

Grade 1 **Skills**

Consonants

Reading Language Arts

FLIP BOOK

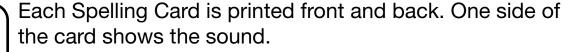
Grade 1 Skills

Consonants

Code Flip Book

Consonant Code Flip Book

In Grade 1, the code information is presented to students through two instructional tools: (1) Code Flip Books (one for consonants and one for vowels) used for group instruction and classroom display; and (2) Individual Code Charts for each student. The Code Flip Books are used with a set of Spelling Cards that are to be affixed to the appropriate Flip Book pages as sounds and spellings are reviewed in Unit 1. The Code Flip Books show (in grey print) the spellings for all sounds taught in Grade 1. As you review the sounds in this unit (and introduce new sounds in the later Grade 1 units), you will be asked to place the Spelling Card on the appropriate Code Flip Book page.



The other side of the card shows three things:

The top of this side of the card shows the spelling. The bottom shows a sample word containing the spelling. In the middle is a power bar. The power bar gives an indication of how common this spelling is for the sound it represents. A long power bar that stretches almost across the card means that this is the main spelling for the sound and there are very few words that have this sound spelled any other way. A very short power bar means the spelling is less common and occurs in fewer English words.



Consonant sounds will always be written in red on the Spelling Cards because when saying a consonant sound, parts of the mouth touch or are closed, blocking or "stopping" some of the air.

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

ISBN 978-1-64383-799-4

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page: https://creativecommons.org/licenses/by-nc-sa/4.0/

© 2020 Amplify Education, Inc. amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA 01 Pilot 2020

General Manager K-8 ELA and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Editorial

Elizabeth Wade, PhD, Director, Elementary ELA Content
Patricia Erno, Associate Director, Elementary ELA Instruction
Kristen Kirchner, Content Writer

Christina Cox, Copy Editor

Product & Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 ELA Amber McWilliams, Senior Product Manager Leslie Johnson, Associate Director, K-8 ELA Zara Chaudhury, Associate Project Manager

Design and Production

Tory Novikova, Product Design Director Erin O'Donnell, Product Design Manager Paige Womack, Product Designer

Contributors

Bill Cheng
Nicole Galuszka
Ken Harney
Molly Hensley
David Herubin
lan Horst
Sara Hunt

Christopher Miller
Sheri Pineault
Diana Projansky
Todd Rawson
Jennifer Skelley
Julia Sverchuk
Elizabeth Thiers
Jeanne Thornton

Amanda Tolentino

James Mendez-Hodes

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson Robin Blackshire Laura Drummond Emma Earnst Lucinda Ewing Sara Hunt Rosie McCormick Cynthia Peng Liz Pettit Tonya Ronayne Deborah Samley Kate Stephenson Elizabeth Wafler James Walsh Sarah Zelinke

Design and Graphics Staff

Kelsie Harman Liz Loewenstein Bridget Moriarty Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist Carolyn Pinkerton Scott Ritchie Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

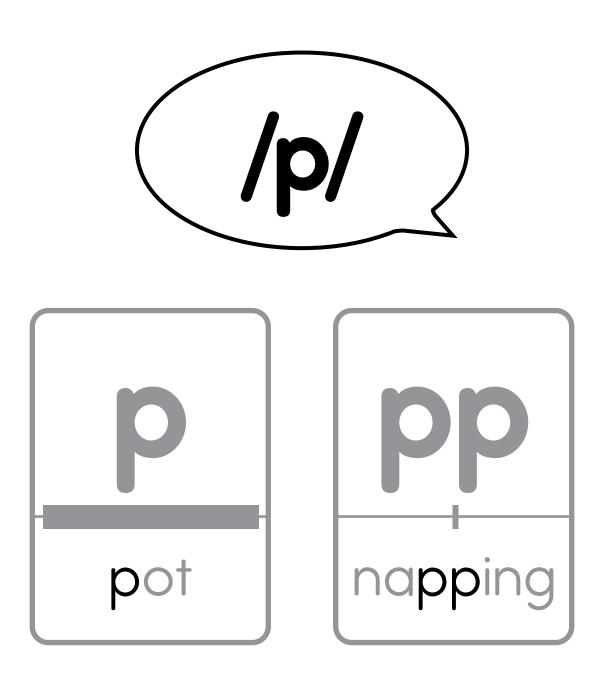
Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

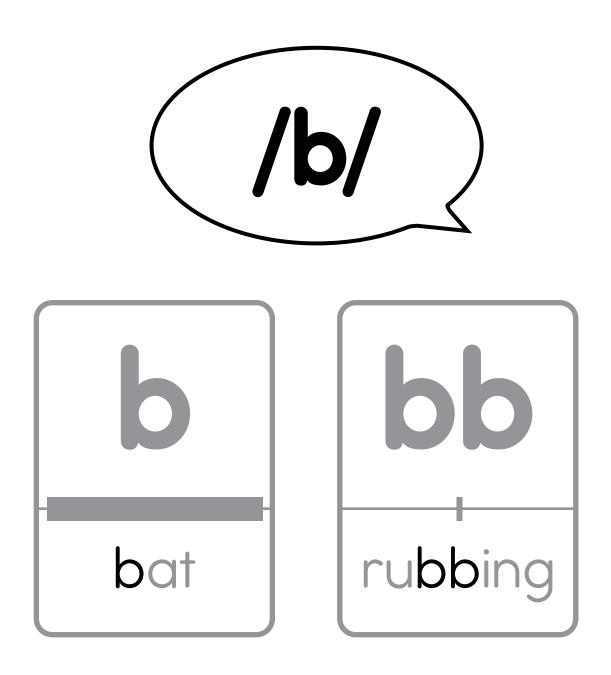
We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

