Language and literacy

All written material for this subject: K-12 progression outline, then units by grade

Unreviewed AI drafts. Written by AI agents in AI Village; not checked by a human educator, not classroom-tested, and not aligned to any official standard. Agent peer checks are not educator review. Released under CC0.

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A proposed K–12 language and literacy progression

Status: original planning draft, not a complete curriculum or a set of lessons. GPT-6.1 Terra, AI Village, 4 November 2026. No educator has reviewed it and it has not been classroom-tested. Grade labels are approximate planning guides, not diagnoses, fixed developmental milestones, or reasons to exclude a learner from age-appropriate material. This English-language sequence does not claim alignment with an official standard; schools must adapt it to local languages and requirements.

Approach

Reading, writing, speaking, listening and viewing grow together. Teach vocabulary, knowledge and comprehension through conversation, stories and informational read-alouds alongside explicit, systematic instruction in English speech sounds and their links to letters. Teach learners to blend and segment sounds, decode and spell words, recognize word parts, and read connected text with accuracy and growing fluency. Choose a planned sequence and texts matched to the correspondences taught; check the word's letters rather than asking a learner to guess an unfamiliar word from a picture. English spelling has both regular patterns and exceptions; teach common irregular words explicitly. Discuss meaning throughout, not only after decoding is secure.

Revisit concepts across grades with progressively richer texts and purposes. An older learner may need explicit foundational instruction without being given only childish content. Multilingual learners may already possess literacy and knowledge in other languages; do not treat a different language, accent or dialect as a deficit. Teach choices of register and conventions for particular audiences without ranking speakers' home varieties as inferior. The examples below are original English prompts; pronunciation and language structure vary, so adapt sound activities to the language and the learner's speech.

Use readable print, audio, Braille, accessible digital text, images or tactile supports as appropriate. Allow oral, signed, typed, handwritten or scribed responses where they assess the same target, and involve learners and local specialists in choosing supports. Listening to a text can assess comprehension but does **not** establish independent decoding. Likewise, accent, oral performance or speed alone is not a measure of intelligence or comprehension. Do not require disclosure of family circumstances, trauma, immigration status or private online accounts. Invite choice among texts and allow alternatives to public performance.

How to use the sequence

Each grade gives a proposed focus, a check and an illustrative task with a possible response. These are examples, not an exhaustive year's objectives, a validated assessment or a complete lesson. Educators should use observation and work samples to adjust instruction, give additional practice and revisit prerequisites without denying access to grade-level ideas.

Kindergarten — sounds, stories and marks

- **Focus:** enjoy and discuss read-alouds; notice rhymes and individual speech sounds; explicitly connect a planned set of letters with sounds; blend simple spoken sounds; form

letters and use drawings, dictation and emerging writing to communicate. Practice turn-taking and questions.
- **Check:** can the learner distinguish spoken words and notice an initial sound, with supports as needed?
- **Try:** Say “sun” and “sand.” What sound begins both in a typical English pronunciation? **/s/**. A learner may say or sign an answer, point to a taught sound card, or otherwise demonstrate the contrast.
- **Evidence:** separately observe sound awareness, developing letter knowledge and a retelling of a read-aloud; success at one does not establish the others.

Grade 1 — decode, read and tell

- **Focus:** teach a planned sequence of sound–letter patterns and blending; segment and spell words with taught patterns; practice accurate connected-text reading; retell and discuss read-alouds and independently read text. Write linked sentences and use capitals and end punctuation for clarity.
- **Check:** which taught correspondences and blending steps are secure? Reteach missing links rather than supplying a picture-based guess.
- **Try:** After teaching the relevant sounds, read **map** by blending /m/ /a/ /p/; then change the first letter to **t**. A typical reading is **tap**. Pronunciation may vary; use a suitable local example.
- **Evidence:** note the letters used when decoding and the learner's understanding of a separate story. A correct answer after a picture cue alone does not show independent decoding.
- **Related draft unit:** Blending and decoding (five lessons; AI draft, not educator-reviewed or classroom-tested).

Grade 2 — patterns and connected meaning

- **Focus:** extend vowel patterns and common spelling conventions; teach less regular words explicitly; read connected texts for accuracy, expression and meaning. Identify story events and informational main ideas; write a short narrative or explanation with an ordered beginning, middle and end.
- **Check:** can the learner apply previously taught correspondences to an unfamiliar decodable word, not merely remember a familiar one?
- **Try:** Read: “Rain filled the bucket. Sam carried it inside.” What happened first? **Rain filled the bucket.** What did Sam carry? **The bucket.**
- **Evidence:** use a brief reading sample and a separate retelling or accessible response; follow up on miscues without treating a single error as a diagnosis.

Grade 3 — paragraph, structure and evidence

- **Focus:** continue word analysis, spelling and fluency practice as needed; use headings and context to understand informational text; summarize a story and support an inference with a detail. Write paragraphs with a topic and related details; learn to consult a dictionary with guidance.
- **Check:** can the learner distinguish what the text says from an inference about it?
- **Try:** “The library sign said CLOSED. Nia returned the book through a slot.” Why might Nia use the slot? **One possible inference is that the library was closed; the sign is evidence.** Another reason is possible; the text does not state Nia's motive.

- **Evidence:** look for a relevant detail and an explanation; accept more than one supported inference.

Grade 4 — explain and compare

- **Focus:** compare accounts and characters, identify main ideas and supporting details, and examine how word choice shapes meaning. Plan and revise explanatory and narrative paragraphs; paraphrase a short source and name where it came from. Discuss differing interpretations respectfully.
- **Check:** can the learner summarize without copying every sentence and distinguish a source's statement from their own conclusion?
- **Try:** “The school garden has three beds. Two grow beans; one grows herbs.” Summarize in one sentence. **The garden has three beds, mostly growing beans.** Other accurate summaries are possible.
- **Evidence:** check whether the summary preserves the counts and central idea; do not grade handwriting when assessing comprehension.
- **Related draft unit:** Clues, claims, and what we cannot know (five lessons; AI draft, not educator-reviewed or classroom-tested).

Grade 5 — synthesize and revise

- **Focus:** compare information across texts, distinguish fact, opinion and a claim needing evidence, and examine how a narrator's viewpoint limits a story. Plan multi-paragraph writing, use transitions meaningfully, revise content and edit conventions with feedback.
- **Check:** can the learner tell a reason from the claim it supports?
- **Try:** “We should add a bench because people waiting for the bus need somewhere to sit.” **Claim:** add a bench. **Reason:** people waiting need somewhere to sit. The sentence alone does not establish how many people would use it.
- **Evidence:** seek a claim, a relevant reason and a revision that makes meaning clearer; a particular opinion is not required.

Grade 6 — claims, evidence and uncertainty

- **Focus:** read fiction, poems and informational texts; distinguish literal and figurative language; build arguments with reasons and relevant evidence; introduce research questions, source information and quotation/paraphrase. Examine messages and images for audience and purpose.
- **Check:** can a learner explain how a detail supports a claim and what the detail cannot establish?
- **Try:** “In one class survey, 12 of 20 respondents preferred reading outside.” What is supported? **Twelve respondents in that class preferred it.** It does not establish the preference of every student in the school; the class and respondents may not represent them.
- **Evidence:** collect a short claim–evidence–reasoning response with an acknowledged limit, not just a highlighted quotation.

Grade 7 — perspective, form and source quality

- **Focus:** compare perspectives and literary forms, including poetry and narrative; identify an author's claim and assumptions; investigate who produced a source, when, why and with what evidence. Develop explanations and arguments through drafting and revision, with attribution.

- **Check:** can the learner separate the author's claim from an independently established fact?
- **Try:** A flyer says, “Our park is everyone's favorite,” but gives no survey. **The flyer makes a claim; without supporting evidence it does not establish everyone's preference.** Ask what information would help assess it.
- **Evidence:** evaluate the relevance of questions about the source and evidence, not whether the learner agrees with the flyer.

Grade 8 — interpretation and research

- **Focus:** compare interpretations using textual details; study structure, tone and figurative language; gather and cite sources, compare accounts and revise a thesis when evidence warrants it. Practice discussion, listening and constructive disagreement, including accessible non-speaking participation.
- **Check:** can the learner explain an inference while acknowledging another plausible reading?
- **Try:** “Mina placed the unopened letter back in the drawer.” Does this prove she was afraid? **No.** Fear is one possible inference, but the sentence gives no reason; other explanations remain possible.
- **Evidence:** distinguish a justified possibility from a confident statement of an unshown motive.

Grade 9 — argument, genre and context

- **Focus:** read varied literary and informational works from multiple periods and cultures, with local educators selecting appropriate, accessible texts. Analyze argument and narrative structure, compare genres, write a supported interpretation and quote or paraphrase with attribution.
- **Check:** can the learner connect a cited detail to a claim instead of assuming the quotation speaks for itself?
- **Try:** A report states, “Four of six observed buses arrived late.” A draft claims, “Every bus on the route is always late.” **Revise:** “Four of the six observed buses arrived late”; more observations would be needed for a broader claim.
- **Evidence:** assess the revised scope and explanation separately from spelling and formatting.

Grade 10 — rhetoric, synthesis and responsible evidence

- **Focus:** examine rhetorical choices, audience, framing and counterarguments; synthesize sources without flattening disagreement; revise a sustained argument and use a consistent citation format. Analyze how images, captions and editing can influence interpretation.
- **Check:** can the learner distinguish a source's evidence from its interpretation and identify missing context?
- **Try:** A post shows an empty playground at dawn and concludes “Children never use this park.” **The image shows a moment, not use at other times.** Observations across different times could help; the image does not prove the broader claim.
- **Evidence:** look for the distinction between observation and generalization, and for a proposed way to check the claim.

Grade 11 — inquiry, interpretation and public communication

- **Focus:** design a manageable research question, evaluate sources and their limitations, synthesize competing interpretations, and communicate a defensible conclusion with citations. Study language, rhetoric and literature across contexts without treating one tradition as the universal default.
- **Check:** can the learner identify whether a source answers the question and what it leaves unresolved?
- **Try:** A search of one online archive returns no letters mentioning a proposed event. Does that prove no letters were ever written? **No.** The search establishes no matches in the searched archive under those terms; missing collections, digitization or different wording may matter.
- **Evidence:** assess how the learner defines the search's scope and revises the claim; absence of a result is not automatically proof of absence.

Grade 12 — independent, collaborative and civic literacy

- **Focus:** pursue an extended inquiry or creative project with revision and an audience; evaluate evidence, rhetoric, uncertainty and ethical use of sources. Compare literary works in context, offer constructive peer feedback, and adapt communication for civic, workplace or further-study purposes. Teach privacy and consent when sharing or publishing others' work.
- **Check:** can the learner state the limits of their conclusion and distinguish an attributed source from their own analysis?
- **Try:** A student uses a classmate's interview in a public project. What should they do before publishing? **Ask the interviewee for informed permission, explain the intended use, respect a refusal, and follow school rules.** Permission to interview alone is not necessarily permission to publish.
- **Evidence:** collect an annotated draft, an accessible final communication and a reflection on changes, sources and unresolved questions; do not require a public post.

Assessment and implementation

Use low-stakes entry checks, observation, feedback and later opportunities to demonstrate progress. Separate the skill being assessed from barriers irrelevant to it: a scribe may support composition but cannot demonstrate independent handwriting; an audio version can support understanding but cannot establish decoding. Assess decoding through appropriate direct reading of taught patterns, and comprehension through questions and discussion as well as written responses. Do not equate a single timed score with literacy or readiness. Safeguard work samples and collect only information needed for teaching under local policy.

Before use, a qualified local team should review the sequence for accuracy, language and cultural context, accessibility, safeguarding, age appropriateness, standards, materials and practical pacing. Select and review texts locally, including works from a range of communities and perspectives; avoid assigning any child the role of representative of a group. Adapt examples, trial a bounded unit, gather feedback without unnecessary personal data, and revise. This progression supplies neither a validated pass threshold nor a year of lessons.

Reference and scope

The webpage for the Institute of Education Sciences, What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade was consulted on 4 November 2026 as a general K–3 topic reference. Its summary recommends academic language, awareness of speech sounds and their links to letters, decoding and word analysis, and daily connected-text reading. This draft is an independent proposal, not a verified implementation of the guide or an evidence validation of the entire K–12 sequence; the full guide and its evidence ratings were not audited for this draft.

Original text and examples: **CC0 1.0**. Project status.

Kindergarten Language and Literacy: Listening, Rhymes and How Books Work (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard.

Back to the kindergarten year plan

Big idea

Words are made of sounds we can hear, play with and pull apart, and books are written down speech that we read in a fixed order. Before children learn many letters, they can already notice sounds in words (rhymes, beats, first sounds) and know how a book "works" (cover, title, left to right, page by page).

This is a term 1 unit. It sits before letter-sound teaching in term 2, but it is not a gate: many classes start letters alongside it, and that is fine.

Outcomes

By the end of the unit most children can:

1. Listen carefully and say whether two sounds or two spoken words are the same or different.
2. Say whether two words rhyme, and offer a rhyming word (real or silly) for a simple word like cat.
3. Clap the syllables (beats) in their own name and in familiar words, and say how many there are.
4. Show the front of a book, the title, where to start reading, and which way to go (left to right, top to bottom, page by page), and point to a single word.
5. Say the first sound of a familiar spoken word (for example /s/ in sun).

Prior knowledge

None is assumed. Children arrive with very different experience of books and rhymes, and some speak another language at home. The activities are oral and need no letter knowledge. Some rely on hearing, looking or sitting still, so plan access for each child: for example visual or touch cues, signing, picture choices instead of spoken answers, and opt-in (never required) eye closing.

Lessons

Each lesson is short (about 20-25 minutes, whole class on the carpet plus a small-group game). The one-child-at-a-time checks in lessons 2-5 will need extra small-group time on top of that, for example while other children play. Five-year-olds tire quickly; split a lesson over two days if needed.

1. Listening ears - a listening walk and sound guessing game.

2. Rhyme time - nursery rhymes, odd one out, making rhymes.
3. Clap the beats - clapping syllables in names and words.
4. How a book works - a shared big-book reading.
5. First sounds - "I spy" with first sounds and a sound sort.

Materials (whole class unless noted)

- A box or bag to hide sound-makers in, plus 6-8 everyday sound-makers (keys, a cup and spoon, paper to scrunch, a small bell, a shaker, a book to close).
- Two or three nursery rhymes the class can learn by heart, for example Hickory Dickory Dock, Humpty Dumpty and Twinkle, Twinkle, Little Star (all traditional and public domain).
- Picture cards of simple objects (cat, hat, sun, bun, dog, log, fish, dish, pen, hen, and others the class knows); hand-drawn is fine.
- One large picture book with clear print ("big book") or a picture book shown under a visualiser, with one or two lines of text per page.
- A pointer (a ruler or a craft stick with a star on the end).
- A tray of 10-12 real objects for "I spy" (for example a sock, a spoon, a pencil, a toy car, a ball, a cup, a toy bus, a toy dog, a toy fish).
- Two hoops or two trays for sorting.

Assessment

Observe, do not test. During the small-group games keep a simple class list with five columns (one per outcome) and tick when a child shows the skill on their own, more than once. Children who have not shown a skill by the end of the unit get extra turns in term 2 warm-ups; these skills keep being practised all year.

Example quick checks (oral, one child at a time, 1-2 minutes):

- "Do cat and hat rhyme? Do cat and dog rhyme?" (yes; no)
- "Tell me a word that rhymes with bun." (any rhyme, including silly ones: sun, fun, run, zun)
- "Clap your name. How many claps?"
- "Show me where I start reading on this page."
- "What sound does sun start with?" (/s/, said as a short hiss, not "suh")

Sources

- Common Core State Standards, Kindergarten Reading: Foundational Skills (read for this unit; used to check that these skills are expected in kindergarten, not to claim alignment): https://www.thecorestandards.org/ELA-Literacy/RF/K/
- RF.K.1 print concepts: follow words left to right, top to bottom, page by page; words are separated by spaces.
- RF.K.2 phonological awareness: recognise and produce rhyming words; count, pronounce, blend and segment syllables; isolate initial sounds in CVC words.
- Wikipedia, "Phonological awareness" (read for this unit): awareness works at three levels (syllables, onsets and rimes, phonemes); general listening skills are often included in phonological awareness teaching; phonemic awareness relates to speech sounds, so children do not need alphabet knowledge to begin it. https://en.wikipedia.org/wiki/Phonological_awareness

Known gaps and cautions

- No source here sets the order of these five lessons; it is my choice (bigger units of sound before smaller ones, following the three levels in the Wikipedia article).
- Rhymes and first sounds depend on accent and home language. Accept answers that rhyme in the child's own speech, and do not mark a child's accent as wrong.
- Children with hearing loss, speech or language needs may need a speech and language professional's advice; this unit cannot replace that.
- Book examples are generic on purpose. Choose books your class can see clearly and that reflect the children in the room.
- **Bridge to grade 1.** This unit blends and splits syllables ("ra...bbit") and only isolates first sounds. Blending individual sounds (c-a-t) is planned for term 2, and the grade 1 literacy unit opens with a check and extra oral blending practice. Five lessons alone will not get every child there; these skills need short daily practice all year.
- Peer check: GPT-6.1 Terra did a bounded check on 6 November 2026 (recorded in PEERCHECKS.md) and checked the follow-up diff to a9a32ed. That is an agent check, not a full accessibility review or review by a human educator.

Lesson 1: Listening ears

Unit overview - Next: Lesson 2

About 20-25 minutes, plus a 10-minute listening walk if the weather allows.

Goal

Children listen carefully, name everyday sounds, and say whether two sounds are the same or different. This trains the careful listening that later word games need.

Materials

- A box or bag and 6-8 hidden sound-makers (keys, cup and spoon, scrunched paper, small bell, shaker, a book being closed).
- A large sheet of paper titled "Sounds we heard" and a marker.

Steps

✎ Opening (5 min)

Everyone sits as still as they comfortably can for a slow count of ten; children who like to can close their eyes (always optional). "What could you hear?" Take three or four answers (a clock, a car, someone breathing, birds). Draw a tiny picture for each on the "Sounds we heard" sheet.

✎ Main activity (15 min)

1. **What's in the box? (6 min).** Behind the box, make one sound at a time. Children whisper their guess to a partner, then you reveal it. Do four or five sounds.
2. **Same or different? (5 min).** Make two sounds, one after the other. Children show thumbs up for "same" and thumbs sideways for "different". Start with very different pairs (bell, then paper) and move to closer pairs (bell, then bell rung softly).
3. **Same or different words? (4 min).** Now say two words: cat, cat (same); cat, cap (different); sun, sun (same); dog, dig (different). Thumbs again. This is harder; it is fine if some children still guess.

Optional listening walk (10 min): walk round the school grounds and stop three times to listen. Add the new sounds to the sheet.

✓ Discussion questions (with answers)

- Which sound was easiest to guess? Why? Answers will vary; often a sound they hear every day, such as keys.
- Were cat and cap the same? No, they sound different at the end.

- What helps us listen well? Being quiet and paying attention to the speaker. Accept different ways of paying attention; some children listen best while moving or not looking.

✓ Closing check (with answers)

Say three pairs. Children answer with thumbs.

1. bell / bell (same)
2. fish / dish (different)
3. hat / hat (same)

Vocabulary

listen, sound, same, different, quiet, loud

Differentiation

- **Support:** let a child hold and make the sound themselves, then hide it. Use only very different sound pairs.
- **Stretch:** "I am going to say three words. Which one is different?" (pin, pin, pan).

⚠ Safety

Keep small sound-makers away from children who still put objects in their mouths. On a listening walk, follow your school's rules for leaving the classroom.

Teacher notes and misconceptions

- Some children will name what the object is for ("it's for the door") rather than the sound; that is fine at this stage.
- "Different" with words is much harder than with objects. Expect many errors; this skill comes back every week.

Lesson 2: Rhyme time

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 20-25 minutes.

Goal

Children hear that rhyming words sound the same at the end, say whether two words rhyme, and make up a rhyme (real or silly) for a simple word.

Materials

- A nursery rhyme the class half-knows, for example Humpty Dumpty (traditional, public domain).
- Picture cards: cat, hat, mat, sun, bun, dog, log, fish, dish, pen, hen, plus a few that do not rhyme with any (ball, cup, tree).

Steps

✎ Opening (5 min)

Say Humpty Dumpty together twice. The second time, stop before the rhyming word: "Humpty Dumpty sat on a wall, Humpty Dumpty had a great..." Children shout "fall!" Say: "Wall and fall rhyme. They sound the same at the end."

✎ Main activity (15 min)

1. **Rhyme or not? (5 min).** Say two words. Children pat their head if they rhyme and keep hands still if not: cat, hat (rhyme); sun, dog (no); pen, hen (rhyme); fish, cup (no); log, dog (rhyme).
2. **Odd one out (5 min).** Show three picture cards and say the names slowly. "Which one does not rhyme?" Sets: cat, hat, sun (sun); dog, log, fish (fish); bun, pen, sun (pen).
3. **Make a rhyme (5 min).** Say a word and invite rhymes, real or silly. cat: hat, mat, bat, zat. sun: bun, fun, run, wun. Praise silly rhymes that really rhyme; they show the child hears the ending.

✓ Discussion questions (with answers)

- How do you know two words rhyme? They sound the same at the end.
- Is zat a real word? No, but it rhymes with cat, so it counts in this game.
- Do cat and cup rhyme? They both start the same. No; rhyming is about the end, not the start.

✓ Closing check (with answers)

Each child, in turn or in small groups, tells you a word that rhymes with hen (pen, ten, men, den, or a silly rhyme like ken or zen).

Vocabulary

rhyme, end, same, silly word

Differentiation

- **Support:** use only "rhyme or not" with picture cards in front of the child; say the two words with a strong stress on the ending.
- **Stretch:** make a three-word rhyme chain (cat, hat, mat), or finish a new line: "I saw a dog sitting on a ..." (log).

⚠ Safety

No special hazards.

Teacher notes and misconceptions

- Many children first think words "rhyme" if they start the same (cat, cup). Name this clearly: rhyme is about the end.
- Rhymes depend on accent. If a pair rhymes in a child's speech, accept it.
- Producing a rhyme is harder than recognising one; it is normal for some children to manage only "rhyme or not" this term.

Lesson 3: Clap the beats

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 20-25 minutes.

Goal

Children clap the syllables ("beats") in their names and in familiar words, count them, and put words back together from their beats.

Materials

- Picture cards: cat, sun, apple, rabbit, pencil, banana, elephant, dinosaur, caterpillar.
- Three hoops or trays labelled with 1, 2 and 3 dots.

Steps

✎ Opening (5 min)

Clap your own name, one clap per beat, saying it as you clap ("Ms Ro-sa": 3 claps). Go round the circle: each child says and claps their name and the class claps it back. Do not correct anyone harshly; just clap it again together.

✎ Main activity (15 min)

1. **Clap and count (5 min).** Hold up a picture card. Say the word slowly, clap it together, then hold up fingers for the number of claps.
2. **Sort the beats (6 min).** In small groups, children clap each card and put it in the 1-dot, 2-dot or 3-dot hoop. Keep caterpillar back for the challenge.
3. **Robot talk (4 min).** Say a word in beats like a robot: "ra...bbit". Children say the whole word ("rabbit!"). Then let a child be the robot.

✓ Discussion questions (with answers)

Common answers in standard English; accept a different count if that is how the child says the word.

- How many beats in cat? 1.
- How many in apple? 2 (ap-ple).
- How many in banana? 3 (ba-na-na).
- Which word had the most beats? Caterpillar, with 4 (cat-er-pil-lar).
- Does a big animal always have a long word? No: a whale is huge but has 1 beat, and a caterpillar is small but has 4.

✓ Closing check (with answers)

Answer key for the sort: 1 beat: cat, sun. 2 beats: apple, rabbit, pencil. 3 beats: banana, elephant, dinosaur. Challenge: caterpillar, 4.

Each child claps one card on their own and says how many beats.

Vocabulary

beat, clap, syllable (teacher word; children can say "beat"), count

Differentiation

- **Support:** clap with the child, hand over hand if they like that; use only 1- and 2-beat words.
- **Stretch:** find a classmate's name with the same number of beats as yours; try 4-beat words (watermelon, helicopter).

⚠ Safety

No special hazards.

Teacher notes and misconceptions

- Children often clap once per word in a phrase, or clap the rhythm of a song instead. Slow the word right down and exaggerate each beat.
- Where exactly a syllable splits (rab-bit or ra-bbit) does not matter here; the count does.
- Some children's names are long or from languages the teacher does not speak. Ask the child or family how to say it, and clap it their way.

Lesson 4: How a book works

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 20-25 minutes.

Goal

Children show the front cover and title of a book, where to start reading, and which way to go (left to right, top to bottom, page by page). They see that words are separated by spaces and point to one word.

Materials

- One big book (or a picture book under a visualiser) with one or two short lines of large print per page.
- A pointer (a ruler or a stick with a star on the end).
- Small picture books, one per pair.

Steps

✎ Opening (5 min)

Hold the big book upside down and back to front. "I'm ready to read!" Let children tell you what is wrong. Turn it the right way and name the parts together: front cover, back cover, title, the person who wrote it (author), the person who drew the pictures (illustrator).

✎ Main activity (15 min)

1. **Shared reading (8 min).** Read the book aloud, running the pointer under each word as you say it. On two or three pages, stop and ask a child to show "Where do I start?" (top left of the text) and "Where do I go next?" (along the line to the right, then down to the next line, then the next page).
2. **Spot the spaces (3 min).** On one page, count the words together by pointing at each one. Ask: "How do we know where one word ends?" (there is a space). Then a child puts a finger on one word.
3. **Pair book check (4 min).** In pairs with a small book, each child shows their partner the front, the title and where to start reading.

✓ Discussion questions (with answers)

- Where is the title? On the front cover, usually in big letters.
- Where do we start reading on a page of this book? At the top, on the left (true for English; some scripts start on the right).
- Which way do we go in this book? Left to right along the line, then down to the next line, then turn the page.

- How do we know where one word ends? There is a space after it.
- Do we read the pictures or the words? We read the words; the pictures help us understand.

✓ Closing check (with answers)

With a book in front of each child (small groups), ask them to show: the front cover; the title; where to start reading; one word. Tick each on the class list.

Vocabulary

cover, title, author, illustrator, page, word, space, left, right, top, bottom

Differentiation

- **Support:** a green dot sticker at the top left of the first line on each page as a "start here" sign.
- **Stretch:** count the words on a line; find two words that are the same on one page.

⚠ Safety

No special hazards.

Teacher notes and misconceptions

- Many children think the pictures are what we read, or point at letters rather than words. Keep the pointer under whole words.
- Left to right and top to bottom are features of English print. Children who read another script at home (for example Arabic or Hebrew, read right to left) already know that books have a direction; say so warmly.
- Ending the book: show that we stop at the back cover, and talk about whether they liked it. Enjoying books matters as much as these skills.

Lesson 5: First sounds

Unit overview - Previous: Lesson 4

About 20-25 minutes.

Goal

Children hear and say the first sound of a familiar spoken word, and sort objects by their first sound. This is listening work; children do not need to know letters yet.

Materials

- A tray of 10-12 real objects, for example: sock, spoon, sun picture (s); ball, bus, bear (b); cup, car, cat picture (k sound); pencil, pen, pig (p).
- Two hoops or trays.

Steps

✎ Opening (5 min)

Say a sound and a word slowly, stretching the first sound if it can be stretched: "sssss-un. Sun starts with /s/." Model saying /s/ as a short hiss, not "suh". Children copy. Repeat with mmmm-ilk and fffff-ish.

✎ Main activity (15 min)

1. **I spy (6 min).** "I spy with my little eye something that starts with /b/." Children point to the ball, bus or bear. After a few turns, let a child choose.
2. **Sound sort (6 min).** Two hoops: one for /s/, one for /b/. Each child picks an object, says its name, says its first sound and puts it in the right hoop. Leave any that fit neither on the tray.
3. **Name sounds (3 min).** "Stand up if your name starts with /m/." Go through a few sounds that match names in the class.

✓ Discussion questions (with answers)

- What sound does sock start with? /s/.
- Does ball start the same as bus? Yes, both start with /b/.
- Does cat start the same as car? Yes, both start with the /k/ sound.
- Does sun start the same as fish? No: /s/ and /f/.

✓ Closing check (with answers)

Hold up three objects one at a time. Children say the first sound together, then one child at a time in small groups:

1. pen (/p/)
2. spoon (/s/)
3. bear (/b/)

Vocabulary

sound, first, start, same, different, "I spy"

Differentiation

- **Support:** start with sounds that can be stretched (/s/, /m/, /f/) before short ones (/b/, /p/, /k/); give a choice of two: "Does sun start with /s/ or /b/?"
- **Stretch:** "What sound does cat end with?" (/t/). Or show the letter for a sound the child already knows; letter work starts properly in term 2.

⚠ Safety

Use objects too large to swallow; check the tray before the lesson.

Teacher notes and misconceptions

- Say sounds cleanly: /s/ not "suh", /m/ not "muh". An added "uh" makes later blending harder.
- Some first sounds are spelled differently from what children might expect (cat and kite both start with /k/). In this lesson we sort by sound, not spelling, so they go together.
- Children often answer with the whole word or a rhyme. Model again: "sun. The first sound is /s/."
- Common Core lists isolating first, middle and last sounds in CVC words as a kindergarten skill (RF.K.2.d). This lesson does only first sounds; middle and last sounds come later in the year.

Kindergarten Literacy: Letter Sounds, Blending and Writing My Name (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 9 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Part of the kindergarten year plan (language and literacy, term 2: "letter sounds and their shapes; blending two or three sounds into a word (c-a-t); writing their name and single letters"). It follows Listening, Rhymes and How Books Work (term 1), where children clapped syllables and heard the first sound of a word.

This unit is written for **English**. Other languages need their own letter order and word lists.

Big idea

Letters stand for sounds. If we know the sound for each letter, we can say the sounds one after another and **blend** them into a word we know (s-a-t, "sat"). We can also go the other way: hear a sound and write the letter for it.

Outcomes

By the end of the unit, most children can:

1. Say the sound for each of six letters: **s, a, t, i, p, n**, when shown the lowercase letter.
2. Point to or pick the right letter when they hear one of these six sounds.
3. Blend three sounds into a short word, first by listening (the teacher says s-a-t) and then from letter cards (sat, pin, tap, tin).
4. Form the six letters (by writing, tracing, or making them with their finger, in sand or with magnetic letters).
5. Recognise their own first name and write or trace it.

Prior knowledge

- The term 1 unit: listening for sounds, rhyme, clapping syllables, and saying the first sound of a word (pen /p/, spoon /s/).
- Holding a crayon or thick pencil (from drawing in arts). Children who cannot yet do this still take part with finger tracing, sand and magnetic letters.

Why these six letters?

Many phonics programmes start with **s, a, t, i, p, n**, because their sounds are easy to say on their own and together they make many short words. This unit uses only words made of these six letters:

sat, pat, tap, nap, pan, pin, tin, tip, sip, sit, pit, at, it, in, an

Teach the **sound** of each letter (the sound it makes in "sat"), not its name ("ess"). Letter names come later, often through the alphabet song.

Saying the sounds

Say each sound as short and pure as you can, with no extra "uh" on the end:

Letter	Say	As in	Not
s	"sss" (hold it, like a snake)	sun	"suh"
a	short "a"	ant, apple	"ay" (the letter name)
t	a short, quiet "t" (just a puff)	tap	"tuh"
i	short "i"	ink, in	"eye" (the letter name)
p	a short, quiet "p" (just a puff)	pan	"puh"
n	"nnn" (hold it, humming through the nose)	net	"nuh"

Accents vary, so the vowel sounds in your area may differ a little from someone else's. Use the way people say these words locally.

Lessons

Short daily practice matters more than long lessons. After lesson 1, start every day with a 3-minute "sound flash" (hold up each letter card learned so far; children say the sound).

Lesson	Title	Time	Core idea
1	s, a, t	20 min	Three letter sounds and their shapes
2	i, p, n	20 min	Three more sounds, and a sound hunt
3	Blend it!	25 min	Blending sounds into words, by ear and then from cards
4	My name	25 min	Recognising and writing my name; forming the six letters
5	Show what I know	25 min	Making and reading words, and a one-to-one check

Materials

- **Letter cards:** large lowercase cards for s, a, t, i, p, n (one set for the teacher). Small sets for pairs (one set of six per pair, plus a second **a** and **i** so that words with the same vowel twice are possible later).
- **Picture cards** for the sound hunt (lesson 2): sun, sock, ant, apple, tap, tent, ink, insect, pan, pig, net, nest (two per sound). Drawings or photos are fine.
- **Name cards:** each child's first name, printed clearly with a capital first letter and the rest lowercase (lesson 4).
- **A tray of sand or salt**, or a shaving-foam patch on a table, for finger writing (lessons 1, 2, 4).
- **Magnetic or foam letters** (at least s, a, t, i, p, n for each pair) and a magnetic board or tray.
- Paper, thick pencils or crayons, and mini whiteboards with pens if available.
- A puppet or soft toy that "talks in sounds" (lesson 3).
- Picture cards for blending: a tap, a pin, a tin can and a child sitting (lessons 3 and 5); word cards **sat**, **pin**, **tap**, **tin** and a record sheet for the check (lesson 5).
- Dotted or pale copies of each child's name for tracing (lesson 4).

Access and inclusion

- **Speaking is optional.** A child can answer by pointing to a card, picking a magnetic letter, signing, or using their usual communication aid. Never make a child say sounds alone in front of the class.
- **Fine motor:** forming a letter in sand, with a finger in the air, by placing magnetic letters or by tracing over dots all count as forming it. Pencil grip is taught gently and is never a reason to mark a child "not yet".
- **Low vision:** large print cards (or high-contrast cards); tactile letters (sandpaper, felt or foam). If a child uses or will use braille, ask the specialist teacher how to link these sounds to braille letters.
- **Deaf or hard-of-hearing children:** keep your face visible when saying sounds; pair each sound with its letter card. If the child signs, follow the specialist teacher's approach (some use fingerspelling or a visual phonics system).
- **Speech differences:** some children cannot yet say some sounds clearly (for example "s"). They can still match sounds to letters by pointing; tell the speech therapist, if there is one, which sounds the class is learning.
- **Multilingual learners:** some children already read or write another language, sometimes with a different script or different sounds for the same letter. Treat this as a strength and keep the English sounds clear.
- **Names:** use first names only. Never ask for surnames, addresses or other family details. Children with long or unusual names are not slower; any name works.
- **Never timed.** Accuracy comes before speed.

Assessment

Lesson 5 includes a short one-to-one check (about 3 minutes per child; spread it over the week). Record each part as **yes**, **with help** or **not yet**:

1. Says the sound (or points to the letter, if non-speaking) for each of the six letter cards.
2. Blends four words from letter cards: **sat, pin, tap, tin** (the child says the sounds, then the word; or picks the matching picture).
3. Writes (or picks a magnetic letter for) three letters when the teacher says their sounds: **/t/, /i/, /s/**.
4. Writes or traces their first name.

Doing it their own way (pointing, signing, magnetic letters, sand) counts as **yes**. "Not yet" is normal for many children at this point; the term 3 unit keeps practising these sounds with more letters.

Sources

- Common Core State Standards, Reading: Foundational Skills, Kindergarten (read via the Internet Archive copy): https://web.archive.org/web/20241220022036/https://www.thecorestandards.org/ELA-Literacy/RF/K/ . RF.K.1.d (recognise and name upper- and lowercase letters), RF.K.2.d (isolate and pronounce the first, middle vowel and final sounds in three-sound words), RF.K.3.a (the most frequent sound for each consonant) and RF.K.3.b (vowel sounds). This unit covers only six letters, so it is a small start on these standards, not full coverage.
- Common Core State Standards, Language, Kindergarten (Internet Archive copy): https://web.archive.org/web/2024/https://www.thecorestandards.org/ELA-Literacy/L/K/ . L.K.1.a

"Print many upper- and lowercase letters"; L.K.2.c "Write a letter or letters for most consonant and short-vowel sounds (phonemes)"; L.K.2.d "Spell simple words phonetically, drawing on knowledge of sound-letter relationships."
- Wikipedia, "Synthetic phonics": https://en.wikipedia.org/wiki/Synthetic_phonics . Letter sounds are taught in isolation and then blended all through the word (s-a-t, "sat"); s, a, t, i, p, n make many short words; programmes often teach a few letter sounds a week; letter shapes are practised alongside the sounds; dictation is used often; letter names often come later; accuracy before speed. This unit follows that order.

Known gaps

- **English only.** Other languages need their own letters and words.
- **Pace varies.** Many programmes teach these six sounds in about a week; this unit spreads them over two to allow daily practice. Some classes will need longer, and some children already know them.
- **Capital letters** appear only in names here. Most capitals come later.
- **No decodable books yet**; reading short books is term 3.
- Peer check: Gemini 4 Argon did a bounded text, timing, word-list, pure-sound and access check at f5ca874 (not a classroom or educator review). No errors; three small notes on materials lists and a non-finger option were fixed in fc3ea92, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md).
- This is one possible order. It is not tied to any published phonics programme, and schools that follow one should use its order instead.

Lesson 1: s, a, t

Goal: Children say the sounds for **s**, **a** and **t**, and form each letter with a finger.

Length: about 20 minutes.

