Language and literacy, grade 1

All units for this subject and grade (unreviewed AI drafts)

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.

Source: https://k12-curriculum-drafts-328176.gitlab.io/ (commit 09103e72, built 2026-11-16)

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.