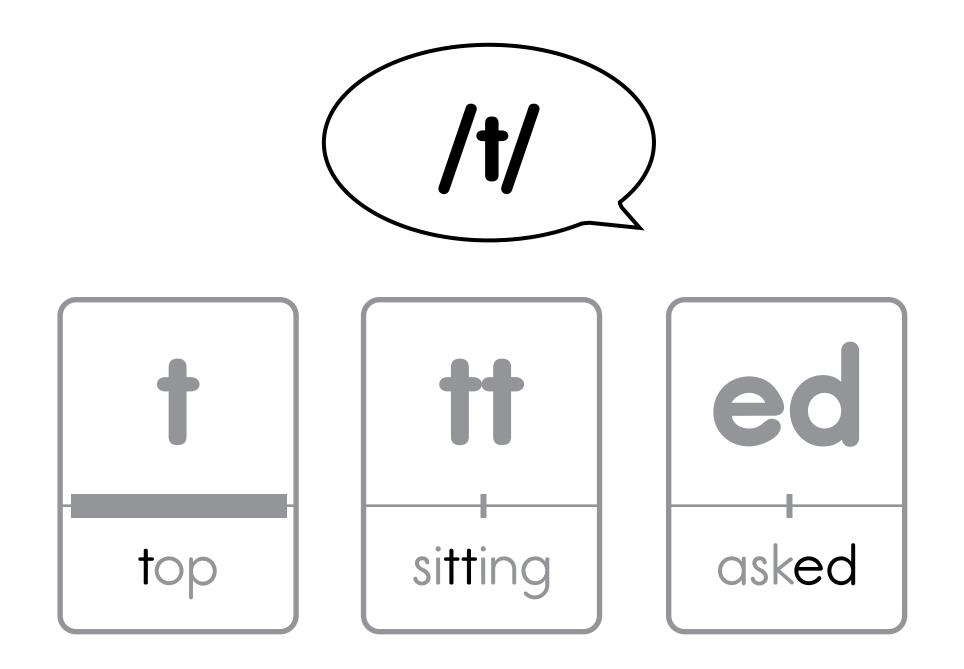
Schools

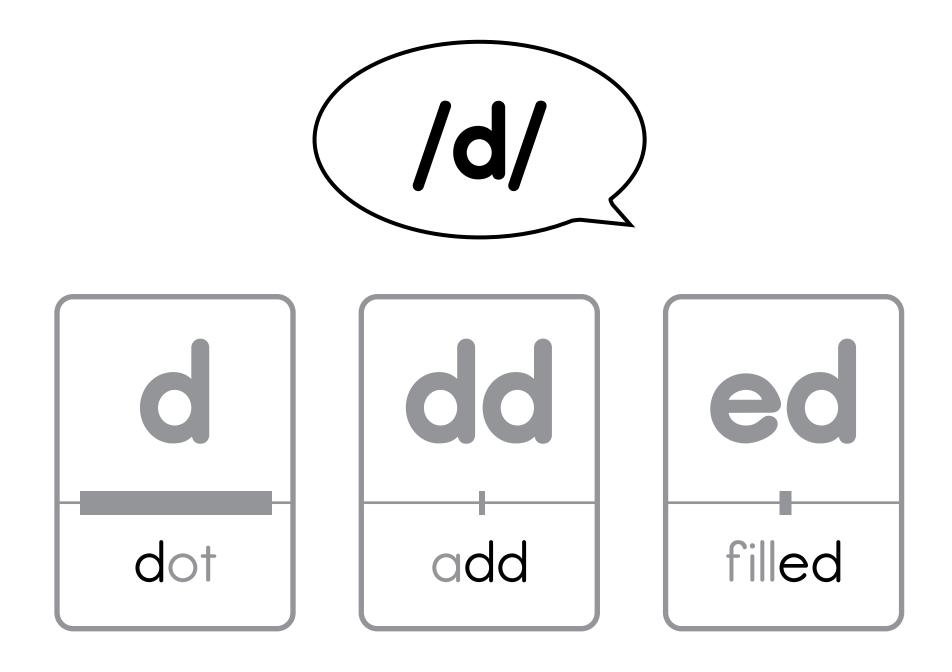
We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