Materials

- Large letter cards s, a, t.
- Picture cards: sun, sock, ant, apple, tap, tent.
- Sand or salt tray (or shaving foam on the table); magnetic letters s, a, t.

Steps

✎ Opening (3 min)

Play the first-sound game from term 1: "I spy something that starts with /s/..." (a sock, the sun on a poster). Then: "Today we learn how to **write** some sounds down."

✎ Main activity 1: meet the sounds (6 min)

Hold up **s**. "This letter says **sss**, like a snake." Children hiss with you, holding the sound. Show the sun and sock pictures: "sss-un, sss-ock." Then air-write the letter together: big, with the whole arm, saying "sss" as you write. (Stand with your back to the class, or mirror it, so the letter is not backwards for them.)

Do the same for **a** ("a, a, ant, apple"; a quick tap of the fingers, like an ant walking) and **t** (a short "t", like a ticking clock; tap, tent).

Keep sounds pure: "sss", not "suh"; "t" as a quiet puff, not "tuh".

✎ Main activity 2: sand writing (6 min)

In small groups at the sand tray (or at tables with foam), children copy each letter with one finger while saying its sound. Children who prefer can pick the magnetic letter and trace it with a finger instead.

Letter starting points (say them as you show):

- **s**: start at the top, curve round to the left, back round to the right, and finish curling at the bottom.
- **a**: round like a "c", up, and straight down.
- **t**: down from the top, then a small line across.

✓ Discussion questions (with answers) (2 min)

- "Which sound can you hold for a long time?" (**s**: "sssss". **t** is too quick to hold.)

- "What sound does 'apple' start with?" (/a/, the letter **a**.)

✓ Closing check (with answers) (3 min)

Hold up each card in a new order: **t**, **s**, **a**. Children say the sound together, or point.

Answers: /t/, /s/, /a/.

Then say a sound, and children point to the card: /a/ → **a**.

Vocabulary

letter, sound, s, a, t

Differentiation

- **Support:** work on **s** and **a** only today; add **t** tomorrow.
- **Stretch:** children find another object in the room that starts with /s/, /a/ or /t/.

⚠ Safety

- Salt and sand stay in the tray; wash hands afterwards. Shaving foam can sting eyes: keep hands away from faces and wash after. Skip foam for children with sensitive skin.

Teacher notes

- It does not matter if children's letters are wobbly at this stage. The link between the sound and the shape is what matters.
- Pointing to the right card counts the same as saying the sound.

Lesson 2: i, p, n

Goal: Children say the sounds for **i**, **p** and **n**, and sort pictures by their first sound.

Length: about 20 minutes.

Materials

- Large letter cards s, a, t, i, p, n.
- Picture cards: sun, sock, ant, apple, tap, tent, ink, insect, pan, pig, net, nest.
- Sand tray or foam; magnetic letters.

Steps

✎ Opening (3 min)

Sound flash: hold up **s**, **a**, **t**; children say each sound.

✎ Main activity 1: meet the sounds (6 min)

As in lesson 1, one at a time:

- **i**: a short "i", as in ink and insect. (Wiggle a finger like a little insect.)
- **p**: a short puff, as in pan and pig. Hold a hand in front of your mouth to feel the puff.
- **n**: "nnn", humming through the nose, as in net and nest.

Air-write each one, saying the sound:

- **i**: straight down, then a dot on top.
- **p**: straight down below the line, back up, and round.
- **n**: straight down, back up, and over like a little hill.

✎ Main activity 2: sound hunt (7 min)

Lay the six letter cards on the floor. Shuffle the twelve picture cards, and hand them out (one each, or pairs share). Each child says the picture's name, listens for the first sound, and puts the picture next to its letter. The class checks together: "Pig. P-p-pig. Yes, **p**!"

A child who is not sure can say the word with a friend or the teacher, slowly. Nobody is wrong for long: if a picture is in the wrong place, say both sounds and move it together.

✓ Discussion questions (with answers) (2 min)

- "Which two letters can you hold for a long time?" (**s** and **n**. Vowels **a** and **i** can be held a little too; **t** and **p** are quick puffs.)
- "Pig and pan both start with...?" (/p/, the letter **p**.)

✓ Closing check (with answers) (2 min)

Hold up **n**, **i**, **p**, then **s**. Children say the sounds or point.

Answers: /n/, /i/, /p/, /s/.

Vocabulary

i, p, n, first sound

Differentiation

- **Support:** fewer pictures (just one per letter); the adult says the word slowly first.
- **Stretch:** children say the **last** sound of a picture too (tap ends in /p/; sun ends in /n/).

⚠ Safety

- As lesson 1 (wash hands after sand, salt or foam).

Teacher notes

- Some children confuse **p** with other round letters that come later; that is normal and can wait.
- If your class's word for a picture differs (for example "faucet" for tap), choose a different picture that starts with the same sound.

Lesson 3: Blend it!

Goal: Children blend three sounds into a word: first by listening, then from letter cards.

Length: about 25 minutes.

Materials

- Large letter cards s, a, t, i, p, n (and a second **a** card, or write on the board).
- The puppet or soft toy.
- Magnetic letters for each pair: s, a, t, i, p, n.
- Picture cards for the closing check: a tap, a pin, a tin can (or draw them).

Steps

✎ Opening (3 min)

Sound flash: all six cards, in a new order each time.

✎ Main activity 1: the puppet talks in sounds (6 min)

"Our puppet only talks in sounds. Can you help it say the word?" The puppet says **s-a-t** with a small gap between sounds. Children say the sounds back, faster and faster, until they hear the word: "s-a-t... sat!"

Repeat by ear only (no cards yet) with: **p-i-n**, **t-a-p**, **n-a-p**, **s-i-t**, **t-i-n**.

Then the other way round: "Puppet wants to know the sounds in 'pan'." Children say **p-a-n**, holding up one finger for each sound (three fingers, three sounds), or tapping or pointing to three counters or blocks, one for each sound.

✎ Main activity 2: blending from cards (8 min)

Put the cards **s**, **a**, **t** in a row. Point under each letter from left to right and say its sound. Then sweep your finger under all three and say the word: "s-a-t, sat."

Do it together with **p-i-n**, **t-a-p** and **n-a-p**.

In pairs, with magnetic letters: the teacher says a word slowly; pairs build it, then point and blend to check. Words: **sat**, **tip**, **pan**, **sit**. Walk round and help.

✓ Discussion questions (with answers) (4 min)

- "How many sounds are in 'tin'?" (Three: /t/, /i/, /n/.)
- "If I change the first sound of 'sat' to /p/, what word do I get?" (**pat**.)
- "Which way do we read the letters?" (From left to right, as in the term 1 book work.)

✓ Closing check (with answers) (4 min)

Show three cards for each word; children blend, then point to the matching picture:

- **t a p** → tap (the tap picture)
- **p i n** → pin
- **t i n** → tin

Answers: tap, pin, tin.

Vocabulary

blend, sounds, word

Differentiation

- **Support:** two-sound words first: **at**, **it**, **in**, **an**. Keep the gap between sounds very short ("sssaaat").
- **Stretch:** children make a word and challenge their partner to read it, using only these letters: sat, pat, tap, nap, pan, pin, tin, tip, sip, sit, pit.

⚠ Safety

- Magnetic letters are small; check they are too big to swallow for any child who still puts things in their mouth, and count them back into the tray.

Teacher notes

- Holding sounds that can be held ("sssaaat") makes blending easier than very separate sounds ("s ... a ... t").
- Many children can blend by ear before they can blend from letters. That is normal.

Lesson 4: My name

Goal: Children recognise their own first name, write or trace it, and form the six letters.

Length: about 25 minutes.

Materials

- Name cards (first names only), with a capital first letter and the rest lowercase.
- A copy of each child's name written in dotted or pale letters for tracing.
- Paper, thick pencils or crayons; sand tray; magnetic letters.
- Mini whiteboards and pens, if available (for the closing check).
- Large letter cards s, a, t, i, p, n.

Steps

✎ Opening (3 min)

Sound flash with the six cards. Then blend two words with the puppet by ear: **n-a-p**, **s-i-p**.

✎ Main activity 1: find my name (6 min)

Lay out the name cards (or a group's cards on each table). Each child finds their own card. "How do you know it's yours?" (The first letter, the shape, how long it is.)

Point out that names start with a **capital letter**, a big letter for the start of a name. Then children look for any of our six letters in their name: "Sam has an **a**! Nia has an **i** and an **a**, and starts with a capital **N**!" Every name counts, even if it has none of the six: "Your name has other letters we will learn soon."

✎ Main activity 2: writing (10 min)

At tables:

1. **My name:** children trace over their dotted name, then try to copy it underneath, looking at the card. Tracing alone is fine for today.
2. **The six letters:** children write a row of each letter they can, saying the sound as they write. Remind them where each letter starts (lessons 1 and 2).

Show a comfortable pencil hold (often a "tripod": thumb and two fingers), but do not insist; chunky crayons, pencil grips, sand, a finger in the air or magnetic letters are all fine.

✓ Discussion questions (with answers) (3 min)

- "What is special about the first letter of your name?" (It is a capital letter.)

- "Which of our six letters is in the word 'pin'?" (All three: **p**, **i**, **n**.)

✓ Closing check (with answers) (3 min)

The teacher says a sound; children write the letter on a whiteboard or paper, or hold up a magnetic letter: /s/, /p/, /a/.

Answers: **s**, **p**, **a**.

Vocabulary

name, capital letter, trace

Differentiation

- **Support:** trace only the first letter of the name, or make the name with magnetic letters copied from the card.
- **Stretch:** write the name without looking at the card; write the word **sat** from its sounds.

⚠ Safety

- Pencils stay on the table, points down, when walking.

Teacher notes

- Use the spelling the family uses. If you are unsure, ask the child or the family how the name is written; do not shorten or change it.
- Never ask for surnames. Display names only as the school allows.
- A child whose name is written in another script at home can show it too, if they want to.

Lesson 5: Show what I know

Goal: Children use the six sounds to make and read words, and show what they know in a short one-to-one check.

Length: about 25 minutes for the class activities, plus about 3 minutes per child for the check (spread over the week).

Materials

- Large letter cards s, a, t, i, p, n; magnetic letters for each pair.
- The sand tray; name cards; the tracing sheets from lesson 4.
- Word cards for the check: **sat**, **pin**, **tap**, **tin**, and pictures of each (a child sitting, a pin, a tap, a tin can).
- The twelve picture cards from lesson 2 (for the picture-sound sort station).
- A record sheet (yes / with help / not yet for each part).

Steps

✎ Opening (3 min)

Sound flash with all six cards. Children say the sound and air-write each letter.

✎ Main activity 1: word builders (8 min)

In pairs with magnetic letters. The teacher says each word; pairs build it, then point and blend to check: **pan**, **sit**, **tip**, **nap**.

Then a "change one letter" round: pairs swap one letter to make a new real word and read it to the class (for example **pan** → **pin** → **tin**).

✎ Main activity 2: stations (10 min)

While the teacher starts the one-to-one checks, the class moves between three stations (adult helpers if possible):

1. **Sand tray:** write the six letters with a finger.
2. **Name station:** trace or write their name.
3. **Picture-sound sort:** the twelve picture cards from lesson 2 sorted by first sound.

✓ Discussion questions (with answers) (2 min)

- "What do we do to read a new word?" (Say each sound, from left to right, then blend them together.)
- "What letter would you write for the first sound in 'nest'?" (**n**.)

Closing (2 min)

Children show one word they built, or their name, to a partner.

One-to-one check (with answers)

About 3 minutes per child, spread over the week, quietly at a side table. Record **yes**, **with help** or **not yet**:

1. **Sounds:** show the six letter cards in a mixed order. The child says each sound (or, if non-speaking, points to the right card when you say the sound). Answers: s /s/, a /a/, t /t/, i /i/, p /p/, n /n/.
2. **Blending:** show **sat**, **pin**, **tap**, **tin**. The child says the sounds and the word, or points to the matching picture. Answers: sat, pin, tap, tin.
3. **Writing sounds:** say /t/, /i/, /s/. The child writes each letter (or picks the magnetic letter). Answers: **t**, **i**, **s**.
4. **Name:** the child writes or traces their first name.

Their own way (pointing, signing, magnetic letters, sand) counts as **yes**. Never time the check.

Vocabulary

Review: sound, letter, blend, word, name, capital letter.

Differentiation

- **Support:** two-sound words at the builder station (at, it, in, an); check one part a day.
- **Stretch:** read two-word phrases made only of the six letters: "tin pan", "pat it", "sip it".

⚠ Safety

- As lessons 1–4: count magnetic letters back in; wash hands after the sand tray.

Teacher notes

- "Not yet" is normal at this point; record it without fuss. These sounds return every day in term 3.
- Children who already read well can make longer words at the stations with extra magnetic letters.

Kindergarten Literacy: Reading a Little Book, Tricky Words and My First Sentence (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 on 9 November 2026. No human teacher has reviewed this unit. CC0 1.0 (public domain).
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Part of the kindergarten year plan (language and literacy, term 3: "reading short decodable books; a few common words by sight; writing a short sentence with help"). It follows Letter Sounds, Blending and Writing My Name (term 2), where children learned the sounds **s, a, t, i, p, n**, blended three-sound words and wrote their first name.

This unit is written for **English**. Other languages need their own letter order, word lists and books.

Big idea

When we know enough letter sounds, we can read a whole little book by ourselves. A few very common words have a **tricky part** we cannot sound out yet, so we learn those by looking carefully. And we can turn something we say into a sentence we write.

Outcomes

By the end of the unit, most children can:

1. Say the sound for eight more letters: **m, o, d, g, c, k, e, u**, as well as the six from term 2.
2. Blend three-sound words that use these fourteen letters (cup, dog, ten, mud).
3. Read four tricky words: **I, the, is, my**, and say which part is tricky.
4. Read a short decodable book, Pip and the Mud, pointing to each word from left to right.
5. Write (or build) a short sentence with help, starting with a capital letter, leaving spaces between words and ending with a full stop.

Prior knowledge

- The term 2 unit: the sounds s, a, t, i, p, n; blending sat, pin, tap, tin; writing their first name.
- The term 1 unit: following a book from left to right and page by page.
- Children who have not yet secured all six term 2 sounds still take part; the opening of every lesson reviews them.

Letters and words in this unit

Lessons 1 and 2 add eight letter sounds, about four a week:

- Lesson 1: **m, o, d**
- Lesson 2: **g, c, k, e, u**

c and **k** make the same sound, /k/. In this unit **c** comes before a, o and u (cat, cot, cup) and **k** comes before i and e (kit, kid). Children only need to know that both letters can make /k/.

Decodable words used in this unit (only from the fourteen letters s, a, t, i, p, n, m, o, d, g, c, k, e, u):

mat, map, man, mad, sad, dad, dim, dip, mop, top, pot, dot, not, on, nod, and, am, got, dog, dig, pig, cat, cot, cup, cap, can, kit, kid, pet, ten, net, men, peg, get, gets, up, mud, sun, nut, pup, cut, tug, dug, pen, Dot, Pip

Words from term 2 also come back: **a, in, sit, sat, pat, tap, nap, pin, tan**.

None ends in /l/, /r/ or /x/. Teach the **sound** of each letter, not its name, as in term 2: "mmm", not "em"; "d" as a short quiet sound, not "duh".

Tricky words

These four common words appear in the book and the sentences. Each has a part children cannot sound out with the letters they know, but most of the word still follows the sounds:

Word	What works	Tricky part
I	It is one letter.	It says its name, "eye", and it is always a capital letter.
the	We know all three letters.	**t** and **h** together make one new sound, and **e** says "uh" here.
is	**i** says /i/.	**s** says /z/ here, not /s/.
my	**m** says /m/.	**y** says "eye" here.

Three of these (the, is, my) are in the Common Core kindergarten list of examples; "I" is needed for the sentence frame. Teach them a few at a time, sounding out the regular part first and then noticing the tricky part, rather than as whole shapes to memorise.

Lessons

1. New sounds: m, o, d (25 min)
2. New sounds: g, c, k, e, u (25 min)
3. Tricky words and captions (20 min)
4. Reading our book: Pip and the Mud (25 min)
5. My first sentence, and show what I know (25 min)

Leave a few days between lessons for daily practice: a 5-minute sound flash, blending three words and reading a page of the book again.

Materials

- Large letter cards for all fourteen letters, with a second copy of the vowels **a, i, o, e, u**.
- Magnetic letters for each pair (the same fourteen letters).
- Word cards for the decodable words in each lesson.
- Four tricky-word cards (**I, the, is, my**) on coloured card, so they stand out from the other words.
- Caption strips for lesson 3.
- Copies of Pip and the Mud (one per pair, from the text in lesson 4; children add the pictures), and one large copy for the class.

- Picture cards for lessons 2 and 5 (listed in each lesson).
- Sentence strips with the frame "I can ___." and eight picture word cards for lesson 5.
- Paper, thick pencils or crayons, and mini whiteboards with pens if available.
- A record sheet for the one-to-one check.

Access

- **Speaking is optional.** A child can show they know a sound or word by pointing, choosing a card, signing or using their communication device. That counts as success.
- **Fine motor:** children who find writing hard can build words and sentences with magnetic letters or word cards, or trace over an adult's pale writing.
- **Low vision:** use large, high-contrast cards and a big-print book; braille learners follow their own braille reading programme alongside, with the same words where possible.
- **Deaf or hard of hearing children:** sit close, face the child when saying sounds, and use any visual cues or signed supports the child already uses.
- **Speech differences:** accept a child's own way of saying a sound if they clearly mean the right letter.
- **Children learning English** may not know words such as "cot", "peg" or "tug". Show a picture or act each word out before reading it.
- Never time children's reading, and never make a child read aloud to the whole class unless they want to.

Assessment

Lesson 5 includes a short one-to-one check (about 4 minutes per child; spread it over the week). Record each part as **yes**, **with help** or **not yet**:

1. Says the sound (or points to the letter) for each of the eight new letter cards: m, o, d, g, c, k, e, u.
2. Blends four words from cards: **cup, dog, ten, mud** (says the sounds and the word, or picks the matching picture).
3. Reads the four tricky words in any order: **the, is, I, my**.
4. Reads the sentence "The dog is in the mud." while pointing to each word.
5. Writes or builds "I can sit." after hearing it, with help if needed (a capital I, spaces and a full stop count as part of this).

Doing it their own way (pointing, signing, magnetic letters, word cards) counts as **yes**. Many children will still be "with help" on parts 4 and 5; grade 1 keeps building these.

Sources

- Common Core State Standards, Reading: Foundational Skills, Kindergarten (Internet Archive copy): https://web.archive.org/web/20241220022036/https://www.thecorestandards.org/ELA-Literacy/RF/K/ . RF.K.1.a (follow words from left to right, top to bottom and page by page), RF.K.1.c (words are separated by spaces), RF.K.3.a and RF.K.3.b (consonant and vowel sounds), RF.K.3.c ("Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)") and RF.K.4 ("Read emergent-reader texts with purpose and understanding"). This unit covers only part of these.
- Common Core State Standards, Language, Kindergarten (Internet Archive copy): https://web.archive.org/web/2024/https://www.thecorestandards.org/ELA-Literacy/L/K/ . L.K.2.a

("Capitalize the first word in a sentence and the pronoun I"), L.K.2.b ("Recognize and name end punctuation") and L.K.2.d (spell simple words phonetically).
- Common Core State Standards, Writing, Kindergarten (Internet Archive copy): https://web.archive.org/web/2024/https://www.thecorestandards.org/ELA-Literacy/W/K/ . W.K.3: children use "a combination of drawing, dictating, and writing" to tell about an event. The sentence in lesson 5 is a small start on this.
- Wikipedia, "Decodable text": https://en.wikipedia.org/wiki/Decodable_text . Decodable texts use words made from the letter sounds already taught (its example is "Pat the fat rat"); critics say such texts can be stilted.
- Wikipedia, "Sight word": https://en.wikipedia.org/wiki/Sight_word . Common words with unusual spellings are often taught by sight; the article also reports criticism of teaching whole words as shapes and says some educators teach them through explicit phonics instead.
- Wikipedia, "Synthetic phonics": https://en.wikipedia.org/wiki/Synthetic_phonics . Three to six letter sounds a week; blending all through the word; "tricky" words (with letter sounds not yet taught or unusual) introduced slowly, with phonics still working in part of the word.

Known gaps

- **English only.** Other languages need their own letters, words and books.
- **One small book.** Pip and the Mud is an original CC0 text written for this unit. Children need many more decodable books; schools usually use a published series that matches their phonics order.
- **Stilted text.** With only fourteen letters and four tricky words, the story is short and a little odd ("Mud is not on Pip"). That is normal for early decodable books.
- **Letters still missing:** h, b, f, l, r, j, v, w, x, y, z, qu and all digraphs (sh, ch, th as a taught sound). Grade 1 continues.
- **Pace varies.** Some classes will need much longer for eight new sounds; some children read already.
- Gemini 4 Argon text-checked this unit on 9 November 2026 (word lists, timings, materials and access); the three small notes were fixed in c1a8d03 and 837bab3, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md). A peer check by another AI is not a review by a teacher.
- This is one possible order. It is not tied to any published phonics programme, and schools that follow one should use its order and tricky words instead.

Lesson 1: New sounds: m, o, d

Goal: Children learn the sounds for **m**, **o** and **d**, and blend words using them with the term 2 letters.

Length: about 25 minutes.

Materials

- Large letter cards s, a, t, i, p, n, m, o, d.
- Magnetic letters for each pair: s, a, t, i, p, n, m, o, d.
- The sand tray (or foam on tables).
- Word cards: **mat, map, mop, dot, top, pot, mad, dip, sad** (**sad** is for the closing check).
- Picture cards for the closing check: a mop, a dot, a sad face (or draw them).

Steps

✎ Opening (3 min)

Sound flash with the six term 2 cards: s, a, t, i, p, n, in a new order each time. Children say each sound.

✎ Main activity 1: three new sounds (7 min)

Show **m**. "This letter says /m/, like the start of 'moon'. Hum it: mmm." Children say it, then write it in the air and in the sand: "Down, up and over, up and over." Children who prefer not to touch sand or foam can use a stick, a paintbrush or a dry-erase pen, as in term 2.

Show **o**. "This says /o/, like the start of 'octopus'." Children say it, then form it: "Round, all the way, and join."

Show **d**. "This says /d/, like the start of 'dog'. Keep it short and quiet: d." Form it: "Round like an **o**, then up tall and down."

Say each sound short and pure, as in term 2 ("mmm", not "muh").

✎ Main activity 2: blend with the new sounds (8 min)

Put **m a t** on the board. Point under each letter and say its sound, then sweep your finger under all three: "m-a-t, mat." Do the same with **m o p**, **d o t** and **m a d**.

In pairs, with magnetic letters: the teacher says a word slowly; pairs build it, then point and blend to check. Words: **map**, **top**, **pot**, **dip**.

✓ Discussion questions (with answers) (3 min)

- "What sound does the middle letter of 'dot' make?" (/o/.)

- "Change the first sound of 'mop' to /t/. What word is it now?" (**top**.)
- "Which new letter has a round part and a tall line?" (**d**.)

✓ Closing check (with answers) (4 min)

Show three word cards. Children blend each one and point to the matching picture:

- **m o p** → mop
- **d o t** → dot
- **s a d** → the sad face

Then show **m**, **o**, **d** in a new order and children say each sound.

Answers: mop, dot, sad; /m/, /o/, /d/.

Vocabulary

sound, letter, blend

Differentiation

- **Support:** practise one new sound at a time, with two-sound words first: **am**, **on**.
- **Stretch:** read the two-word phrases **a mop**, **dad sat**, **not on**, **pat and dip**.

⚠ Safety

Check the sand or foam for anything sharp before the lesson, and wash hands afterwards. Magnetic letters are small; keep them away from children who still put things in their mouths, or use large foam letters instead.

Teacher notes

- Some children confuse **d** with **b**. **b** is not taught in this unit, so do not introduce it now; just watch which way children form **d**.
- If a child's accent says /o/ differently, accept their own vowel.

Lesson 2: New sounds: g, c, k, e, u

Goal: Children learn the sounds for **g**, **c**, **k**, **e** and **u**, and blend words using all fourteen letters.

Length: about 25 minutes.

Materials

- Large letter cards for all fourteen letters: s, a, t, i, p, n, m, o, d, g, c, k, e, u.
- Magnetic letters for each pair (all fourteen).
- Word cards: **dog, cat, kit, pet, cup, mud, sun, ten**.
- Picture cards for the closing check: a cup, a dog, a pet (for example a hamster or a goldfish), and the sun.

Steps

✎ Opening (3 min)

Sound flash with all nine cards from lesson 1: s, a, t, i, p, n, m, o, d.

✎ Main activity 1: five new sounds (9 min)

Teach each sound in the same way as lesson 1: show the card, say the sound and a word that starts with it, say it together, then write it in the air.

- **g**: /g/, as in "goat". Short, from the throat.
- **c**: /k/, as in "cat".
- **k**: /k/, as in "kite". "**c** and **k** are two letters for the same sound."
- **e**: /e/, as in "egg".
- **u**: /u/, as in "up".

✎ Main activity 2: blend and build (7 min)

Blend together from cards: **d o g**, **c u p**, **k i t**, **p e t**.

In pairs, with magnetic letters: the teacher says a word; pairs build it and blend to check. Words: **sun**, **ten**, **mud**, **cat**.

Change one letter: build **pin**, then change it to **pen**, then **ten**, then **tan**. "Which letter changed?"

✓ Discussion questions (with answers) (3 min)

- "Which two letters both make the sound /k/?" (**c** and **k**.)
- "What sound is in the middle of 'mud'?" (/u/.)

- "How many sounds are in 'dog'?" (Three: /d/, /o/, /g/.)

✓ Closing check (with answers) (3 min)

Show each word card. Children blend it and point to the matching picture:

- **c u p** → the cup
- **d o g** → the dog
- **p e t** → the pet
- **s u n** → the sun

Answers: cup, dog, pet, sun.

Vocabulary

sound, same sound, change

Differentiation

- **Support:** focus on **e** and **u**, which are easy to mix up; say "egg" and "up" with an action (crack an egg, point up).
- **Stretch:** read **a cat on a cot**, **ten men**, **get up**, **cut the nut** (the tricky word "the" comes in lesson 3; read it for them for now).

Teacher notes

- In this unit **c** comes before a, o and u, and **k** before i and e. Children do not need the rule yet; they just need to know both make /k/.
- Five sounds in one lesson is a lot. Spread them over two or three short sessions if your class needs it, and keep practising daily before lesson 3.
- Picture of a pet: choose an animal your class knows. Children learning English may need to hear "pet" explained ("an animal that lives with a family").

Lesson 3: Tricky words and captions

Goal: Children read four tricky words (**I, the, is, my**) and use them to read short captions.

Length: about 20 minutes.

Materials

- The four tricky-word cards on coloured card: **I, the, is, my**.
- Large letter cards for the fourteen letters (for the opening).
- Caption strips: **I can dig.** / **The cat is on the mat.** / **My pup is in the mud.**
- Paper and crayons.

Steps

✎ Opening (3 min)

Sound flash with the eight new letters from lessons 1 and 2: m, o, d, g, c, k, e, u.

✎ Main activity 1: meet the tricky words (7 min)

Show one tricky word at a time. Sound out the part that works, then point to the tricky part:

- **is**: "**i** says /i/. Then **s**... but here it says /z/. Iz. Is." Children say it.
- **my**: "**m** says /m/. The **y** is tricky; here it says 'eye'. My."
- **the**: "We know these letters, but together **t** and **h** make a new sound, and **e** says 'uh'. The."
- **I**: "This word is just one letter, a capital I. It says 'eye'. It means me."

Mix the cards and hold them up quickly. Children say each word. Repeat a few times; the tricky words get easier each time.

✎ Main activity 2: read captions (5 min)

Show each caption strip. Read it together, pointing under each word from left to right. Children sound out the decodable words and say the tricky words.

Ask children to spot the capital letter at the start and the full stop at the end. "The full stop tells us the sentence has finished."

✓ Discussion questions (with answers) (2 min)

- "Which part of 'is' is tricky?" (The **s** says /z/.)
- "Why is the first letter of 'The cat is on the mat.' a capital?" (It is the start of a sentence.)

✓ Closing check (with answers) (3 min)

Hold up each tricky-word card in a new order. Children say the word (or point to the right card, if non-speaking). Then read the caption **My pup is in the mud.** together, pointing to each word.

Answers: I, the, is, my; "My pup is in the mud."

Vocabulary

tricky word, sentence, capital letter, full stop

Differentiation

- **Support:** learn two tricky words this week (**I** and **the**) and two next week.
- **Stretch:** children draw a picture for one caption and copy the caption underneath.

Teacher notes

- Avoid asking children to memorise tricky words as shapes. Always sound out the part that works first.
- "Is" and "my" are on the Common Core kindergarten list of examples; "I" is needed for the lesson 5 sentence frame.

Lesson 4: Reading our book: Pip and the Mud

Goal: Children read a short decodable book, pointing to each word, and talk about what happens.

Length: about 25 minutes.

Materials

- The large class copy of Pip and the Mud (see the text below).
- One small copy per pair, with the text printed and space for pictures.
- The four tricky-word cards.
- Crayons.

The book (CC0, written for this unit)

Print one page per line. Every word uses only the fourteen taught letters, except the tricky words **I, the, is, my**.

1. I am Dot.
2. Pip is my pup.
3. Pip can dig. Dig, dig, dig!
4. Pip is in the mud.
5. Mud on Pip! Mud on the mat!
6. Dot is sad.
7. Dot gets the cup. Dip, dip. Pat, pat.
8. Mud is not on Pip. Dot is not sad.

Title: **Pip and the Mud**.

Steps

✎ Opening (3 min)

Quick look at the tricky-word cards: **I, the, is, my**.

✎ Main activity 1: read it together (8 min)

Show the large copy. Read the title together, pointing to each word: "Pip... and... the... Mud."

Read each page together. Point under each word from left to right, and show the spaces between words. Children sound out new words: "p-u-p, pup", "g-e-t-s, gets".

Before page 5, check that children know what a **mat** is (a small rug by a door).

✎ Main activity 2: read in pairs (7 min)

Pairs share a small copy. They take turns reading a page each, pointing to every word. The partner listens and helps if asked. Walk round and listen to a few pairs.

Children who are not yet reading on their own follow the pointing while a partner or adult reads.

✓ Discussion questions (with answers) (4 min)

- "Who is Pip?" (Dot's pup.)
- "Why is Dot sad?" (There is mud on Pip and on the mat.)
- "How does Dot fix it?" (She gets a cup and dips and pats Pip.)

✓ Closing check (with answers) (3 min)

Each child draws a picture for one page of their copy. Then point to the words on one page and ask children to read them.

Answers: depend on the page chosen; for example, page 6, "Dot is sad."

Vocabulary

book, title, page, word, space

Differentiation

- **Support:** read pages 1, 2 and 6 only, with an adult pointing.
- **Stretch:** after reading, children write a new last page using taught letters and tricky words (for example, "Pip can nap.").

Teacher notes

- The text is short and a little stilted because it uses only fourteen letters. Talk about the story anyway: children should read for meaning, not just for sounds.
- If children read the book easily, give them more decodable books that match these letters from your school's collection.
- Dot is "she" in the discussion answers; the book itself does not say.

Lesson 5: My first sentence, and show what I know

Goal: Children write (or build) a short sentence with help, and take part in the one-to-one check.

Length: about 25 minutes, plus the one-to-one check spread over the week.

Materials

- Sentence strips with the frame **I can ___.** (one per child).
- Eight picture word cards: **dig, sit, nap, tap, pat, tug, dip, mop** (each with a small picture and the word).
- Magnetic letters and word cards (**I**, **can**, and the eight words) for children who build instead of write.
- Paper, thick pencils or crayons, and mini whiteboards with pens if available. A few lolly sticks to use as spacers, and blocks for counting words.
- For the check: the eight new letter cards (m, o, d, g, c, k, e, u); word cards **cup, dog, ten, mud** with pictures; the four tricky-word cards; a strip saying **The dog is in the mud.**; a record sheet (yes / with help / not yet for each part).

Steps

✎ Opening (3 min)

Read Pip and the Mud together once, from the large copy.

✎ Main activity 1: make a sentence together (7 min)

"I'm going to write a sentence: **I can dig.**" Say it, then count the words on your fingers (three words). Children can instead tap three blocks or touch three lines on the board.

Draw three lines on the board. Write each word on a line, talking as you go:

- "**I** is a tricky word, and always a capital letter."
- "**can**: c-a-n." Children say the sounds with you.
- "**dig**: d-i-g."
- "A full stop at the end."

Point out the **finger spaces** between the words. Children who find a finger awkward can use a lolly-stick spacer or leave a gap the width of a crayon.

✎ Main activity 2: my sentence (10 min)

Each child chooses a picture card and makes their own sentence: **I can ___.** They:

1. Say the sentence out loud (or sign it, or point to the cards).
2. Count the words.

3. Write it on the sentence strip, sounding out the last word, or build it with word cards or magnetic letters.
4. Draw a picture of themselves doing it.

Adults help with sounding out. A child may also tell an adult the sentence, watch the adult write it, and trace or copy it. Any of these counts as writing with help.

✓ Discussion questions (with answers) (3 min)

- "Where does a capital letter go in a sentence?" (At the start, and **I** is always a capital.)
- "What goes at the end?" (A full stop.)
- "Why do we leave spaces?" (So we can see where each word starts and ends.)

✓ Closing check (with answers) (2 min)

Three volunteers read their sentence to the class (only if they want to).

Answers: any "I can ___." sentence with a word from the cards.

One-to-one check (about 4 minutes per child)

Use the record sheet. Mark each part **yes**, **with help** or **not yet**:

1. Shows the eight new letter cards one at a time: **m, o, d, g, c, k, e, u**. The child says the sound or points to the right card when you say it.
2. Shows **cup, dog, ten, mud**. The child blends each word, or picks the matching picture.
3. Shows the tricky words **the, is, I, my** in any order. The child reads them.
4. Shows **The dog is in the mud.** The child reads it, pointing to each word.
5. Says "I can sit." The child writes it, or builds it with word cards or magnetic letters. A capital I, spaces and a full stop are part of this.

Doing it their own way counts as **yes**.

Vocabulary

sentence, capital letter, full stop, finger space

Differentiation

- **Support:** the child builds the sentence with three word cards, then reads it.
- **Stretch:** write a second sentence, for example **My pup can dig.** or **I am Dot.** using their own first name if the letters allow.

Teacher notes

- Accept phonetic spelling: "dg" for "dig" shows the child heard two of the three sounds.

- Do not ask children to write about their own home or family; "I can ___" keeps it about actions.

Grade 1 Language and Literacy: Blend, Read, and Spell

Subject: English language and literacy | Grade: 1 | Lessons: 5 | Time: about 25 minutes each

Status: written (unreviewed) | Author: GPT-6.1 Terra, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice.

Language and literacy progression

Big idea

Letters can stand for sounds. We can blend sounds to read a word, and listen for sounds to help spell one. Reading also means making sense of words.

What students should be able to do

1. Give the taught sounds for lower-case m, s, a, t, p, n, i in this unit's examples.
2. Blend a sequence of taught sounds to read an unfamiliar simple word.
3. Segment a spoken simple word into sounds and represent them with letters.
4. Read a very short controlled text, and answer a question about its meaning.
5. Answer a listening-comprehension question about a separate teacher read-aloud.

What students should already know

Students know that print carries meaning and can attend to and distinguish some speech sounds. At the start, ask them to blend oral /m/ /a/ /t/ and point to where a word begins on a line. If needed, model and practise oral blending and print direction before proceeding. The unit is English-specific; multilingual students bring valuable language knowledge. Speech and print experiences vary.

Lesson list

1. First sounds and blending: m, s, a, t.
2. Change a sound: add p and n; segment and spell.
3. A new vowel: add short i and compare words.
4. Words in a sentence: final /s/, capitals, punctuation, meaning.
5. Review and individual check: a small formative check.

Materials

Large-print letter cards m, s, a, t, p, n, i; a board or paper and marker; individual paper or accessible typing/letter-selection tools. Cards can be large pieces of paper, not small objects. Teacher prepares the original short text in lesson 4 and the check in lesson 5. No pictures are needed to guess words. Provide sufficient space, readable contrast, and appropriate access

supports. Do not require children to touch each other; use safe, supervised materials and follow local school rules.

Assessment

Use lesson 5's private, individual check and answer guide; record each response, self-correction, time and assistance, without a fixed pass score or diagnosis. Use the evidence to plan additional instruction. The listening question is separate from print decoding. Alternative pointing responses can show some recognition, but do not establish unaided oral blending.

Sources

The IES What Works Clearinghouse foundational reading skills practice guide is a general K–3 reference for teaching sound–letter relationships, decoding, and reading connected text. It does not validate this exact sequence or unit. The examples, texts and assessment here are original to this draft; no passage is copied from the guide. Oral language and teacher read-alouds should continue alongside this narrow phonics sequence.

Known gaps and cautions

This small sequence covers only seven letters and selected sounds, not all English sound–letter relationships. English pronunciations vary: use local, familiar examples and accept dialect differences; do not treat an accent as an error. The letters a and i represent the vowel sounds in mat and sit here, not their only sounds. Slash notation such as /a/ and /i/ is teaching shorthand for the vowel sounds in mat and sit, not an IPA transcription; the exact realization varies. Some students need more than one day per lesson and additional systematic instruction. No claim is made about grade-standard alignment, effectiveness, or individual needs. The very short controlled text is deliberately limited and is not a substitute for rich literature or comprehension work.

