names or sounds helps the student to learn and make connections between letters, sounds, and words.

Learning Blended Sounds of Letters

1. Write the example words from the lesson plan on a piece of paper for the student.
2. Point to one word and say that word out loud, and then ask the student to point to the word and repeat the word.
3. Underline the focus blended letters (e.g. /br/, /gr/) from the lesson plan.
4. Ask the student to say the names of the underlined focus letters.
5. Say the blended sounds (e.g. /br/ , /gr/) of the underlined focus letters.
6. Ask the student to repeat the sounds of these underlined focus letters.
7. Ask the student to read the whole word. Provide assistance if needed.

High Frequency Words By Sight

1. Use the Student Practice Sheets for this activity.
2. The goal is for the student to read all the words by sight (without sounding them out) on the daily assigned page.
3. Demonstrate the process for word reading using the first two words.
 1. Place your index finger to the left of the first word and say: "Word?"
 2. Slide your finger beneath the word on the handout and read the word.
 3. Repeat with additional words for the week, one word at a time.
 4. As you slide your finger beneath the word, ask the child to read each word.

Phonics Fluency Practice

Phonics includes learning the name and sound of each letter and letter combination. When you see slashed lines / / on each side of a letter in the instructions, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

1. Use the Student Practice Sheets for this activity.

The goal is for the student to read all the letters or letter combinations by sight (without sounding them out) on the daily assigned page.
2. Demonstrate the process using the first two letters.
 - Place your index finger to the left of the first letter and say: "Letter?"
 - Slide your finger beneath the letter on the handout and read the letter name.
 - As you slide your finger beneath the letter, ask the child to read the letter name.
 - Repeat with additional letters for the week, one letter at a time.

3. Demonstrate the process in Step 2 again, but this time practice reading the sound /s/ of the letter rather than the name.
 - Place your index finger to the left of the first letter and say: “Sound?”
 - Slide your finger beneath the letter on the handout and make the letter sound.
 - As you slide your finger beneath the letter, ask the child to make the sound of each letter.
 - Repeat with additional letters for the week, one letter at a time.
4. If the practice sheet contains blended letters and sounds (gr, /gr/; br, /br/ etc.) complete Steps 2 and 3 for each letter in the blend, and then repeat Step 3 reading the entire blended sound.

Phonics/Word Structure

1. Underline the focus letters in each word. The focus letters are indicated in the lesson plan for the day.
2. Read each word out loud to demonstrate how the focus letters make the focus sound in the word.
3. Ask the student to describe where the focus sound is in the word (beginning, middle, end).
4. Ask the student to say the focus sound and then read the word. Provide correction and assistance as needed.
5. Say: “I’m going to say words for you to write. Listen carefully to each sound in the word I say.” Then say each word in the lesson plan.
6. Ask the student to repeat each word after you say it, and then write the word. Provide assistance and correction as needed.

Vocabulary Routines

The following routines help develop understanding of words and word meanings in both print and oral language. Learning new words and their meanings is important for understanding what is read or heard. All stories, for vocabulary practice, are read aloud to the student with the focus on learning vocabulary through listening.

Vocabulary Word Instruction

This routine helps students learn the pronunciation and meaning of new words. This instruction is done prior to the 'read aloud' that contains these words.

1. Say: "The word <read the word> means <read definition found in the lesson plan>."

Example: The word **ancient** means **very old**.

2. Ask: "What does the word <read the word> mean?"

Example: What does the word **ancient** mean?

3. The student should respond with the meaning. (Correct as needed using the correction procedure below.)

Correction Procedure: The word <read word> means <give definition>. What does it mean? (Student responds.)

Example: The word **ancient** means **very old**. What does it mean?

4. Say: "Let's make a gesture for our new word. The word is < say the word>." Example: "Let's make a gesture for our new word. The word is **ancient**. Say the word." (Student responds.) Decide together what the gesture will be.

Example: Pretend to pull on a long beard. "This will be the gesture to help us remember what **ancient** means."