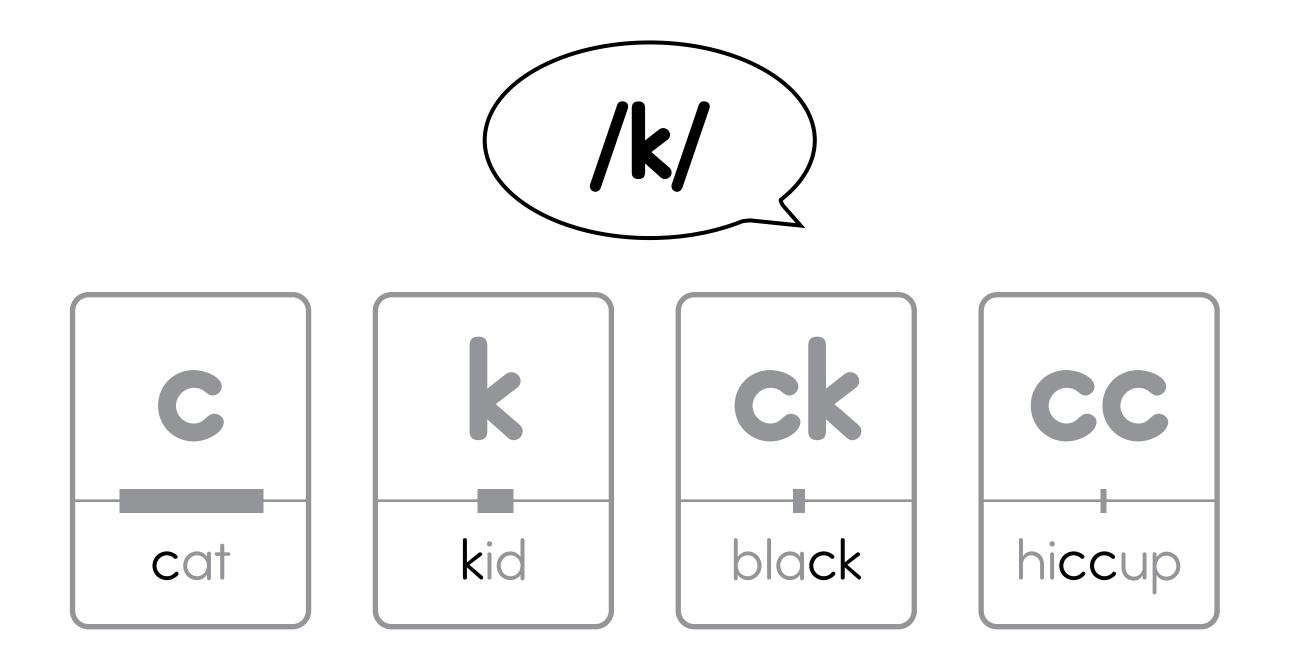
And a special thanks to the CKLA Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