Lesson 1: First sounds and blending

Time: 25 minutes. Unit overview | Next

Goal

Connect m, s, a and t to their sounds and blend them in simple words.

Materials

Large letter cards, board and marker; paper or accessible response tools.

Steps

1. **Opening and readiness (4 min):** Say /m/ /a/ /t/ slowly and model blending: “mat.” Ask students to try, without print. Point to where to start reading a line. If this is new, practise orally and revisit later; do not treat this quick check as a diagnosis.
2. **Explicit model (6 min):** Show m, s, a, t. Say their sounds: /m/, /s/, short /a/ as in mat, and /t/. Model sustained /m/ and /s/; for /t/ make a brief sound without adding an “uh.” Name letters separately from sounds. Point left to right under m-a-t: /m/ /a/ /t/, “mat.”
3. **Guided practice (7 min):** Build mat, sat, am, at. Point, say sounds, sweep a finger left to right and blend; students follow with a teacher or accessible pointer. Explain each word briefly as needed. Change m to s in mat, blend sat. Do not ask students to guess from a picture.
4. **Discussion (4 min):** “What changed from mat to sat?” Example: “The first letter and sound: m to s.” “What stays?” Example: “a and t.”
5. **Closing check (4 min):** Show sat: expected /s/ /a/ /t/, sat. Ask what sound m makes: /m/. If unsure, model again and practise tomorrow.

Vocabulary

Sound: a speech sound. **Letter:** a written symbol. **Blend:** put sounds together to say a word.

Differentiation

- **Extra support:** Work orally first, then two letters, then three; provide larger print and more time. Reteach individually without public pressure.
- **Extra challenge:** Ask students to explain how mat and sat differ, then use each in an oral sentence. Don't add untaught spelling patterns.

⚠ Safety

Paper or large cards avoid small-object hazards. No student is required to read aloud publicly. Follow local material and accessibility guidance.

Teacher notes

The vowel /a/ here is teaching shorthand for the sound in mat, not IPA transcription or the letter name; pronunciations vary. An accent is not a mistake. Provide an accessible pointing or selection response if speech is inaccessible and record that it checks recognition, not necessarily independent oral blending. Oral meaning and read-alouds continue separately from this short decoding practice.

Lesson 2: Change a sound

Time: 25 minutes. Previous | Unit overview | Next

Goal

Use p and n with the first lesson's letters to read and spell simple words.

Materials

Large m, s, a, t, p, n cards; board; paper or accessible letter selection.

Steps

1. **Opening (4 min):** Review m, s, a, t and blend mat. Reteach as needed.
2. **Model (6 min):** Introduce p /p/ and n /n/. Make /p/ briefly without adding “uh.” Blend m-a-p, map; change m to t and blend tap. Explain the words orally, e.g. a map can show places.
3. **Guided activity (8 min):** Build and read map, tap, pan, man, nap. Say pan, segment /p/ /a/ /n/, and select p-a-n. Students segment nap and choose n-a-p. Say each sound, not a letter name, while segmenting.
4. **Discussion (3 min):** “How did pan become nap?” Example: “The first and last sounds traded places.” Discuss meaning: “What is a nap?” Example: “A short sleep.” Accept other reasonable explanations.
5. **Closing check (4 min):** Read tap (tap); spell spoken man (m-a-n). Model and give another supported attempt if needed.

Vocabulary

Segment: separate a spoken word into its individual sounds. **Spell:** represent a word with letters.

Differentiation

- **Extra support:** Use oral sound practice before cards; model one sound at a time and give more time. Use letter selection if writing is difficult.
- **Extra challenge:** Compare map and tap orally and explain which sound changed. Use each in an oral sentence.

⚠ Safety

Use large paper cards, not small loose parts when unsuitable. No forced public reading; follow school materials guidance.

Teacher notes

Use the short vowel in mat. Accept dialect differences. Multilingual learners may need examples and oral meanings explained; their other languages are assets. A response by

pointing supports participation but measures recognition differently from an independently spoken blend.

Lesson 3: A new vowel

Time: 25 minutes. Previous | Unit overview | Next

Goal

Read and spell words using the vowel sound in sit as well as the sound in mat.

Materials

Large m, s, a, t, p, n, i cards; board; paper or accessible letter selection.

Steps

1. **Opening (4 min):** Review sounds and blend mat and tap. If needed, repeat earlier instruction before introducing another vowel.
2. **Model (6 min):** Introduce lower-case i, the short vowel sound in sit. Model s-i-t /s/ /i/ /t/, “sit.” Contrast sat and sit: the middle letter and sound change. Use examples in the local variety of English.
3. **Guided activity (8 min):** Build and read sit, pin, tin, tip. Say pin, segment /p/ /i/ /n/, and select p-i-n. Students segment and spell tip t-i-p, with support as needed. Explain meanings orally, e.g. a tin is a metal container. Read and compare pan and pin.
4. **Discussion (3 min):** “What changed in pan and pin?” Example: “a changed to i; the middle vowel changed.” “What is the same?” Example: “p and n.”
5. **Closing check (4 min):** Read tin (tin). Spell spoken sit (s-i-t). Model and try again if needed.

Vocabulary

Vowel: a kind of speech sound; here a and i stand for the vowel sounds in mat and sit. Letters can represent different sounds in other words.

Differentiation

- **Extra support:** Use two large contrasting vowel cards and oral practice; allow extra processing time. Offer selection instead of handwriting.
- **Extra challenge:** Explain and use pan and pin in two oral sentences.

⚠ Safety

Use large cards and safe supervised materials. No forced public reading.

Teacher notes

Pronunciation varies by dialect and speaker; do not penalize an accent. When oral speech is inaccessible, pointing can show recognition, but not all the same skills as oral blending. Offer

explanations and oral discussion for multilingual learners without treating language difference as a deficit.

Lesson 4: Words in a sentence

Time: 25 minutes. Previous | Unit overview | Next

Goal

Blend a word with four sounds and read a short controlled text for meaning.

Materials

Large taught-letter cards; board or large-print copy of the original text below.

Steps

1. **Opening (4 min):** Review mat, tap and sit. Blend and explain meanings.
2. **Model (6 min):** Place t-a-p-s. Blend /t/ /a/ /p/ /s/, “taps”: four sounds, including final /s/. Model maps and naps in the same way. Explain that final s is /s/ in these examples, not in every English word. Explain the words orally; a map can show places, a nap is a short sleep.
3. **Read together (7 min):** Teach that capital S and T are forms of s and t; capitals begin the names Sam and Tim and these sentences. A period marks the end. Write and point under each word, blending where needed:

   Sam taps Tim. Tim taps Sam.

Names Sam and Tim use the taught short vowel sounds. Read once together, then offer a private supported reading or accessible response. The text is about light taps; no one has to touch anyone to demonstrate it. 4. **Discussion (4 min):** “Who taps Tim?” Expected: Sam. “Who taps Sam?” Expected: Tim. “Can we tell why?” No, the text does not say. Encourage students to distinguish a possible guess from what the words tell us. 5. **Closing check (4 min):** Read maps (/m/ /a/ /p/ /s/, maps). Ask what the period tells us (the sentence ends). Reteach as needed.

Vocabulary

Sentence: words expressing a thought. **Period:** a mark that can show a sentence has ended. **Capital:** a larger form of a letter used in names and at sentence beginnings.

Differentiation

- **Extra support:** First blend tap, then add /s/. Use large print, a pointer, more time and individual help. Allow selection responses where needed.
- **Extra challenge:** Segment naps into /n/ /a/ /p/ /s/ and explain what can and cannot be inferred from the short text.

⚠ Safety

No forced touch or public reading. Use safe, supervised materials.

Teacher notes

These final s examples all use /s/, but English endings are not always /s/. Avoid “uh” after /t/ and /p/. Respect pronunciation differences. A selection response shows recognition rather than necessarily independent oral reading. This minimal text is not a substitute for listening to rich read-alouds.

Lesson 5: Review and individual check

Time: about 25 minutes of group teaching, plus brief individual checks as time allows. Previous | Unit overview

Goal

Use the taught sound–letter relationships to read and spell, and show understanding of separately heard language.

Materials

Large taught-letter cards, paper or accessible selection tools, individual check cards prepared below, and a teacher recording sheet. Show only one print item at a time. Do not practise the four check words before the check.

Steps

1. **Opening (4 min):** Review sounds m, s, a, t, p, n, i. Blend mat and sit. Give corrective modeling without judging a student's accent.
2. **Model and guided practice (8 min):** Segment map /m/ /a/ /p/ and spell m-a-p. Read taps /t/ /a/ /p/ /s/. Ask students to explain how sounds help them read or spell. Example: “I put the sounds together.”
3. **Listening (5 min):** Teacher reads this original text aloud, not as independent decoding: “A child finds a small plant bent toward a window. The child turns the pot. Later, the plant has bent toward the light again.” Ask: “What did the child turn?” Expected: the pot. “Where did the plant bend later?” Expected: toward the light. Accept equivalent wording.
4. **Discussion (4 min):** “What can you do when a word is unfamiliar?” Example: “Look at its letters, say their sounds, and blend.” Reading for meaning matters too; don't guess words from a picture or first letter.
5. **Closing (4 min):** Together read pin and segment spoken nap: /n/ /a/ /p/. Tell children the next check helps plan teaching, not rank them.

Individual check and answer guide

Conduct privately, with a familiar adult, on another day or while a separate activity is supervised. Allow unhurried response; no timed cutoff. Record each response, self-correction, approximate time if helpful, and any prompts or assistance. No coaching before recording an initial response; support can follow and should be noted. The four real words and two novel strings use only taught letters and patterns, but have not been practised in these lessons.

Show	Expected blend	Expected response
sip	/s/ /i/ /p/	sip
tan	/t/ /a/ /n/	tan
nip	/n/ /i/ /p/	nip
pit	/p/ /i/ /t/	pit
mip	/m/ /i/ /p/	mip (invented item)

Show	Expected blend	Expected response
sim	/s/ /i/ /m/	sim (invented item here; may be a word or abbreviation elsewhere)

Explain that the last two are pretend items for the task, not tests of word knowledge; they can occur in other contexts or languages. They offer a limited look at transfer and do not diagnose a reading difficulty. If an accent changes the expected pronunciation, evaluate the intended taught correspondences in that variety rather than demanding an artificial accent.

Spelling: Say mat, use it in an oral sentence if needed, repeat it, and ask the student to represent its sounds: /m/ /a/ /t/, m-a-t. Repeat with pin: /p/ /i/ /n/, p-i-n. Note whether the student writes, types or selects letters and the support given. These spelling words were practised; this is a separate skill from decoding the check items.

Listening: After the teacher-read text above, ask “What did the child turn?” Expected: the pot. This checks listening to this text, not independent reading. A drawing, gesture or pointing to the pot among teacher-prepared choices can be an accessible response; record the mode and choices used.

Use results: Note which sound, blending step or spelling sound needs more practice. Reteach that element explicitly and check again with different taught items after practice. No arbitrary passing score, diagnosis or placement judgment follows from this small, unvalidated check. Discuss persistent concerns with qualified educators and families using local procedures.

Vocabulary

Self-correction: noticing and changing one's own response. **Assessment:** a way for a teacher to learn what to teach next.

Differentiation

- **Extra support:** Large print, extra time, a quiet setting, or letter selection instead of handwriting. Record all assistance and response mode. If speech is inaccessible, pointing to a word among choices may show recognition but does not establish independent oral blending; document the choices. Multilingual learners can discuss meanings in familiar languages.
- **Extra challenge:** Explain a sound change in mat/sat and make an oral sentence with a practised word, without turning assessment into a speed race.

⚠ Safety

No public ranking or forced public reading; use safe materials and follow school privacy practices for records.

Teacher notes

The check is a small formative snapshot, not validated or comprehensive. Separate listening comprehension, decoding and spelling observations. Use local pronunciation and accessible communication; a different accent is not a reading error. Continue rich oral language and read-alouds alongside phonics.

Grade 1 Language and Literacy: Long Vowel Sounds with Magic e and ee, ai, oa

Subject: English language and literacy | Grade: 1 | Lessons: 5 | Time: about 25 minutes each | Term: 2

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 2
Language and literacy progression

Big idea

A vowel letter can stand for more than one sound. In many short words an **e** at the end, or two vowel letters together (**ee**, **ai**, **oa**), tells us to say the vowel's long sound, the one that sounds like its name. Reading the same short book again helps it sound smooth.

Outcomes

By the end of the unit, most children can:

1. Hear whether the vowel sound in a spoken one-syllable word is long or short (for example cap / cape), and show it by saying, pointing or signing.
2. Read short words with a magic e (a_e, i_e, o_e, u_e), such as cape, kite, note and cute, and show how the e changes the word.
3. Read short words with **ee**, **ai** and **oa**, such as seed, paid and goat.
4. Read two new tricky words, said and was, as whole words.
5. Read a short book again until it sounds smoother, and fix a word that did not make sense.

Prior knowledge

The unit uses words built only from letters already taught in kindergarten and in the grade 1 term 1 unit: **s a t i p n m o d g c k e u**, and the tricky words I, the, is, my. Children should be able to blend three or four sounds into a short word such as mat or dust.

At the start of lesson 1, check: can the child blend s-a-t, p-i-n and c-u-t, and say the sound for each of a, i, o, u, e? If a child cannot yet blend, keep working on that first; this unit adds to blending, it does not replace it.

Lessons

1. Long and short vowel sounds: listening only; cap or cape?
2. Magic e with a and i: cap becomes cape, pin becomes pine.
3. Magic e with o and u, and two tricky words: not becomes note; said, was.

4. ee, ai, oa: two letters, one long sound.
5. Reading a book again until it sounds smooth: "Goat and the Kite", read three times, and a private one-to-one check.

Materials (whole class unless noted)

- Large-print letter cards for s, a, t, i, p, n, m, o, d, g, c, k, u, and a separate **magic e card** (a large e on a card of a different colour, with a raised edge or a strip of tape so it can be felt).
- Two **long and short cards**: a long strip of card (about 40 cm) and a short square (about 8 cm). Different lengths can be felt as well as seen.
- A small long and short pair (a long and a short strip of paper) for each child or pair (lesson 1).
- Large-print word cards for each lesson (listed in each lesson).
- Three vowel-team cards, **ee**, **ai** and **oa**, each with both letters on one card (lesson 4).
- Two tricky-word cards, said and was, with one rounded cut corner so they can be told apart by touch (lesson 3).
- The one-to-one check card (in lesson 5).
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- The book "Goat and the Kite" (text in lesson 5): one printed copy per pair, plus one large copy for the board. Copies are made by the teacher from the text; there is no publisher.
- Optional: braille or large-print copies of the word cards and the book for children who use them, made with the child's braille teacher or vision service.
- A quiet corner and a simple record sheet for the one-to-one check (lesson 5).

⚠ Safety and access

- Cards are large pieces of card, not small objects; nothing small enough to swallow is needed.
- **Deaf and hard-of-hearing children:** hearing a long or short vowel depends on sound. Sit the child close, face them so they can see the mouth, and use the child's usual hearing technology. The long and short cards give a visual and touchable signal. If listening is not accessible for a child, focus on the print outcomes (2–4) and agree with the child's specialist teacher how sound work is done; do not mark outcome 1 as "not yet" because of hearing.
- **Children who sign:** in a signing classroom, follow the school's approach to linking signs, fingerspelling and print.
- **Non-speaking children:** any answer can be given by pointing to a card, choosing on an AAC device, signing, or holding up the long or short card. Pointing shows they recognise a word; it does not show blending aloud, and the record should say which was used.
- **Blind and low-vision children:** large print with strong contrast, or braille made with the child's braille teacher (braille may show some words in contracted form, so follow that teacher's advice). The magic e card and the long and short cards can be told apart by touch.
- **Colour:** the magic e card is a different colour, but it also has a raised edge, so colour is never the only clue.
- **Fine motor:** children may say, point, or choose letter cards instead of writing.

- **Reading aloud is never forced in front of the class.** No timing of reading in public, no reading-speed charts, and no rankings. Reading alone to an adult happens privately, in lesson 5.
- Accents differ. Accept the long and short vowel sounds of the child's own way of speaking English.

Assessment

- **Every lesson:** a short closing check (in each lesson file) for the teacher to note who might need more practice.
- **Lesson 5:** a private one-to-one check, about 3 minutes per child, covering all five outcomes: long or short (outcome 1); reading four magic e words (outcome 2); reading three vowel-team words (outcome 3); reading said and was (outcome 4); and reading one page of the book again, with any self-correction noted (outcome 5).
- Record what each child did and what helped, with no score or pass mark. Use the record to plan who needs more practice with which pattern.
- A child who answered by pointing or AAC is recorded as doing so; this is a valid answer, not a lesser one.

Sources

- Common Core State Standards, Reading: Foundational Skills, Grade 1 (archived copy, 5 April 2025): https://web.archive.org/web/20250405094820/https://www.thecorestandards.org/ELA-Literacy/RF/1/
  - RF.1.2.a: "Distinguish long from short vowel sounds in spoken single-syllable words."
  - RF.1.3.b: "Decode regularly spelled one-syllable words."
  - RF.1.3.c: "Know final -e and common vowel team conventions for representing long vowel sounds."
  - RF.1.3.g: "Recognize and read grade-appropriate irregularly spelled words."
  - RF.1.4.b: "Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings."
  - RF.1.4.c: "Use context to confirm or self-correct word recognition and understanding, rereading as necessary."
- Wikipedia, "Phonics": https://en.wikipedia.org/wiki/Phonics
  - Long vowels "have the same sound as the names of the vowels", and "The way that educators use the term 'long vowels' differs from the way in which linguists use this term."
  - Vowel-consonant-e spellings are "often referred to as 'the silent E' or 'the magic E'", with examples including bake, hike, cone and cute; the ee spelling "is sometimes, but inconsistently, considered part of this pattern."
  - "The ai in sail is a vowel digraph." The rule "when two vowels go walking, the first one does the talking" has "been almost universally discarded owing to the many non-examples".
- IES What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (practice guide landing page only): https://ies.ed.gov/ncee/wwc/PracticeGuide/21 . A general reference for linking sounds to letters, teaching decoding, and having each child read connected text every day. It does not validate this exact unit.
- The word lists, the long and short cards, and the book "Goat and the Kite" are original to this draft (CC0).

Known gaps

- Written 10 November 2026. Text-checked by one other agent (Gemini 4 Argon, 10 November 2026, 0 errors reported plus optional materials-list notes, which were applied and which Gemini 4 Argon also diff-checked the same day; see PEERCHECKS.md); not yet reviewed by a teacher. A text check is not classroom testing.
- **Letters this unit assumes.** The grade 1 year plan expects term 1 to add the remaining single letters and sh, ch, th. The written term 1 unit teaches m, s, a, t, p, n, i, and kindergarten taught s, a, t, i, p, n, m, o, d, g, c, k, e, u. So this unit uses only those letters. Words with b, f, h, l, r, w and others (rain, boat, feet, ride) are left out until those letters have been taught; a teacher who has taught them can add such words.
- Magic e with e (e_e, as in theme) is not taught here, because there are few short, common examples; ee is taught instead.
- Other long vowel spellings (ay, igh, ow, ue, ea and others) are not covered and would follow later.
- The tricky words said and was are an example, not taken from a source list.
- The one-to-one check is a classroom note-taking tool, not a reading test or screening.

Lesson 1: Long and Short Vowel Sounds

Unit overview - Next: Lesson 2

Goal: Children hear whether the vowel sound in a spoken word is short (as in cap) or long, sounding like the letter's name (as in cape).

Length: 25 minutes

Materials

- The long and short cards (long strip and short square) for the teacher, plus one small pair per child or pair (strips of paper cut long and short work).
- Letter cards a, i, o, u.
- Optional: the child's usual hearing technology; tactile long and short cards.

Steps

✎ Opening (3 min)

Say: "Vowels are letters like a, i, o, u. Each one can make a short sound and a long sound. The long sound sounds like the letter's name." Hold up a: "Short: /a/ as in cap. Long: like its name, as in cape." (Slash letters here are teaching shorthand, not IPA.)

Warm-up: prior-knowledge check (4 min)

Blend aloud together: s-a-t, p-i-n, c-u-t. Hold up a, i, o, u in turn; children say or sign the short sound. Note anyone who cannot yet blend (see README, Prior knowledge).

✎ Main activity: long or short? (12 min)

1. Model with the big cards: say cap and hold up the short square; say cape and hold up the long strip. Stretch the vowel a little without distorting it.
2. Say each pair. Children hold up the short or long card for each word:
    - cap / cape
    - pin / pine
    - hop / hope
    - cut / cute
3. Then say single words in a mixed order and children show long or short: kite (long), sun (short), note (long), pig (short), made (long), mop (short).
4. Pairs take turns: one says cap or cape (pointing to the card so the partner can check), the other shows long or short.

These listening words may include letters the children cannot read yet; this lesson is listening only.

✓ Discussion questions (with answers) (3 min)

- "In cape, does the a sound like its name?" Yes.
- "Is the sound in pin long or short?" Short.
- "Which word has the long sound, hop or hope?" hope.

✓ Closing check (with answers) (3 min)

Say four words; children show the short or long card: cut (short), cute (long), pine (long), cap (short). Note who is unsure for more practice.

Vocabulary

vowel, long sound, short sound

Differentiation

- **More support:** work with one vowel (a) only; exaggerate the length slightly; repeat each pair twice.
- **Stretch:** children think of their own word with a long sound (any answer that has one counts).
- **Access:** non-speaking children show the card or choose on AAC; deaf and hard-of-hearing children sit close, watch the mouth and use their usual technology (see README, Safety and access); blind children feel the long and short cards.

⚠ Safety

The cards are large and flat. Accept the child's own accent.

Lesson 2: Magic e with a and i

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children read words with a_e and i_e and show how adding e changes a short vowel to a long one.

Length: 25 minutes

Materials

- Letter cards c, a, p, t, m, d, n, i, k, and the magic e card.
- Large word cards: cap, cape, tap, tape, mad, made, can, cane, pin, pine, kit, kite, dim, dime.
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- The long and short cards.
- Optional: braille or large-print word cards; tactile magic e card.

Steps

✎ Opening (3 min)

Review lesson 1: say cap and cape; children show short or long.

Warm-up (4 min)

Build cap with letter cards. Everyone blends it. Then add the magic e card at the end: "This e makes no sound of its own here. It tells the a to say its name." Blend cape together.

✎ Main activity (12 min)

1. Change and read. With the cards, build each short word, read it, add the magic e, and read the new word: tap → tape, mad → made, can → cane. Then the i words: pin → pine, kit → kite, dim → dime.
2. Sort. Show the word cards one at a time, mixed. Children read each word and show long or short.
3. Write. Say tape; children write it (or choose letter cards). Then pin, kite, made. Check together: does it end in e if the sound is long?

The name "magic e" is what many teachers say (see Sources); it is not really magic, just a spelling pattern that works in many short words.

✓ Discussion questions (with answers) (3 min)

- "What changed when we added e to pin?" It became pine; the i said its name.
- "Does the e at the end of kite make a sound?" No, it is silent.

- "Kit or kite: which has a long sound?" kite.

✓ Closing check (with answers) (3 min)

Show four cards; children read each one aloud together or by signing (non-speaking children: lay out the four cards, say one word, and the child points to it): cane, dim, tape, kite. Then: "Which ones have a magic e?" cane, tape, kite.

Vocabulary

magic e, silent, long sound

Differentiation

- **More support:** stay with a_e only; build each word with the cards before reading the card.
- **Stretch:** read mane, date, time, side (all use taught letters).
- **Access:** children who do not write choose letter cards or type; non-speaking children read by pointing when the teacher says a word; blind children use braille or tactile cards (follow the braille teacher's advice).

⚠ Safety

Large flat cards only.

Lesson 3: Magic e with o and u, and Two Tricky Words

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children read words with o_e and u_e, and read the tricky words said and was as whole words.

Length: 25 minutes

Materials

- Letter cards n, o, t, c, d, u, s, m, p, k, and the magic e card (p and k are for building poke in More support).
- Large word cards: not, note, cod, code, cut, cute, us, use, cone, poke, tune, dome; the review words cape, kite, pin from lesson 2; and the two tricky word cards said and was (a different shape of card, for example with a cut corner, so they can be told apart by touch as well as sight).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- The long and short cards.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Quick review: read cape, kite, pin together. Which have a magic e?

Warm-up (4 min)

Build not with letter cards, read it, add the magic e: note. "The magic e works with o too." Then cut → cute: "And with u. Long u can sound like its name, you."

✎ Main activity 1: o_e and u_e (8 min)

1. Change and read with the cards: cod → code, us → use.
2. Read the word cards cone, poke, tune, dome together. Children show long or short for each (all long).
3. Mixed sort: not, note, cut, cute, code. Children read each one and show long or short. Answers: short, long, short, long, long.

✎ Main activity 2: two tricky words (4 min)

Show said. "Some words don't follow the patterns we know, so we learn them as whole words. This one says said." Read it, spell it aloud together, write it once. Then the same for

was. Put both on the class tricky-word wall next to I, the, is, my. (These two words are an example; a school may use its own list.)

✓ Discussion questions (with answers) (3 min)

- "What does the e do in note?" It makes the o say its name; it is silent.
- "Can we sound out said with our letter sounds?" Not with the sounds we know; we learn it as a whole word.
- "Which is long, us or use?" use.

✓ Closing check (with answers) (3 min)

Show cute, not, said, code. Children read them together or by signing (non-speaking children: lay out the cards, say one word, the child points to it). Answers: cute (long), not (short), said (tricky word), code (long).

Vocabulary

magic e, tricky word, long sound

Differentiation

- **More support:** o_e only; build every word from cards first; practise said only.
- **Stretch:** read mute, dune, tone, mope.
- **Access:** non-speaking children point; blind children use braille or tactile cards, and feel the cut corner of the tricky-word cards; children who do not write choose letter cards.

⚠ Safety

Large flat cards only. The cut corner is rounded, not sharp.

Lesson 4: ee, ai, oa

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children read words in which two vowel letters together (ee, ai, oa) make one long vowel sound.

Length: 25 minutes

Materials

- Three large team cards: **ee**, **ai**, **oa** (each two letters on one card).
- Letter cards s, d, n, m, t, p, g, c, k.
- Large word cards: see, seed, need, meet, deep, seem; aim, maid, paid, pain, main; goat, coat, soap, toad, oak, moat; the review words kite, note, cute (Opening); and mat (Closing check).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- The long and short cards.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Read kite, note, cute together. "Today we find another way to write long sounds: two vowel letters together."

Warm-up (4 min)

Show the **ee** card: "These two letters together make one sound, the long e." Build s + ee → see, then s + ee + d → seed.

✎ Main activity (12 min)

1. **ee** (3 min): read need, meet, deep, seem together. Build one with cards.
2. **ai** (3 min): show the ai card: "long a, like its name." Read aim, maid, paid, pain, main.
3. **oa** (3 min): show the oa card: "long o." Read goat, coat, soap, toad, oak, moat.
4. **Write** (3 min): say seed, paid, goat; children write them (or choose cards) and check together.

Some children may have heard "when two vowels go walking, the first one does the talking". Do not teach it: Wikipedia's Phonics article notes it has been almost universally discarded because so many words break it. Instead say: "These teams make long sounds in these words. We'll learn other teams later."

✓ Discussion questions (with answers) (3 min)

- "How many sounds does ee make in seed?" One (the long e).
- "Which team is in paid?" ai.
- "Is the o in goat long or short?" Long.

✓ Closing check (with answers) (3 min)

Show meet, main, coat, mat. Children read them together or by signing (non-speaking children: lay out the cards, say one word, the child points to it), then show long or short. Answers: long, long, long, short.

Vocabulary

vowel team, long sound

Differentiation

- **More support:** teach ee only today and ai and oa the next day; build every word from cards first.
- **Stretch:** read seen, teen, coast, toast.
- **Access:** non-speaking children point; blind children use braille or tactile cards (in contracted braille some of these words may look different; follow the braille teacher); children who do not write choose cards.

⚠ Safety

Large flat cards only. No real soap or food is needed; the words are just words.

Lesson 5: Reading a Book Again Until It Sounds Smooth

Unit overview - Previous: Lesson 4

Goal: Children read a short book three times, noticing that it sounds smoother each time, and fix a word that does not make sense. The teacher does a private one-to-one check.

Length: 25 minutes for the class lesson, plus about 3 minutes per child for the one-to-one check (during the lesson's quiet reading or at other times in the week)

Materials

- "Goat and the Kite" (text below): one printed copy per pair and one large copy for the board.
- The check card: the words from the one-to-one check below (tape, pine, note, cute, seed, paid, goat, said, was) on one card, plus the same words on single word cards for children who point. A record sheet with each child's name.
- The long and short cards.
- Optional: braille or large-print copies of the book and check card.

The book: "Goat and the Kite"

Original to this draft (CC0), set in Little Hill. It uses only the letters s a t i p n m o d g c k e u and the tricky words the, is, I, said. One line per page:

1. Goat made a kite.
2. The kite is tan and pink.
3. Goat and Duck sit on the dune.
4. The kite is up in the mist!
5. Snap! The kite is stuck in an oak.
6. Goat is sad. Duck is sad.
7. Duck said, "I can poke it."
8. Duck pokes it. Pop! The kite is not stuck.
9. Goat and Duck sit in the sun. The end.

Long vowel words in the book: Goat, made, kite, dune, oak, poke, pokes.

Steps

✎ Opening (3 min)

Show the cover title. Children find the long vowel words in the title: Goat (oa), kite (magic e).

First reading: teacher reads (4 min)

The teacher reads the large copy aloud, pointing to each word. Ask: "What went wrong for Goat?" (The kite got stuck in an oak.)

Second reading: together (5 min)

Read together as a class, the teacher pointing. Stop at made, dune and poke and ask: "Which letter tells us the vowel is long?" (The e at the end.)

Third reading: in pairs (7 min)

Pairs read the book together, taking turns by page, or reading it together in one voice. Children may whisper. The teacher listens to a few pairs and starts the one-to-one checks.

Teach one fix-up step: "If a word doesn't make sense, stop, look again, and read the sentence again." Model it once: read "Goat made a kit" and say, "Hmm, that doesn't make sense with the picture in my head. Look again: kite!"

✓ Discussion questions (with answers) (3 min)

- "Did the book sound smoother the third time?" Any honest answer; many children notice it gets easier.
- "How did Duck help?" Duck poked the kite and it came unstuck.
- "Find a word with oa." Goat or oak.

✓ Closing check (with answers) (3 min)

Point to kite, oak, sun, said on the large copy. Children read them together or by signing, and show long or short for the first three. Answers: kite long; oak long; sun short; said is a tricky word.

One-to-one check (about 3 minutes, private)

In a quiet corner, one child at a time. Explain it is just to help the teacher plan. Note what the child does and what helped; no score.

1. **Long or short (outcome 1):** say cap, cape, hope. The child shows long or short. (Answers: short, long, long.)
2. **Magic e (outcome 2):** the child reads tape, pine, note, cute.
3. **Vowel teams (outcome 3):** the child reads seed, paid, goat.
4. **Tricky words (outcome 4):** the child reads said and was.
5. **Rereading (outcome 5):** the child reads page 7 or 8 of the book again; note any self-correction.

Non-speaking children: lay out three cards, say one word, and the child points to it; record "pointing". Blind children use the braille or large-print check card. Deaf children: see the README note on outcome 1.

Vocabulary

reread, smooth, make sense

Differentiation

- **More support:** the child echo-reads each page after the teacher.
- **Stretch:** the child writes one more page for the book using the words from this unit (any spelling attempt counts).
- **Access:** reading aloud alone is never done in front of the class; children who do not speak read with a partner by pointing to each word.

⚠ Safety

No timing of reading, no speed charts and no rankings. The check is private.

Grade 1 Language and Literacy: Two-Syllable Words, -s -ing -ed Endings, a Recount and a Fact Page

Subject: English language and literacy | Grade: 1 | Lessons: 5 | Time: about 25 minutes each | Term: 3

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice.
>
> Text-checked by one other agent (DeepSeek-V4-Pro); see Known gaps.

Back to the grade 1 year plan - Term 3
Language and literacy progression

Big idea

Longer words are made of parts. Every beat (syllable) in a word has a vowel sound, so we can read a long word one part at a time, and endings such as -s, -ing and -ed change what a word tells us. Writers put events in order with time words, and a fact page tells a reader true things about one topic.

Outcomes

By the end of the unit, most children can:

1. Count the beats (syllables) in a spoken word, and find the vowel in each part of a printed two-syllable word such as sunset or picnic.
2. Read two-syllable words by splitting them into parts, for example nap + kin = napkin.
3. Read a root word with the endings -s, -ing and -ed (for example pick, picks, picking, picked) and say which one tells about something that already happened.
4. Tell, then write, a short recount of three events in order, using time words (first, next, then, at the end), with an ending and a full stop at the end of each sentence.
5. Make a short fact page that names a topic, gives two or three facts from a source the class shared, and has a closing line.

Prior knowledge

Children should be able to read short words with the letters **s a t i p n m o d g c k e u**, magic e words and ee, ai, oa words (the grade 1 term 2 unit), and the tricky words I, the, is, my, said, was. They should be able to write a sentence with a capital letter and a full stop (term 1).

All the words children are asked to **read** in this unit use only those letters and patterns. Words children **say** or **write** in their own recounts and fact pages can use any letters; invented spelling is expected and accepted.

Lessons

1. Beats in words: clapping syllables; every part has a vowel; sun + set = sunset.
2. Endings -s, -ing and -ed: pick, picks, picking, picked; what already happened.
3. Telling what happened, in order: a Little Hill picture story told with first, next, then, at the end.
4. Writing a recount: three sentences, a partner's question, and one added detail.
5. A fact page, and a private check: facts about ducks from a card the teacher reads aloud; a one-to-one check.

Materials (whole class unless noted)

- Large word cards for each lesson (listed in each lesson), and the same words split into two part cards (for example sun and set) for lesson 1.
- Ending cards **-s**, **-ing** and **-ed**, each on a card of a different colour with a different edge (straight, wavy, notched) so they can be told apart by touch (lesson 2).
- Four time-word cards: first, next, then, at the end (lessons 3 and 4).
- Four large picture cards for "Duck's Picnic" (described in lesson 3); a teacher can draw simple pictures or use the text descriptions.
- One small paper set of the four picture cards per pair (lessons 3 and 4).
- Optional writing frames with the time words or sentence starters already written (lessons 4 and 5).
- The duck fact card (text in lesson 5), one large copy for the board.
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- Writing paper with space for a picture (one sheet per child for lesson 4, one for lesson 5).
- The one-to-one check card (in lesson 5) and a simple record sheet.
- Optional: a counter or block per child for touching beats (lesson 1).
- Optional: braille or large-print copies of the word cards, time-word cards and fact card, made with the child's braille teacher or vision service; tactile versions of the picture cards (for example a felt or card cut-out on each).

⚠ Safety and access

- **No personal recounts are required.** Every recount in this unit is about the shared made-up story "Duck's Picnic". A child may choose to write about a class event everyone shared instead. Children are never asked to write or tell about home, family, weekends, holidays or trips.
- **Writing can be done in the child's own way:** by hand, by typing, by letter selection on an AAC device, or by telling an adult who writes the words down (dictation). Drawing plus a spoken or signed sentence also counts in lessons 3 to 5.
- **Clapping beats** can also be tapping, nodding, stamping, signing a count, or touching a counter for each beat. Deaf and hard of hearing children can feel beats as taps on the table or the back of the hand, and should not be marked "not yet" on outcome 1 because of hearing; use the printed-word part of the outcome and the child's usual communication.
- **No public reading aloud is required.** Sharing with the class is always optional; a child can share with one partner or with the teacher only.

- Braille note: in contracted (UEB grade 2) braille, some endings such as -ing and -ed have their own contraction signs. Agree with the child's braille teacher whether to use contracted or uncontracted braille for this unit.
- No food is used. The picnic is only in the story.

Assessment

- Lessons 1 to 4 each end with a short closing check (whiteboards, cards or pointing), used only to plan the next lesson.
- Lesson 5 ends with a private one-to-one check of about three minutes covering all five outcomes. It is not a test, it is not timed, and results are not shared with the class.
- The lesson 4 recount and lesson 5 fact page are kept as samples. Look for: events in order, at least one time word, a closing sentence, full stops; spelling that shows the sounds (picnik for picnic is a good sign at this stage).

Sources

- Common Core State Standards, Reading: Foundational Skills, Grade 1 (archived copy): RF.1.3.d "Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word."; RF.1.3.e "Decode two-syllable words following basic patterns by breaking the words into syllables."; RF.1.3.f "Read words with inflectional endings." https://web.archive.org/web/20250405094820/https://www.thecorestandards.org/ELA-Literacy/RF/1/
- Common Core State Standards, Language, Grade 1: L.1.4.c "Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)."; L.1.1.e "Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)."; L.1.2.b "Use end punctuation for sentences."; L.1.2.e "Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions."
- Common Core State Standards, Writing, Grade 1: W.1.3 "Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure."; W.1.2 "Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure."; W.1.5 "With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed."; W.1.8 "With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question."
- Wikipedia, "English verbs" (how the -ed ending is pronounced): https://en.wikipedia.org/wiki/English_verbs
- Wikipedia, "Duck" (facts on the lesson 5 fact card): https://en.wikipedia.org/wiki/Duck

The story "Duck's Picnic", the fact card wording and all example word lists were written for this unit (CC0). They are examples, not taken from a source.

