

Lesson Exemplars for English Language Learners/Multilingual Language Learners: K-2 Skills Routines

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Core Knowledge Skills Routines

Overview

These routines include the most prominent skill routines introduced in kindergarten and first grade, but they also appear in second grade.

In the routines that follow, the text in blue boxes is the text that appears in the original lessons. *AIR Additional Supports* describes the supports AIR recommends. The words in green are words that AIR has added to the Core Knowledge routines. *AIR Routines for Teachers* are presented as teacher talk to students. Text in brackets are instructions for teachers. Anticipated student responses are in brackets also but are italicized. For some routines, *AIR Instructions for Students* also are provided.

Routines

Core Knowledge Routine: Blending Gestures Using Arm Movements

- First appears in Kindergarten Skills Strand, Unit 3
- Focus lesson: Lesson 1 (p. 12)
- For background information and description of blending gestures, see K Skills, Unit 3 introduction (p. 5).

Terms: Sound, segment, blend, gesture, shoulder, elbow, wrist, finger, tap, wiggle

Core Knowledge Instructions for Teachers

- Today we will practice blending sounds into words.
- We will place our hands on our shoulder, elbow, and wrist to segment each sound and then use a swooping motion down our arm to show that we have finished blending the word.

AIR Additional Supports

ELL/MLL scaffolds include using pictures to accompany words, defining words in context, checking on student understanding of word meanings through questioning, and demonstrating and modeling followed by group practice.

AIR Instructions for Students

- [Show students a picture of the word *cat*.] This is a cat. In this lesson, we are going to practice blending or putting sounds together to make words. The first word we are going to put together is the word *cat*.
- What does blend mean? [Anticipated response: putting sounds together to make words]
- To help you learn to blend, as I say each sound, I am going to touch a different part of my body.
- I am going to touch my shoulder when I say the first sound, /k/. [Demonstrate touching your shoulder and saying /k/.] Everyone, touch your shoulder and say /k/. What body part is this? [Anticipated response: *shoulder*] Let's touch our shoulder again and say /k/.
- I am going to touch my elbow when I say /a/ [Demonstrate touching your elbow and saying /a/.] Everyone, touch your elbow and say /a/. What body part is this? [Anticipated response: *elbow*] Let's touch our elbows again and say /a/.
- I am going to touch my wrist when I say /t/. [Demonstrate touching your wrist and saying /t/.] What body part is this? [Anticipated response: *wrist*] Everyone, touch your wrist again and say /t/.

- Okay, now we are going to put the sounds together to make a word. Watch me. After I say the sound, touch your body part and repeat the sound. After we say all the sounds, we will swoop or move our hands down our arms to make the word.
- [Practice as a group the first five words. Then let students blend on their own.]

Core Knowledge Routine: Blending and Segmenting Gestures Using Tapping and Wiggling Movements

- Sample lesson from First Grade Skills, Unit 1
- Teacher Guide link: [First Grade Skills, Unit 1](#)
- Focus lesson: Lesson 1 (pp. 16–17)

Terms: wiggle, tap, finger, blend

Core Knowledge Instructions for Teachers

- We will wiggle or tap each finger to show each sound.
- Then, we will blend the sounds by making a fist to show that we have blended the word.

AIR Additional Supports

ELL/MLL scaffolds include defining words in context, checking on students’ understanding of word meanings through questioning, modeling, and group practice.

AIR Instructions for Students

Blending

- We are going to blend sounds to make words. That means we are going to put sounds together to make words.
- What does blend mean? [Anticipated response: put together]
- First, watch me blend: /a/ /t/ at
- Now let’s blend together /a/ /t/ at. Let’s practice blending a few more together.
 - a. /i/ /t/ **it**
 - b. /o/ /n/ **on**
 - c. /b/ /ee/ **be**

Segmenting

- Now, we are going to segment words to make sounds. That means we are going to break apart words to make sounds.
- What does *segment* mean?
- First, watch me segment words: at /a/ /t/
- Now let’s segment together: at /a/ /t/
- Let’s practice segmenting a few more times together.

Core Knowledge Routine: Mirror, Mirror

- First appears in Kindergarten Skills Strand: Unit 3
- Teacher Guide link: [K Skills, Unit 3](#)
- Focus lesson: Lesson 1 (p. 12)

Terms: Position, shape of mouth, lips, teeth, tongue, mouths open/mouths closed, echo

Core Knowledge Instructions for Teachers

Procedure

- I will say a sound.
- Repeat or echo the sound after me.
- Watch your mouth, lips, teeth, tongue in the mirror.
- What position is your (mouth, lips, teeth, tongue in)?
- Is it open or closed?

AIR Additional Supports

ELL/MLL scaffolds include gesturing (e.g., “point to your mouth”), demonstrating, and group practice.

AIR Instructions for Students

- Listen to the directions.
- When we make sounds, our mouths [point to mouth], lips [point to lips], teeth [point to teeth], and tongue [point to tongue] are in a certain position or place. Let’s all point to our mouth, lips, teeth, and tongue.
- I am going to give you a mirror so you can look at your mouth, lips, teeth, and tongue as you say each sound.
- Let’s practice looking at our mouths as we say the sound /m/.
- Let’s all say /m/ together
- Is your mouth open [demonstrate opened] or closed [demonstrate closed] when you make the sound /m/?
- Are your lips pressed together [demonstrate pressed together] or open [demonstrate open] when you make the sound /m/? [Consider saying “closed” instead of “pressed together” to keep the language more consistent.]
- I will say another sound. Repeat or echo the sound after me. Now look in the mirror. Say the sound again. Look at your mouth [point to mouth], lips [point to lips], teeth [point to teeth], and tongue [point to tongue]. Sometimes you cannot see your teeth or your tongue.