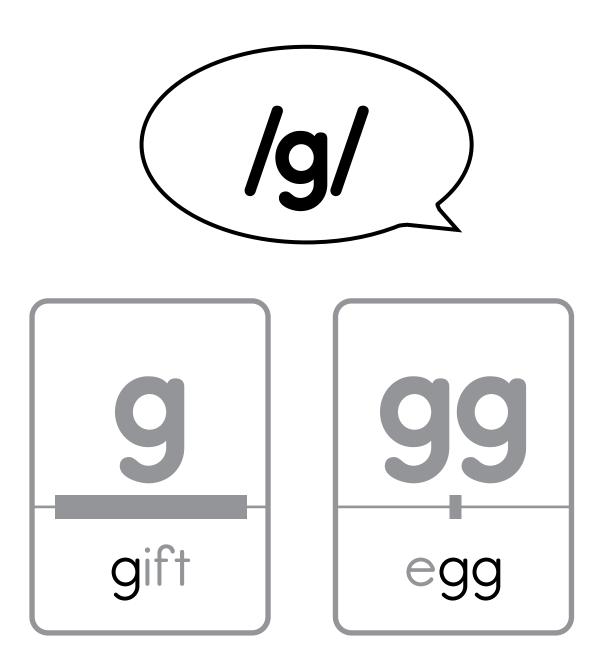


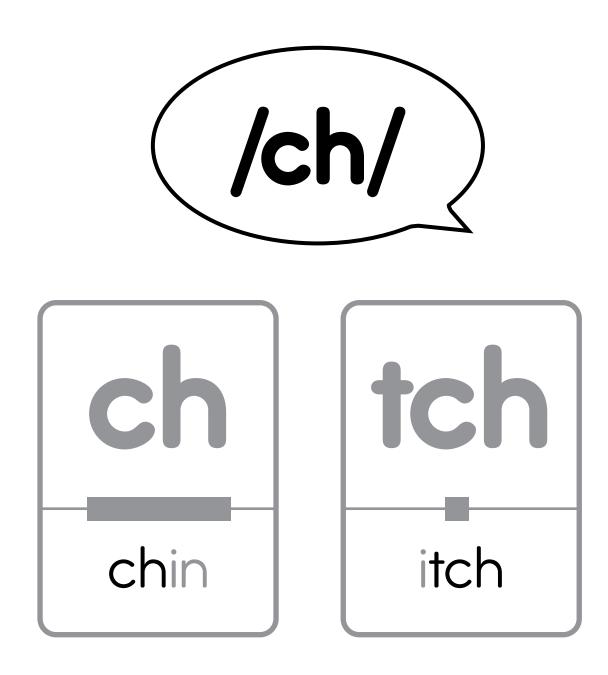


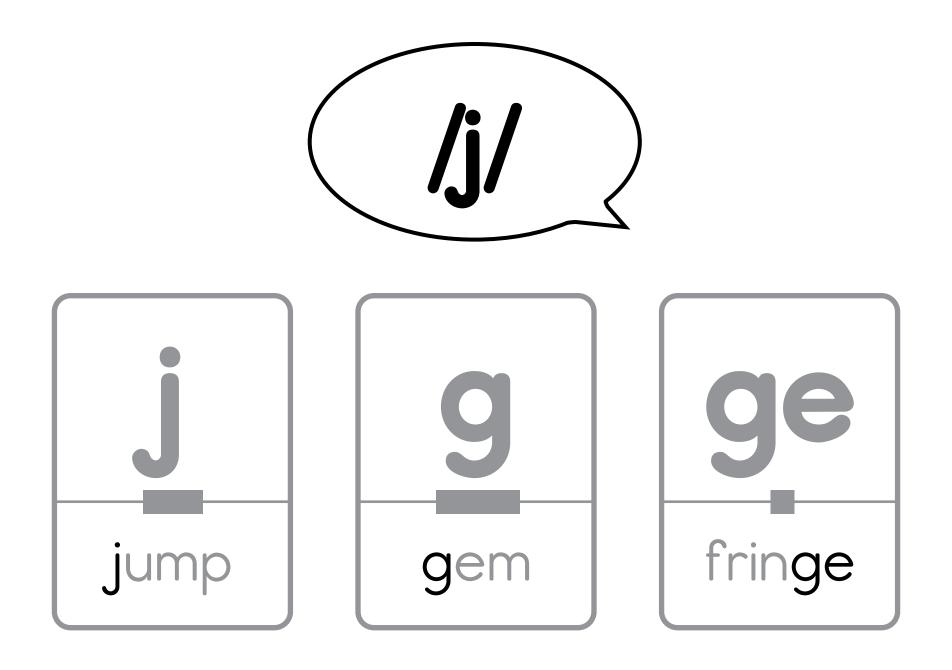


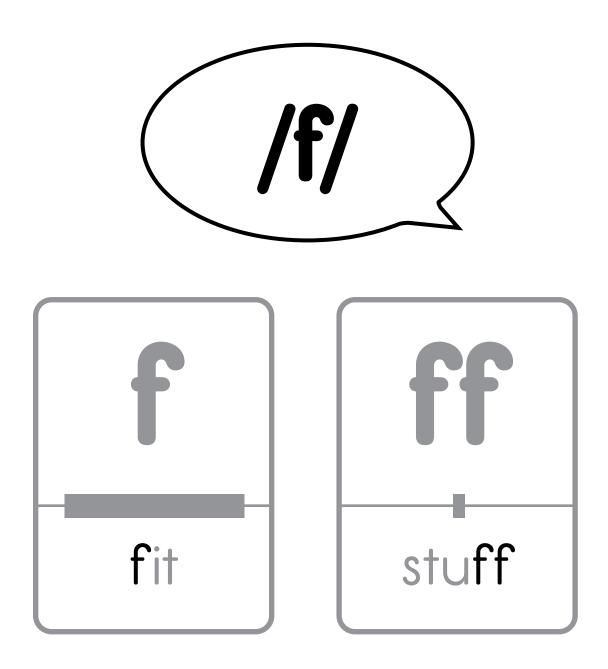