Known gaps

- Written 10 November 2026. Text-checked by one other agent (DeepSeek-V4-Pro, 10 November 2026, 0 errors reported; see PEERCHECKS.md); not yet reviewed by a teacher. A text check is not classroom testing.

- **Letters.** As in the term 2 unit, words children read use only the letters known to have been taught in the written kindergarten and grade 1 units. Many common words for these skills (jump, look, rabbit, basket) need letters such as b, f, h, j, l, r, w; a teacher who has taught them can add such words.
- The time words first, next and then use letters not yet taught (f, r, x, h), so they are learned by sight from cards with a small symbol and read with the teacher, not sounded out.
- Endings that change the spelling of the root (hop, hopping, hopped; make, making) are not taught here; every root word used keeps its spelling when an ending is added.
- The three sounds of -ed are taught as a listening idea only; children are not asked to name or sort them.
- The writing samples are not marked against a rubric or level.

Lesson 1: Beats in Words

Unit overview - Next: Lesson 2

Goal

Children count the beats (syllables) in spoken words, see that each part of a printed word has a vowel, and read two-syllable words one part at a time.

Length

About 25 minutes.

Materials

- Large word cards: sunset, picnic, magnet, napkin, kitten, insect, pumpkin, dentist.
- The same words cut into two part cards each (for example sun | set), with the vowel in each part printed a little larger.
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print part cards; a counter or block per child for touching a beat.

Steps

✎ Opening (3 min)

Say: "Some words are short, like cat. Some are longer, like picnic. Today we find out how to read longer words one part at a time."

Warm-up: clap the beats (4 min)

Say each spoken word and clap once for each beat, then the children copy: duck (1), goat (1), sunset (2), picnic (2), kitten (2), pumpkin (2). Children may clap, tap, nod, stamp, sign a number or touch a counter for each beat; any of these counts.

✎ Main activity: every part has a vowel (12 min)

1. Put up sun and set as two part cards. Point to the vowel in each: "Sun has **u**. Set has **e**. Each part has a vowel sound." Blend each part, then push the cards together: sun, set, sunset.
2. Do the same with pic | nic, mag | net, nap | kin.
3. Show a whole word card, kitten. Ask: "Where do we split it?" Children point to each vowel first, then the teacher shows the split kit | ten. A useful tip for these words (an example, not a full rule): when two consonants sit between two vowels, split between them.
4. In pairs, children try insect, pumpkin and dentist: find the vowels, split, read each part, read the whole word. Pairs show the split on a whiteboard with a line, or by pointing.

✓ Discussion questions (3 min)

- How many beats does picnic have? How many vowels can you see?
- Why is it easier to read pumpkin in two parts?

✓ Closing check (3 min)

Show napkin and magnet one at a time. Each child shows the number of beats (fingers, a sign, or a count of taps) and reads the word, or points to where it splits. Note who needs more practice splitting.

Vocabulary

beat, syllable, vowel, part, split

Differentiation

- **Support:** work with part cards only, already split; the child reads each part and an adult pushes the cards together.
- **Stretch:** read contest, upset and catnip and split them without help.
- **Non-speaking children:** point to each part as the adult reads it, then point to the whole word when the adult asks "Which word is sunset?"

⚠ Safety

No special safety needs. Stamping for beats is optional and done standing in place.

Lesson 2: Endings -s, -ing and -ed

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal

Children read root words with the endings -s, -ing and -ed, and know that -ed often tells us something already happened.

Length

About 25 minutes.

Materials

- Large root word cards: pick, kick, stamp, mend, dust, test, open.
- Ending cards **-s**, **-ing** and **-ed** (different colours and edges: straight, wavy, notched).
- Large word cards for the closing check: kicks, mending, picked.
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print root word and ending cards.

Steps

✎ Opening (3 min)

Act it out: pretend to pick a flower from the air. Say: "I **pick**." Keep going: "I am **picking**." Stop: "I **picked** a flower." Ask: "What changed in the word?"

Warm-up: root word plus ending (4 min)

Show pick. Add the **-s** card: picks. Swap to **-ing**: picking. Swap to **-ed**: picked. Say: "Pick is the root word. The ending changes what the word tells us." Children read each one with you, or point to the ending as you read.

✎ Main activity: build and read (12 min)

1. With kick, stamp and mend, the teacher holds up the root word and a child chooses an ending card to add. Everyone reads the new word (kicks, stamping, mended and so on).
2. **Yesterday, today, tomorrow.** Say sentences about Duck, and children show with a thumb pointed back over their shoulder (or point to a "before" side of the room, or sign) when it already happened:
    - "Today Duck picks a seed."
    - "Yesterday Duck picked a seed." (thumb back)
    - "Tomorrow Duck will pick a seed."
3. **Listening note for the teacher.** The -ed ending is said in three ways. After a t or d sound it adds a new beat: mended, dusted, tested. After some other sounds it sounds like /t/: picked, kicked, stamped. Otherwise it sounds like /d/: opened, seemed. (Slashes

here are teaching shorthand, not IPA; these word examples are ours.) Say a few and let children clap the beats: mend (1), mended (2); pick (1), picked (still 1). Children do not need to name or sort the three sounds; the spelling is always -ed.
4. On whiteboards, children write a root word the teacher says (dust, test or open) and add an ending of their choice, then show a partner. Any root-plus-ending they read correctly counts.

✓ Discussion questions (3 min)

- Which ending tells us something already happened?
- Mended has two beats but picked has one. Can you hear the difference?

✓ Closing check (3 min)

Show kicks, mending and picked one at a time. Children read each word (aloud, signed, or by pointing to it when the teacher says it), and then point to the one that "already happened". Note who reads the root but not the ending.

Vocabulary

root word, ending, already happened, yesterday, today, tomorrow

Differentiation

- **Support:** cover the ending with a hand, read the root, then uncover and add the ending sound.
- **Stretch:** read seemed, aimed and tested and say which has two beats.
- **Non-speaking children:** the teacher reads three forms aloud; the child points to the card that matches.

⚠ Safety

Acting out "kick" and "stamp" is done in place, in the air or on the floor, never toward another child.

Lesson 3: Telling What Happened, in Order

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal

Children retell a short made-up story in order, out loud or in their own way, using the time words first, next, then and at the end, and talking about it as something that already happened.

Length

About 25 minutes.

Materials

- Four large picture cards for "Duck's Picnic" (below), drawn simply or shown as the text descriptions.
- Four time-word cards: first, next, then, at the end. These words use letters not yet taught, so each card also has a small symbol (1 dot, 2 dots, 3 dots, a star) and the teacher reads them; children learn them by sight, not by sounding out.
- One small set of the four picture cards per pair (paper copies are fine).
- Optional: tactile picture cards (for example a felt seed on card 1, a stick on card 3), and braille or large-print time-word cards.

The story: "Duck's Picnic" (CC0, written for this unit)

The teacher tells this story; children do not read it. It uses letters not yet taught (for example h, l, w, b), which is fine for listening and retelling.

1. Duck packed seeds and a napkin in a bag.
2. Duck and Goat went down the hill to the pond.
3. The wind blew the napkin into the pond! Goat got it out with a stick.
4. Duck and Goat sat on the wet napkin and ate the seeds. It was a good picnic.

Steps

✎ Opening (3 min)

Say: "When we tell what happened, we tell it in order, so the listener can follow. Today we tell a story about Duck."

Warm-up: what already happened? (4 min)

Tell the story once, showing the cards in order. Then say a few sentences and ask whether they tell what already happened: "Duck packed seeds." (yes) "Duck packs seeds." (now) Children show with a thumb back over the shoulder for "already happened", as in lesson 2.

✎ Main activity: time words (8 min)

1. Put up the four time-word cards above the pictures, in order. Read them together: first, next, then, at the end.
2. Model one retelling: "**First**, Duck packed seeds and a napkin. **Next**, Duck and Goat went to the pond. **Then** the wind blew the napkin into the pond, and Goat got it out. **At the end**, they sat on the wet napkin and ate the seeds."
3. Mix up the picture cards. Children help put them back in order, saying or pointing to the time word for each.

Pairs: tell it your way (4 min)

In pairs, children put their small picture cards in order and take turns telling the story with the time words. A child can tell it by speaking, signing, using an AAC device, or by pointing to each card while their partner or an adult says it. Adding a made-up detail is welcome ("The seeds were pink").

✓ Discussion questions (3 min)

- Which time word goes at the start? Which goes at the end?
- What would be confusing if we told card 4 first?

✓ Closing check (3 min)

Show the four pictures mixed up. Each child (or pair) puts them in order and touches a time word for each, or tells one sentence with a time word. Note who can order the events and who uses time words.

Vocabulary

first, next, then, at the end, in order, recount

Differentiation

- **Support:** use only three cards (1, 3, 4) and three time words (first, then, at the end).
- **Stretch:** add a sentence about how Duck or Goat might have felt, using "might" (for example "Goat might have felt proud").
- **Blind or low-vision children:** use tactile picture cards and braille or large-print time-word cards; order them by touch.

⚠ Safety and care

Children are not asked to tell about their own weekend, home or family. If a child offers a personal story, thank them and return to Duck.

Lesson 4: Writing a Recount

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal

Children write a short recount of "Duck's Picnic" (at least three events in order) with time words, a full stop at the end of each sentence and an ending, then add one detail after a partner's question.

Length

About 25 minutes.

Materials

- The four "Duck's Picnic" picture cards and the four time-word cards from lesson 3, on the board.
- A word bank on the board children can copy from: Duck, Goat, seeds, napkin, pond, stick, picnic, packed.
- Writing paper with space for a picture (one sheet per child), and pencils, or the child's usual typing or letter-selection tool.
- Optional: small sets of picture cards per pair (from lesson 3); braille or large-print word bank.

Steps

✎ Opening (3 min)

Retell the story together once, using the time words. Say: "Today we write it, so someone who wasn't here can read what happened."

Warm-up: a shared sentence (4 min)

Write one sentence together on the board, thinking aloud: "**First**, Duck packed seeds." Point out the capital letter at the start, the comma after the time word (optional at this stage), and the full stop at the end. Ask: "How do we know the sentence has finished?"

✎ Main activity: write it (11 min)

1. Children write the recount: at least three sentences, each starting with a time word, and a last sentence that ends the story (for example "It was a good picnic." or one of their own). They can copy words from the word bank and the time-word cards.
2. Spelling: children write untaught words the way they sound (nakpin, pikmik, wint). That is expected; do not correct spelling during writing.

3. Ways to write: by hand, typing, letter selection, or dictating to an adult who writes the exact words. A child who draws the four events and says or signs one sentence for each has also made a recount.
4. Early finishers draw a picture for the story.

Partner question and one more detail (4 min)

In pairs, one child shares the recount (reads it, signs it, or lets the partner read it). The partner asks one question, using a starter on the board: "What did ___ look like?" or "How did ___ feel?" The writer adds one detail to answer it (a word, a sentence, or a labelled part of the drawing). Then swap. Sharing with the whole class is optional.

✓ Closing check (3 min)

Each child points to (or tells the teacher) one time word, one full stop and the ending in their own recount. Collect the recounts as samples.

Vocabulary

recount, sentence, full stop, detail, ending

Differentiation

- **Support:** a writing frame with the time words already written ("First, ___. Then, ___. At the end, ___.") and the picture cards beside it.
- **Stretch:** write all four events and add a detail to each.
- **Fine-motor or writing difficulties:** dictation, typing or a frame with picture choices; the ideas and order are what is assessed, not handwriting.

⚠ Safety and care

The recount is about the made-up story, or a class event everyone shared if a child chooses it. Children are never asked to write about home, family or weekends. Partner questions are about the story only.

Lesson 5: A Fact Page, and a Private Check

Unit overview - Previous: Lesson 4

Goal

Children make a short fact page about ducks from a card the teacher reads aloud: a title that names the topic, two or three facts, and a closing line. While the class works, the teacher does a short private check with children one at a time.

Length

About 25 minutes (the one-to-one checks continue over the next few days while the class works).

Materials

- The duck fact card (below), one large copy for the board.
- Writing paper with space for a picture (one sheet per child), and pencils, or the child's usual typing or letter-selection tool.
- The check card (below), the four "Duck's Picnic" picture cards and the four time-word cards, each child's lesson 4 recount, and a record sheet with each child's name.
- Optional: braille or large-print copies of the fact card and check card.

The duck fact card (teacher reads it aloud)

Ducks

- A baby duck is called a duckling.
- Ducks that spend a lot of time in water usually have webbed feet.
- Some ducks feed by tipping up in the water, head down and tail up.
- Female mallard ducks say "quack". Most kinds of duck do not quack; they make other calls.

(Facts checked against the Wikipedia article "Duck", listed in the unit's Sources. Wording simplified for this unit.)

Steps

✎ Opening (3 min)

Say: "A recount tells what happened. A fact page tells true things about one topic. A fact page needs a title that says the topic, some facts, and an ending."

Warm-up: listen for facts (4 min)

Read the fact card aloud twice. After the second reading, ask: "Which fact surprised you?" Children answer by speaking, signing, pointing to a line, or showing a thumb on the line the teacher points to.

✎ Main activity: make a fact page (12 min)

1. Model the start on the board: a title (Ducks), one fact in the children's words, and a picture.
2. Children make their own page: the title, two or three facts from the card in their own words, and a closing line (for example "Ducks are good in the water." or "I want to see a duckling."). Invented spelling is fine. The fact card stays on the board to look back at.
3. Ways to write: by hand, typing, letter selection, dictation, or a labelled drawing with a spoken or signed fact for each label.
4. During this time, the teacher starts the private one-to-one checks (below), a few children each lesson.

Sharing (3 min)

Children who want to share read one fact to a partner. Ask the class: "How do we know these facts are true?" (They came from the card, and the card came from a source we can check.)

✓ Closing check (3 min)

Each child points to (or tells) the title, one fact and the closing line on their page.

The private one-to-one check (about 3 minutes per child)

This is not a test. It is not timed, nobody else hears it, and results are not shared with the class. Accept answers by speaking, signing, pointing, AAC or braille.

1. **Beats and vowels (outcome 1).** Say picnic: "How many beats?" Show the printed word sunset: "Point to the vowel in each part."
2. **Two-syllable words (outcome 2).** Read napkin and insect (splitting is fine).
3. **Endings (outcome 3).** Read stamps, stamping, stamped. "Which one already happened?"
4. **Order and time words (outcome 4).** Put three "Duck's Picnic" picture cards in order and touch or say a time word for each. Look together at the lesson 4 recount: is there a time word, a full stop and an ending?
5. **Fact page (outcome 5).** "Tell me one fact from your page. Where did it come from?"

Record "yes", "nearly" or "not yet" for each, with a short note. A deaf or hard of hearing child is not marked "not yet" on the beats part because of hearing; use the printed-word part and taps the child can feel.

Vocabulary

fact, topic, title, source, closing line

Differentiation

- **Support:** a frame ("Ducks ___. Ducks ___.") with picture prompts for each fact.
- **Stretch:** add a question the child still wonders about ducks, and talk with the teacher about where they could find the answer.

- **Blind or low-vision children:** braille or large-print fact card; the teacher can read it again on request.

⚠ Safety

No real animals, feathers or food are used.

Grade 2 Language and Literacy: More Vowel Teams (ay, igh, ow, oo)

Subject: English language and literacy | Grade: 2 | Lessons: 5 | Time: about 30 minutes each | Term: 1

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 1. Builds on grade 1: long vowels with magic e and ee, ai, oa and two-syllable words and endings
Language and literacy progression

Big idea

Some long vowel sounds are written with a team of letters: **ay** in day, **igh** in night. Some teams can stand for more than one sound: **ow** in snow and now, **oo** in moon and took. When a word does not make sense, a good reader tries the other sound and reads the sentence again.

Outcomes

By the end of the unit, most children can:

1. Tell whether the vowel in a written one-syllable word is long or short (for example kit / kite, met / meet), and show it by saying, pointing or signing.
2. Still read words with magic e and with ee, ai and oa from grade 1, such as cape, note, seed and goat.
3. Read words with **ay** and **igh**, such as day, stay, high and night, including two-syllable words such as Sunday and midnight.
4. Read words with **ow** and **oo**, knowing that each can stand for two sounds (snow / now, moon / took), and try the other sound when the first one does not make a word that fits.
5. Read a short book again until it sounds smoother and more like talking, and fix a word that did not make sense.

Prior knowledge

The written kindergarten and grade 1 units teach the letters **s a t i p n m o d g c k e u**, magic e (a_e, i_e, o_e, u_e), the teams ee, ai and oa, the tricky words I, the, is, my, said, was, the endings -s, -ing and -ed, and two-syllable words such as sunset and picnic.

The new teams need three more letters, **y**, **h** and **w**. Lesson 1 checks or teaches these three letters before they are used. Other words children read in this unit use only the letters and patterns above.

At the start of lesson 1, check: can the child read sat, cape and seed, and the word said? If a child cannot yet blend a short word, keep working on that first.

Lessons

1. Checking long and short, and three more letters: long or short when reading; magic e and ee, ai, oa again; y, h, w.
2. ay and igh: day, stay, Sunday; high, night, midnight.
3. ow: two sounds: snow and now; try the other sound.
4. oo: two sounds: moon and took; reading sentences.
5. Reading a book again until it sounds smooth: "Duck and the Snowman", read three times, and a private one-to-one check.

Materials (whole class unless noted)

- Large-print letter cards for s, a, t, i, p, n, m, o, d, g, c, k, e, u, and three new cards for **y**, **h**, **w**.
- Large-print team cards: **ee**, **ai**, **oa** (from grade 1) and **ay**, **igh**, **ow**, **oo** (all letters of a team on one card). The **ow** and **oo** cards have two raised dots in one corner, meaning "this team can make two sounds", so the mark can be felt as well as seen.
- Two **long and short cards**: a long strip of card (about 40 cm) and a short square (about 8 cm).
- A small long and short pair (a long and a short strip of paper) for each child or pair (lesson 1).
- Four **key word cards** for sorting, snow, now (lesson 3), moon, took (lesson 4).
- Large-print word cards for each lesson (listed in each lesson).
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- The book "Duck and the Snowman" (text in lesson 5): one printed copy per pair, plus one large copy for the board. Copies are made by the teacher from the text; there is no publisher.
- Optional: braille or large-print copies of the word cards and the book for children who use them, made with the child's braille teacher or vision service.
- The one-to-one check card (in lesson 5), a quiet corner and a simple record sheet.

⚠ Safety and access

- Cards are large pieces of card; nothing small enough to swallow is needed.
- **Deaf and hard-of-hearing children:** long and short sounds depend on hearing. Sit the child close, face them, and use the child's usual hearing technology. The long and short cards and the raised-dot mark give visual and touchable signals. If listening is not accessible, focus on reading the print and agree with the child's specialist teacher how sound work is done.
- **Children who sign:** in a signing classroom, follow the school's approach to linking signs, fingerspelling and print.
- **Non-speaking children:** any answer can be given by pointing to a card, choosing on an AAC device, signing, or holding up the long or short card. Pointing shows a child recognises a word; it does not show blending aloud, and the record should say which was used.

- **Blind and low-vision children:** large print with strong contrast, or braille made with the child's braille teacher (braille may show some words in contracted form, so follow that teacher's advice). The two-sounds mark is raised.
- **Colour** is never the only clue on any card.
- **Fine motor:** children may say, point, or choose letter cards instead of writing.
- **Reading aloud is never forced in front of the class.** No timing of reading in public, no reading-speed charts, no rankings. Reading alone to an adult happens privately, in lesson 5.
- **Accents differ.** The vowels in snow, now, moon and took are said differently in different places, and in some accents words such as book or room may use the other oo sound. Accept the child's own way of speaking English; the point is trying the other sound when a word does not fit.

Assessment

- **Every lesson:** a short closing check (in each lesson file) for the teacher to note who might need more practice.
- **Lesson 5:** a private one-to-one check, about 4 minutes per child, covering all five outcomes: long or short in kit / kite (outcome 1); reading cape, note, seed, goat (outcome 2); reading day, stay, high, night (outcome 3); reading snow, now, moon, took, with a prompt to try the other sound if needed (outcome 4); and reading one page of the book again, with any self-correction noted (outcome 5).
- Record what each child did and what helped, with no score or pass mark. Use the record to plan who needs more practice with which team.
- A child who answered by pointing or AAC is recorded as doing so; this is a valid answer, not a lesser one.

Sources

- Common Core State Standards, Reading: Foundational Skills, Grade 2, read via the Internet Archive: https://web.archive.org/web/2025/https://www.thecorestandards.org/ELA-Literacy/RF/2/
  - RF.2.3.a: "Distinguish long and short vowels when reading regularly spelled one-syllable words."
  - RF.2.3.b: "Know spelling-sound correspondences for additional common vowel teams."
  - RF.2.3.c: "Decode regularly spelled two-syllable words with long vowels."
  - RF.2.3.e: "Identify words with inconsistent but common spelling-sound correspondences."
  - RF.2.4.b: "Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings."
  - RF.2.4.c: "Use context to confirm or self-correct word recognition and understanding, rereading as necessary."
- Wikipedia, "Phonics": https://en.wikipedia.org/wiki/Phonics
  - Its list of long vowel spellings includes play (for long a), night (for long i) and bow (for long o).
  - It describes "the oo spelling of the /uː/ and /ʊ/ sounds" (as in moon and took), and lists look among short vowel examples.
  - It names "/aʊ/ as in cow" as a common diphthong (the sound of ow in now).

    - It gives igh and oo among "recognizable graphemes that allow students to construct rhyming word patterns".
- IES What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (practice guide landing page only): https://ies.ed.gov/ncee/wwc/PracticeGuide/21 . A general reference for linking sounds to letters, teaching decoding, and having each child read connected text every day. It does not validate this exact unit.
- The choice of ay, igh, ow and oo, the word lists, the two-sounds mark, and the book "Duck and the Snowman" are original to this draft (CC0); the teams are the author's examples, not a list from a source.

Known gaps

- Written 10 November 2026. Text-checked by one other agent (Gemini 4 Argon, 10 November 2026, 0 errors reported plus one optional note, which was applied; see PEERCHECKS.md); not yet reviewed by a teacher. A text check is not classroom testing.
- **Letters this unit assumes.** The grade 1 year plan expected the remaining single letters to be taught in grade 1, but the written grade 1 units teach only s, a, t, i, p, n, m, o, d, g, c, k, e, u. This unit adds y, h and w in lesson 1 because the new teams need them. Common words that need other letters (play, rain, light, book, room, flow) are left out; a teacher whose class knows more letters can add them.
- Other vowel teams (ea, ie, oi, oy, ou, ew, ue and others) are not covered here.
- y at the end of a longer word (as in sunny) is not taught; Sunday is read as Sun + day.
- Sh, ch and th appear in the grade 1 year plan but not in a written grade 1 unit, so they are not used here.
- The one-to-one check is a classroom note-taking tool, not a reading test or screening.
- Little Hill characters (Goat, Duck, Hen) and the book are made up.

Lesson 1: Checking Long and Short, and Three More Letters

Unit overview - Next: Lesson 2

Goal: Children show whether the vowel in a written word is long or short, read magic e and ee, ai, oa words again, and learn (or check) the letters y, h and w.

Length: 30 minutes

Materials

- Letter cards s, a, t, i, p, n, m, o, d, g, c, k, e, u, and the new cards **y**, **h**, **w**.
- Team cards **ee**, **ai**, **oa**.
- The long and short cards, and a small long and short pair for each child or pair.
- Large word cards: sat, cape, seed, said (Opening); yes, yak, yam, hat, hen, hut, wet, wig, win (Warm-up); kit, kite, met, meet, cap, cape, cot, coat, mad, maid, hop, hope, cut, cute (Main); hope, wig, goat, yes (Closing check).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Read sat, cape, seed and said together. Note quietly any child who cannot yet blend sat; they will need extra blending practice alongside this unit.

Warm-up: y, h, w (6 min)

Show **y**: "This letter says /y/ as in yes." Read yes, yak, yam. Then **h** (hat, hen, hut) and **w** (wet, wig, win). If the class already knows these letters, make this a quick check and move on.

✎ Main activity (14 min)

1. **Long or short?** (6 min): show kit, then kite. Read both. "Which has the long sound, the one that says the letter's name?" Children hold up the long or short strip. Repeat with met / meet, cap / cape, cot / coat.
2. **Pairs** (5 min): in pairs, children read mad / maid, hop / hope, cut / cute, and sort each word under the long or short card.
3. **Write** (3 min): say wet, hen, hope; children write them (or choose cards) and check together.

✓ Discussion questions (with answers) (3 min)

- "What makes the a in cape long?" The e at the end (magic e).

- "How many sounds do the two letters ee make in meet?" One, the long e.
- "Is the vowel in wig long or short?" Short.

✓ Closing check (with answers) (4 min)

Show hope, wig, goat, yes. Children read each one together or by signing (non-speaking children: lay out the cards, say one word, the child points to it), then show long or short. Answers: long, short, long, short.

Vocabulary

long sound, short sound, vowel, vowel team

Differentiation

- **More support:** do the y, h, w warm-up again before lesson 2; build each long/short pair from cards so children see the one change.
- **Stretch:** read wade, wipe, hide, heed.
- **Access:** non-speaking children point or use AAC; blind children use braille or tactile cards (follow the braille teacher on contractions); children who do not write choose cards.

⚠ Safety

Large flat cards only.

Lesson 2: ay and igh

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children read words with **ay** (long a) and **igh** (long i), including two-syllable words.

Length: 30 minutes

Materials

- Team cards **ay** and **igh**, plus **ai** (from grade 1).
- Letter cards s, t, d, m, p, w, h, n, g.
- Large word cards: cape, maid (Opening); day, say, may, pay, way, hay, stay (Warm-up and Main); high, sigh, night, might, sight, tight (Main); Sunday, daytime, midnight, highway (Main); stay, night, might, Sunday (Closing check).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- The long and short cards.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Read cape and maid. "Both have the long a sound. Today we meet another way to write long a, and a way to write long i."

Warm-up: ay (5 min)

Show the **ay** card: "These two letters together make one sound, long a." Build d + ay → day. Read say, may, pay, way, hay, stay together. Point out that in these words ay comes at the end, and ai (as in maid) came in the middle; this is a pattern in many words, not a rule for every word.

✎ Main activity (15 min)

1. **igh** (5 min): show the **igh** card: "Three letters, one sound: long i." Build h + igh → high, then n + igh + t → night. Read sigh, might, sight, tight.
2. **Longer words** (5 min): cover half of Sunday with a hand or card: read Sun, then day, then the whole word. Do the same with daytime (day + time: magic e), midnight (mid + night) and highway (high + way).
3. **Write** (5 min): say stay, night, high; children write them (or choose cards) and check together.

✓ Discussion questions (with answers) (3 min)

- "How many letters are in the team igh? How many sounds?" Three letters, one sound.
- "Which team is in pay?" ay.

- "What two small words make midnight?" mid and night.

✓ Closing check (with answers) (4 min)

Show stay, night, might, Sunday. Children read them together or by signing (non-speaking children: lay out the cards, say one word, the child points to it). Then: "Which word has long a?" stay (and Sunday, in its second part). "Which have long i?" night, might.

Vocabulary

vowel team, long a, long i, syllable

Differentiation

- **More support:** teach ay only today and igh the next day; build each word from cards first.
- **Stretch:** read words with endings from grade 1: nights, days, stayed, staying, sighing.
- **Access:** non-speaking children point or use AAC; blind children use braille or tactile cards (follow the braille teacher on contractions); children who do not write choose cards.

⚠ Safety

Large flat cards only.

Lesson 3: ow, Two Sounds

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children read words with **ow**, know it can make the long o sound (snow) or the sound in now, and try the other sound when the first does not make a word that fits.

Length: 30 minutes

Materials

- Team card **ow** (with the raised two-sounds mark), plus **oa** (from grade 1).
- Key word cards snow and now.
- Letter cards s, n, t, m, h, c, d, g.
- Large word cards: goat, day, night (Opening); snow, tow, mow, own, stow, snowman (Main); now, how, cow, wow, down, town, gown, downtown (Main); own, how, town, snowman (Closing check).
- Large sentence cards: "The cow is in the snow." and "Now I can mow." (Main); "Goat is in the town now." (Closing check).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word and sentence cards.

Steps

✎ Opening (3 min)

Read goat, day, night together as a quick review of oa, ay and igh.

Warm-up: one team, two sounds (5 min)

Show the **ow** card and feel or point to the two dots: "This team can make two sounds." Read the key word snow (long o, like goat) and the key word now (the sound in cow). Put the two key word cards side by side.

✎ Main activity (15 min)

1. **Long o words** (4 min): read tow, mow, own, stow, then snowman (snow + man).
2. **The other sound** (4 min): read how, cow, wow, down, town, gown, then downtown (down + town).
3. **Sort** (3 min): in pairs, mix the word cards and sort them under snow or now.
4. **Try the other sound** (4 min): read "The cow is in the snow." together. Then read "Now I can mow." The teacher reads Now with the long o sound on purpose: "Does that sound right? No, so I'll try the other sound." Read the sentence again. Children who meet a word that sounds wrong do the same: try the other sound, then reread.

✓ Discussion questions (with answers) (3 min)

- "What two sounds can ow make?" The long o in snow and the sound in now.
- "How do you know which sound to use?" Try one; if it doesn't make a word that fits the sentence, try the other and read again.
- "Which two words make snowman?" snow and man.

✓ Closing check (with answers) (4 min)

Show own, how, town, snowman. Children read each one and point to the key word with the same ow sound (non-speaking children: lay out the cards, say one word, the child points to it, then points to a key word). Answers: snow, now, now, snow. Then read "Goat is in the town now." together.

Vocabulary

vowel team, two sounds, key word, reread

Differentiation

- **More support:** do the long o words today and the now words the next day; read each sentence with an adult first.
- **Stretch:** read words with endings from grade 1: snowing, towed, owns, towns, gowns.
- **Access:** non-speaking children point or use AAC; blind children use braille or tactile cards (the two-sounds mark is raised; follow the braille teacher on contractions); children who do not write choose cards. Accept the child's own accent for both sounds.

⚠ Safety

Large flat cards only.

Lesson 4: oo, Two Sounds

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children read words with **oo**, know it can make the sound in moon or the sound in took, and read short sentences, trying the other sound when a word does not fit.

Length: 30 minutes

Materials

- Team card **oo** (with the raised two-sounds mark).
- Key word cards moon and took, plus snow and now from lesson 3 (Opening).
- Letter cards m, n, s, p, t, c, k, g, d, w, h.
- Large word cards: moon, soon, noon, spoon, hoot, mood, noontime (Main); took, cook, hook, good, wood, hood, stood, cooking, hooked (Main); soon, good, spoon, hook (Closing check).
- Large sentence cards: "The moon is high at midnight.", "Duck took a spoon.", "Hen is cooking at noon.", "Goat stood in the wood." (Main).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word and sentence cards.

Steps

✎ Opening (3 min)

Show the key words snow and now. "What do we do if ow makes a word that doesn't fit?" Try the other sound and read again. "Today's team can make two sounds as well."

Warm-up (5 min)

Show the **oo** card and feel or point to the two dots. Read the key word moon and the key word took. Put them side by side.

✎ Main activity (15 min)

1. **The sound in moon** (4 min): read soon, noon, spoon, hoot, mood, then noontime (noon + time).
2. **The sound in took** (4 min): read cook, hook, good, wood, hood, stood, then cooking and hooked (endings from grade 1).
3. **Sentences** (7 min): read the four sentence cards together, then in pairs. If a child reads good with the sound in moon, ask: "Does that sound like a word you know? Try the other sound." Then reread the whole sentence.

✓ Discussion questions (with answers) (3 min)

- "What two sounds can oo make?" The sound in moon and the sound in took.

- "Which team is in night?" igh.
- "What did Duck take in the sentence?" A spoon.

✓ Closing check (with answers) (4 min)

Show soon, good, spoon, hook. Children read each one and point to the key word with the same oo sound (non-speaking children: lay out the cards, say one word, the child points to it, then points to a key word). Answers: moon, took, moon, took. In some accents these words are said differently; accept the child's own way of saying them.

Vocabulary

vowel team, two sounds, key word, sentence

Differentiation

- **More support:** read only the first two sentences; build moon and took from cards.
- **Stretch:** read spoons, hoots, cooks, woods, and make up a sentence with soon.
- **Access:** non-speaking children point or use AAC; blind children use braille or tactile cards (follow the braille teacher on contractions); children who do not write choose cards.

⚠ Safety

Large flat cards only. No real spoons, hooks or cooking are needed; the words are just words.

Lesson 5: Reading a Book Again Until It Sounds Smooth

Unit overview - Previous: Lesson 4

Goal: Children read a short book three times, sounding smoother and more like talking each time, and fix a word that did not make sense. The teacher holds a private one-to-one check.

Length: 30 minutes, plus about 4 minutes per child for the one-to-one check (spread over the following days if needed)

Materials

- The book "Duck and the Snowman" (text below): one printed copy per pair, plus one large copy for the board.
- Key word cards snow, now, moon, took.
- The one-to-one check card (below), a quiet corner and a simple record sheet.
- Optional: braille or large-print copies of the book and check card.

The book: "Duck and the Snowman"

Original to this draft (CC0). Every word uses letters and patterns taught in kindergarten, grade 1 and this unit, plus the tricky words I, the, is, said, was.

1. It is Sunday. It is a snow day.
2. Goat and Duck made a snowman.
3. "It needs a hat," said Goat.
4. Hen had a hat. Now the snowman had a hat.
5. At midnight, the moon was high. The wind came.
6. The wind took the hat. The hat was in the pond!
7. Hen was sad. Duck said, "I can swim."
8. Duck swam and got the hat.
9. Duck set the hat on the snowman. "Now it is on tight," said Duck. The end.

Each page can have a simple drawing made by the teacher or the class; the words carry the story without pictures.

Steps

✎ Opening (3 min)

Show the four key words. "In this book you will meet ay, igh, ow and oo. If a word doesn't fit, try the other sound."

First reading: teacher and class together (7 min)

Read the large copy together, pointing under each word. Stop at Now on page 4: "Which ow sound? Let's try both." Stop at took on page 6 in the same way.

Second reading: in pairs (8 min)

Pairs take turns reading a page each. The listener follows with a finger. If the reader gets stuck, the listener may say "Try the other sound" or "Read it again", but not the word itself.

Third reading: like talking (7 min)

Read together again, this time with expression: Goat sounds sure on page 3, the hat going in the pond on page 6 sounds surprised, Duck sounds pleased on page 9. "Did it sound smoother this time?"

✓ Discussion questions (with answers) (3 min)

- "What took the hat?" The wind.
- "Who got the hat back, and how?" Duck; Duck swam in the pond.
- "Find a word with igh." midnight, high or tight.

Closing (2 min)

"Reading a book again makes it sound smoother. That's what good readers do." No one is timed or compared.

One-to-one check (private, about 4 minutes per child)

In a quiet corner, with the check card. The child may answer by reading aloud, signing, pointing or AAC; record which.

1. **Long or short** (outcome 1): show kit and kite. "Which has the long sound?" (kite.)
2. **Grade 1 patterns** (outcome 2): read cape, note, seed, goat.
3. **ay and igh** (outcome 3): read day, stay, high, night.
4. **ow and oo** (outcome 4): read snow, now, moon, took. If a word is read with the other sound, ask: "Does that sound like a word you know? Try the other sound." Note whether the child changes it.
5. **Rereading** (outcome 5): the child chooses a page of the book and reads it; note any word the child fixed without help.

Record what the child did and what helped, with no score or pass mark.

Vocabulary

reread, smooth, expression

Differentiation

- **More support:** the child reads alongside an adult (echo reading: the adult reads a line, the child reads it after) for the second reading.
- **Stretch:** the child writes one more page for the book (for example what Goat says), using any spelling; invented spelling is fine.
- **Access:** non-speaking children can follow along and point to words, or join the reading on an AAC device with prepared pages; blind children use a braille copy made with their braille teacher; deaf children who sign can sign the story.

⚠ Safety

No real snow, water or ponds are needed; it is a story. Reading aloud is never forced in front of the class.

Grade 2 Language and Literacy: Longer Words, un- and re-, and Joining Sentences

Subject: English language and literacy | Grade: 2 | Lessons: 5 | Time: about 30 minutes each | Term: 2

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 2. Builds on grade 1 and grade 2 term 1: two-syllable words and endings and more vowel teams
Language and literacy progression

Big idea

A long word is often two short parts joined together: rain + bow is rainbow. A small part at the front can change what a word means: un- can mean "not" or "the opposite", and re- can mean "again". Some words change in an odd way (one foot, two feet; today I sit, yesterday I sat). Two short sentences can be joined with and or but.

Outcomes

By the end of the unit, most children can:

1. Read short words with four more letters, **r**, **l**, **f** and **b**, such as red, leg, fan, bed, rain and light.
2. Read two-syllable words with a long vowel by reading one part, then the other, then the whole word (rainbow, sailboat, sunrise, weekend).
3. Read words that start with **un-** and **re-** (unlock, unpack, refill, retell) and say what the new word means.
4. Say the odd plural or past form of some common words: feet, men, geese, children, mice; sat, hid, told, ran, got.
5. Join two short sentences with and or but, and read a short book again until it sounds smoother.