5. Say: "As I read the story aloud to you, listen for the word **ancient** and we will make our gesture."

Reading Text

The following three routines help students practice reading phrases (or groups of words) and stories at a speed that is similar to natural speech. To practice, repeatedly read the phrases found in text, or read the decodable stories used during the week. Decodable stories contain high frequency words and words that are easily sounded out.

Phrase Reading Practice

1. Tell the student that you are going to practice reading a phrase that contains several words. Move your finger under each phrase as you read it aloud to the student.
2. Ask the student to listen and watch your finger as you read.
3. Ask the student to repeat each phrase 3 times. Make corrections immediately as needed.





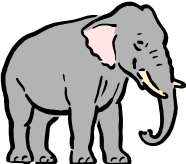
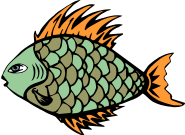




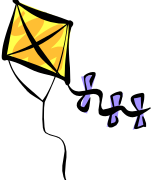




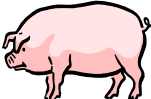


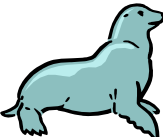




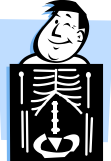


Read Aloud

1. Point to the title.
2. Say: The title of the story is <read title of story>.
Example: The title of the story is A Different Kind of Writing.
3. After each paragraph, pause and check to make sure that the student understood what they heard. You can do this by asking questions. (Who is this about? What is happening? What do you think might happen next? Where is this happening? When is this happening? Why did that happen? Why did they do that?)
4. Optional: Re-read the entire story without pausing, so students can hear it all at once.

Decodable Reading Practice

1. The student should place a finger to the left of the first word in the title.
2. Allow a couple of seconds to think about the first word, and then the student should read that word aloud. This procedure is repeated for each word until the child is able to read smoothly and fluently. Provide the student with corrections as needed. (See procedure in Step 5).
3. The student should practice reading the decodable story until it can be read without error.
4. Once the student finishes reading the story, ask him or her to tell you what it was about.
5. Correction Procedure: If student struggles with reading, help the child learn to read the first 6 sentences. Once the student can read those sentences without errors, add another 6 sentences. Continue this process until the student is able to read the entire decodable story. When a word is not known, ask the student questions such as: What would make sense? Does the word you just read make sense?

Alphabet Chart

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|---|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |  |
| Aa | Bb | Cc | Dd | Ee | Ff | Gg | Hh | Ii |
|  |  |  |  |  |  |  |  |  |
| Jj | Kk | Ll | Mm | Nn | Oo | Pp | Qq | Rr |
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| Ss | Tt | Uu | Vv | Ww | Xx | Yy | Zz | |