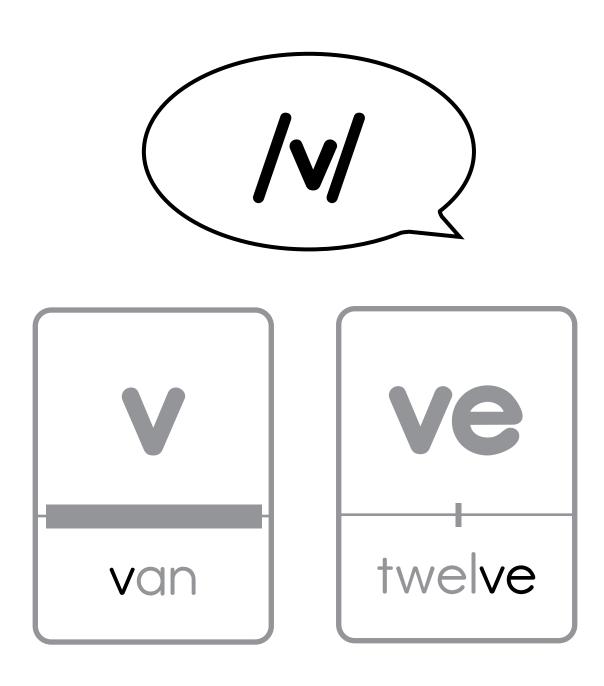


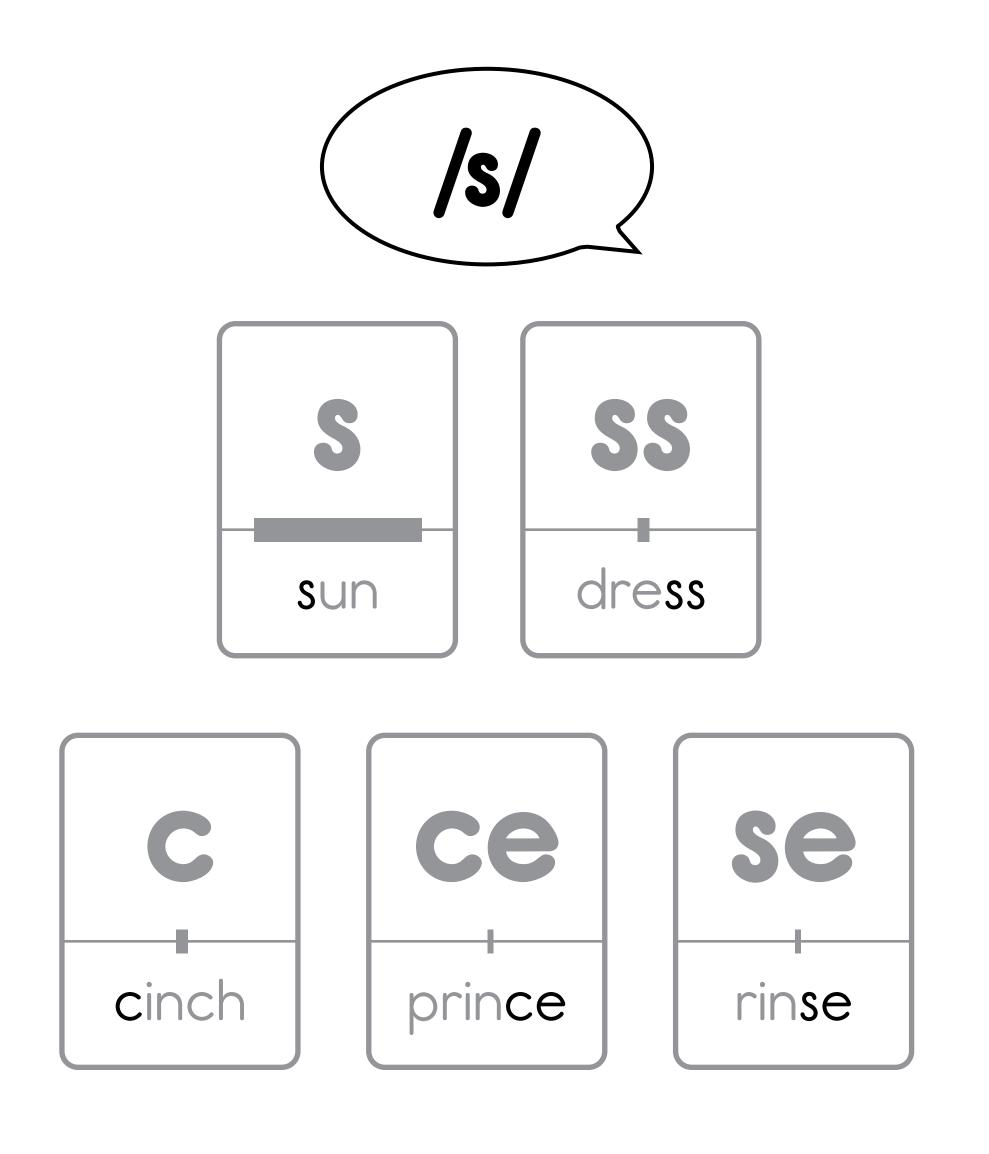


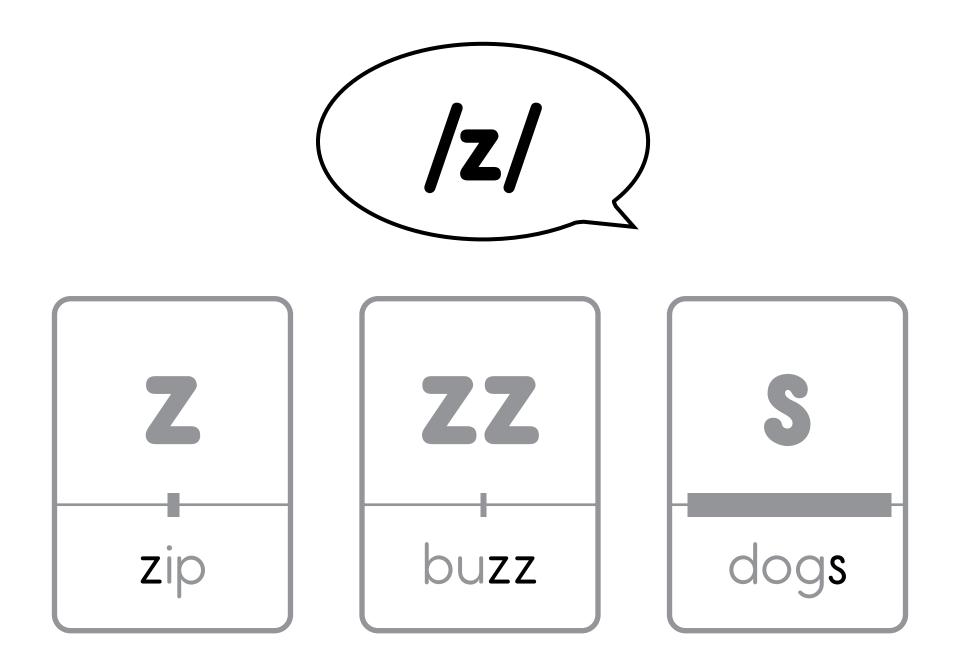


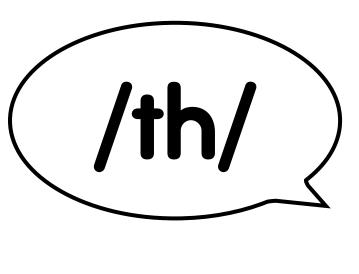


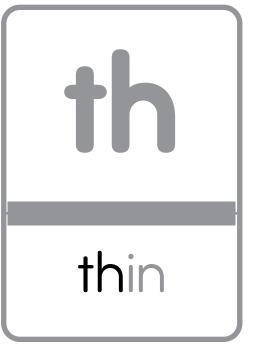


