

Utah Instructional Strategies and Routines





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Introduction

This guide includes instructional strategies and routines specifically designed to enhance instruction on the content standards outlined in the Utah's Course of Study for English Language Arts. Teachers may incorporate these routines throughout the Amplify Core Knowledge Language Arts® (CKLA) program, providing ample opportunities for guided and independent practice.

Each routine includes the following:

CKLA Connection: suggested moments within the program when teachers may use the routine

Introduce: information teachers may use to explain or introduce concepts

Model: routines for modeling each concept or skill

Practice: activities for students to practice the skill or concept in groups and independently

Using these routines, along with the program's daily core instruction, is recommended to help all students master the Alabama standards.

Grade 1

Phonological Awareness

1.1 Instruction includes deleting a syllable of a given word and saying the remaining syllable.

CKLA Connection Use this routine during Skills lessons starting in Unit 4 that focus on multisyllabic words. The routine is ideal for incorporating into a warm-up in foundational skills or as a wrap-up, Additional Support segment, or during Pausing Points.

Introduce: Tell students that are going to delete syllables, or parts of words, and say what part of the word is left. Sometimes a whole new word is left over, such as in compound words, or sometimes all that is left is just a smaller part of the word.

Model: Display a picture of a cupcake.

Say: This is a (pause between syllables) *cup•cake*. Repeat the sounds slowly, and have students repeat with you.

Say: *Cupcake* has two syllables: *cup* and *cake*.

Say: If we take away the syllable *cup*, what syllable is left? (*cake*)

Say: Cupcake is a compound word because it has two words that when put together, create a new word.

Say: We can use this process with other words with more than one syllable. Show a picture of an elephant.

Say: This is an (pause between syllables) *el•e•phant*. We can chunk the syllables to help us blend it. Repeat the sounds slowly again, pausing at each syllable.

Say: If we take away the syllable *-phant*, what is left? (*el•e*)

Repeat the activity with melting, runner, chopping, broomstick, baseball.

Group Practice: Have students practice deleting syllables in the words *afternoon* and *untrue* using the routine you modeled.

Phonological Awareness

1.17 Progresses from identifying or distinguishing the positions of sounds in words to producing the sound and adding, deleting, and changing selected sounds.

1.19 Instruction includes manipulating (deleting, adding, and substituting) phonemes from a word to build new single syllable words (e.g. word chaining)

Independent Practice: Have students practice with a partner as you circulate to hear them deleting syllables in these words: *backyard*, *cooking*, *uncomfortable*.

CKLA Connection: Use this routine when teaching one-syllable spoken words. Conduct this oral routine before showing students letter cards. This routine would work well as a warm-up to regular chaining activities.

Introduce Explain to students that they are going to practice adding, deleting, and substituting sounds in words. For example, adding the sound /k/ to the beginning of the word *at* makes the word *cat*; deleting, or taking away, the sound /p/ from the beginning of *pin* makes the word *i*; substituting sounds, or changing one sound for another, can also make a new word. Substituting /o/ for /e/ in middle of the word *stop* changes the word to *step*.

Model Point out that sounds can be added, deleted, or substituted at the beginning, middle, or end of a word.

Say: Let's try adding, deleting, and substituting phonemes using the word *an*. The sounds in *an* are /a/ /n/. I can add the /p/ sound to the beginning of the word *an* to make the word *pan*. Have students repeat each sound and then say the word with you.

Say: I can delete the /p/ sound to change *pan* back to *an*.

Have students repeat each sound and then say the word with you.

Say: Was the sound I changed at the beginning, middle, or end of the word? (beginning)

Say: I can substitute, or change, the /a/ sound for /i/ in *an* to make the word *in*.

Have students repeat each sound and then say the word with you.

Grade 1

Phonological Awareness

1.17 Progresses from identifying or distinguishing the positions of sounds in words to producing the sound and adding, deleting, and changing selected sounds.

1.19 Instruction includes manipulating (deleting, adding, and substituting) phonemes from a word to build new single syllable words (e.g. word chaining)

Say: Was the sound I changed at the beginning, middle, or end of the word? (beginning)

Say: We can change many phonemes to make new words. Let's start with *tap*, then substitute /g/ for the ending /p/ to make tag.

Have students repeat each word with you.

Say: Now let's change just one sound in the word tag to make a new word. Which sound could we change and what would the new word be? (Make sure students name the position of the sound being changed, the sounds that are changing, and the new word that is created. Answers will vary but could include tog, *tug*, *tap*, *tam*, *gag*, *bag*, etc.)

Group Practice: Call on students as you repeat the first part of your routine with the word at (*mat*, *map*).

Independent Practice: Listen one-on-one as students continue practicing adding, deleting, and substituting phonemes in words. Have students start with it and make new words, such as *sit*, *sip*, *lip*, *lit*, *bit*, and *bat*.



Grade 2

Phonological Awareness

1.20 Instruction includes deleting initial and final sounds in a word to make a new word, including blends.

Progresses from identifying or distinguishing the positions of sounds in words to producing the sound and adding, deleting, and changing selected sounds.

CKLA Connection: Use this routine when teaching chaining words with up to five or six phonemes. Before you show the printed letters in the chaining activities, use these oral routines to reinforce phonological awareness.

Introduce: Explain to students that they are going to practice deleting sounds in words. For example, deleting, or taking away the sound /p/ at the beginning of the word *pout* makes the word *out*. Another example is to take away the sound /n/ from the end of the word shown to make the word *show*.

Model: Point out that sounds can be deleted from the beginning, middle, or end of a word.

Say: Let's try deleting a sound from the beginning of a word. I can delete the /k/ in *crust* to make the word *rust*.

Continue to practice with the following words: *rant/ant*, *mice/ice*, *drink/rink*, *black/lack*. Also practice having students delete the initial blends, such as removing /c//r/ from *crow* to make *owe*. Some examples will make nonsense words. Have students repeat each sound and then say the word with you.

Say: Let's try deleting a sound from the end of a word. I can delete the /t/ sound from the end of the word *treat* to make *tree*.

Continue to practice with the following words: *card/car*, *pink/pin*, *looked/look*, *beach/bee*, *mold/mole*. Also practice removing final blends, such as removing /n//d/ from *stand* to make *sta*. Some examples will make nonsense words. Have students repeat each sound and then say the word with you.

Phonological Awareness

1.20 Instruction includes deleting initial and final sounds in a word to make a new word, including blends.

Group Practice: Call on students as you repeat your routine with other words, such as *cream*, *spring*, *trap*, *chick*, and *mask*. Practice deleting both the initial or final sounds in the words.

Independent Practice: Listen to students continue to practice deleting sounds in words, such as *blink*, *brink*, *clank*, *plank*, and *mash*. Ensure that they are identifying how to correctly delete sounds at the beginning or end of the words, including blends.