Sound Spelling Cards



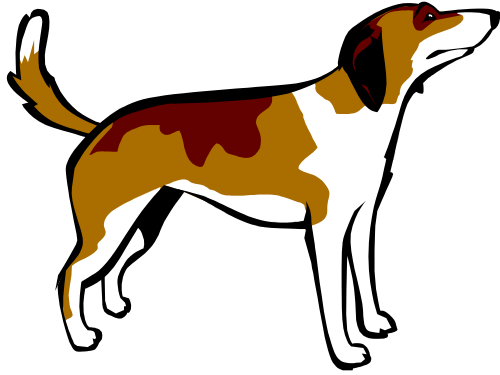
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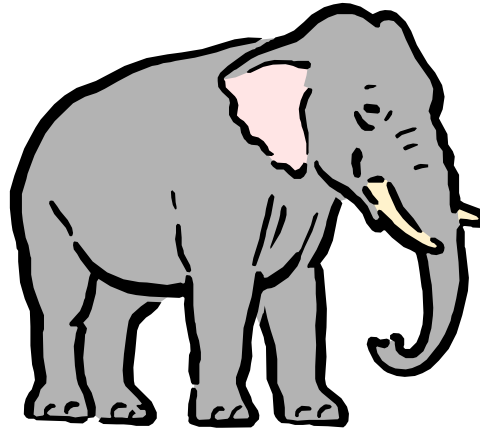
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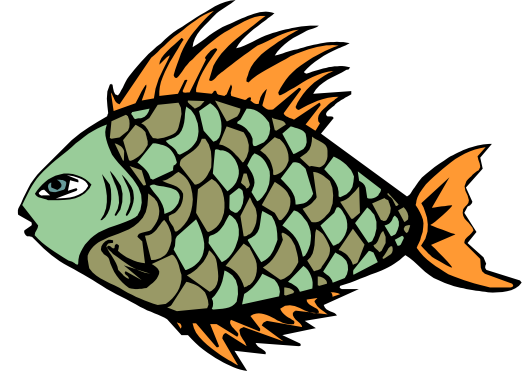
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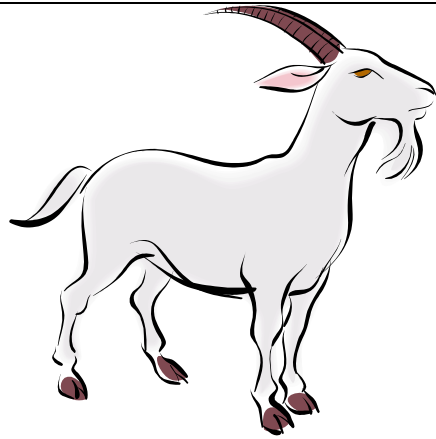
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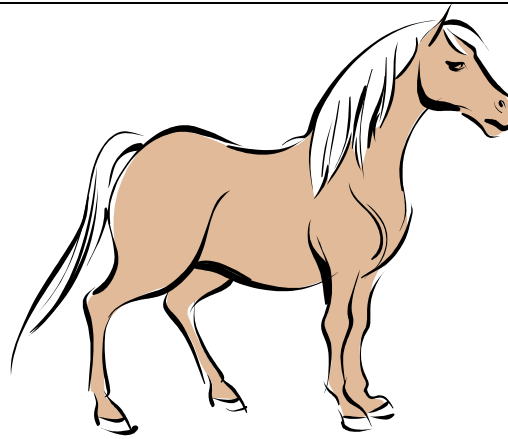
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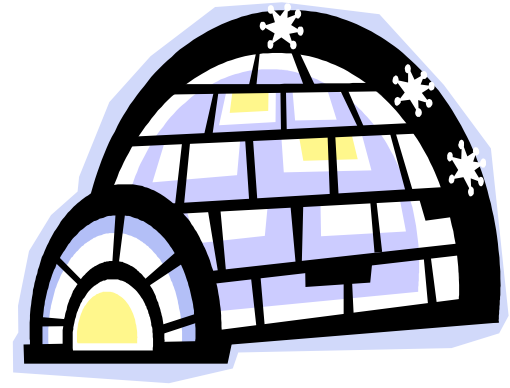
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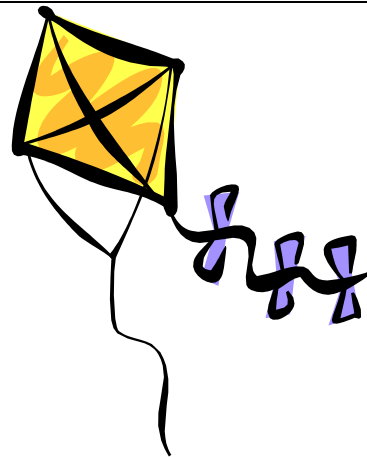