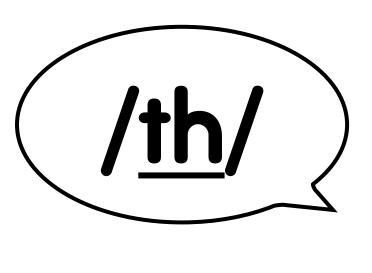


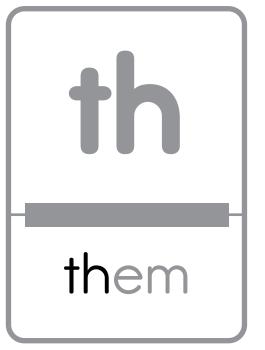


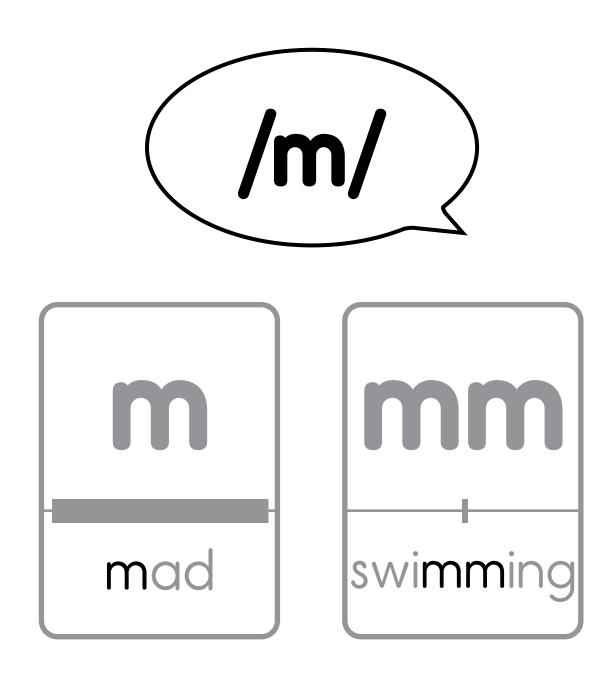


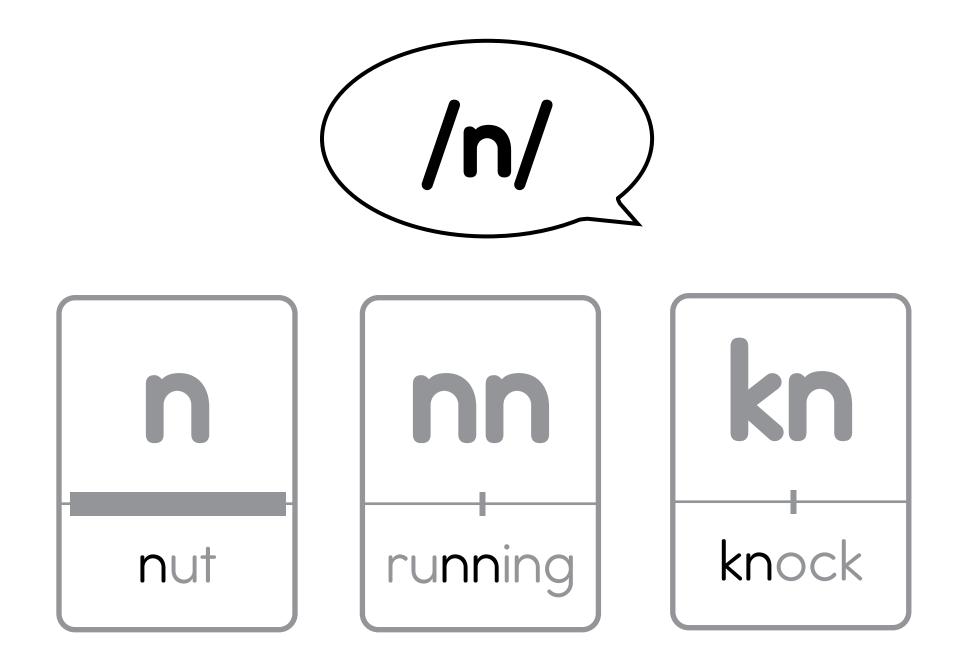