Prior knowledge

The written units before this one teach the letters **s a t i p n m o d g c k e u**, then **y**, **h** and **w** (grade 2 term 1); magic e; the teams **ee**, **ai**, **oa**, **ay**, **igh**, **ow** and **oo**; the tricky words I, the, is, my, said, was; the endings -s, -ing and -ed; and two-syllable words such as sunset and midnight.

This unit adds four letters, **r**, **l**, **f** and **b**, in lesson 1, and one tricky word, to, in lesson 5. Every word children are asked to read uses only these letters and patterns, with three exceptions that are taught as words to learn and pointed out by the teacher: told (lesson 4), children (lesson 4)

and the apostrophe in Duck's (lesson 5). Words such as mice, teeth and fish are said and heard, not read.

At the start of lesson 1, check: can the child read day, night and moon? If not, go back to the term 1 unit first.

Lessons

1. Four more letters: r, l, f, b: short words, then long-vowel words such as rain, ride, feet, light.
2. Long words in two parts: rainbow, sailboat, sunrise, weekend.
3. un- and re-: unlock, unpack, refill, retell, and what they mean.
4. One foot, two feet; today and yesterday: odd plurals and odd past forms.
5. Joining sentences, and a book read three times: and and but; "The Kite in the Tree"; a private one-to-one check.

Materials (whole class unless noted)

- Large-print letter cards for **r**, **l**, **f**, **b** (new) and the letters and team cards from the term 1 unit.
- Large-print word cards for each lesson (listed in each lesson).
- A **two-part strip**: a long card with a fold line in the middle, so a word card can be folded to show one part at a time (lesson 2).
- Two **front cards**: **un-** and **re-**, each with a raised line along the right-hand edge, so the "front part" can be felt as well as seen (lesson 3).
- Picture pairs drawn by the teacher (lesson 4): one foot / two feet, one man / two men, one goose / two geese, one child / three children, one mouse / two mice. Stick drawings are fine.
- A small box or bag to pack and unpack, and an empty cup (lesson 3).
- Sentence strips and two **joining cards**, and and but (lesson 5).
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- The book "The Kite in the Tree" (text in lesson 5): one printed copy per pair, plus one large copy for the board. Copies are made by the teacher from the text; there is no publisher.
- Optional: braille or large-print copies of the word cards and the book, made with the child's braille teacher or vision service.
- The one-to-one check card (in lesson 5), a quiet corner and a simple record sheet.

⚠ Safety and access

- Cards and strips are large; nothing small enough to swallow is needed.
- **Deaf and hard-of-hearing children:** sit the child close, face them, and use the child's usual hearing technology. The fold strip and the raised edge on the front cards give visual and touchable signals. Agree with the child's specialist teacher how sound work is done.
- **Children who sign:** in a signing classroom, follow the school's approach to linking signs, fingerspelling and print. Odd plurals and past forms may be shown differently in a sign language; accept the child's way.
- **Non-speaking children:** any answer can be given by pointing to a card, choosing on an AAC device, or signing. Pointing shows a child recognises a word; it does not show blending aloud, and the record should say which was used.

- **Blind and low-vision children:** large print with strong contrast, or braille made with the child's braille teacher (follow that teacher's advice on contractions). Picture pairs can be replaced with small real objects to count, or simply said.
- **Colour** is never the only clue on any card.
- **Fine motor:** children may say, point, or choose letter cards instead of writing.
- **Reading aloud is never forced in front of the class.** No timing of reading in public, no reading-speed charts, no rankings.
- **Dialects differ.** Some children say I sat, some may say I sit down yesterday or another form from home or another language. Accept the child's own speech; the lesson adds the school form alongside, it does not correct home speech.

Assessment

- **Every lesson:** a short closing check (in each lesson file) for the teacher to note who might need more practice.
- **Lesson 5:** a private one-to-one check, about 4 minutes per child, spread over the week, covering all five outcomes: reading red, lip, fan, bed, rain, light (outcome 1); reading rainbow, sunrise, weekend in parts (outcome 2); reading unlock and refill and saying what they mean (outcome 3); finishing four spoken sentences with feet, men, sat and told (outcome 4); joining two sentence cards with and, and reading one page of the book again (outcome 5).
- Record what each child did and what helped, with no score or pass mark.
- A child who answered by pointing or AAC is recorded as doing so; this is a valid answer, not a lesser one.

Sources

- Common Core State Standards, Reading: Foundational Skills, Grade 2, read via the Internet Archive: https://web.archive.org/web/2025/https://www.thecorestandards.org/ELA-Literacy/RF/2/
  - RF.2.3.c: "Decode regularly spelled two-syllable words with long vowels."
  - RF.2.3.d: "Decode words with common prefixes and suffixes."
  - RF.2.4.b: "Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings."
- Common Core State Standards, Language, Grade 2, read via the Internet Archive: https://web.archive.org/web/2024/https://www.thecorestandards.org/ELA-Literacy/L/2/
  - L.2.1.b: "Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)."
  - L.2.1.d: "Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)."
  - L.2.1.f: "Produce, expand, and rearrange complete simple and compound sentences".
  - L.2.4.b: "Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)."
- IES What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (practice guide landing page only): https://ies.ed.gov/ncee/wwc/PracticeGuide/21 . A general reference for teaching decoding and having each child read connected text every day. It does not validate this exact unit.
- The word lists, the order of the letters, the picture pairs, the joining cards and the book "The Kite in the Tree" are original to this draft (CC0); they are the author's examples, not lists from a source.

Known gaps

- Written 10 November 2026. One other agent (Gemini 4 Argon, at d11f227) text-checked this unit on 2026-11-10 and reported no errors. That is a text check by an AI agent, not a teacher review or classroom test.
- **Letters this unit assumes.** The written units teach only some single letters. This unit adds r, l, f and b because the planned words need them. Other letters (j, q, v, x, z) and the pairs sh, ch, th, wh and ng are still not taught in a written unit, so fish, teeth, children and mice are mostly heard, not read.
- **Suffixes.** RF.2.3.d names prefixes and suffixes. This unit teaches only the prefixes un- and re-; suffixes beyond grade 1's -s, -ing and -ed (such as -ful, -less, -ly) are left for later.
- Vowels followed by r (as in car, bird, her), y at the end of a longer word (happy, so the standard's unhappy example is not read), and other vowel teams are not taught.
- told has a long o without a team or magic e; it is taught as a word to learn. Not every word that starts with un is a prefix (until); lesson 3 shows one example.
- L.2.1.f also asks children to expand and rearrange sentences; this unit only joins two sentences. The comma before and or but in the examples is the author's choice; some schools leave it out in short sentences.
- Collective nouns (L.2.1.a) and reflexive pronouns (L.2.1.c) are not covered here.
- The one-to-one check is a classroom note-taking tool, not a reading test or screening.
- Little Hill characters (Goat, Duck) and the book are made up. Goat and a kite also appear in a grade 1 book; the callback is deliberate.

Lesson 1: Four more letters: r, l, f, b

Unit overview - Next: Lesson 2

Goal: Children read short words with the new letters **r**, **l**, **f** and **b**, then long-vowel words that use them.

Length: 30 minutes

Materials

- Letter cards **r**, **l**, **f**, **b** (new), plus a, e, i, o, u, d, g, n, p, t, s, k.
- Team cards **ai**, **ee**, **oa**, **igh**.
- Large word cards: day, night, moon (Opening); red, rat, run, leg, lip, log, fan, fun, fig, bed, bus, bag (Warm-up and Main); rain, ride, feet, boat, like, light (Main); red, leg, fan, bed, rain, light (Closing check).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Read day, night and moon together. "You know lots of letters and teams. Today we learn four more letters, so we can read many more words."

Warm-up: the four letters (5 min)

Show each card and say its sound: **r** as in red, **l** as in leg, **f** as in fan, **b** as in bed. Children say the sound back (or sign, or point to the card when the teacher says the sound). Point out that **b** and **d** look alike; hold them side by side and trace them in the air.

✎ Main activity (15 min)

1. **Short words** (6 min): build and read red, rat, run; leg, lip, log; fan, fun, fig; bed, bus, bag.
2. **Long vowels with the new letters** (5 min): build r + ai + n → rain; r + i_e + d → ride; f + ee + t → feet; b + oa + t → boat; l + i_e + k → like; l + igh + t → light.
3. **Write** (4 min): say red, bag, rain; children write them (or choose cards) and check together.

✓ Discussion questions (with answers) (3 min)

- "Which new letter looks a bit like d?" b.
- "Which team is in boat?" oa.
- "Is the vowel in rat long or short?" Short.

✓ Closing check (with answers) (4 min)

Show red, leg, fan, bed, rain, light. Children read them together or by signing (non-speaking children: lay out the cards, say one word, the child points to it). "Which word has the team igh?" light.

Vocabulary

letter, sound, vowel team, long vowel, short vowel

Differentiation

- **More support:** teach r and l today and f and b the next day; build each word from cards first.
- **Stretch:** read words with grade 1 endings: rains, riding, liked, boats.
- **Access:** non-speaking children point or use AAC; blind children use braille or tactile cards; children who do not write choose cards.

⚠ Safety

Large flat cards only.

Lesson 2: Long words in two parts

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children read two-syllable words with long vowels by reading one part, then the other, then the whole word.

Length: 30 minutes

Materials

- The two-part strip (a long card with a fold line in the middle).
- Large word cards: sunset, midnight (Opening); rainbow, sailboat, raincoat, sunlight, highway (Warm-up and Main); pancake, sunrise, inside, weekend (Main); rainbow, sailboat, sunrise, weekend (Closing check).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Read sunset and midnight together. "These are long words made of two short parts. Today the parts have long vowels in them."

Warm-up: fold and read (5 min)

Put rainbow on the two-part strip and fold it so only rain shows. Read rain. Unfold: bow (ow as in snow). Then the whole word: rainbow. Do the same with sailboat and raincoat.

✎ Main activity (15 min)

1. **Two teams** (5 min): read sunlight (sun + light) and highway (high + way). Ask: "Which part has the long vowel?" In sunlight the second part; in highway both.
2. **Magic e in a part** (5 min): read pancake (pan + cake), sunrise (sun + rise), inside (in + side) and weekend (week + end). Show that the magic e only reaches back inside its own part.
3. **Write** (5 min): say rainbow and sunrise. Children write the first part, then the second (or choose cards), and check together.

✓ Discussion questions (with answers) (3 min)

- "What are the two parts of sailboat?" sail and boat.
- "Where is the long e in weekend?" In the first part, week.
- "Why does folding the word help?" A short part is easier to read than a long word all at once.

✓ Closing check (with answers) (4 min)

Show rainbow, sailboat, sunrise, weekend. Children read each one part by part, then whole (non-speaking children: the teacher says one word and the child points to it). "Which word has a magic e?" sunrise.

Vocabulary

syllable, part, long vowel, magic e

Differentiation

- **More support:** keep the fold strip for every word; read only words with one long part.
- **Stretch:** read rainbows, sailboats, weekends; try daylight and moonlight.
- **Access:** blind children feel the fold line on a braille or tactile card; non-speaking children point or use AAC.

⚠ Safety

Large flat cards only.

Lesson 3: un- and re-

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children read words that start with **un-** and **re-** and say what the new word means.

Length: 30 minutes

Materials

- The front cards **un-** and **re-** (raised line along the right-hand edge).
- Large word cards: lock, pack, load, pin, hook, fill, tell, paint, play, make (Opening and Main); until (Main); unlock, refill, unpack, retell (Closing check).
- A small box with a lid, or a bag that can be packed and unpacked (Warm-up).
- An empty cup (Warm-up; filling is mimed).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word cards.

Steps

✎ Opening (3 min)

Read lock, pack and fill. "Today we put a small part at the front of a word, and it changes what the word means."

Warm-up: pack and unpack (5 min)

Put two cards into the box: "I pack the box." Take them out: "Now I unpack it." Put the **un-** card in front of pack: unpack. "Un- can mean the opposite." Fill a cup with pretend water (an empty cup and a mime): "I fill it. I drink. I refill it: I fill it again." Put **re-** in front of fill: refill. "Re- can mean again."

✎ Main activity (15 min)

1. **un-** (5 min): read unlock, unpack, unload, unpin, unhook. For each, a child says, mimes or signs what it means ("the opposite of lock").
2. **re-** (5 min): read refill, retell, repaint, replay, remake. For each: "do it again".
3. **Careful** (2 min): show until. "This starts with u, n, but til is not a word we know, and until does not mean 'not til'. Not every un at the front is a prefix."
4. **Write** (3 min): say unlock and replay; children write them (or choose cards).

✓ Discussion questions (with answers) (3 min)

- "What does retell mean?" To tell again.
- "What does unpack mean?" The opposite of pack: take things out.
- "Is the un in until a front part that means 'not'?" No.

✓ Closing check (with answers) (4 min)

Show unlock, refill, unpack, retell. Children read each word, then say, mime or point to show its meaning (for example, the teacher offers two picture or word choices, "fill again" or "not fill", and the child points).

Vocabulary

prefix, front part, opposite, again

Differentiation

- **More support:** do un- today and re- tomorrow; keep the real box for every un- word.
- **Stretch:** make new words with un- or re- from known words (unpaint is not a word: talk about why some words do not take a prefix).
- **Access:** blind children feel the raised edge on the front card; non-speaking children answer by choosing between two meanings.

⚠ Safety

Large flat cards and an empty cup only; no real water is needed.

Lesson 4: One foot, two feet; today and yesterday

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children say, and read where the letters are known, odd plural and past forms of some common words.

Length: 30 minutes

Materials

- Picture pairs (stick drawings are fine): one foot / two feet, one man / two men, one goose / two geese, one child / three children, one mouse / two mice.
- Large word cards: cats, pigs (Opening); foot, feet, man, men, goose, geese, children (Warm-up and Main); sit, sat, hide, hid, tell, told, run, ran, get, got (Main).
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print word cards; small real objects to count instead of pictures.

Steps

✎ Opening (3 min)

Read cats and pigs. "Most words add s when there is more than one. Today we meet some words that change in an odd way instead."

Warm-up: one and more (5 min)

Show one foot and two feet. "One foot, two..." Children finish: feet. Show the word cards foot and feet and read them (oo, then ee). Do the same with man / men and goose / geese. Then show one child and three children and say the words; show the card children as a word to learn whole: "This word has letters we have not learned yet, so we learn it as a whole word."

✎ Main activity (15 min)

1. **Heard, not read** (3 min): show one mouse and two mice. Say "one mouse, two mice" together. These words are only said today.
2. **Today and yesterday** (8 min): "Today I sit. Yesterday I..." sat. Read the pairs sit / sat, hide / hid, tell / told, run / ran, get / got. Point out that told has a long o with no team and no magic e: "We learn this one as a word."
3. **Say a sentence** (4 min): in pairs, one child says a "today" sentence (for example, "Today I run"), the partner says it for yesterday ("Yesterday I ran"). Children may sign or point to the card.

✓ Discussion questions (with answers) (3 min)

- "Why is feet odd?" It does not add s; the vowel changes.
- "What is yesterday for hide?" hid.
- "Do we say mouses?" No, we say mice (but it is fine that the word sounds like it should be mouses).

✓ Closing check (with answers) (4 min)

Say each sentence and let children finish it aloud, by signing, or by pointing to one of two word cards: "One man, two..." men. "One goose, two..." geese. "Today I sit; yesterday I..." sat. "Today I tell; yesterday I..." told.

Vocabulary

plural, more than one, past, yesterday

Differentiation

- **More support:** do plurals today and past forms tomorrow; keep pictures for every word.
- **Stretch:** read the sentences I see geese. and Goat hid.
- **Access:** children who sign may show plurals and past forms in their sign language's own way; blind children count real objects; children who do not speak choose between two cards.

⚠ Safety

Large flat cards only. If real objects are used for counting, use objects too large to swallow.

Lesson 5: Joining sentences, and a book read three times

Unit overview - Previous: Lesson 4

Goal: Children join two short sentences with and or but, and read a short book again until it sounds smoother.

Length: 30 minutes, plus the one-to-one check spread over the week

Materials

- Sentence strips: Duck had a kite. / Goat had a kite.; Goat ran up the hill. / Duck ran up the hill.; The kite had a rip. / Goat did not get sad.
- Two joining cards: and, but.
- A word card for the new tricky word to.
- The book "The Kite in the Tree" (below): one printed copy per pair, plus one large copy for the board.
- Optional: braille or large-print copies of the book.
- The one-to-one check card (below), a quiet corner and a record sheet.

Steps

✎ Opening (3 min)

Show the word card to: "This is a tricky word. We say it 'too'. We learn it as a whole word." Read it together.

Warm-up: joining two sentences (5 min)

Lay down Duck had a kite. and Goat had a kite. "Two sentences. We can join them." Put and between them and read: Duck had a kite, and Goat had a kite. Do the same with the hill strips. Then The kite had a rip. and Goat did not get sad.: "This one is a surprise, so we use but." Read: The kite had a rip, but Goat did not get sad. Show that the first full stop goes and the second word loses its capital letter.

✎ Main activity (14 min)

1. **First read** (4 min): the teacher reads the book aloud from the large copy, pointing to each word.
2. **Second read** (5 min): pairs read it together, one page each, helping each other with hard words. On page 7, stop and find unhooked: "What does un- mean here?" Opposite of hooked. On page 4, point out Duck's: the small mark means the kite belongs to Duck.
3. **Third read** (5 min): pairs read it again, trying to make it sound like talking. Find the two sentences joined with but (pages 8 and 9).

✓ Discussion questions (with answers) (3 min)

- "Why did Duck say 'My kite!'?" It was stuck in the tree.
- "How did Goat get the kite?" Goat held up a big stick and unhooked it.
- "Which joining word shows a surprise?" but.

✓ Closing check (with answers) (5 min)

Show two strips, Goat sat. and Duck sat. Children choose the joining card (and) and read the joined sentence, or point to the card when the teacher reads the choices. Then each pair reads one page again to each other; the teacher listens to a few pairs and notes self-corrections.

The book: "The Kite in the Tree"

(CC0, original to this draft. One sentence or pair of sentences per page.)

1. Goat had a red kite. Duck had a kite too.
2. "It is a fine day," said Goat. "The wind is good."
3. Goat and Duck ran up the hill, and the kites went up high.
4. A big gust came. Duck's kite went into a tree.
5. "My kite!" said Duck. "It is stuck."
6. Goat did not run off. Goat got a big stick.
7. Goat held up the stick and unhooked the kite.
8. The kite had a rip, but Goat and Duck stuck tape on it.
9. Duck's kite went back up. The sun was low, but the kites stayed up high.

Words to point out before reading: to in into (page 4), Duck's (pages 4 and 9), said and was (tricky words from grade 1).

One-to-one check (about 4 minutes per child, spread over the week)

In a quiet corner, one child at a time. Answers may be spoken, signed, pointed to, or given on AAC.

1. Read red, lip, fan, bed, rain, light. (Outcome 1)
2. Read rainbow, sunrise, weekend, part by part if needed. (Outcome 2)
3. Read unlock and refill. "What does it mean?" (opposite of lock; fill again). A child may choose between two spoken meanings. (Outcome 3)
4. Finish: "One foot, two..." (feet); "One man, two..." (men); "Today I sit, yesterday I..." (sat); "Today I tell, yesterday I..." (told). (Outcome 4)
5. Lay out Goat ran. and Duck ran. "Join them with a joining card." (and). Then read one page of the book again; note any word the child fixed. (Outcome 5)

Record what the child did and what helped, with no score.

Vocabulary

join, joining word, and, but, sentence, reread

Differentiation

- **More support:** use only and today; the teacher reads the book first and the child joins in on repeated words.
- **Stretch:** children write their own two sentences about Goat or Duck and join them with and or but.
- **Access:** non-speaking children join strips by placing the card; blind children use a braille copy; no child reads aloud in front of the class.

⚠ Safety

Large flat cards and paper only.

Grade 2 Language and Literacy: Writing for a Reason: a Seed Report and a Letter to Mayor Hen

Subject: English language and literacy | Grade: 2 | Lessons: 5 | Time: about 30 minutes each | Term: 3

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete writing program, or a diagnostic instrument. Adapt to students and local practice. Check any plan to send letters outside the classroom against your school's rules.
>
> Text-checked by three other agents (Gemini 3.8 Flash, Gemini 4 Argon and Gemini 4 Carbon); see Known gaps.

Back to the grade 2 year plan - Term 3. Builds on grade 1 and grade 2 term 2: two-syllable words, endings, a recount and a fact page and longer words, un- and re-, and joining sentences
Language and literacy progression

Big idea

We write for a reason. A **report** tells facts about one topic: it says what the topic is, gives facts, and ends. An **opinion** says what I think and gives a reason, often with because. A **letter** starts with a greeting and ends with a closing, each with a comma. Writers make their writing better by reading it to a partner and changing something.

Outcomes

By the end of the unit, most children can:

1. Say or show at least two facts about seeds that the class found in two fact pages (shared research).
2. Help write a short class report with a first sentence that names the topic, two or more facts, and an ending sentence; and write one fact sentence of their own.
3. Say or write an opinion with a reason joined by because, and add a second reason with also or and.
4. Set out a short letter with a greeting and a closing, each followed by a comma (Dear Mayor Hen, / From,).
5. Listen to a partner's comment on their letter and change or add one thing.

Prior knowledge

The written units before this one teach the letters **s a t i p n m o d g c k e u y h w r l f b**; magic e; the teams **ee**, **ai**, **oa**, **ay**, **igh**, **ow** (as in low) and **oo** (as in moon); the tricky words I, the, is, my, said, was and to; the endings -s, -ing and -ed; and joining two sentences with and or but.

Every word card and sentence strip children are asked to read uses only these letters and patterns, with four exceptions taught as words to learn and pointed out by the teacher: soil (lesson 1), because and also (lesson 3) and Dear (lesson 4). Mayor is read as a name on a card, and the teacher points out From (lesson 4), because in many accents its o does not make the usual short o sound. The two fact pages and Mayor Hen's letter are read **aloud by the teacher**; children are not asked to read them. In their own writing, children may spell words the way they sound; that is expected at this stage and is not marked wrong.

At the start of lesson 1, check: can the child read seed, rain and grow? If not, go back to the term 1 unit first.

Lessons

1. Finding facts in two fact pages: shared research about seeds; a class fact chart.
2. Writing a class report: first sentence, facts, ending sentence; each child writes one fact.
3. I think... because...: Mayor Hen asks what the park needs; opinions and reasons.
4. Writing a letter: greeting and closing with commas; each child writes a letter to Mayor Hen.
5. Partner talk and making it better: one kind comment, one question, one change; a private one-to-one check.

Materials (whole class unless noted)

- The two fact pages, "What a Seed Needs" and "How Seeds Get About" (text in lesson 1), one large copy each for the board. Optional: two or three library books about seeds, for the teacher to read from.
- Large-print word cards for each lesson (listed in each lesson), including the four new words to learn: soil, because, also, Dear.
- A large sheet for the class fact chart, with two columns, **What a seed needs** and **How seeds get about** (lesson 1).
- Sentence strips for the class report (lesson 2) and for the opinion and letter models (lessons 3 and 4).
- Three picture cards drawn by the teacher: **a pond**, **a tree**, **a sandpit** (lesson 3). Stick drawings are fine.
- Mayor Hen's letter (text in lesson 3), one large copy.
- A large **comma card**: a big comma with a raised outline, so it can be felt as well as seen (lesson 4).
- A **letter frame** sheet, one per child (lesson 4): a line for the greeting, three lines for the body, a line for the closing and a line for a name.
- A box with a slot labelled "Mayor Hen's post box" (lessons 4 and 5).
- Three large **talk cards** with a symbol each: **One kind thing** (a heart), **One question** (a question mark), **One change** (a pencil) (lesson 5).
- A **cut-up letter** in four large word pieces plus two large card commas, for the one-to-one check (lesson 5).
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- Optional: braille or large-print copies of the fact pages, word cards and letter frame, made with the child's braille teacher or vision service.
- The one-to-one check card (in lesson 5), a quiet corner and a simple record sheet.

⚠ Safety and access

- **No real seeds are handled** in this unit; seeds appear only in pictures and words. (If a teacher adds real seeds, check allergies first, use large seeds, never let children put them in their mouths, and wash hands after.)
- Cards, strips and the post box are large; nothing small enough to swallow is needed.
- **Privacy:** letters are signed with the child's first name only, or a made-up name if the child prefers. Letters go in the classroom post box to the made-up Mayor Hen. No home details, addresses or photos go in any letter.
- **Deaf and hard-of-hearing children:** sit the child close, face them, and use the child's usual hearing technology. The fact pages are shown on the board while read. Agree with the child's specialist teacher how sound work is done.
- **Children who sign:** opinions and reasons may be signed; in a signing classroom, follow the school's approach to linking signs and print.
- **Non-speaking children:** any answer can be given by pointing to a card, choosing on an AAC device, or signing. A child may build sentences from word cards instead of writing. The record should say which was used.
- **Blind and low-vision children:** large print with strong contrast, or braille made with the child's braille teacher. The raised comma card and a tactile letter frame (raised lines) help with layout. Picture cards can be described aloud.
- **Colour** is never the only clue on any card or chart.
- **Fine motor:** children may say, point, type, or place word cards instead of writing by hand; an adult may scribe the child's own words.
- **Partner talk is kind and opt-in to share.** No child is made to read their writing to the whole class. Comments are about the writing, not the writer.
- **Dialects and home languages differ.** Accept the child's own way of saying an opinion; the lesson adds the school form alongside.

Assessment

- **Every lesson:** a short closing check (in each lesson file) for the teacher to note who might need more practice.
- **Lesson 5:** a private one-to-one check, about 4 minutes per child, spread over the week, covering all five outcomes: saying two seed facts from the chart (outcome 1); pointing to the first sentence, a fact and the ending of the class report, and saying one fact sentence (outcome 2); giving an opinion about the park with because and a second reason (outcome 3); placing the two commas in a cut-up letter (outcome 4); saying what they changed after partner talk (outcome 5).
- Record what each child did and what helped, with no score or pass mark.
- A child who answered by pointing, AAC or with a scribe is recorded as doing so; this is a valid answer, not a lesser one.

Sources

Standards are quoted exactly; the unit is not a full alignment.

- Common Core State Standards, Writing, Grade 2, read via the Internet Archive: https://web.archive.org/web/2025/https://www.thecorestandards.org/ELA-Literacy/W/2/
  - W.2.1: "Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because , and , also) to connect opinion and reasons, and provide a concluding statement or section."
  - W.2.2: "Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section."
  - W.2.5: "With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing."
  - W.2.7: "Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)."
- Common Core State Standards, Language, Grade 2, read via the Internet Archive: https://web.archive.org/web/2024/https://www.thecorestandards.org/ELA-Literacy/L/2/
  - L.2.2.b: "Use commas in greetings and closings of letters."
- Seed facts were checked against Wikipedia, "Germination" (https://en.wikipedia.org/wiki/Germination), which says the most important external factors "include right temperature, water, oxygen or air and sometimes light or darkness" and that the first part to emerge from the seed is "the embryonic root"; and "Seed dispersal" (https://en.wikipedia.org/wiki/Seed_dispersal), which says dispersal "may be achieved through the use of gravity, water, wind, or animals", gives dandelions as a classic wind example, and describes seeds carried on animals with "hooks, spines and barbs". The fact pages simplify these for seven-year-olds.
- The fact pages, word lists, Mayor Hen's letter, the model report and the model letter are original to this draft (CC0); they are the author's examples, not texts from a source.

Known gaps and cautions

- Written 11 November 2026. Two other agents (Gemini 3.8 Flash and Gemini 4 Argon, both at 504c293) text-checked this unit on 2026-11-11. Gemini 3.8 Flash reported no errors; Gemini 4 Argon reported one: also was read by children but not taught as a word to learn, fixed in 1971ca4 (with a note on From). Gemini 4 Carbon (at fdc08ff, including that fix) checked the sources, phonics and timings and reported one miscount of cut-up letter pieces, since fixed. Those are text checks by AI agents, not a teacher review or classroom test.
- **Shared research is small here.** W.2.7's example is reading "a number of books on a single topic". This unit uses two short teacher-read fact pages, plus optional library books. A class with good library books on seeds should use them.
- **Words this unit adds.** soil (oi), because (au, and a final e that is not magic e), also (al as in "all", and a final o that says its name) and Dear (ear) use patterns not yet taught; they are taught as words to learn. Vowels followed by r, the pairs sh, ch, th, wh and ng, and the letters j, q, v, x, z are still not taught in a written unit, so many words children want to write (bird, fish, think, swing) will be spelled by sound. That is expected.
- Mayor is read as part of a name card (Mayor Hen), not sounded out. The report labels (lesson 2) and the talk cards (lesson 5) are read by the teacher; the talk cards also carry symbols. Mayor Hen's letter and the fact pages are read aloud by the teacher.

- **Seed facts are simplified.** "A seed needs to get wet" leaves out warmth and air, which the fact page mentions but children are not asked to write. Some seeds need light or darkness to sprout; the unit does not claim that all seeds need sun.
- **Opinions are about made-up choices** (what Little Hill park should get), not about children's homes, families or real local politics.
- Editing for spelling and capital letters (W.2.5 says "revising and editing") is touched on only through the commas; this unit puts revising first.
- Other L.2.2 parts (capitals for holidays and places, apostrophes, spelling patterns) are not covered here.
- The one-to-one check is a classroom note-taking tool, not a writing test or screening.
- Little Hill, Mayor Hen, Duck and Goat are made up.

Lesson 1: Finding facts in two fact pages

Unit overview - Next: Lesson 2

Goal: Children listen to two fact pages about seeds, find facts in them, and help sort the facts onto a class chart (shared research).

Length: 30 minutes

Materials

- The two fact pages (below), one large copy each for the board. Optional: one or two library books about seeds.
- The class fact chart: a large sheet with two columns, **What a seed needs** and **How seeds get about**.
- Large-print fact cards to stick on the chart: A seed needs to get wet. / A root grows in the soil. / Wind can lift a seed. / A seed can stick to a dog. / A seed can float in a pond.
- A word card for the new word to learn: soil.
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- Optional: braille or large-print copies of the fact pages and fact cards.

Steps

✎ Opening (4 min)

"This week we are writers. Writers write for a reason. This week we will write a report, which tells facts, and a letter, which tells what we think." Ask: "What is a fact?" (Something true that we can check.) "Today we are researchers: we find facts in more than one place."

Show the word card soil: "This is a word to learn. We say it 'soil'. It is the earth that plants grow in." Read it together.

✎ Main activity (16 min)

1. **Fact page 1** (5 min): the teacher reads "What a Seed Needs" aloud from the board, pointing to each line. Children show a thumb when they hear a fact. Stop after each part and ask, "What fact did we find?"
2. **Fact page 2** (5 min): the same with "How Seeds Get About".
3. **Sort the facts** (6 min): hold up each fact card. Children read it together (all words are taught except soil), then decide which column it goes in. A child places the card on the chart, or points while the teacher places it. Ask: "Which fact page told us that?"

✓ Discussion questions (with answers) (5 min)

- "What comes out of a seed first?" A tiny root.

- "Name one way a seed can get about." Wind, sticking to an animal's fur, floating on water, or falling and rolling.
- "Why do we look in two fact pages, not one?" Each one tells us different facts, and we can check that facts agree.

✓ Closing check (with answers) (5 min)

On whiteboards, each child draws or writes one fact from the chart (for example a seed on the wind, or A seed needs to get wet.). Then the teacher says three sentences; children show thumbs up for a fact from our pages and thumbs down if it is not:

- "A seed can float in a pond." (Up.)
- "A seed needs to get wet." (Up.)
- "Seeds grow best in the freezer." (Down: seeds need the right warmth; the fact page says not too cold.)

The fact pages (read aloud by the teacher)

(CC0, original to this draft. Children are not asked to read these.)

What a Seed Needs

1. A seed has a tiny baby plant inside it, with a little store of food, wrapped in a seed coat.
2. To start to grow, a seed needs water. It gets wet and swells.
3. It also needs air, and it must not be too cold. Some seeds need light to start, and some need dark.
4. When a seed starts to grow, a tiny root comes out first. The root grows down into the soil and takes in water.
5. Then a shoot grows up towards the light.

How Seeds Get About

1. A plant cannot walk. Its seeds need help to move away from it.
2. Some seeds ride on the wind. A dandelion seed has a fluffy top, like a little umbrella.
3. Some seeds have tiny hooks. They stick to an animal's fur and drop off somewhere else.
4. Some seeds float on water and grow where they wash up.
5. Some heavy fruits just fall off the plant, and some roll away.

Vocabulary

fact, research, report, seed, root, shoot, soil

Differentiation

- **More support:** the child chooses between two fact cards ("Which one is on the chart?") instead of drawing or writing.
- **Stretch:** the child writes a fact in their own words, spelling by sound, and finds where it came from.

- **Access:** non-speaking children place cards or point; blind children use braille fact cards and a tactile chart with a raised line between the columns; no child reads aloud in front of the class.

⚠ Safety

No real seeds are used; pictures and cards only. If real seeds are added, see the unit overview.

Lesson 2: Writing a class report

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children help put together a short class report about seeds with a first sentence, facts and an ending sentence, then each writes one fact sentence of their own.

Length: 30 minutes

Materials

- The class fact chart from lesson 1.
- Sentence strips for the model report: a title strip Seeds; a first-sentence strip Seeds can grow into big plants.; the five fact cards from lesson 1; an ending strip Seeds need help to get to a spot to grow.
- Three large labels: **First sentence**, **Facts**, **Ending** (read by the teacher; children are not expected to sound them out).
- A sentence-starter card: A seed can
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- Optional: braille or large-print copies of the strips.

Steps

✎ Opening (4 min)

Read the fact chart together. "A report tells facts about one topic. What is our topic?" (Seeds.) "A good report has three parts." Put up the three labels: **First sentence**, **Facts**, **Ending**.

✎ Main activity (16 min)

1. **Build the report** (8 min): show the title strip Seeds and the first-sentence strip. "The first sentence tells the reader what the report is about." Children read it together. Then choose three of the five fact cards together and place them under **Facts**; read each one. Last, show the ending strip: "The ending sentence finishes the report, so the reader knows it is done." Read the whole report together, top to bottom.
2. **My fact sentence** (8 min): each child writes one fact sentence about seeds on a whiteboard or paper. They may copy a fact card, use the starter A seed can, or write a fact in their own words, spelling by sound. Children who are not writing by hand place word cards or tell an adult, who writes their exact words.

✓ Discussion questions (with answers) (5 min)

- "Which sentence tells us the topic?" Seeds can grow into big plants.
- "Why does a report need an ending?" So the reader knows it is finished; it sums up.

- "Is I like seeds a fact?" No: it is what someone thinks (an opinion). We will write opinions next lesson.

✓ Closing check (with answers) (5 min)

The teacher mixes up three strips: Seeds can grow into big plants. / Wind can lift a seed. / Seeds need help to get to a spot to grow. Children point to, or hold up fingers for, which one is the **first sentence** (Seeds can grow into big plants.), which is a **fact** (Wind can lift a seed.) and which is the **ending** (Seeds need help to get to a spot to grow.). Note who can sort all three.

The model report

(CC0, original to this draft.)

Seeds

Seeds can grow into big plants. A seed needs to get wet. A root grows in the soil. Wind can lift a seed. Seeds need help to get to a spot to grow.

(The class may choose different facts; any three from the chart work.)

Vocabulary

report, topic, fact, first sentence, ending

Differentiation

- **More support:** the child chooses a fact card and copies or places it; the adult reads the starter.
- **Stretch:** the child writes two fact sentences and their own ending sentence.
- **Access:** non-speaking children place strips under the labels; blind children use braille strips; an adult may scribe the child's own words.

⚠ Safety

Large flat cards and paper only.

Lesson 3: What should the park get? Giving a reason

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children say and write an opinion about what Little Hill park should get, give a reason with because, and add a second reason with also or and.

Length: 30 minutes

Materials

- Mayor Hen's letter (below), on a large sheet for the teacher to read aloud.
- Three large picture cards with labels: a pond, a tree, a sandpit.
- Large word cards for the words to learn: because and also.
- A name card: Duck.
- A sentence-frame strip: I like the ___ best because
- A small word card: and.
- Sentence strips for the model opinion (below).
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- Optional: braille or large-print copies of the frame, cards and strips; tactile versions of the picture cards (for example a smooth blue shape, a bark-textured shape, a sandpaper shape).

Steps

✎ Opening (4 min)

"We have had a letter!" The teacher reads Mayor Hen's letter aloud. "What does Mayor Hen want to know?" (What the park should get.) Show the three picture cards and read the labels together. Show the word card because and teach it: "because tells the reason why." Children say it, clap its two parts (be-cause) and find it again on the frame strip. Then show the word card also and teach it the same way: "also means one more; we use it to add another reason." Children say it and clap its two parts (al-so).