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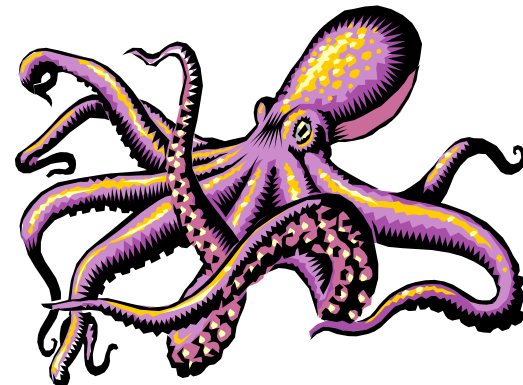
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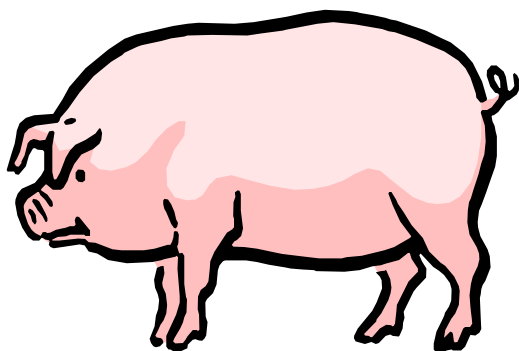
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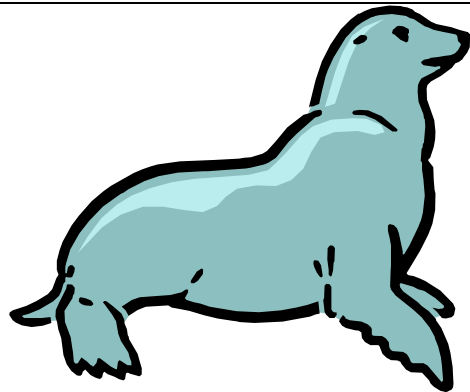
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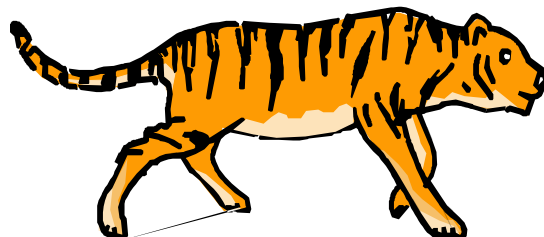
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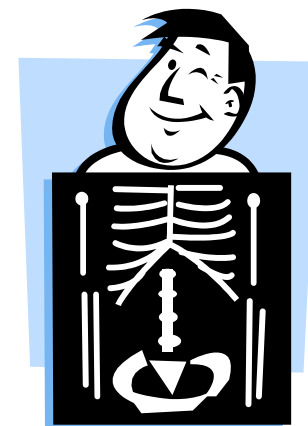
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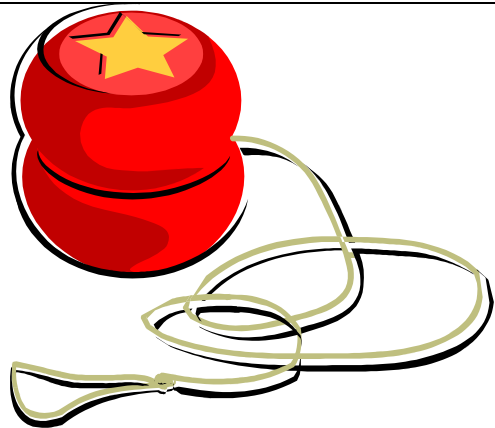
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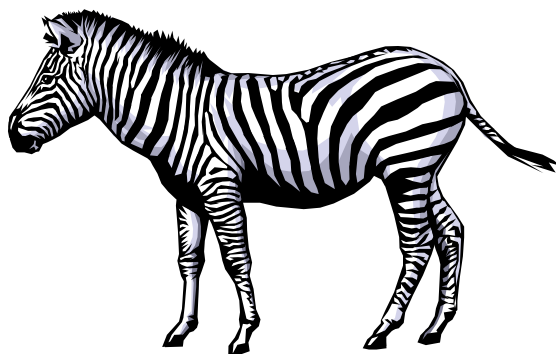
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