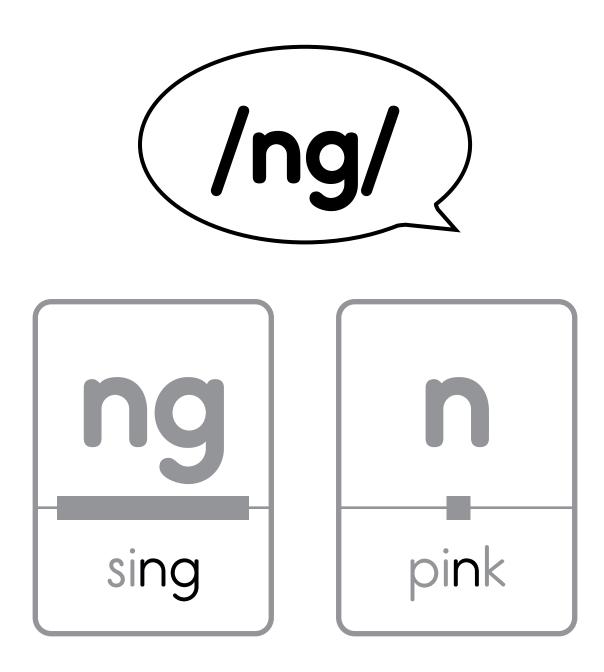


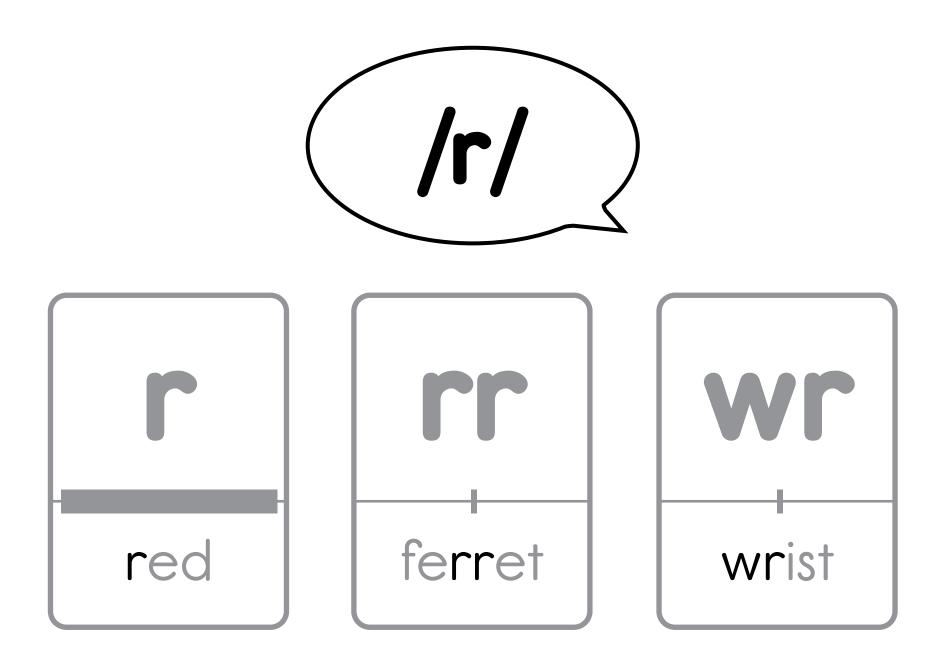


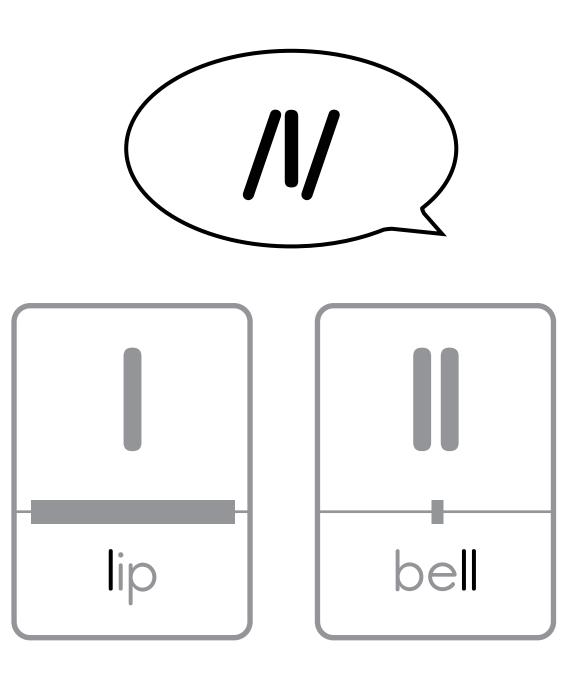


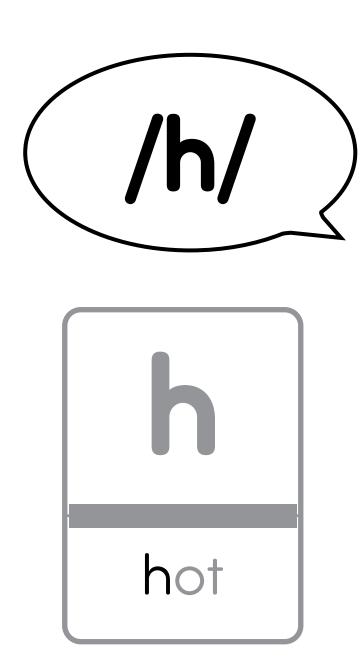


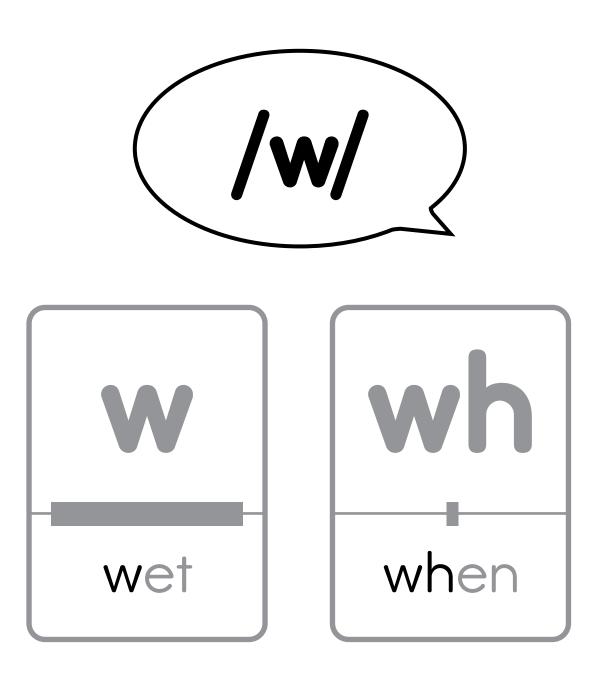