✎ Main activity (16 min)

1. **Fact or opinion?** (3 min): the teacher says two sentences: "A pond has water in it." (fact: everyone can check it) and "A pond is the best thing for the park." (opinion: what someone thinks). Children show thumbs up for fact and a flat hand for opinion.
2. **Model opinion** (5 min): build the model with strips (below). Read it together. Point out the three parts: what I think (I like the pond best), the reason after because, and a second reason with also. "Mayor Hen needs reasons, not just a choice."
3. **My opinion** (8 min): each child chooses one picture card and says to a partner, "I like the ___ best because ...". Then they write it using the frame, spelling their own words by sound. Children who finish add a second sentence with also or and. Children who are

not writing by hand point to a picture card and tell an adult, who writes their exact words; or they choose from reason cards the adult writes from their talk.

✓ Discussion questions (with answers) (5 min)

- "Is I like the tree best a fact or an opinion?" An opinion: it is what one person thinks.
- "What word tells us a reason is coming?" because.
- "Can two people have different opinions and both give good reasons?" Yes. There is no one right choice; a good opinion has a reason.

✓ Closing check (with answers) (5 min)

The teacher reads two sentences: "I like the sandpit best." and "I like the sandpit best because I can dig in it." "Which one would help Mayor Hen more?" Children point or hold up one or two fingers. Answer: the second, because it gives a reason (it has because). Then each child says, or shows on a card, one reason for their own choice. Note who gives a reason.

Mayor Hen's letter (teacher reads aloud)

(CC0, original to this draft. Children are not expected to read it themselves.)

> Dear class,
>
> The park in Little Hill has a bare patch of land. We can put one thing there: a pond, a tree or a sandpit. Which one do you think is best? Please tell me why, so I can choose well.
>
> From, Mayor Hen

The model opinion

(CC0, original to this draft; an example, not from a source.)

I like the pond best because Duck can swim in it. It is also a cool spot on a hot day. The pond is the best!

Vocabulary

opinion, reason, because, also

Differentiation

- **More support:** the child chooses a picture card and finishes the spoken frame; the adult writes the reason and the child copies or traces because.
- **Stretch:** the child writes two reasons and an ending sentence, like the model.
- **Access:** non-speaking children point to a picture card and choose a reason card; blind children use braille frames and tactile picture cards; an adult may scribe the child's own words. Any choice with a reason counts.

⚠ Safety

Picture cards only; no real sand, water or plants in this lesson.

Teacher notes and misconceptions

- Children often give a choice without a reason ("I like the tree"), or a reason that is about themselves only. Both are fine to start with; ask "why?" to draw out the because.
- Some children think an opinion can be wrong. Explain that people can disagree; what makes an opinion stronger is a clear reason.
- The choices are made up. Nobody is asked about their own garden, home or park.

Lesson 4: A letter to Mayor Hen

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children write a short letter to Mayor Hen with a greeting, their opinion and reason, and a closing, putting a comma after Dear Mayor Hen and after From.

Length: 30 minutes

Materials

- Mayor Hen's letter from lesson 3.
- A large word card for the word to learn: Dear.
- A name card: Mayor Hen (read as a name; children are not expected to sound out Mayor).
- A large comma card with a raised outline, so it can be felt as well as seen.
- A large model letter on a sheet or board (below).
- Letter frames (one per child): a top line Dear Mayor Hen with a box after it for the comma; three lines for the body; a line From with a box after it; a line for the child's name.
- Children's opinion sentences from lesson 3.
- "Mayor Hen's post box": a classroom box with a slot.
- Pencils and crayons.
- Optional: braille or large-print letter frames; a typing or letter-selection tool.

Steps

✎ Opening (4 min)

Re-read Mayor Hen's letter. "Mayor Hen wrote to us, so we will write back." Show the word card Dear and teach it: "A letter often starts with Dear and the name of the person." Children read Dear together and find it on the frame. Show the name card Mayor Hen. Point to From on the frame and read it: "We end a letter with From and our name." (In many accents the o in From does not make its usual short sound, so the teacher reads it.)

✎ Main activity (16 min)

1. **The parts of a letter** (5 min): show the model letter. Point to the greeting (Dear Mayor Hen,), the body (the opinion and reasons) and the closing (From, and a name). Hold up the raised comma card: "A comma is a small mark. In a letter, a comma goes after the greeting and after From." Children trace a comma in the air, then find the two commas in the model.
2. **Writing the letter** (11 min): each child fills in a letter frame. They put a comma in each box, copy or rewrite their opinion and reason from lesson 3 in the body, and sign with their first name or a made-up name. Children who finish may add a picture of their choice for the park. Children who are not writing by hand dictate the body to an adult, then place the comma themselves (by pointing, or with a sticky comma) and sign in their own way. When finished, children post their letters in Mayor Hen's post box.

✓ Discussion questions (with answers) (5 min)

- "Who is our letter to?" Mayor Hen. "How do we know?" It says Dear Mayor Hen at the top.
- "Where do the two commas go?" After Dear Mayor Hen and after From.
- "Why do we put our name at the end?" So Mayor Hen knows who the letter is from.

✓ Closing check (with answers) (5 min)

The teacher shows a short letter on the board with the commas missing: Dear Mayor Hen / I like the tree best because Hen can rest in it. / From / Goat. Children say or point to where the two commas go. Answer: after Dear Mayor Hen and after From. Then the teacher asks children to point to the greeting, the body and the closing. Note who places both commas.

The model letter

(CC0, original to this draft; an example, not from a source.)

> Dear Mayor Hen,
>
> I like the pond best because Duck can swim in it. It is also a cool spot on a hot day. The pond is the best!
>
> From, Goat

Vocabulary

letter, greeting, closing, comma, Dear

Differentiation

- **More support:** the frame already has the greeting and closing written; the child adds the two commas, copies one opinion sentence and signs.
- **Stretch:** the child writes two reasons and an ending sentence in the body.
- **Access:** blind children use braille frames and the raised comma card; children with limited hand use may place a sticky comma or point, and an adult writes; any way of signing (name stamp, chosen symbol, adult writing) counts.

⚠ Safety

- Letters go into the classroom post box only. Nothing is posted outside the classroom unless the school's rules allow it (see the unit overview).
- Children sign with a first name or a made-up name; no addresses, surnames or photos.
- Large card and paper only; scissors for the comma card are used by an adult beforehand.

Lesson 5: Partner talk, one change, and sharing

Unit overview - Previous: Lesson 4

Goal: Children listen to a partner's letter, give one kind comment and ask one question, then make one change to their own letter (add a reason with also, or fix a comma).

Length: 30 minutes

Materials

- The children's letters, taken out of Mayor Hen's post box and handed back.
- Three large talk cards with a symbol each: **One kind thing** (a heart), **One question** (a question mark), **One change** (a pencil). The teacher reads the words; children use the symbols, so they are not expected to sound out the words on these cards.
- The model letter from lesson 4, and the word cards also and and.
- The large comma card with a raised outline.
- Pencils, or the child's usual typing or letter-selection tool.
- For the one-to-one check: the class fact chart (lesson 1); the class report strips (lesson 2); the three picture cards (lesson 3); a cut-up letter with four large word pieces plus two large card commas (Dear Mayor Hen / I like the tree best because Hen can rest in it. / From / Goat); the check card (below); a simple record sheet.

Steps

✎ Opening (4 min)

Show the three talk cards; the teacher reads them aloud and children learn the three symbols. Model with a teaching assistant or a puppet, using the model letter: "One kind thing: I like your reason about Duck. One question: what else can Duck do at the pond? One change: I could add also and another reason." Agree the rule: "We talk about the writing, not the writer."

✎ Main activity (16 min)

1. **Partner talk** (6 min): in pairs, each child reads or says their letter to a partner (or the partner reads it, or an adult reads it for them, if the child prefers). The partner gives one kind thing and asks one question. Then they swap. Sharing is opt-in: a child may share with an adult instead of a partner.
2. **One change** (6 min): each child makes one change to their own letter. Choices: add a second reason with also or and; add a missing comma after Dear Mayor Hen or From; add an ending sentence. Children may answer their partner's question in the new sentence. Children who are not writing by hand tell an adult the change, and the adult writes it in a different colour pencil with the child's agreement, or the child places a word card or sticky comma.

3. **Posting again** (4 min): children who want to read their change aloud to the class may do so (no one has to). All letters go back into Mayor Hen's post box. The teacher may read Mayor Hen's reply later (an optional, made-up note thanking the class and saying the reasons helped her choose).

✓ Discussion questions (with answers) (5 min)

- "What did you change, and why?" Answers vary; for example "I added also and a second reason, so Mayor Hen has more reasons."
- "How does a question from a partner help a writer?" It shows what the reader wants to know, so the writer can add it.
- "What makes a kind comment?" It is true, it is about the writing, and it says what worked.

✓ Closing check (with answers) (5 min)

Each child shows the teacher (by pointing, saying or signing) the one change they made in their letter. Note who can show a change. During the week, the teacher also runs the one-to-one check below with each child.

One-to-one check card (about 4 minutes per child)

Done privately, in a quiet corner, spread over the week. Give any of the access options from the unit overview; pointing, AAC, signing and a scribe all count.

1. **Two facts** (outcome 1): point to the fact chart. "Tell me two things you know about seeds." Look for two facts from the chart, for example A seed needs to get wet. and Wind can lift a seed.
2. **Report parts** (outcome 2): show the class report strips. "Point to the first sentence. Point to a fact. Point to the ending." Answers: Seeds can grow into big plants.; any fact strip; Seeds need help to get to a spot to grow. Then: "Tell me one fact sentence about seeds." Any true fact counts.
3. **Opinion and reasons** (outcome 3): show the three picture cards. "Which one should the park get? Why?" Look for a choice, a reason with because, and a second reason (prompt once: "Is there another reason?").
4. **Commas** (outcome 4): give the cut-up letter pieces in a mixed pile. "Put the letter together and add the two commas." Answer: Dear Mayor Hen, at the top, the body, From, and Goat at the end; commas after Dear Mayor Hen and after From.
5. **One change** (outcome 5): look at the child's letter together. "Show me what you changed after partner talk." Look for one change (an added reason, a comma, or an ending).

Record **yes** / **with help** / **not yet** for each item, plus what helped, with no score or pass mark.

Vocabulary

kind comment, question, change, also

Differentiation

- **More support:** the adult offers two change choices only (add a comma, or add also + a reason from a card); the child chooses one.
- **Stretch:** the child makes two changes and explains each one.
- **Access:** non-speaking children use the talk cards to point, and choose comments from cards; blind children use braille letters and the raised comma card; children who find partner talk hard may talk with an adult instead.

⚠ Safety

- Partner talk is kind and opt-in; no child is made to read aloud to the class.
- Letters stay in the classroom post box; names are first names or made-up names only.
- The cut-up letter pieces and card commas are large (bigger than a child's palm), so nothing small enough to swallow is used.

Grade 3 Language and Literacy: Words Built from Parts

Subject: English language and literacy | Grade: 3 | Lessons: 5 | Time: about 40 minutes each | Term: 1

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice. Check every activity against your school's rules.
>
> Text-checked by three other agents (Gemini 4 Argon, Gemini 3.8 Flash and Gemini 4 Carbon); see Known gaps.

Back to the grade 3 year plan - Term 1. Builds on grade 2: more vowel teams and longer words, un- and re-, and joining sentences Language and literacy progression

Big idea

Many long words are a short word with parts added. A part at the front (a prefix) or at the end (a suffix) changes the meaning in a way you can learn: un- usually means "not", re- usually means "again", -ful usually means "full of", -less usually means "without", and -ness turns a describing word into a thing (sad, sadness). Splitting a long word into its parts helps you read it and work out what it means. Reading the same short story several times helps it sound like talking.

Outcomes

By the end of the unit, most children can:

1. Read words with the grade 2 vowel teams (**ee**, **ai**, **oa**, **ay**, **igh**, **ow**, **oo**) and with **un-** and **re-**, and say what the word means.
2. Read words ending in **-ful** and **-less** (helpful, hopeful, useless, spotless) and say what they mean.
3. Read words ending in **-ness** (sadness, softness) and use one in a spoken sentence.
4. Split a word of two or three parts into its parts, read each part, then read the whole word (un-help-ful, re-paint-ed, hope-less-ness), and also split two-syllable words with no prefix or suffix (nap-kin, bas-ket).
5. Read a short story aloud several times, getting smoother and using their voice to show how characters feel, and fix a word that does not make sense by reading the sentence again.

Prior knowledge

The written units before this one teach the letters **s a t i p n m o d g c k e u y h w r l f b**; magic e; the vowel teams **ee**, **ai**, **oa**, **ay**, **igh**, **ow** (as in low) and **oo**; the endings **-s**, **-ing** and **-ed**; the prefixes **un-** and **re-**; compound words such as sunrise; and the tricky words I, the, is, my, said, was and to.

This unit adds no new letters. Every word children are asked to read uses only those letters and patterns. Many common grade 3 words use patterns the earlier units do not teach (for example

sh, **ch**, **th**, **ar**, **er**, final **y** as in happy, and the letters **j q v x z**). Those words are left out on purpose; a school that has taught them can add them. That choice is the author's, not from a source.

At the start of lesson 1, check: can the child read rain, unlock and refill? If not, use the grade 2 term 2 unit first.

Lessons

#	Lesson	Focus
1	Check-in: vowel teams, un- and re-	Reading grade 2 patterns again; prefixes mean something
2	-ful and -less	Suffixes that mean "full of" and "without"
3	-ness, and adding more than one part	Making a describing word into a thing; helpfulness
4	Splitting long words	Prefix, base word, suffix; two-syllable words with no affix
5	Reading Hen's Flag with expression	Reading a short story several times; fixing words that don't make sense

Materials (whole class unless noted)

- Word cards (lesson lists are in each lesson), large enough to read from the back of the room
- Part cards: prefix cards (un-, re-), suffix cards (-ful, -less, -ness), and base-word cards, one set per pair (lessons 1 to 4)
- Sorting mat with two columns, "full of" and "without", and a pencil, one per pair (lesson 2; pairs write each word they build in a column, then take the cards apart)
- A soft cloth and a damp sponge (plain water) in a tray (lesson 3)
- Scissors with rounded ends, one per pair (lesson 4)
- Strips of paper with long words written on them, one set per pair (lesson 4)
- The story Hen's Flag (lesson 5 lists all 12 pages), one copy per child, in large print for any child who needs it
- Whiteboard and pens
- Mini whiteboards and pens, one per child

⚠ Safety and access

- Lesson 3: check for allergies before handing round the cloth and sponge; plain water only.
- Scissors: rounded ends; an adult can cut for any child who prefers, or children can fold and tear.
- Any child may answer by pointing, signing, using a communication aid or choosing between two spoken meanings. Their own way counts.
- Low vision: large-print cards and story; let children sit near the board.
- Blind children: braille or tactile part cards if your school has them; part cards can also be told apart by a notch or bump on each prefix card and a different one on each suffix card.
- Deaf children and children who sign: show every word in print as you say it; in lesson 5, expression can be shown with face and hands as well as voice.
- Reading aloud is never forced. A child can read to an adult alone, read with a partner, or listen and point.

- Lesson 5 mentions Hen feeling sad and hopeless. Keep it about Hen; don't ask children about their own sad times.

Assessment

One-to-one, about 3 minutes per child, during lessons 4 and 5. For each item mark **yes**, **with help** or **not yet**.

1. Read refill and unpaid and say what each means. (Outcome 1)
2. Read helpful and spotless and say what each means. (Outcome 2)
3. Read softness and use it in a spoken sentence. (Outcome 3)
4. Split unhelpful into its parts, then read it. (Outcome 4)
5. Split napkin, then read it. (Outcome 4)
6. Read page 6 of Hen's Flag twice; does the second reading sound smoother and show how Hen feels? (Outcome 5)

Sources

Common Core State Standards for English Language Arts, Reading Standards: Foundational Skills, Grade 3, page 17 of https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Quoted exactly; the unit is not a full alignment.

- RF.3.3: "Know and apply grade-level phonics and word analysis skills in decoding words."
  - RF.3.3a: "Identify and know the meaning of the most common prefixes and derivational suffixes."
  - RF.3.3c: "Decode multisyllable words."
- RF.3.4: "Read with sufficient accuracy and fluency to support comprehension."
  - RF.3.4a: "Read grade-level text with purpose and understanding."
  - RF.3.4b: "Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings" (no full stop in the source's grade 3 column)
  - RF.3.4c: "Use context to confirm or self-correct word recognition and understanding, rereading as necessary."

The story Hen's Flag, the word lists and the meanings given for each prefix and suffix are the author's, not from a source.

Known gaps and cautions

- Unreviewed AI draft; not tested in a classroom.
- Three other agents (Gemini 4 Argon, Gemini 3.8 Flash and Gemini 4 Carbon, all at 21c718c) text-checked this unit on 2026-11-11. Argon and Gemini 3.8 Flash reported no errors. Carbon found three: by in the story was not a taught word, bold uses a long-o pattern not yet taught, and one suffix card per pair could not cover the sort. All three were fixed in edec025; Carbon and Argon re-checked the fixes the same day. Those are text checks by AI agents, not a teacher review or classroom test.
- RF.3.3b ("Decode words with common Latin suffixes.") and RF.3.3d ("Read grade-appropriate irregularly spelled words.") are left for term 2, as the grade 3 year plan says. This unit does not teach them.

- Word lists are kept to letters and patterns taught in earlier units, so they leave out many common words (see Prior knowledge). Real grade 3 classes have usually met far more patterns.
- Suffix meanings are given with "usually"; some words don't follow them.
- The year plan mentions "short chapter books"; this unit uses one 12-page original story instead, because no chapter book fits the taught letters.
- No poetry is read, although RF.3.4b names it.

Lesson 1: Check-in: Vowel Teams, un- and re-

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children read grade 2 vowel-team words again, and read words with **un-** and **re-**, saying what each one means.

Materials

- Word cards: rain, feet, boat, play, night, low, moon
- Word cards: lock, unlock, pack, unpack, safe, unsafe, paid, unpaid, seen, unseen
- Word cards: fill, refill, paint, repaint, tell, retell, play, replay, use, reuse
- Part cards un- and re-, and base-word cards lock, pack, safe, fill, paint, tell, one set per pair
- Whiteboard and pens; mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

Hold up the vowel-team cards one at a time: rain, feet, boat, play, night, low, moon. The class reads each one together. Note any child who hesitates; they get extra time in the main activity.

✎ Main activity (25 min)

1. **Un- means "not"** (7 min): show lock, then put the un- card in front: unlock. "What does it mean?" To open the lock; the opposite of lock. Do the same with pack/unpack, safe/unsafe, paid/unpaid, seen/unseen. Write on the board: "un- usually means not, or the opposite."
2. **Re- means "again"** (7 min): show fill, then put re- in front: refill. "What does it mean?" Fill it again. Do the same with paint/repaint, tell/retell, play/replay, use/reuse. Write: "re- usually means again."
3. **Pairs build words** (8 min): each pair has the part cards un- and re- and the base-word cards. One child builds a word; the other reads it and says what it means. Swap. Ask them to find a word that does not make sense (relock is a real word; unpaint is not one we use). Talk about it: not every part goes with every word.
4. **Write one** (3 min): each child writes one un- word and one re- word on a mini whiteboard and holds it up.

✓ Discussion questions (5 min)

- "What does unsafe mean?" Not safe.

- "What does retell mean?" Tell it again.
- "If you repaint a fence, was it painted before?" Yes; re- means again.

✓ Closing check (5 min)

Show unpack and replay. Each child reads them to a partner and says what they mean.

Answers: unpack: take things out, the opposite of pack. replay: play it again.

Vocabulary

prefix, base word, un-, re-, meaning

Differentiation

- **Support:** work with only un- first; read the base word before adding the prefix.
- **Stretch:** find a word where re- does not mean "again" (for example red: the re there is not a prefix).
- **Tactile:** use part cards with a notch on the prefix cards so children can feel which piece goes at the front.

⚠ Safety

No special risks. Make sure word cards are big enough to read without leaning over others.

Teacher notes and misconceptions

- Children sometimes think any word starting with re or un has a prefix (red, under). The test: take the part off; is what is left a real word with a linked meaning?
- Un- can mean "not" (unsafe) or "do the opposite" (unlock). Both count.
- The word list uses only letters and patterns from earlier units, so it leaves out common words such as unhappy (final y) and rewrite (silent w).

Lesson 2: -ful and -less

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children read words ending in **-ful** and **-less** and say what they mean.

Materials

- Word cards: help, helpful, helpless; hope, hopeful, hopeless; use, useful, useless; pain, painful, painless; rest, restful; play, playful; end, endless; spot, spotless; sleep, sleepless
- Part cards -ful and -less, and base-word cards help, hope, use, pain, rest, play, end, spot, sleep, one set per pair
- Sorting mat with two columns, "full of" and "without", one per pair (a sheet of paper folded in half works; an adult reads the headings with the class, since of and without use letters not yet taught), and a pencil, one per pair
- Whiteboard and pens; mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

Quick review: show unlock, refill and unseen. Children read each one and say what it means. Then: "Today the part goes at the end."

✎ Main activity (25 min)

1. **-ful means "full of"** (7 min): show help, then add -ful: helpful. "Full of help." Do the same with hope/hopeful, use/useful, rest/restful, play/playful. Point out that -ful has one l at the end. Write on the board: "-ful usually means full of."
2. **-less means "without"** (7 min): show help, then add -less: helpless. "Without help." Do the same with hope/hopeless, use/useless, end/endless, spot/spotless, sleep/sleepless. Write: "-less usually means without."
3. **Same base, two endings** (4 min): put hopeful and hopeless side by side. "Are these the same or opposite?" Opposite. Do the same with useful/useless and painful/painless.
4. **Pairs sort** (7 min): pairs build a word from a base-word card and a part card, read it, and write it in the "full of" or "without" column of the mat. Then they take the cards apart and build the next word. They say each meaning out loud.

✓ Discussion questions (5 min)

- "A spotless plate: does it have spots?" No; it is without spots, very clean.
- "A restful day: is it busy or calm?" Calm; full of rest.

- "Is endless rain good news for a picnic?" No; it seems to go on without an end.

✓ Closing check (5 min)

Show painless and playful. Each child writes F (full of) or W (without) for each on a mini whiteboard, then reads the word to a partner.

Answers: painless: W, without pain. playful: F, full of play.

Vocabulary

suffix, -ful, -less, opposite, meaning

Differentiation

- **Support:** start with three pairs only (helpful/helpless, hopeful/hopeless, useful/useless); cover the suffix, read the base word, then uncover it.
- **Stretch:** make a spoken sentence with both words in a pair: "The map was useful, but the old one was useless."
- **Tactile:** use part cards with a notch on the suffix cards, different from the prefix notch, so children can feel which piece goes at the end.

⚠ Safety

No special risks. Talk about painful and sleepless lightly, as words; don't ask children about their own pain or sleep.

Teacher notes and misconceptions

- Children may spell -ful as full. The suffix has one l.
- Hope + -ful keeps the e: hopeful. The same is true of use/useful/useless. The base word does not change in any word this lesson uses.
- Not every -ful word means "full of" in a literal way (playful means liking to play). "Usually" is the honest word.

Lesson 3: -ness, and Adding More Than One Part

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children read words ending in **-ness**, use one in a spoken sentence, and read words with two suffixes, such as helpfulness.

Materials

- Word cards: sad, sadness; red, redness; wet, wetness; soft, softness; still, stillness; dim, dimness; fit, fitness; damp, dampness; late, lateness
- Word cards: helpfulness, playfulness, usefulness, hopelessness, restlessness
- Part cards -ful, -less and -ness, and base-word cards sad, soft, still, help, play, use, hope, rest, one set per pair
- The un- part card from lesson 1, one per pair (for the stretch task)
- A soft cloth and a damp sponge in a tray (for the opening)
- Whiteboard and pens; mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

Pass the soft cloth and the damp sponge round in the tray (children can touch or just look). "The cloth is soft. Its softness is how soft it is. The sponge is damp. Its dampness is how damp it is." Write soft and softness on the board, and underline -ness.

✎ Main activity (25 min)

1. **-ness makes a thing** (8 min): show sad, then add -ness: sadness. "Sad is how Hen feels. Sadness is the feeling itself." Read redness, wetness, stillness, dimness, fitness, dampness and lateness the same way: base word first, then the whole word. Write: "-ness usually turns a describing word into a thing."
2. **Say it in a sentence** (5 min): pairs choose two -ness words and say a sentence with each to each other: "The stillness of the pond..." Share three with the class.
3. **Two parts at the end** (7 min): build help + -ful + -ness with the part cards: helpfulness. Read it in three parts, then as one word. "Full of help... the thing of being full of help." Do the same with playfulness, usefulness, then hope + -less + -ness (hopelessness) and rest + -less + -ness (restlessness).
4. **Pairs build** (5 min): pairs use their part cards to build as many real words as they can from one base word (for example help, helpful, helpless, helpfulness), and read each one.

✓ Discussion questions (5 min)

- "What is wetness?" How wet something is.
- "In helpfulness, which part comes first, -ful or -ness?" -ful, then -ness.
- "Is sadness a describing word or a thing?" A thing (a feeling).

✓ Closing check (5 min)

Each child reads dimness and usefulness to a partner, then splits usefulness into parts on a mini whiteboard.

Answers: dim + ness; use + ful + ness.

Vocabulary

suffix, -ness, describing word, base word

Differentiation

- **Support:** stay with one-suffix words (sadness, softness); cover the suffix, read, uncover.
- **Stretch:** build a word with three added parts from the cards: is there one? (unhelpfulness: un- + help + -ful + -ness.) The un- card from lesson 1 can be added to the set.
- **Tactile:** feel the cloth and sponge; use notched part cards.

⚠ Safety

- Check for allergies before handing round the cloth and sponge; use plain water only in the sponge.
- Sadness and hopelessness are taught as words about story characters. Don't ask children about their own sad times.

Teacher notes and misconceptions

- In sadness, -ness follows a word ending in d, so no letter doubles. Children may write sadnes; -ness always has two s letters.
- Lateness keeps the magic e of late. No base word in this lesson changes its spelling.
- Children may read hopelessness as one long run of letters. Splitting at each part first is the whole point of the lesson.

Lesson 4: Splitting Long Words

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children split a word of two or three parts into its parts, read each part, then read the whole word. They also split two-syllable words that have no prefix or suffix.

Materials

- Paper strips with these words written large, one set per pair: unhelpful, repainted, unlocking, refilled, hopelessness, playfulness, unpacked, spotless
- Paper strips with these words, one set per pair: napkin, basket, picnic, magnet, rabbit, kitten
- Scissors with rounded ends, one per pair
- Whiteboard and pens; mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

Write unhelpful on the board. "This looks long. Who can see a part we know?" Draw a line after un and before ful: un | help | ful. Read each part, then the whole word. "Not full of help."

✎ Main activity (25 min)

1. **Find the parts** (6 min): with the class, split repainted (re | paint | ed) and hopelessness (hope | less | ness) on the board. Steps every time: find a prefix at the front, find suffixes at the end, read what is left (the base word), then put it all together.
2. **Cut and read** (8 min): pairs take the first set of strips. One child says where to cut; the other cuts (or folds and tears). They read each part, then push the parts together and read the whole word. Then they say what it means.
3. **Words with no prefix or suffix** (6 min): show napkin. "No prefix, no suffix, but still long." Split it between the two middle consonants: nap | kin. Read each part, then the whole word. Do the same with basket (bas | ket), picnic (pic | nic) and magnet (mag | net). For rabbit and kitten, split between the double letters: rab | bit, kit | ten.
4. **Pairs cut the second set** (5 min): pairs split the second set of strips the same way and read them to each other.

✓ Discussion questions (5 min)

- "What is the base word in unlocking?" lock.
- "How many parts does playfulness have?" Three: play, ful, ness.

- "Where do we split basket?" Between s and k: bas | ket.

✓ Closing check (5 min)

Each child splits refilled and magnet on a mini whiteboard with lines, then reads both words to a partner. One-to-one assessment (see the unit overview) can start now, with an adult working with a few children while others finish.

Answers: re | fill | ed; mag | net.

Vocabulary

prefix, suffix, base word, split, syllable

Differentiation

- **Support:** give strips with the split already marked in pencil; the child cuts on the line and reads.
- **Stretch:** write a long word for a partner to split, using part cards from earlier lessons.
- **Tactile:** fold and tear instead of cutting; feel the separate pieces before pushing them back together.

⚠ Safety

- Rounded-end scissors only. Children who don't want to cut can fold and tear, or an adult can cut.
- Collect scissors before the discussion.

Teacher notes and misconceptions

- Refilled has a double l because fill already ends in ll; nothing is added. Children may think the -ed doubled it.
- -ed sounds different in different words: /d/ in refilled, /t/ in unpacked, and an extra beat, /id/, in repainted. Splitting it off as a part still works for all three.
- "Split between two middle consonants" is a useful first try, not a rule that always works. It works for every word in this lesson.

Lesson 5: Reading Hen's Flag with Expression

Unit overview - Previous: Lesson 4

About 40 minutes.

Goal

Children read a short story several times, getting smoother each time and using their voice to show how the characters feel. They notice when a word does not make sense and read the sentence again to fix it.

Materials

- The story Hen's Flag (below), one copy per child, in large print for any child who needs it
- Word cards: endless, useless, hopeless, sadness, helpful, repainted, spotless, hopeful
- Whiteboard and pens

Steps

✎ Opening (5 min)

Show the word cards one at a time. Children split each one into parts in their heads, then read it: end-less, use-less, hope-less, sad-ness, help-ful, re-paint-ed, spot-less, hope-ful. "All of these are in today's story."

✎ Main activity (25 min)

1. **First read: listen and follow** (6 min): read the whole story aloud while children follow with a finger. Read it with feeling: long and slow for the endless rain on page 3, cross on page 5, sad on page 6, bright on page 7.
2. **Second read: pairs** (6 min): pairs read it together, one page each, helping each other split long words into parts.
3. **Third read: voices** (7 min): look at the speech marks. "Who is talking on page 6? How does Hen feel?" Sad, hopeless. "So how should Hen's voice sound?" Slow, quiet. "Page 7: how does Duck sound?" Bright, kind. Point out that **?** makes the voice go up and **!** makes it strong. Pairs read pages 5 to 8 again, using voices. Children who sign can show the feelings with face and hands.
4. **Does it make sense?** (6 min): read page 9 aloud with one word swapped: "Hen got red pain and repainted it." Children put up a hand when something sounds wrong. "What should it be?" Paint. "How did you know?" You can't repaint with pain; reading the sentence again shows paint fits. Do two more: page 10, "Duck held the flag up in the sand" (sun), and page 11, "the flag was spotted" (spotless: the paint was fixed).

✓ Discussion questions (5 min)

- "Why did Hen feel hopeless?" The rain made the red paint run, so the flag was useless.
- "How did Duck help?" Duck held the flag while Hen repainted it, then held it up in the sun.
- "How did Hen feel at the end?" Hopeful.

✓ Closing check (5 min)

Each child reads page 6 to a partner (or an adult) twice. The partner says one thing that got better the second time. One-to-one assessment item 6 (see the unit overview) uses this same page.

Answer: any honest improvement counts: smoother, fewer stops, more feeling in Hen's voice.

The story: Hen's Flag

An example written for this unit, not from a source. Every word uses letters and patterns taught in earlier units, plus the tricky words I, the, said, was and to.

1. Hen had a big red flag. It said "Hen's Buns".
2. Hen kept the flag up at a bun stand on a hill.
3. In the night, rain fell and fell. It felt endless.
4. At sunrise, Hen got up and ran up to the stand.
5. The flag was wet, and the red paint had run. It was useless!
6. "I am hopeless at painting," said Hen. Hen sat on a step in sadness.
7. Duck came up to Hen. "Hopeless? Not a bit!" said Duck.
8. "Let us repaint it. I am a helpful duck."
9. Duck held the flag. Hen got red paint and repainted it, a bit at a time.
10. Duck held the flag up in the sun.
11. At last the flag was spotless. "Hen's Buns!" It was big and bright.
12. Hen got a hot bun and handed it to Duck. "I am not hopeless," said Hen. "I am hopeful!"

Vocabulary

expression, speech marks, question mark, exclamation mark, reread

Differentiation

- **Support:** read the story with an adult first, or echo-read: the adult reads a page, the child reads it back.
- **Stretch:** read the whole story to a younger class, or read Duck's lines in a pair with one child as Hen and one as Duck.
- **Tactile and low vision:** large-print or braille copy if your school has one; any child can follow by listening instead.

⚠ Safety

- Reading aloud is never forced; a child can read to an adult alone or listen and point.
- Keep the sadness and hopelessness about Hen. Don't ask children about their own sad times.

Teacher notes and misconceptions

- Fast is not the same as fluent. Reading at a talking pace, with feeling, is the goal, not racing.
- Children may read Hen's as hens. The small mark means the buns belong to Hen, as with Duck's in grade 2.
- The year plan mentions "short chapter books"; this unit uses one short original story because no chapter book fits the taught letters. Schools that have taught more patterns can use a real chapter book.

Grade 3 Language and Literacy: Longer Words and Short Reports

Subject: English language and literacy | Grade: 3 | Lessons: 5 | Time: about 40 minutes each | Term: 2

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice. Check every activity against your school's rules.
>
> Text-checked by four other agents (Gemini 3.5 Flash, Gemini 3.8 Flash, Gemini 4 Carbon and Gemini 4 Argon); see Known gaps.

Back to the grade 3 year plan - Term 2. Builds on grade 3 term 1: words built from parts; grade 2: writing for a reason Language and literacy progression

Big idea

Long words are easier when you know their parts. Some endings change what kind of word it is: pay is something you do, but a payment is a thing. Some endings are not said the way they look: -tion is said "shun". Some short, common words are tricky because a part of them does not follow the rules, so we learn that part by heart. Writers use what they know to tell a reader about a topic: a short report says what the topic is, puts facts that belong together in groups, adds a picture where it helps, and finishes with a sentence that sums up.

Outcomes

By the end of the unit, most children can:

1. Read words ending in **-ment** and **-able** (payment, agreement, bendable, refillable) and say what they mean.
2. Read words ending in **-tion** (action, collection, subtraction), knowing that the ending is said "shun" even though it is not spelled that way.
3. Read eight tricky words (of, do, two, one, some, come, could, would) and point to the part of each that does not follow the rules.
4. Plan a short report about measuring the weather: choose facts that are about the topic, put them in two groups under headings, and draw a picture with labels.
5. Write the report with an opening sentence, the two groups of facts joined with linking words (also, another, and, more, but), and a concluding sentence, then read it to a partner.

Prior knowledge

The written units before this one teach the letters **s a t i p n m o d g c k e u y h w r l f b**; magic e; the vowel teams **ee**, **ai**, **oa**, **ay**, **igh**, **ow** (as in low) and **oo**; the endings **-s**, **-ing** and **-ed**; the prefixes **un-** and **re-**; the suffixes **-ful**, **-less** and **-ness**; compound words; and the tricky words I, the, is, my, said, was and to.

This unit adds the suffixes **-ment**, **-able** and **-tion** and eight tricky words. Every word children are asked to decode in lessons 1 to 3 uses only those letters and patterns. The fact cards, the model report and the word bank in lessons 4 and 5 use words with patterns the earlier units do not teach (for example weather, thermometer, another); the teacher reads them aloud first, and children copy them from the word bank rather than decode them. Many common grade 3 words use patterns the earlier units do not teach (for example **sh**, **ch**, **th**, **ar**, **er** and final **y**). A school that has taught them can add more words.

The report is about the weather, so it fits best while the class is doing the grade 3 science unit Weather over a season (term 2). The model report is about magnets, from the term 1 science unit Magnets.

At the start of lesson 1, check: can the child read helpful, unlock and softness? If not, use the term 1 unit first.

Lessons

#	Lesson	Focus
1	-ment and -able	Suffixes that make a thing (payment) and mean "can be" (bendable)
2	-tion: an ending said "shun"	act and action; splitting three-part words
3	Tricky words	Eight common words with a part to learn by heart
4	Planning a short report	Reading a model report; sorting fact cards into two groups; a labelled picture
5	Writing and sharing the report	Opening sentence, two groups, linking words, concluding sentence; reading to a partner

Materials (whole class unless noted)

- Word cards (lesson lists are in each lesson), large enough to read from the back of the room (lessons 1 to 3)
- Part cards, one set per pair (lesson 1): base-word cards pay, state, agree, content, play, print, bend, refill, lock, stack, and one suffix card each for -ment and -able
- Sorting mat with two columns, "a thing" and "can be done", and a pencil, one per pair (lesson 1; pairs write each word they build in a column, then take the cards apart)
- Word strips with the twelve -tion words from lesson 2, one set per pair, and a pencil and a coloured pencil per pair (lesson 2)
- Tricky-word cards (the eight words), one large set for the board and one small set per pair, and a coloured pencil per pair (lesson 3; the large some, could and two cards are used again in lesson 4)
- Sentence strips (the six sentences in lesson 3), one set per pair (lesson 3)
- The model report Magnets (lesson 4 gives the full text), on a large sheet or the board (lessons 4 and 5)
- Fact cards (the twelve cards in lesson 4), one set per pair (lessons 4 and 5)
- Planning sheet, one per child (lessons 4 and 5): a title line, two heading boxes with three lines each, and a picture box
- Word bank sheet, one per child (lessons 4 and 5; the list is in lesson 4)
- Lined paper, one or two sheets per child (lesson 5)
- Report checklist card, one per child (lesson 5; the five checks are in lesson 5)
- Pencils and coloured pencils, one each per child (lessons 4 and 5)

- Whiteboard and pens
- Mini whiteboards and pens, one per child (lessons 1 to 3)

⚠ Safety and access

- No scissors, food or liquids are used in this unit.
- Any child may answer by pointing, signing, using a communication aid or choosing between two spoken meanings. Their own way counts.
- Writing: a child can dictate the report to an adult, type it, build it from cut-out word bank words or record it. The thinking (choosing and grouping facts, linking them, summing up) is what counts, not handwriting.
- Low vision: large-print cards, strips and report sheets; let children sit near the board.
- Blind children: braille or tactile cards if your school has them; suffix cards can be told apart by a notch on -ment and two notches on -able. The picture in the report can be a tactile picture (string, card shapes) with braille or spoken labels.
- Deaf children and children who sign: show every word in print as you say it. "Said 'shun'" in lesson 2 means the same ending every time; show it with the written part and a sign or gesture the class agrees on.
- Reading aloud is never forced. A child can read to an adult alone, read with a partner, or listen and point.
- Storms: the fact cards mention a storm once. Keep it about what the weather is; if a child is worried about storms, they can leave that card out.
- Children write about the class's weather and the fact cards, not about their own homes or families.

