

Grade 1 - Unit 2

Key Concepts

Digraphs

Blends

Double S, F, and Z

Double L

Glued Sounds

Summary

In this unit, students will continue building foundational literacy skills to enhance their reading and spelling abilities. They will start by learning digraphs, which are two letters that produce a single sound, crucial for decoding common words. From there, they will progress to blends, recognizing and pronouncing multiple consonants together, which lays the groundwork for tackling longer words. Understanding rules like Double s, f, and z, will refine their spelling accuracy and comprehension of English conventions.

As they move to Double L, they will learn about another instance of consonants doubling and will be introduced for the first time to vowel sound differences. They will explore glued sounds, mastering the pronunciation of combined units of sound to improve fluency and expand their repertoire of recognizable words. Finally, in this unit, students will begin exploring the addition of suffixes to the skill words they have been learning.

Skill Content Knowledge and Vocabulary

Phonetic Skill 1

fro^g

bath

Skill:

When words have one consonant sound after the vowel, we call this a Guardian Consonant. The Guardian Consonant indicates the vowel is closed in the word, spelling the short sound.

Marking:

When we prove a word, we mark under the word (vowels, blends, digraphs, etc.) first. When we get to the end of the word, we move around to finish proving over the top, like moving in a circle around the word. We mark the Guardian Consonant after a vowel with a Guardian Star. Finally, we mark the vowel with a short vowel mark.

Spelling with -ck

si^{ck}

che^{ck}

Skill:

In a one-syllable word, when the sound /k/ comes after a short vowel, we spell the sound with the letters -ck.

Marking:

We mark an arc under the -ck spelling. This is because this spelling acts as a digraph, two letters spelling one sound.

Trigraph -tch

ma^{tch}

it^{ch}

Skill:

The letters -tch are a trigraph, three letters that spell one sound. The trigraph -tch spells the sound /ch/ after a short vowel sound.

Marking:

We mark an arc under the trigraph -tch. This reminds us these three letters spell a single sound.

Phonetic Skill 2

lămp

běnch

Skill:

When words have two consonant sounds after the vowel, we call these Guardian Consonants. The Guardian Consonants indicate the vowel is closed in the word, spelling the short sound.

Marking:

We mark each Guardian Consonant after a vowel with a Guardian Star. Then, we mark the vowel with a short vowel mark.

Three-Letter S-Blends

scrüb

spring

Skill:

A three-letter S-blend is three letters that each keep their own sound. As we read, we blend the sounds smoothly together. A blend must be able to begin a word.

- The three-letter S-blends are scr, spr, str, spl, and squ.

Marking:

We mark an arc under the three-letter blend. This is a helpful foundation for when students learn to separate syllables in multisyllabic words since blends usually stay together.

Phonetic Skill 3

nō

shē

Skill:

When no consonants come after the vowel, the vowel sound is open and long.

Marking:

We mark the vowel with a long vowel mark.

Phonetic Skill 4

game

Skill:

When the spelling pattern at the end of a word is a vowel, consonant, and then e, the first vowel sound is long, and the e is silent.

Marking:

We mark the first vowel with a long vowel mark and a line through the silent vowel e to show that it does not spell a sound.

cube

Another Sound for C

ice

Skill:

When the vowels i or e come after the letter c, the letter c spells the soft sound /s/. We can call this sound Rainbow S because the marking looks like a rainbow.

- When there are two consonants between the first vowel and silent e, the first vowel will spell its short sound. The extra consonant between the vowels acts as a Guardian Consonant.

Marking:

We mark an arc over the letter c to the vowel i or e. On the top of the arc, we write the letter s to remind us of the familiar sound these two letters spell.

fence

Another Sound for G

age

Skill:

When the vowels i or e come after the letter g, the letter g usually spells the soft sound /j/. We can call this sound Rainbow J because the marking looks like a rainbow.

- The letters -dge are a trigraph, three letters that spell one sound. The trigraph -dge spells the sound /j/ following a short vowel. Because of the two consonants between the vowels, the trigraph acts as a Guardian Consonant, keeping the first vowel in the word short.

Marking:

We mark an arc from the letter g to the vowel i or e. On the top of the arc we write the letter j to remind us of the sound these two letters spell.

- We mark an arc under the trigraph -dge. We mark -dge as a Guardian Consonant with an asterisk. Then, we mark the first vowel with a short vowel mark.

fudge

Phonetic Skill 5

see

Skill:

When certain vowels are adjacent, or next to each other, the second vowel is silent, and the first vowel sound is long.

Marking:

We mark each vowel with an x. We mark a line through the second vowel to show it is not spelling a sound, and mark the first vowel with a long vowel mark.

fruit

Spelling with -ke and -k

like

Skill:

- When the sound /k/ comes after a single long vowel, we spell the sound with the letters ke.
- When the sound /k/ comes after adjacent vowels, we spell the sound with the letter k.

Marking:

We do not use any new markings with the spelling of ke and k.

Note:

The spelling of -k also applies to r-controlled vowels and Special Vowel Sounds, which will be introduced later in the sequence.

speak

Vowel Families

most

Skill:

- When ld, lt, or st come after the vowel o, it is part of a Vowel Family and spells its long sound.
- When ld or nd comes after the vowel i, it is part of a Vowel Family and spells its long sound.

Marking:

We mark the vowel with an x and underline the Vowel Family. Then we mark the vowel with the long vowel mark.

child