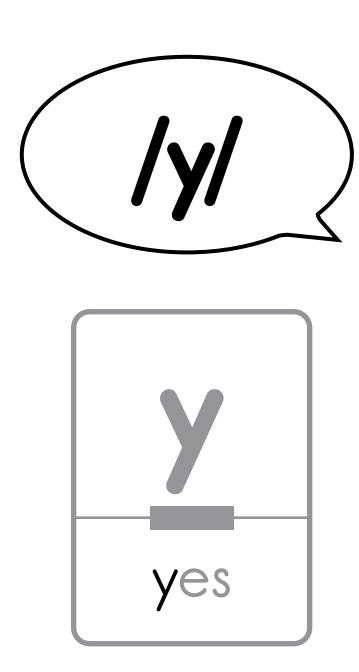


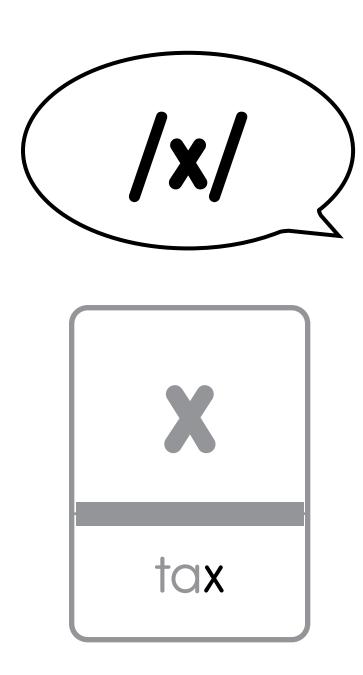


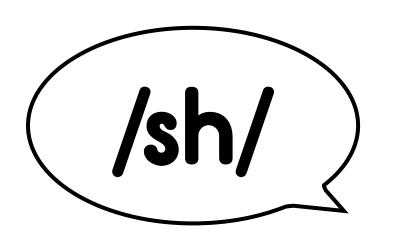




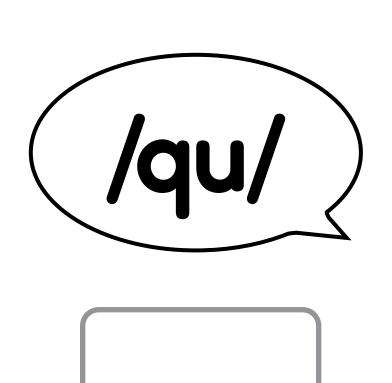












quit