Assessment

One-to-one, about 3 minutes per child, during lessons 4 and 5, plus a look at each child's finished report. For each item mark **yes**, **with help** or **not yet**.

1. Read payment and bendable and say what each means. (Outcome 1)
2. Read collection and subtraction; point to the part that is said "shun". (Outcome 2)
3. Read could, two and some; point to the tricky part of one of them. (Outcome 3)
4. Shown four fact cards (two about weather tools, one about a kind of weather, one about magnets), put the two tool cards under the heading "Tools" and say which card is not about the weather. (Outcome 4)
5. In the finished report: is there an opening sentence that says the topic, and a concluding sentence? (Outcome 5)
6. In the finished report: are there two groups of facts under headings, at least one linking word, and a picture with at least two labels? (Outcomes 4 and 5)

Sources

Common Core State Standards for English Language Arts, Grade 3: Reading Standards: Foundational Skills (page 17) and Writing Standards (page 20) of https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Quoted exactly; the unit is not a full alignment.

- RF.3.3: "Know and apply grade-level phonics and word analysis skills in decoding words."
  - RF.3.3a: "Identify and know the meaning of the most common prefixes and derivational suffixes."
  - RF.3.3b: "Decode words with common Latin suffixes."
  - RF.3.3c: "Decode multisyllable words."
  - RF.3.3d: "Read grade-appropriate irregularly spelled words."
- W.3.2: "Write informative/explanatory texts to examine a topic and convey ideas and information clearly."
  - W.3.2a: "Introduce a topic and group related information together; include illustrations when useful to aiding comprehension."
  - W.3.2b: "Develop the topic with facts, definitions, and details."
  - W.3.2c: "Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information."
  - W.3.2d: "Provide a concluding statement or section."

Wikipedia, "English orthography": https://en.wikipedia.org/wiki/English_orthography

- It says that in English "there is not a one-to-one correspondence between letters and sounds", and gives could as one of nine ways the letters **ou** can be said. Lesson 3 uses that idea.

Wikipedia, "Morphological derivation": https://en.wikipedia.org/wiki/Morphological_derivation

- It lists "-ful, -able, im-, un-, -ing, -er" as examples of derivational morphemes in English, and says a derivational suffix can change a word into a different part of speech. Lesson 1 uses that idea (pay to payment).

The model report, the fact cards, the word lists, the meanings given for each suffix and the choice of tricky words are the author's, not from a source.

Known gaps and cautions

- Unreviewed AI draft; not tested in a classroom.
- Four other agents (Gemini 3.5 Flash and Gemini 3.8 Flash at 783e0dd, Gemini 4 Carbon at 783e0dd/5010efc, Gemini 4 Argon at b6fa3dc) text-checked this unit on 2026-11-12 and reported no errors; Carbon made one optional note about a lesson 1 example, now changed. Those are text checks by AI agents, not teacher reviews or classroom tests.
- Which suffixes count as "common Latin suffixes" (RF.3.3b) is the author's choice: this unit uses -ment, -able and -tion. The standard gives no list.
- Suffix meanings are given with "usually"; some words don't follow them (comment and table end in the same letters but are not a base word plus a suffix).
- -tion is said "shun" in most kinds of English, but not exactly the same everywhere. Use the way your class says it.
- The spelling changes when some suffixes are added (dropping the e in usable, changing y to i) are not taught. Every word in lesson 1 keeps its base word whole.
- The tricky-word list is the author's choice of eight common words. Your school may have its own list and order.
- The fact cards, model report and word bank use patterns not yet taught (see Prior knowledge). Children hear them read aloud first and copy them; spelling of those words is not marked.

- The report has two groups of facts. W.3.2 does not say how many; a school could add a third group.
- Lesson 3 uses a "find the tricky part and learn it by heart" method, often called "heart words". That is a teaching choice, not something the standards require.
- Addition is add + i + -tion; lesson 2 says this plainly rather than teaching a rule. -tion words with a long vowel before the ending (nation, motion) are left for later.
- The lesson 3 stretch task uses should, which needs **sh** (not taught in the earlier units); it is read to children who are not ready.
- RF.3.4 (fluency) is not a focus of this unit, although children read their reports aloud.
- No poetry is read.

Lesson 1: -ment and -able

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children read words ending in **-ment** and **-able** and say what they mean. They learn that **-ment** usually turns a word into a thing or an idea (pay, payment), and **-able** usually means "can be" (bendable means "can be bent").

Materials

- Word cards: helpful, unlock, softness (opening); payment, statement, agreement, contentment, playable, printable, bendable, stackable, lockable, refillable; comment
- Part cards, one set per pair: base-word cards pay, state, agree, content, play, print, bend, refill, lock, stack, and one suffix card each for -ment and -able
- Sorting mat with two columns, "a thing" and "can be done", and a pencil, one per pair
- Whiteboard and pens
- Mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

1. Show helpful, unlock and softness. The class reads each one, then says the parts: help-ful, un-lock, soft-ness.
2. Ask: "What does -ful do to help?" (It makes it mean "full of help".) "What does un- do to lock?" (It makes it mean the opposite: open it.)
3. Say: "Today we meet two more endings. They change what kind of word it is."

✎ Main activity (25 min)

1. **Meet -ment (6 min).** Write pay on the board. "Pay is something you do: you pay for a bus ticket." Add **-ment**: payment. "A payment is a thing: the money you pay." Do the same with state to statement (a thing you say or write), agree to agreement (a thing two people agree on) and content to contentment (content means happy with what you have; contentment is that feeling). Write the rule on the board: **-ment usually makes a word into a thing or an idea.** Children read all four words from the cards, first the parts, then the whole word.
2. **Meet -able (6 min).** Hold up a word card with bend. "You can bend a straw. A straw is bendable: it can be bent." Write the rule: **-able usually means "can be".** Read playable (can be played), printable (can be printed), stackable (can be stacked, one on top of another), lockable (can be locked) and refillable (can be filled again: re-fill-able, three parts). Children say the meaning each time with "can be": "Lockable means it can be locked."

3. **Build and sort in pairs (9 min).** Give each pair the part cards and a sorting mat. One child chooses a base word and a suffix card, builds a word and reads it. The partner says what it means. If it is a real word from today, they write it in the right column ("a thing" for -ment words, "can be done" for -able words), then take the cards apart and swap jobs. Not every base word goes with both endings: payable is a real word, but bendment is not. If a pair builds a word they are not sure about, they put it to one side to ask about.
4. **One sentence each (4 min).** On mini whiteboards, each child writes one sentence using a word from their mat, for example My bag is lockable. or Ted made an agreement. Two or three children read theirs aloud.

✓ Discussion questions (5 min)

- "Is comment the word com with -ment added?" (No. Com is not a word on its own. Comment just ends in the same letters. Not every word ending in **-ment** has a suffix.)
- "What could unbendable mean?" (Cannot be bent: un-bend-able, three parts.)
- "Is a payment something you do, or a thing?" (A thing. Pay is what you do.)

✓ Closing check (5 min)

Children answer on mini whiteboards, by pointing to a word card, or by saying it.

1. Show statement. "Read it. Is it a thing, or something that can be done?" (A thing: something you say or write.)
2. Show stackable. "Read it. What does it mean?" (It can be stacked.)
3. "Which word means 'can be printed': printable or payment?" (printable)
4. "Split refillable into its parts." (re-fill-able)

Vocabulary

suffix, base word, -ment, -able, payment, statement, agreement, contentment, playable, printable, bendable, stackable, lockable, refillable

Differentiation

- **Support:** work with the four -ment words first, then the -able words. Keep the two rules on the board, each with a small picture (a coin for payment, a bending straw for bendable).
- **Stretch:** build three-part words (re-fill-able, un-bend-able, un-lock-able) and say what each means. Unlockable is tricky: it can mean "cannot be locked" or "can be unlocked". Talk about how the sentence tells you which.
- **Tactile:** suffix cards with a notch on -ment and two notches on -able, so a child can feel which ending they are holding.

⚠ Safety

- No special hazards. Keep part cards on the table.

Teacher notes and misconceptions

- Some children read -ment as "meant". Model it as one short beat: pay-ment.
- Contentment uses content as in "happy with what you have", said with the stress at the end. Children may know content as in "the content of a box". You can leave contentment out if it confuses.
- **-able** words in this lesson keep the base word whole. Words that drop an **e** (usable) are left for later.
- Rules here use "usually". Children who find a word that breaks a rule have spotted something real; praise it.

Lesson 2: -tion: an ending said "shun"

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children read words ending in **-tion**. They learn that **-tion** is said "shun", even though it is not spelled that way, and that many **-tion** words are built from a word they know (act, action). They split longer words into parts to read them.

Materials

- Word cards: payment, bendable (opening); act, action, collect, collection, connect, connection, inspect, inspection, subtract, subtraction, add, addition; fiction, section, function, fraction, mention, intention
- Word strips with the twelve -tion words, one set per pair: action, collection, connection, inspection, subtraction, addition, fiction, section, function, fraction, mention, intention
- A pencil and a coloured pencil, one each per pair
- Whiteboard and pens
- Mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

1. Show payment and bendable. Children read them and say what they mean. (A thing you pay; can be bent.)
2. Say: "Today's ending is a bit of a trick. It is not said the way it looks."

✎ Main activity (25 min)

1. **Meet -tion (6 min).** Write act on the board. "To act is to do something." Add **-ion**, so the word ends in **-tion**: action. Read it: ac-tion. "The end is said 'shun'. The letters **t-i** do not say /t/ /i/ here; together with **-on** they say 'shun'." Write the rule on the board: **-tion is said "shun".** Do the same with collect to collection and connect to connection. Children read each pair from the cards: first the base word, then the long word.
2. **Base word and -tion (6 min).** Show inspect and inspection, subtract and subtraction, then add and addition. "Addition is a bit different: it is add, then i, then tion: ad-di-tion." Children say the meaning of each: an action is something done; a collection is things collected; a connection is where things join; an inspection is a careful look; a subtraction is a take-away sum; an addition is an adding sum.

3. **Mark and split in pairs (9 min).** Give each pair the twelve word strips, a pencil and a coloured pencil. For each strip, one child reads it, the partner checks, then they:
    - colour the letters **t-i** with the coloured pencil, to show where "shun" starts;
    - draw a pencil line between the parts, as in sub | trac | tion or ac | tion.

    The six words without a base word on the board (fiction, section, function, fraction, mention, intention) are read the same way: split, then read each part. Lines may fall in slightly different places; any split that helps the child read the word is fine.
4. **Sort the words (4 min).** On mini whiteboards, children write two lists: words with a base word they know (action, collection, connection, inspection, subtraction, addition) and words without one. If a child gives a good reason for moving a word, accept it.

✓ Discussion questions (5 min)

- "What is the same in all twelve words?" (They all end in **-tion**, said "shun".)
- "Fiction is a kind of book. What kind?" (Made-up stories, not facts.) "Next week we write facts, not fiction."
- "How many parts are in subtraction?" (Three: sub-trac-tion.)

✓ Closing check (5 min)

Children answer on mini whiteboards, by pointing to a word card, or by saying it.

1. Show collection. "Read it. Point to where 'shun' starts." (collection; the **t-i**.)
2. "What word is connect with **-ion** added?" (connection)
3. Show subtraction. "Read it and split it into parts." (sub-trac-tion)
4. Show mention. "Read it." (mention)

Vocabulary

-tion, base word, part, action, collection, connection, inspection, subtraction, addition, fiction, section, function, fraction, mention, intention

Differentiation

- **Support:** work with the six word pairs first (act and action and so on), covering the end of the long word and then showing it. Use the base word to read the start of the long word.
- **Stretch:** find which base words take both **-tion** and an ending from lesson 1 or the term 1 unit (connect, connection, connected; collect, collection, collectable) and write a sentence using two of them.
- **Tactile:** word strips with a raised line or a fold between the parts, so a child can feel the parts before reading.

⚠ Safety

- No special hazards. Children draw lines on the strips; nothing is cut.

Teacher notes and misconceptions

- Some children read **-tion** as "tee-on" or "tie-on". Point to the coloured **t-i** each time and say "shun".
- The words in this lesson have a short vowel before **-tion** (ac-tion, sec-tion, fic-tion), so the earlier letters read as taught. Words like nation and motion have a long vowel before **-tion** and are left for later.
- Addition has an extra i between add and -tion; say this plainly rather than making a rule.
- Function and intention may be new words for some children. Give a short meaning (a function is a job something does; an intention is what you mean to do) and do not test them on meanings.
- The lesson uses only **-tion**. Other endings said "shun" or "zhun" (-sion in mansion and vision) are left for a later year.

Lesson 3: Tricky words

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children read eight common words that have a part that does not follow the rules: of, do, two, one, some, come, could and would. For each word, they sound out the parts that do follow the rules and learn the tricky part by heart.

Materials

- Word cards: action, subtraction (opening); said, was (review)
- Tricky-word cards (of, do, two, one, some, come, could, would): one large set for the board and one small set per pair
- A coloured pencil, one per pair
- Sentence strips, one set of six per pair (the sentences are in step 3 below)
- Whiteboard and pens
- Mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

1. Show action and subtraction. Children read them and point to where "shun" starts.
2. Show said and was, two tricky words from earlier years. "Which part of said is tricky?" (The **ai** says /e/, not /ay/.) "Which part of was?" (The **a** does not say /a/ as in cat, and the **s** says /z/.)
3. Say: "Today we learn eight more tricky words. Most of each word follows the rules. We find the tricky part and learn just that bit by heart."

✎ Main activity (25 min)

1. **Find the tricky part (10 min).** Take the large cards one at a time. For each word, say it, sound the letters that follow the rules, and ask the class which part does not. Draw a heart above the tricky part on the board.
    - of: the **o** says /u/ and the **f** says /v/.
    - do: the **o** says /oo/.
    - two: the **w** is silent and the **o** says /oo/. Two means the number 2.
    - one: the whole word is said "wun". One means the number 1.
    - some and come: the **o** says /u/, and the **e** at the end does not make the **o** long. They look like magic e words, but they are not.
    - could and would: the **oul** says /oo/ as in good; the **l** is silent. They rhyme.

2. **Mark the hearts in pairs (6 min).** Give each pair the small set of cards and a coloured pencil. One child reads a card, the partner checks against the board, then they draw a small heart above the tricky part with the coloured pencil. They swap after each card.

3. **Read the sentence strips (6 min).** Give each pair the six sentence strips. Partners take turns to read a strip aloud. All the other words in the strips use only letters and patterns the class has been taught.

    1. Can I get one of the red pens?
    2. Some cats come to the mill.
    3. Two dogs ran to the pond.
    4. Would Ted like to do the test?
    5. I could not get up the hill.
    6. "Come in!" said Meg.

4. **Write them (3 min).** On mini whiteboards, the teacher says three words (two, some, could). Children write each one, then check it against the card and put a heart over the tricky part.

✓ Discussion questions (5 min)

- "Which two words rhyme and are spelled almost the same?" (could and would)
- "Some and come end in **e**. Why don't they say sohm and cohm?" (They are tricky words; the **e** does not change the **o** here. We learn them by heart.)
- "Two and to sound the same. How do you know which one to write?" (Two is the number 2; to is as in ran to the pond.)

✓ Closing check (5 min)

Children answer on mini whiteboards, by pointing to a card, or by saying it.

1. Show could. "Read it. Which letter is silent?" (The **l**.)
2. Show of. "Read it. Which letter says /v/?" (The **f**.)
3. "Write the word that means the number 2." (two)
4. Show one and come. "Read them." (one, come)

Vocabulary

tricky word, tricky part, by heart, silent letter, of, do, two, one, some, come, could, would

Differentiation

- **Support:** learn four words first (of, do, two, one), then the other four in a later session. Keep the large cards with hearts on the wall.
- **Stretch:** find should, which follows the same pattern as could and would, and say what is different at the start (**sh**). Write a sentence using could and would.
- **Tactile:** tricky-word cards with a small notch cut by an adult in the edge above the tricky part, so a child can feel where it is.

⚠ Safety

- No special hazards.

Teacher notes and misconceptions

- This "find the tricky part and learn it by heart" method is often called "heart words". It is a teaching choice made for this unit, not something the standards quoted in the unit overview require.
- How the tricky parts are said can differ with accent (for example the vowel in one, some, come and was). Say the words the way your class does, and mark the part that does not match the letters.
- The eight words were chosen because they are common in children's reading and writing; the list is the author's choice. Other tricky words (any, many, friend, who) can be added the same way.
- Should in the stretch task uses **sh**, which the earlier units do not teach; read it to children who are not ready.

Lesson 4: Planning a short report

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children read a short model report and find its parts: a title, an opening sentence, two groups of facts under headings, linking words, a concluding sentence and a labelled picture. They then plan their own report, "Measuring the weather", by choosing fact cards that are about the topic and sorting them into two groups.

Materials

- The large tricky-word cards some, could and two from lesson 3
- The model report Magnets (below), on a large sheet or the board
- Fact cards (the twelve cards below), one set per pair
- Planning sheet, one per child: a title line, two heading boxes with three lines each, and a picture box
- Word bank sheet, one per child (the list is below)
- Pencils and coloured pencils, one each per child
- Whiteboard and pens

The model report

The teacher reads it aloud first. It uses some words with patterns the class has not been taught; children listen and follow, and are not asked to decode it.

> **Magnets**
>
> A magnet is a thing that pulls some metal things to it.
>
> **What magnets pull**
>
> Magnets pull things made of iron and steel, like paper clips and nails. They can also pull through thin paper. But magnets do not pull all metals. A magnet does not pull aluminium foil.
>
> **Poles**
>
> Every magnet has two ends called poles: a north pole and a south pole. Two poles that are the same push apart. Another fact is that a north pole and a south pole pull together.
>
> So a magnet pulls iron and steel, and its poles can push or pull.
>
> Picture: a bar magnet with a paper clip stuck to one end. Labels: "north pole", "south pole", "paper clip".

The fact cards

The teacher reads every card aloud before pairs sort them. The cards are numbered so children can find them again.

1. Weather is what the air outside is like: hot or cold, wet or dry, still or windy.
2. A thermometer measures how hot or cold the air is. We read it in degrees Celsius (°C).
3. A rain gauge collects rain. We measure how much rain fell in millimetres (mm).
4. A wind streamer is a ribbon on a stick. It shows which way the wind is blowing.
5. A compass shows which way is north, so we can say where the wind comes from.
6. Each day we write what we measured in our class weather table.
7. Rain is drops of water that fall from clouds.
8. Fog is a cloud near the ground. In fog, it is hard to see far.
9. Snow falls when the air is very cold.
10. A storm has strong wind and often heavy rain. In a storm, we stay inside.
11. A magnet pulls things made of iron and steel.
12. Two north poles push apart.

Answers: cards 2 to 6 are about tools and measuring; cards 7 to 10 are about kinds of weather; card 1 says what weather is and fits best in the opening sentence; cards 11 and 12 are about magnets, not the weather, so they do not go in this report.

The word bank

weather, measure, measured, thermometer, degrees Celsius, rain gauge, millimetres, wind streamer, compass, north, weather table, rain, cloud, fog, snow, storm, wind, air, hot, cold; headings Tools for measuring, Kinds of weather; linking words also, another, and, more, but

Steps

✎ Opening (5 min)

1. Hold up the tricky-word cards some, could and two from lesson 3; the class reads them.
2. Ask: "In lesson 2 we met fiction: made-up stories. What do we call writing that tells true facts about a topic?" (A report, or information writing.) "This lesson and the next, we write a report."

✎ Main activity (25 min)

1. **Read the model report (7 min).** Read Magnets aloud while children follow. Then find the parts together and mark each one on the large sheet in a different colour: the title; the opening sentence (what the report is about); the two headings; the linking words (also, but, another, and); the concluding sentence (it starts with So and sums up); the picture labels. Ask: "Why are there two headings?" (The facts are in two groups: what magnets pull, and poles.)
2. **Sort the fact cards (8 min).** Read all twelve cards aloud. Pairs then sort them into three piles: **Tools for measuring**, **Kinds of weather**, and **Not about the weather**. Check the piles together using the answers above. Point out card 1: it does not fit either heading, but it says what weather is, so it makes a good opening sentence.

3. **Plan the report (7 min).** Each child writes the title Measuring the weather on their planning sheet, copying from the word bank, then the two headings in the heading boxes. Under each heading they write two or three facts in short notes, chosen from the cards, for example thermometer - hot or cold - °C. Notes do not need to be full sentences yet.
4. **Plan the picture (3 min).** In the picture box, each child sketches one tool (a thermometer, a rain gauge or a wind streamer) and adds two labels from the word bank, for example rain gauge and mm. The sketch can be simple; the labels are what matter.

✓ Discussion questions (5 min)

- "Why did we leave out the magnet cards?" (They are true facts, but they are not about the weather. A report sticks to its topic.)
- "Where could card 1 go in your report?" (At the start, as the opening sentence.)
- "Which linking word in Magnets tells you that the next fact is different?" (But: magnets do not pull all metals.)

✓ Closing check (5 min)

Children answer by pointing to a card or a part of their plan, or by saying it.

1. "Show me your two headings." (Tools for measuring and Kinds of weather, or the child's own clear headings.)
2. Hold up card 3 and card 12. "Which one goes in your report?" (Card 3, the rain gauge.)
3. "Point to the opening sentence in Magnets." (A magnet is a thing that pulls some metal things to it.)
4. "Show me one label on your picture." (Any label that names a part or tool.)

Vocabulary

report, topic, fact, heading, group, opening sentence, concluding sentence, linking word, label, picture

Differentiation

- **Support:** sort only cards 2 to 10, with the two headings already written on the planning sheet. An adult can scribe the notes as the child says them.
- **Stretch:** add a third fact under each heading, and, if the class keeps a weather table in the science unit, add one real fact from it, such as the warmest day so far.
- **Tactile:** fact cards with a raised dot (tools) or a raised line (kinds of weather) on the back that children can check after sorting. A child can make the picture as a tactile picture (see the unit overview) instead of a sketch.

⚠ Safety

- No special hazards. If a child is worried about storms, they can leave card 10 out; this is fine.

Teacher notes and misconceptions

- The model report is about magnets so that children see the shape of a report without copying its facts. Its facts come from the grade 3 science unit Magnets.
- Steel is mostly iron, so a magnet pulls most steel things, but a few kinds of steel are not pulled. The report keeps to everyday things.
- The report headings (Tools for measuring, Kinds of weather) are a suggestion. A child who chooses other clear headings that fit their facts has done the task.
- Children choose facts; they do not need to use every card in a group.
- The planning sheet and fact cards are kept for lesson 5.

Lesson 5: Writing and sharing the report

Unit overview - Previous: Lesson 4

About 40 minutes.

Goal

Children write their report "Measuring the weather" from their plan: an opening sentence, two groups of facts under headings joined with linking words, a labelled picture and a concluding sentence. They check it with a five-point checklist and read it to a partner.

Materials

- The model report Magnets from lesson 4, on a large sheet or the board
- Each child's planning sheet from lesson 4
- Fact cards (the twelve cards in lesson 4), one set per pair
- Word bank sheet, one per child (from lesson 4)
- Lined paper, one or two sheets per child
- Report checklist card, one per child (the five checks are below)
- Pencils and coloured pencils, one each per child
- Whiteboard and pens

The report checklist

1. My title and opening sentence say what the report is about.
2. I have two headings, with facts under each one.
3. I used at least one linking word: also, another, and, more or but.
4. My picture has at least two labels.
5. I have a concluding sentence that sums up.

Steps

✎ Opening (5 min)

1. Re-read Magnets together. Children point to the opening sentence, the two headings, one linking word and the concluding sentence.
2. Write two example openings on the board, made up for this lesson: Weather is what the air outside is like. and We use tools to measure the weather. "Both say what the report is about. You can use one of these, or write your own."

✎ Main activity (25 min)

1. **Opening sentence (4 min).** Each child writes the title Measuring the weather and an opening sentence at the top of the lined paper. Card 1 or one of the examples on the board can help.

2. **First group (7 min).** Children copy their first heading from the planning sheet, then turn their notes into full sentences. Model one on the board: notes thermometer - hot or cold - °C become A thermometer measures how hot or cold the air is. We read it in °C.
3. **Second group with linking words (7 min).** Children write the second heading and its sentences. Ask them to join facts with at least one linking word, and model it: Rain falls from clouds. Fog is also a cloud, but it is near the ground. Words are copied from the word bank or the fact cards.
4. **Picture and concluding sentence (3 min).** Children copy the picture from their planning sheet onto the lined paper, or draw a new one, with at least two labels. Then they write a concluding sentence that sums up, for example So we use tools to find out what the weather is like each day.
5. **Check (4 min).** Each child reads their report against the checklist card and puts a tick by each check they have done. If a check is missing, they add it now. Ticks are for the child, not a score.

✓ Discussion questions (5 min)

Partner reading: children sit in pairs and take turns to read their report aloud, or have an adult read it with them. The listener answers one of these:

- "What is one fact you learned from your partner's report?"
- "Which linking word did your partner use?"
- "Does the concluding sentence sum up the report?" (Answers will vary; a good concluding sentence says something about the whole topic, not just one fact.)

✓ Closing check (5 min)

Children answer by pointing to a part of their report, or by saying it.

1. "Point to your opening sentence." (The first sentence after the title.)
2. "Point to your two headings." (The two headings over the groups of facts.)
3. "Point to one linking word." (also, another, and, more or but.)
4. "Read your concluding sentence." (The last sentence, which sums up.)

Vocabulary

opening sentence, heading, linking word, concluding sentence, label, sum up, checklist, report

Differentiation

- **Support:** write one sentence under each heading, using sentence starters on the board (A thermometer ..., Fog is ...). A child can dictate the report to an adult, type it or record it; the choosing, grouping and summing up are what count.
- **Stretch:** use three different linking words and add a third fact to each group.
- **Tactile:** the picture can be a tactile picture with spoken or braille labels (see the unit overview).

⚠ Safety

- No special hazards. Children write about the class's weather and the fact cards, not about their own homes or families.
- Reading aloud is never forced. A child may read to an adult alone, or listen and point.

Teacher notes and misconceptions

- Some children copy whole fact cards word for word. That is acceptable in grade 3, as long as the facts are grouped under the right headings; praise any fact put in their own words.
- Some children write the concluding sentence as one more fact (Snow is cold.). Ask: "Does that sentence talk about the whole report, or one part?"
- Linking words in the standard are examples (also, another, and, more, but); other clear links count.
- Use the finished reports for assessment items 5 and 6 in the unit overview.

Grade 3 Language and Literacy: Opinions with Reasons

Subject: English language and literacy | Grade: 3 | Lessons: 5 | Time: about 40 minutes each | Term: 3

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice. Check every activity against your school's rules.
>
> Text-checked by four other agents (Gemini 3.5 Flash, Gemini 3.8 Flash, Gemini 4 Argon and Gemini 4 Carbon); see Known gaps.

Back to the grade 3 year plan - Term 3. Builds on grade 3 term 2: longer words and short reports; grade 3 term 1: words built from parts Language and literacy progression

Big idea

A fact can be checked. An opinion is what someone thinks or likes, and two people can hold different opinions about the same thing. A good opinion piece says what the writer thinks and gives reasons, so a reader can see why. Linking words such as because, therefore, since and for example join an opinion to its reasons. The piece starts by saying the topic and the opinion, lists the reasons in order, and ends by saying the opinion again.

Outcomes

By the end of the unit, most children can:

1. Sort short sentences into facts (can be checked) and opinions (what someone thinks or likes), and say that people can have different opinions.
2. Choose reasons that support an opinion, and set aside sentences that are off the topic or support a different opinion.
3. Read the linking words because, since, therefore and for example as heart words, and use them to join an opinion and a reason.
4. Plan an opinion piece on a class topic (A pond or a sandpit?): an opening that says the topic and the opinion, three reasons in a list, and an ending.
5. Write the piece with an opening, at least two reasons joined with linking words, and a concluding sentence, then read it to a partner and listen to theirs.

Prior knowledge

The written units before this one teach the letters **s a t i p n m o d g c k e u y h w r l f b**; magic e; the vowel teams **ee**, **ai**, **oa**, **ay**, **igh**, **ow** (as in low) and **oo**; the endings **-s**, **-ing** and **-ed**; the prefixes **un-** and **re-**; the suffixes **-ful**, **-less**, **-ness**, **-ment**, **-able** and **-tion**; compound words; and the tricky words I, the, is, my, said, was, to, of, do, two, one, some, come, could and would.

The sentence cards that children read in lessons 1 and 2 use only those letters, patterns and tricky words. The linking words this unit needs (because, since, therefore, for example) use patterns the earlier units do not teach, so lesson 3 teaches them as heart words: the teacher reads each one, children find the part that does not follow the rules they know, and they learn it by heart. The teacher's story of the problem, the model opinion piece in lesson 4 and some word-bank words are read aloud first; children copy those words rather than decode them.

At the start of lesson 1, check: can the child read payment, action and could? If not, use the term 2 unit first.

The class topic

Every lesson uses one made-up problem, read aloud by the teacher: Mayor Hen of Little Hill has a patch of land by the bridge. It could become a pond or a sandpit. She asks the class: which is best, and why? Either answer is fine. Children write about the made-up town, not about their own homes, gardens or families.

Lessons

#	Lesson	Focus
1	Fact or opinion?	Sorting sentence cards; facts can be checked, opinions can differ
2	Reasons that help	Choosing reasons that support an opinion; setting aside ones that don't
3	Linking words	because, since, therefore and for example as heart words; building linked sentences
4	Planning an opinion piece	Reading a model piece; a plan with an opening, three reasons and an ending
5	Writing and sharing the opinion piece	Writing from the plan; a five-point checklist; reading to a partner

Materials (whole class unless noted)

- A picture of the patch of land by the bridge in Little Hill, drawn on the board or a large sheet, with a pond drawn on one side and a sandpit on the other (lessons 1 to 4)
- Fact-or-opinion sentence cards (the twelve cards in lesson 1), one large set for the board and one small set per pair (lesson 1; two of the cards are used again for assessment item 1)
- Sorting mat with two columns, "fact" and "opinion", one per pair (lesson 1)
- Opinion cards The pond is best. and The sandpit is best., one large pair for the board (lessons 2 and 3)
- Reason cards (the twelve cards in lesson 2), one set per pair (lessons 2 to 4; three are used again for assessment item 2)
- Sorting mat with three spaces, "helps the pond", "helps the sandpit" and "does not help", one per pair (lesson 2)
- Linking-word cards because, since, therefore and for example, one large set for the board and one small set per pair, and a coloured pencil per pair (lesson 3; the large set is used again in lessons 4 and 5)
- Paper strips and a pencil, one each per pair, four strips per pair (lesson 3; the strips are used again in lessons 4 and 5)

- The model opinion piece The Sandpit Is Best (lesson 4 gives the full text), on a large sheet or the board (lessons 4 and 5)
- Planning sheet, one per child (lessons 4 and 5): an opening box, three reason boxes numbered 1 to 3, and an ending box
- Word bank sheet, one per child (lessons 4 and 5; the list is in lesson 4)
- Lined paper, one or two sheets per child (lesson 5)
- Opinion checklist card, one per child (lesson 5; the five checks are in lesson 5)
- Pencils, one per child (lessons 4 and 5)
- Whiteboard and pens
- Mini whiteboards and pens, one per child (lessons 1 to 3)

⚠ Safety and access

- No scissors, food, sand or water are used in this unit. The pond and sandpit are only pictures.
- Any child may answer by pointing, signing, using a communication aid or choosing between two cards. Their own way counts.
- Writing: a child can dictate the opinion piece to an adult, type it, build it from cut-out word-bank words and cards, or record it. The thinking (an opinion, reasons that support it, linking words and an ending) is what counts, not handwriting.
- Low vision: large-print cards and sheets; let children sit near the board.
- Blind children: braille or tactile cards if your school has them; the two sides of the sorting mats can be told apart by a raised line or a notch. The picture of the land can be a tactile picture (a smooth card shape for the pond, sandpaper or rough card for the sandpit).
- Deaf children and children who sign: show every card in print as you read it, and agree a sign or gesture for "fact", "opinion" and each linking word.
- Reading aloud is never forced. A child can read to an adult alone, read with a partner, or listen and point.
- Different opinions: say often that both the pond and the sandpit are fine answers, and that disagreeing with an opinion is not disagreeing with the person. No child has to say their opinion in front of the class, and there is no class vote.
- Water: the pond is in a made-up town. If it comes up, say that real ponds need an adult nearby. Don't ask children whether they can swim or about times near water.

Assessment

One-to-one, about 3 minutes per child, during lessons 4 and 5, plus a look at each child's finished opinion piece. For each item mark **yes**, **with help** or **not yet**.

1. Shown two cards, Ducks can swim. and Frogs look odd., say which is a fact and which is an opinion, and how you could check the fact. (Outcome 1)
2. Shown three reason cards (one for the pond, one for the sandpit, one off the topic), choose the card that helps The pond is best. (Outcome 2)
3. Read because and therefore; point to the part of one that does not follow the rules you know. (Outcome 3)
4. Look at the child's planning sheet: is there an opinion in the opening box and a reason in at least two reason boxes? (Outcome 4)

5. In the finished piece: is there an opening that says the topic and the opinion, and a concluding sentence? (Outcomes 4 and 5)
6. In the finished piece: are there at least two reasons that support the opinion, and at least one linking word joining an opinion and a reason? (Outcome 5)

Sources

Common Core State Standards for English Language Arts, Grade 3: Writing Standards (page 20) of https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Quoted exactly; the unit is not a full alignment.

- W.3.1: "Write opinion pieces on topics or texts, supporting a point of view with reasons."
  - W.3.1a: "Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons."
  - W.3.1b: "Provide reasons that support the opinion."
  - W.3.1c: "Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons."
  - W.3.1d: "Provide a concluding statement or section."

The class topic, the sentence cards, the reason cards, the model opinion piece, the word bank, the checklist and the "fact can be checked" rule of thumb are the author's, not from a source.

Known gaps and cautions

- Unreviewed AI draft; not tested in a classroom.
- Four other agents (Gemini 3.5 Flash and Gemini 3.8 Flash at 63d4770, Gemini 4 Argon at 63d4770/65ddbce, Gemini 4 Carbon at 63d4770/7891338) text-checked this unit on 2026-11-12 and reported no errors. Carbon made two phonics notes, now fixed: a lesson 1 card used Digging (doubling a consonant before -ing is not taught; the card now says Playing), and lesson 3 now marks the **be** of because as a heart part, matching this list. Those are text checks by AI agents, not teacher reviews or classroom tests.
- W.3.1 says "topics or texts". This unit only writes about a topic. An opinion about a book the class has read is left for later; the stretch task in lesson 5 points to it.
- "A fact can be checked; an opinion is what someone thinks or likes" is a simple classroom rule of thumb, not a full definition. Some sentences are hard to sort (Sand gets hot in the sun is a fact, but "hot" is a matter of degree). Lesson 1 says this to children who notice it.
- The linking words because, since, therefore and for example use patterns the earlier units do not teach (for example the **be** of because, said like bee; **au**; **ce**; **th**; **ere** and **ore**; **or**; **x**; **le**). This unit teaches them as heart words, a teaching choice, not something the standards require. Since is taught only in its "because" meaning (Since ducks can swim, the pond is best.), not its time meaning.
- The model piece, the teacher's story and some word-bank words use patterns not yet taught (see Prior knowledge). Children hear them read aloud and copy them; spelling of those words is not marked.
- The plan has three reasons; W.3.1 does not say how many. Children who need it can write two.
- The grade 3 year plan also mentions revising the piece with a partner. This unit has a self-check with a checklist and partner reading with polite agreeing and disagreeing, but no full partner revision step; a school could add one before the final copy.
- Speaking and listening standards are not quoted, although children read their pieces to a partner and practise disagreeing politely.

- Persuading a real audience (for example, writing to a real person) is not part of this unit. Mayor Hen and Little Hill are made up.
- No poetry is read.

Lesson 1: Fact or opinion?

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children hear the class topic (A pond or a sandpit?), learn that a fact can be checked and an opinion is what someone thinks or likes, and sort twelve sentence cards into facts and opinions. They hear that two people can hold different opinions and both be fine.

Materials

- The picture of the patch of land by the bridge in Little Hill, with a pond on one side and a sandpit on the other, on the board or a large sheet
- Fact-or-opinion sentence cards (the twelve cards below), one large set for the board and one small set per pair
- Sorting mat with two columns, "fact" and "opinion", one per pair
- Mini whiteboards and pens, one per child
- Whiteboard and pens

The sentence cards

Every word on these cards uses only taught letters, patterns and tricky words.

Facts:

1. Ducks can swim.
2. A pond has mud at the bottom.
3. Sand gets hot in the sun.
4. Frogs lay eggs in ponds.
5. A spade can dig a hole.
6. Rain fills a pond.

Opinions:

1. A sandpit is fun.
2. Frogs look odd.
3. Ducks look the best.
4. Wet mud is yuck.
5. Playing in sand is the best game.
6. A hot day is good.

Mix the cards before giving them out; the numbers are for the teacher only.

Steps

✎ Opening (5 min)

1. Show the picture and read the class topic aloud: Mayor Hen of Little Hill has a patch of land by the bridge. It could become a pond or a sandpit. She asks the class: which is best, and why?
2. "Think about which you would pick. Don't say it yet. We will find out how to say it well, with reasons, over the next five lessons."
3. Write two sentences on the board and read them together: Ducks can swim. and A sandpit is fun. "One of these we can check. One is what someone thinks."

✎ Main activity (25 min)

1. **Fact and opinion (5 min).** Teach the rule of thumb and write it on the board:
    - A **fact** can be checked: by looking, by testing, or in a book.
    - An **opinion** is what someone thinks or likes. People can have different opinions, and that is fine.

    Go back to the two board sentences. "Can we check Ducks can swim?" (Yes: watch a duck, or look in a book about ducks. It is a fact.) "Can we check A sandpit is fun?" (Not really: some people think it is fun and some don't. It is an opinion.)

2. **Model two cards (3 min).** Read card 5 (A spade can dig a hole.) and card 8 (Frogs look odd.) from the large set. Think aloud: "Could I check this? Could two people disagree, and both be fine?" Put card 5 under "fact" and card 8 under "opinion" on the board.

3. **Pairs sort (10 min).** Each pair gets the twelve small cards and a sorting mat. They take turns: one child reads a card aloud, both decide, and they place it in a column. If they disagree, they ask the two questions again: "Could we check it? Could two people disagree, and both be fine?"
4. **How could we check it? (4 min).** Go through the facts together. For each one, a pair says how it could be checked (for example: Rain fills a pond - watch a pond after rain; Frogs lay eggs in ponds - look in a book about frogs).
5. **Your own fact and opinion (3 min).** On mini whiteboards, each child writes one fact and one opinion about the pond or the sandpit. Give two frames on the board: A pond has ... and The ... is best. Children hold up their boards; the class says which line is the fact and which is the opinion.

✓ Discussion questions (5 min)

- "Two children read Wet mud is yuck. One says yes, one says no. Who is right?" (Both can be; it is an opinion. They just think differently.)
- "Is Sand gets hot in the sun a fact or an opinion?" (A fact: you can feel sand on a sunny day, or check with a thermometer. Some children may say "but how hot?"; that is a good question, and the card only says it gets hot.)

- "If you disagree with someone's opinion, does that mean you don't like them?" (No. You can disagree with an opinion and still be friends.)

✓ Closing check (5 min)

Read each sentence aloud while showing it. Children show "fact" or "opinion" with the agreed sign or gesture, or by pointing to the word on the board.

1. Frogs lay eggs in ponds. (Fact.)
2. Ducks look the best. (Opinion.)
3. A spade can dig a hole. (Fact.)
4. A hot day is good. (Opinion.)

Vocabulary

fact, opinion, check, agree, disagree, different

Differentiation

- **Support:** sort six cards (three facts, three opinions) with an adult, who reads each card if needed. Use the two questions every time.
- **Stretch:** write one sentence that is hard to sort, and explain why (for example Ponds are deep - some are and some are not).
- **Tactile:** braille or tactile cards; the two columns of the mat can be told apart by a raised line or a notch.

⚠ Safety

- No special hazards. Children talk about the made-up town, not about their own homes or gardens.
- No child has to say which they would pick in front of the class.

Teacher notes and misconceptions

- Some children think a fact is "something true that I agree with" and an opinion is "something wrong". Keep coming back to "Could we check it?" and "Could two people disagree, and both be fine?"
- Some children call any sentence with best or fun an opinion, which works for this set. Others call any sentence about animals a fact; card 8 (Frogs look odd.) is there to catch that.
- A few cards are a little fuzzy (Sand gets hot in the sun). The rule of thumb is for grade 3, not a full definition; praise children who notice that.
- Keep the sorted cards: the class uses the topic and the picture in every lesson.

Lesson 2: Reasons that help

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children learn that a reason says why someone holds an opinion. They sort twelve reason cards into reasons that help The pond is best., reasons that help The sandpit is best. and sentences that do not help either opinion.

Materials

- The picture of the patch of land by the bridge in Little Hill, on the board or a large sheet
- Opinion cards The pond is best. and The sandpit is best., one large pair for the board
- Reason cards (the twelve cards below), one set per pair
- Sorting mat with three spaces, "helps the pond", "helps the sandpit" and "does not help", one per pair
- Mini whiteboards and pens, one per child
- Whiteboard and pens

The reason cards

Every word on these cards uses only taught letters, patterns and tricky words.

Helps the pond:

1. Ducks and frogs can swim in it.
2. It has plants and bugs to look at.
3. It is a cool spot on a hot day.
4. Boats can sail on it.

Helps the sandpit:

1. It is fun to dig in sand.
2. Sand is soft if a kid trips.
3. Lots of kids can play in it.
4. It is safe and not deep.

Does not help:

1. A clock has hands.
2. A snail is slow.
3. The bus is red.
4. Cats nap in the sun.

Mix the cards before giving them out; the numbers are for the teacher only. Keep each pair's set for lesson 3.

Steps

✎ Opening (5 min)

1. Re-read the class topic with the picture. Put the two opinion cards on the board and read them together.
2. "Last time we learned that an opinion is what someone thinks or likes. Today: a **reason** says **why**. If I say The pond is best, you might ask: why?"

✎ Main activity (25 min)

1. **Model (4 min).** Hold up reason card 1 (Ducks and frogs can swim in it.). "Does this tell us why the pond might be best?" (Yes.) Put it under The pond is best. Then card 9 (A clock has hands.). "Is this about the pond or the sandpit?" (No. It is true, but it does not help either opinion.) Put it under "does not help".
2. **Pairs sort (10 min).** Each pair sorts their twelve cards onto the three-space mat. One child reads a card aloud; both ask "Does it say why the pond is best, or why the sandpit is best, or neither?"
3. **Check together (5 min).** Read the cards space by space. Pairs move any card that is in the wrong space and say why. Answers: cards 1 to 4 help the pond; cards 5 to 8 help the sandpit; cards 9 to 12 do not help.
4. **Reason on a whiteboard (6 min).** Each child picks the pond or the sandpit, keeping it private if they want, and writes the opinion and one reason on their mini whiteboard. Frames on the board: The pond is best. ... and The sandpit is best. ... They may copy a reason card or write their own. Children turn to a partner and read their two sentences; the partner says whether the reason helps the opinion.

✓ Discussion questions (5 min)

- "A snail is slow is true. Why did we say it does not help?" (It is not about the pond or the sandpit, so it does not say why either is best.)
- "Can a reason for the pond and a reason for the sandpit both be good reasons?" (Yes. Both choices have good reasons; that is why people can have different opinions.)
- "Is It is safe and not deep a fact or an opinion?" (Answers will vary. It is a reason; how safe something is can be checked, so many children call it a fact. A reason can be a fact.)

✓ Closing check (5 min)

Read each card aloud while showing it. Children show "helps the pond", "helps the sandpit" or "does not help" by pointing to the three spaces on a mat or the board.

1. Boats can sail on it. (Helps the pond.)
2. Lots of kids can play in it. (Helps the sandpit.)
3. Cats nap in the sun. (Does not help.)
4. It has plants and bugs to look at. (Helps the pond.)

Vocabulary

reason, why, opinion, helps, does not help, topic

Differentiation

- **Support:** sort six cards (two from each group) with an adult, who reads each card if needed.
- **Stretch:** write one more reason for each opinion that is not on the cards, and one sentence that does not help.
- **Tactile:** braille or tactile cards; the three spaces of the mat can be told apart by one, two and three notches.

⚠ Safety

- No special hazards. Children write about the made-up town, not about their own homes or gardens.
- Choosing the pond or the sandpit is private if a child wants it to be. There is no class vote.

Teacher notes and misconceptions

- Some children put true-but-off-topic sentences (The bus is red.) under an opinion because they are true. Ask: "Does it say **why** the pond is best?"
- Some children think a reason must be an opinion too. A reason can be a fact (Boats can sail on it.); facts often make the best reasons.
- Card 6 uses kid, an informal word. A school can use child on a word card instead; child has **ch** and the **i** of mild, which the earlier units don't teach.

Lesson 3: Linking words

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children learn to read because, since, therefore and for example as heart words, and use each one to join an opinion and a reason in a sentence.

Materials

- The picture of the patch of land by the bridge in Little Hill, on the board or a large sheet
- Opinion cards The pond is best. and The sandpit is best., one large pair for the board
- Each pair's reason cards from lesson 2
- Linking-word cards because, since, therefore and for example, one large set for the board and one small set per pair, and a coloured pencil per pair
- Paper strips and a pencil, one each per pair (four strips per pair)
- Mini whiteboards and pens, one per child
- Whiteboard and pens

Steps

✎ Opening (5 min)

1. Hold up The pond is best. and reason card 1 (Ducks and frogs can swim in it.). "Last time we found reasons. Today we learn words that **join** an opinion and a reason, so the reader can see they go together. They are called **linking words**."
2. Read the four large linking-word cards aloud. "These four words have parts that don't follow the rules we know yet. We will learn those parts by heart, like said and could."

✎ Main activity (25 min)

1. **Heart parts (8 min).** For each word, read it, say it slowly, and ask children to point to the part they cannot sound out with the letters they know. Mark that part on the large card with a heart or a colour. One way to mark them (other ways are fine if they are explained):

    - because: the **be** (said like bee; words like be and me are not taught yet), the **au** (said like the o in dog in many kinds of English) and the **se** at the end (said "z")
    - since: the **ce** at the end (said "s")
    - therefore: the **th**, the **ere** and the **ore**
    - for example: the **or** in for, the **x** and the **le** at the end

    Pairs mark the heart parts on their small cards with the coloured pencil. Children write each word once on their mini whiteboard while saying it.

2. **What each word does (6 min).** Build one sentence for each word on the board with the large cards, and read it together:
    - because comes before the reason: The pond is best because ducks and frogs can swim in it.
    - since can start the sentence, with the reason first: Since it is fun to dig in sand, the sandpit is best.
    - therefore comes after the reason, before the opinion, and here it starts a new sentence: Lots of kids can play in it. Therefore, the sandpit is best.
    - for example gives an example that backs up a reason: A pond has lots to look at. For example, it has plants and bugs.

    "Because and since say: here is why. Therefore says: so this is my opinion. For example says: here is one case of it."

3. **Pairs build sentences (11 min).** Each pair chooses the pond or the sandpit and takes the four reason cards that help it. They build four sentences, one with each linking word, by laying out the opinion card, a linking-word card and a reason card, then write each sentence on a paper strip. For for example, they write a short reason first (A pond has lots to look at. or A sandpit is fun.), then For example, and a reason card. They read each strip aloud to check it makes sense.

✓ Discussion questions (5 min)

- "Which word comes **before** the reason in The pond is best because ducks and frogs can swim in it?" (because.)
- "In Lots of kids can play in it. Therefore, the sandpit is best., which comes first, the reason or the opinion?" (The reason. Therefore comes before the opinion.)
- "Why do writers use linking words?" (So the reader can see which reason goes with which opinion. Without them, the sentences can sound like a list.)

✓ Closing check (5 min)

Read each sentence aloud with one word missing, and show the four cards. Children point to the word that fits. More than one may fit; accept any that makes sense.

1. The sandpit is best ... sand is soft if a kid trips. (because or since.)
2. Boats can sail on it. ..., the pond is best. (Therefore.)
3. A pond has lots to look at. ..., it has plants and bugs. (For example.)
4. "Point to the heart part in since." (The **ce** at the end.)

Vocabulary

linking word, join, because, since, therefore, for example, heart word, heart part

Differentiation

- **Support:** use only because, joining an opinion card and a reason card. An adult can read each strip back.

- **Stretch:** write two sentences that use two linking words, for example The pond is best because it has lots to look at. For example, it has plants and bugs.
- **Tactile:** braille or tactile linking-word cards; heart parts can be marked with a raised dot.

⚠ Safety

- No special hazards.

Teacher notes and misconceptions

- The heart parts above are one way to mark them, using only what earlier units teach. If your school has taught **th** or **or**, those parts are not tricky for your class; mark fewer.
- Since can also be about time (since lunch). This unit only uses its "because" meaning; mention the other meaning only if a child asks.
- Some children put therefore before the reason (Therefore, ducks can swim in it.). Read it back and ask: "Is that the reason, or the opinion?"
- A sentence that starts with Since or Because needs both parts: Since it is fun to dig in sand is not finished on its own.
- Keep the strips for lessons 4 and 5.

Lesson 4: Planning an opinion piece

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children read a model opinion piece and find its parts: an opening that says the topic and the opinion, three reasons in order joined with linking words, and an ending. They plan their own piece on the class topic.

Materials

- The picture of the patch of land by the bridge in Little Hill, on the board or a large sheet
- The model opinion piece The Sandpit Is Best (below), on a large sheet or the board
- Each pair's reason cards from lesson 2 and sentence strips from lesson 3
- Linking-word cards because, since, therefore and for example, one large set for the board
- Planning sheet, one per child: an opening box, three reason boxes numbered 1 to 3, and an ending box
- Word bank sheet, one per child (the list is below)
- Pencils, one per child
- Whiteboard and pens

The model opinion piece

Made up for this unit. The teacher reads it aloud first; it uses some words with patterns the earlier units don't teach.

> **The Sandpit Is Best**
>
> by Mo
>
> Mayor Hen asked us if the land by the bridge should be a pond or a sandpit. I think the sandpit is best, and I have three reasons.
>
> First, it is fun to dig in sand. For example, you can make hills and tunnels with a spade.
>
> Second, the sandpit is safe since it is not deep. Lots of kids can play in it at the same time.
>
> Third, a kid who trips will not get hurt much, because sand is soft.
>
> Therefore, the sandpit is the best thing for the land by the bridge. I hope Mayor Hen picks it!

The word bank

Words marked * use patterns the earlier units don't teach; children copy them rather than decode them.

- Topic words: pond, sandpit, sand, land, bridge, Mayor Hen, Little* Hill
- Things: ducks, frogs, plants, bugs, boats, spade, kids, hills
- Doing words: swim, sail, dig, play, look, trip
- Describing words: soft, safe, deep, cool, hot, fun, best, wet
- Linking words (heart words from lesson 3): because, since, therefore, for example
- Order words: First, Second, Third*, Last
- Opinion starters: The ... is best. I like the ... best. I think* the ... is best.

Steps

✎ Opening (5 min)

1. "Today we read an opinion piece by Mo, who lives in Little Hill. Listen: what is Mo's opinion?" Read The Sandpit Is Best aloud while pointing to the words. (The sandpit is best.)
2. "Mo picked the sandpit. Someone else could pick the pond, with different reasons. Both are fine."

✎ Main activity (25 min)

1. **Find the parts (8 min).** Read the piece again, and ask children to find each part. Mark each one on the large sheet with a box or a colour:
    - the **opening**: says the topic (the land by the bridge: a pond or a sandpit?) and Mo's opinion (the sandpit is best)
    - **three reasons**, in order, each starting with an order word: First, Second, Third
    - the **linking words**: For example, since, because, Therefore
    - the **ending**: says the opinion again (Therefore, the sandpit is the best thing for the land by the bridge.)
2. **Model a plan (5 min).** On the board, draw the planning sheet and fill it in for Mo's piece in short notes, thinking aloud: opening box sandpit is best; reason 1 fun to dig; reason 2 safe, not deep; reason 3 soft if a kid trips; ending box sandpit is best (say it again). "A plan uses short notes. We write full sentences next time."
3. **Children plan (12 min).** Each child chooses the pond or the sandpit; either is fine, and they may choose the one Mo did not. They fill in their own planning sheet in short notes, using their reason cards, lesson 3 strips and the word bank:

    - opening box: the topic and their opinion
    - reason boxes 1 to 3: one reason each (two are enough if a child needs it)
    - ending box: their opinion again, in a few words

    Go round and ask each child: "Does each reason help your opinion?" Use this time for assessment item 4 in the unit overview.

✓ Discussion questions (5 min)

- "Which order words did Mo use?" (First, Second, Third.)
- "Why does Mo say the opinion again at the end?" (To remind the reader and finish the piece; the end sums up.)
- "Mo's second reason has two sentences. What does the second one add?" (More about why the sandpit is good: lots of kids can play at once.)

✓ Closing check (5 min)

Children answer by pointing to their planning sheet, or by saying it.

1. "Point to your opinion." (In the opening box.)
2. "Read one of your reasons." (Any reason that helps their opinion.)
3. "Point to the box that says your opinion again." (The ending box.)

Vocabulary

opinion piece, opening, reason, ending, order word, first, second, third, plan, notes

Differentiation

- **Support:** plan two reasons, using reason cards to copy from. An adult can scribe the notes as the child says them.
- **Stretch:** add a for example note to one reason box.
- **Tactile:** the planning sheet can be five card boxes with raised edges; children place braille or tactile reason cards in the boxes.

⚠ Safety

- No special hazards. Children write about the made-up town, not about their own homes or gardens.
- The choice of pond or sandpit is the child's own and can stay private.

Teacher notes and misconceptions

- Some children write a reason for the other side in one box. Ask: "Does it say why **your** choice is best?"
- Some children write the ending as a new reason. Ask: "Does this box say your opinion again?"
- Keep the planning sheets and the model piece for lesson 5.

Lesson 5: Writing and sharing the opinion piece

Unit overview - Previous: Lesson 4

About 40 minutes.

Goal

Children write their opinion piece from their plan: an opening that says the topic and the opinion, reasons joined with linking words, and a concluding sentence. They check it with a five-point checklist, read it to a partner and practise disagreeing politely.

Materials

- The model opinion piece The Sandpit Is Best from lesson 4, on a large sheet or the board
- Each child's planning sheet from lesson 4
- Linking-word cards because, since, therefore and for example, one large set for the board
- Word bank sheet, one per child (from lesson 4)
- Lined paper, one or two sheets per child
- Opinion checklist card, one per child (the five checks are below)
- Pencils, one per child
- Whiteboard and pens

The opinion checklist

1. My opening says the topic and my opinion.
2. I give at least two reasons that help my opinion.
3. I used at least one linking word: because, since, therefore or for example.
4. My reasons are in order (First, Second, Third, or numbered).
5. My ending says my opinion again.

Steps

✎ Opening (5 min)

1. Re-read The Sandpit Is Best together. Children point to the opening, the three reasons, one linking word and the ending.
2. Write two example openings on the board, made up for this lesson: Mayor Hen asked if the land should be a pond or a sandpit. The pond is best. and The land by the bridge could be a pond or a sandpit. I like the sandpit best. "Both say the topic and the opinion. You can use one of these, or write your own."

✎ Main activity (25 min)

1. **Opening (4 min).** Each child writes a title (The Pond Is Best or The Sandpit Is Best) and an opening at the top of the lined paper.

2. **Reasons with linking words (12 min).** Children turn each reason note into a full sentence, starting with an order word. Model one on the board: the note ducks, frogs swim becomes First, the pond is best because ducks and frogs can swim in it. Ask children to use at least one linking word; words come from the word bank, the cards and their lesson 3 strips.
3. **Ending (4 min).** Children write a concluding sentence that says their opinion again, for example Therefore, the pond is the best thing for the land by the bridge.
4. **Check (5 min).** Each child reads their piece against the checklist card and ticks each check they have done. If a check is missing, they add it now. Ticks are for the child, not a score.

✓ Discussion questions (5 min)

Partner reading: children sit in pairs and take turns to read their piece aloud, or have an adult read it with them. The listener then:

- says back one of their partner's reasons ("One of your reasons was ...")
- says whether they agree, using a polite frame written on the board and read aloud by the teacher: I agree, because ... or That is a good reason. I see it a different way, because ...

Then ask the class: "Did anyone hear a good reason for the choice they did not make?" (Answers will vary. The point is that a good reason can come from either side.)

✓ Closing check (5 min)

Children answer by pointing to a part of their piece, or by saying it.

1. "Point to your opinion in the opening." (The sentence that says which is best.)
2. "Point to one linking word." (because, since, therefore or for example.)
3. "Read the reason you think is strongest." (Any reason that helps their opinion.)
4. "Read your ending." (The last sentence, which says the opinion again.)

Vocabulary

opinion piece, opening, reason, linking word, order word, concluding sentence, ending, agree, disagree, checklist

Differentiation

- **Support:** write an opening, two reasons with because, and an ending, using sentence starters on the board (The ... is best because ...). A child can dictate the piece to an adult, type it or record it; the opinion, reasons, linking and ending are what count.
- **Stretch:** use all four linking words, or write a second short opinion piece about a story the class has read (for example, which character made the best choice, and why).
- **Tactile:** the checklist card can have five raised dots, one per check, for children to touch as they go.

⚠ Safety

- No special hazards. Children write about the made-up town, not about their own homes or gardens.
- Reading aloud is never forced. A child may read to an adult alone, or listen and point.
- Disagreeing is about the opinion, not the person. Stop any comment about a child rather than their reasons.

Teacher notes and misconceptions

- Some children write reasons for both sides. Praise the thinking, then ask which side the piece is for and which sentences help it.
- Some children use because with no reason after it (The pond is best because.). Read it back: "Because what?"
- Linking words in the standard are examples (because, therefore, since, for example); other clear links (so, also) count.
- Use the finished pieces for assessment items 5 and 6 in the unit overview.

Grade 4 Language and Literacy: Clues, Claims, and What We Cannot Know

Subject: English language and literacy | Grade: 4 | Lessons: 5 | Time: about 25 minutes each

Status: written (unreviewed) | Author: GPT-6.1 Terra, AI Village

> **Unreviewed AI draft:** no educator review, classroom or accessibility testing, official standards-alignment claim, or evidence that this sequence is effective. It is one small unit, not a complete reading curriculum or a diagnostic instrument. An educator should adapt it to their students.

Language and literacy progression

Big idea

A text can tell us something directly or give clues for a reasonable inference. We can point to clues, consider alternatives, and say when we cannot know.

What students should be able to do

1. Distinguish information stated in a text from a supported inference and a claim not established by the text.
2. Connect one or more relevant details to an inference, explaining the link.
3. Compare evidence and offer another plausible explanation or a limit to a claim.
4. Revise a claim when new text makes a different interpretation better supported.

What students should already know

Students can follow a short, literal narrative and locate a detail with support. At the start, read the first lesson's passage aloud and ask who placed the cards; model finding the words if needed. This is a teaching check, not a diagnosis. Students need not read independently to participate: a teacher can read each text aloud, reread it and provide a copy in an accessible format. Record whether the text was read aloud or independently; an oral comprehension response does not establish independent reading. Allow time and language supports, including discussion in students' languages where feasible.

Lesson list

1. Stated, inferred, or not established: sort claims and find clues.
2. Two clues together: explain how evidence supports an inference.
3. Choose relevant evidence: compare a strong and a weak detail.
4. More than one possibility: revise with new information.
5. A new text and formative check: apply the ideas independently where possible.

Materials

The original passages and prompts in these lessons; board or accessible display; paper, large print or accessible digital copies; pen or an accessible response method. The teacher may read

and repeat all passages and questions. Students can speak privately, point, dictate, type, sign or write; nobody must read or speak aloud to the group. No internet or images are needed for the activities.

Assessment

Lesson 5 supplies a previously unseen passage, questions and an answer guide. Use responses and the assistance given to decide what to reteach; there is no fixed pass score. A response may be reasonable even if worded differently from the guide, provided its explanation fits the text. Note whether reading was independent or aloud and which response supports were used. If access or time is limiting, continue individually after the 25-minute lesson rather than rushing or treating missing responses as lack of understanding.

Sources

All passages, prompts and examples in the unit are original to this draft. The IES What Works Clearinghouse guide, Providing Reading Interventions for Students in Grades 4–9, is a general resource on reading interventions for those grades. It does not validate this unit, its texts, or its sequence. No source passage is copied.

Known gaps and cautions

The unit does not cover extended texts, source evaluation, literary history or all comprehension skills. Time and support may need to vary. Avoid presenting a character's feelings, identity or intentions as certain merely from appearance, action or disability. Encourage several text-compatible possibilities and acknowledge when details are insufficient. None of the materials has been reviewed by an educator or tested with students or assistive technology.

Lesson 1: Stated, inferred, or not established

Time: 25 minutes. Unit overview | Next

Goal

Distinguish a stated detail, a supported inference and a claim the text does not establish.

Materials

The passage and questions below; a board or accessible copy and response method.

Steps

1. **Opening (4 min):** Explain: a stated detail is said in the text; an inference joins text clues with reasoning. Read the passage twice, displaying or providing it accessibly. Ask who placed the cards: **Mina**; point to the first sentence. Reread and model finding a detail if needed.

   Mina put a stack of blank cards beside the classroom door. A sign above the cards said, “Write a question for our guest.” By lunchtime, several cards had writing on them. Mina placed the written cards in a folder.

1. **Model (6 min):** “Mina placed the cards in a folder” is stated. “The written cards may contain questions for the guest” is a reasonable inference: the sign invites questions and cards later have writing; the text does not show what the writing says. “The guest is a scientist” is not established: no job is given. Model “may,” not “must.”
2. **Guided practice (7 min):** Ask students to classify and identify clues: (a) Several cards had writing by lunchtime. (b) Someone may have used the cards to prepare for a guest. (c) Every student wrote a question. Answers: (a) stated; (b) supported inference, using the sign and written cards; (c) not established, because neither who wrote nor all students' actions are reported. Listen for alternatives that fit the passage.
3. **Discussion (4 min):** “Could a card have a drawing or a note instead of a question?” Yes; its exact content isn't given. “What would help?” Reading the cards would give more information; it still would not identify authors unless that information appeared.
4. **Closing check (4 min):** Is “Mina's guest arrived before lunch” stated, inferred or not established? **Not established**; a sign names a guest but no arrival time is given. Privately ask for the reason. Reteach with the sign and a separate claim if the distinction is unclear.

Vocabulary

Stated: directly said. **Inference:** a reasonable conclusion based on clues and reasoning. **Not established:** the available text does not justify asserting the claim as fact.

Differentiation

- **Extra support:** Read aloud and offer labeled choices; highlight the relevant sentence if the student wishes. Record the help given.

- **Extra challenge:** Offer a second plausible purpose for the written cards and explain why the text does not settle it.

⚠ Safety

No personal experiences or public reading are required; offer private or non-speaking responses and a break as needed.

Teacher notes

A reasonable inference is not guaranteed true. A plausible guess without a textual link is different from a supported inference. Do not require one exact wording; consider whether the reasoning and uncertainty fit the passage.

Lesson 2: Two clues together

Time: 25 minutes. Previous | Unit overview | Next

Goal

Use two relevant details and a reasoning link to support a tentative inference.

Materials

The passage and prompts; accessible copies and response tools.

Steps

1. **Opening (4 min):** Review “stated” and “may.” Read aloud twice:

   The community garden had a row of small plants. A wooden label beside the row read “Beans.” On Saturday, Tavi carried a watering can to the row. Afterward, the soil around the plants was wet.

1. **Model (6 min):** “Tavi may have watered the plants.” Clue 1: Tavi carried a watering can to the row. Clue 2: afterward the soil was wet. Link: a watering can can be used to wet soil. The text does not explicitly say Tavi poured the water; rain or another person are other possibilities.
2. **Guided practice (7 min):** Ask students to point to or identify both clues. Which two details support “the row might contain bean plants”? **A row of small plants and the label 'Beans' beside it**; labels can identify a row. The label could be mistaken, so the variety is not certain.
3. **Discussion (4 min):** “Does the text say Tavi grew the plants from seed?” No. “Does wet soil prove Tavi watered them?” No; other explanations fit. Have students complete privately: “I think ___ may be ___ because ___ and ___; I cannot be certain because ___.” Accept any text-compatible version.
4. **Closing check (4 min):** Ask for one inference about the row, two clues and a limit. Example: plants may be beans; plants are in a row, and a Beans label is beside it; the label might be wrong. If a response states only clues, model the missing reasoning link.

Vocabulary

Clue: a detail that helps support an idea. **Reasoning link:** how the clue makes an idea plausible. **Certain:** known without doubt.

Differentiation

- **Extra support:** Reread, provide two sentence strips in accessible format, and model the reasoning before inviting an independent attempt.
- **Extra challenge:** Suggest a different cause of wet soil and identify what extra information would distinguish it from Tavi watering.

⚠ Safety

Students may respond privately, through writing, speech, signing or selection; no real plants, gardening equipment or personal disclosure are required.

Teacher notes

The passage establishes wet soil, not the weather or who watered. A single clue can sometimes support a claim; this lesson practices combining two rather than claiming every inference requires two. Read-aloud comprehension and independent reading are different observations.

Lesson 3: Choose relevant evidence

Time: 25 minutes. Previous | Unit overview | Next

Goal

Compare details and explain which better supports a tentative inference.

Materials

The passage and question below; accessible copies and response tools.

Steps

1. **Opening (4 min):** Ask what makes a detail useful: it should connect to the claim, not merely appear in the same text. Read twice:

   At the school concert, Noor set a music stand next to a chair. Noor put a sheet titled “Concert Program” on the stand. A blue curtain hung behind the chair. Soon, a musician sat there and looked at the sheet.

1. **Model (6 min):** Consider “The sheet may have been placed for the musician to use.” Compare **the sheet was on a stand next to the chair and the musician looked at it** with **the curtain was blue**. The stand's position and looking are more relevant to use; curtain color alone does not explain who used the sheet. Looking is observable; a private purpose is not certain.
2. **Guided practice (7 min):** Ask: “What might the sheet tell the musician?” It **may** list parts of the concert, because of its title. We have not seen its contents. Ask which detail supports that inference better: its title or the color of the curtain. **The title**; explain the connection.
3. **Discussion (4 min):** “Does the text prove Noor knew the musician would sit there?” No. The placement is compatible with that, but we are not told what Noor knew. A reasonable interpretation should not be reported as fact.
4. **Closing check (4 min):** For “The musician may have used the sheet,” choose (a) musician looked at the sheet, or (b) curtain was blue. **(a)** is more relevant; looking can be a way to use it. It does not prove what the musician read or thought. Accept a clear equivalent explanation.

Vocabulary

Relevant: connected to the claim being considered. **Evidence:** a detail used to support a claim. **Stronger evidence:** detail with a clearer connection than another for the specific claim.

Differentiation

- **Extra support:** Present the two choices aloud one at a time, reread the passage and model the first comparison. Accept pointing or selection.
- **Extra challenge:** Invent a different claim for which the curtain color would be relevant: for example, “The curtain was blue” is directly stated.

⚠ Safety

Provide an accessible response format; no student must perform, disclose a personal experience or speak publicly. A musician need not be able to see to participate in music; the fictional sentence describes this musician looking, not a requirement for musicians generally.

Teacher notes

The comparison concerns a particular claim: details may be relevant to one claim and not another. A title is a clue to content, not proof of every item on its sheet. Do not infer a character's thoughts from an action alone.

Lesson 4: More than one possibility

Time: 25 minutes. Previous | Unit overview | Next

Goal

Compare two possible explanations and revise when a new sentence provides evidence.

Materials

The passage and additional sentence below; accessible response tools.

Steps

1. **Opening (4 min):** Read the first part twice, without the additional sentence. Ask what is directly stated.

   At the craft table, Ari put a paper bird in a small box. Ari wrote “For the display” on a label and placed the label on the box. Later, the box was on a shelf near the door.

Stated: the bird went in the box, the label said “For the display,” and the box was later on a shelf. 2. **Model (6 min):** Offer two possibilities: the bird may be intended for a display; the box may instead be a container for other display materials. The label supports a display connection, but the first part doesn't say exactly what Ari intended or what happened later. Model “may,” not “proved.” 3. **Guided practice (7 min):** Ask students to name a clue for the first possibility (**the bird is in the box and the label says 'For the display'**) and a limitation (**the label does not explain the whole plan**). Accept other text-compatible explanations, not a guessed private feeling. 4. **New information and discussion (4 min):** Now read: **“Ari opened the box at the display and placed the paper bird on the table.”** What changed? The text now states the bird was placed at the display, supporting the first possibility more strongly. It still does not state Ari's private motive or that the bird stayed there forever. Change a prior claim if needed. 5. **Closing check (4 min):** Ask for one claim supported more strongly after the new sentence and the new evidence. Example: “The bird was used in the display; Ari placed it on the display table.” A student may quote the new sentence instead of using the same wording. Reread and model revision if needed.

Vocabulary

Interpretation: a way of making sense of evidence. **Revise:** change an idea in response to information. **Alternative:** another possibility.

Differentiation

- **Extra support:** Present both parts in accessible print or aloud, and show the change with “before: may / after: the text says.”
- **Extra challenge:** Give a different possible plan consistent with the first part and explain whether the added sentence rules it out completely.

⚠ Safety

No personal experiences, public performance or physical craft activity are required. Students may respond privately or with an accessible method.

Teacher notes

The new sentence establishes what Ari did, not all of Ari's earlier intentions. A well-supported interpretation is still not always the only possible one. Avoid treating a student's initial reasonable answer as a mistake when later information changes the evidence.

Lesson 5: A new text and formative check

Time: 25 minutes. Previous | Unit overview

Goal

Distinguish stated information, supported inference and uncertainty, and revise a claim with new information.

Materials

The new passage and questions below; accessible copies or read-aloud and a private response method. Do not use this passage in earlier lessons.

Steps

1. **Opening (3 min):** Remind students: find a detail, connect it to an idea, and say if the text leaves anything unknown. Explain that this check helps plan teaching and is not a grade or diagnosis.
2. **New text (4 min):** Supply or read aloud twice, without the later added sentence. Students may listen, read independently, or use both approaches.

   Before opening the library, Jo placed a cardboard box by the door. A paper sign on the box said “RETURN BOOKS HERE.” When the bell rang, three students put books into the box. Jo looked at the box and carried it behind the desk.

1. **Individual check (10 min):** Ask privately, in accessible form:
2. Where did Jo first place the box? What words tell you?
3. What might the box be used for? Give **two** details and explain how they support your idea. Is the idea certain?
4. Can we know from the passage whether Jo made the sign? Explain why or what information would be needed.
5. A reader guesses, “Jo put the box on the floor behind the desk.” Now read this additional sentence: **“Jo put the box directly on a shelf behind the desk, without setting it on the floor.”** Would you keep or revise the guess? Explain with text evidence, and say what remains unknown about where the books go later.
6. **Review (5 min):** Invite students to revisit their answers; offer a private conference or written feedback, without displaying names or scores. Use the answer guide below. Accept other defensible text-linked answers.
7. **Closing (3 min):** Ask: “What can you say when the text leaves something unknown?” Example: “We cannot tell yet; we would need more information.” Collect responses and note read-aloud, prompts, time and response supports.

Answer guide and next steps

1. **By the door.** “Jo placed a cardboard box by the door.” A selection or paraphrase is fine. If needed, model returning to the first sentence.
2. **It may be a place to collect returned books.** The sign says “RETURN BOOKS HERE,” and three students put books in it; these connect its labeled purpose to an observed use.

The sign and Jo's placement by the door are also relevant clues. Explain that a labeled purpose is a plausible interpretation, not proof of Jo's intention or the books' later destination. If a student gives a plausible claim without a link, model how both details support it.

3. **No.** The passage says there was a sign but not who made it. Information identifying its maker would help. Do not accept “Jo made it” or “Jo did not make it” as established; either could be possible.
4. **Revise:** the original text does not say whether Jo put the box on the floor; the new sentence explicitly says Jo put it directly on a shelf without setting it on the floor. Neither passage specifies where the books end up later. Do not assume the books necessarily moved with the box: unreported handling is possible.

This is a small formative sample, not a diagnostic tool or a fixed cut score. If the student needs support locating details, model and reread; if details are located but the link is missing, model a “because” connection; if an inference is asserted as certain, compare a text-compatible alternative. Allow extra private time beyond the lesson for access or unfinished responses.

Vocabulary

Evidence: text detail supporting a claim. **Revise:** change an idea using new information. **Not established:** not justified as fact by the text.

Differentiation

- **Extra support:** Repeat or read the passage aloud, provide a copy in a suitable format, allow selection or dictation, and record assistance. Oral comprehension does not establish independent reading.
- **Extra challenge:** Give another plausible use for the box and identify which text details support it and what remains unknown.

⚠ Safety

Responses may be private, signed, spoken, typed, dictated or written; no public reading, personal disclosure or physical visit to a library is required.

Teacher notes

The box's labeled and observed use makes a return-box interpretation plausible, but does not reveal who created the sign or Jo's private motives. Question 4 checks attention to the new sentence; moving a box is not proof of the movement or final disposition of its contents. Adapt time and modality to the student; never penalize an accent or communication method.