Core Knowledge Routine: Introducing the Sound: I’m Thinking of Something

- First appears in Kindergarten Skills Strand: Unit 3
- Teacher Guide link: [K Skills, Unit 3](#)
- Focus lesson: Lesson 3 (p. 21)

Terms: sound, several, repeat, beginning, middle, end

Core Knowledge Instructions for Teachers

Procedure

- Today’s new sound is /--/

- Say the sound several times.
- As I say the words, I want you to repeat the words.
- Raise your hand, or thumbs up if you hear the sound / ?/ sound in the beginning, middle, end.

AIR Additional Supports

Ideally, there would be pictures to accompany each oral production of a word that clearly demonstrate the word's meaning. If students are just learning the sounds for a particular letter, teachers should model and practice with one position at a time, starting with the sounds at the beginning of a word, then the ending, then the middle before mixing up. ELL/MLL scaffolds include repetition, using pictures, questioning students about word meanings, group practice, and partner work. Ideally, the riddles would use pictures that ELL/MLL students have already seen so that they have visuals to support their answers. Using partner talk in which ELL/MLLs are paired with English-proficient students will give students more opportunities to participate.

AIR Instructions for Students

- Today's new sound is /t/.
- Everyone, say /t/ three times.
[Note: if you think it is necessary, say "The word *several* means three or more times. When we say a word more than once or twice, we are saying the word several times."]
- I am going to say some words and show you pictures of those words. All the words have /t/ at the beginning. After I say each word, repeat it with me. That means say it again with me. Then put your thumbs up because the word starts with /t/. [As you say the word, hold up the picture and point to the part of the picture that demonstrates the word.]
- What does repeat mean? [Anticipated response: to say something again]
- Let's practice together: [Hold up the picture of tag. Say "tag." Have students say "tag" and then put their thumbs up. Use this routine with "top," "toe," "tin." You might do this routine several times.]
- Now, I am going to say some words and show you some pictures of words. All the words have /t/ at the end. After I say each word, repeat it with me. Then put your thumbs up because the word ends with /t/. [As you say each word, hold up the picture and point to the part of the pictures that demonstrates the word.]
- [Do the same routine with /t/ in the middle.]
- I am going to say some riddles. Each has an answer beginning with /t/. Work with a partner to figure out the answer. Then, I will call on a few pairs.

AIR Instructions for Students

- Listen to your teacher's instructions.
- Your teacher will show you some pictures of words beginning with the /t/ sound and say each word.
- Repeat the words after your teacher says them, and hold up your thumb to show that the word starts with the /t/ sound.
- You will also practice words that have the /t/ sound at the end of the word or in the middle of the word.
- Then, listen to the riddles that your teacher shares. Each riddle has an answer that begins with the /t/ sound. Work with a partner to figure out the answer.

Core Knowledge Routine: Introducing the Spelling/Meet the Spelling Worksheet

- First appears in Kindergarten Skills Strand, Unit 3
- Teacher Guide link: [K Skills, Unit 3](#)
- Focus lesson: Lesson 3 (pp. 17–18)

Terms: circle, line, stroke

Core Knowledge Instructions for Teachers

Introducing the Spelling Procedure

- I am going to show you how to draw a picture of a /_/sound.
- Teacher models how to draw the symbol for the sound and provides handwriting strokes language.
- Teacher counts off strokes, repeats stroke phrases, and repeats sound.

AIR Additional Supports

Using arm gestures to make commands easier for students is referred to as “air writing.” ELL/MLL scaffolds include teacher-demonstrated actions and student repetition of actions while naming them.

AIR Instructions for Students

- I am going to show you how to draw a picture of the /a/ sound.
- We are also going to practice saying what we do.
- First, I circle to the left. [Demonstrate “circle to the left” as you say it.]
- Now, let’s air-write and say “circle to the left.” [Repeat action and words three times with students.]
- Next, I draw a short line down. [Demonstrate “drawing a short line down” and say “draw a short line down.”]
- Now, let’s air-write and say “draw a short line down.” [Repeat action and words three times with students.]
- Now, we will do both strokes at the same time. Air-write and say with me: “Circle to the left. Short line down.” [Repeat action and words three times with students.]

AIR Instructions for Students

- Listen to you teacher.
- Repeat what your teacher says and does.

Core Knowledge Routine: Meet the Spelling Worksheet

- First appears in Kindergarten Skills Strand, Unit 3
- Teacher Guide link: [K Skills, Unit 3](#)
- Focus lesson: Lesson 3 (pp. 17–18)
- For background information and description of the use of student workbooks, see K Skills, Unit 3 introduction (p. 7).
- Student workbook link: [K Skills, Unit 3 student workbook](#)

Terms: grip, writing position, gray dotted lines, black dots as starting points, writing stroke language, over, what sound does it start/begin with? on the line, below the picture

Core Knowledge Instructions for Teachers

Procedure

- Find page xx in your workbook.

- Place your name at the top.
- You will use a pencil/crayon.
- Use a tripod grip. (Pinch the bottom of your crayon/pencil with your thumb and pointer finger and let it rest on your middle finger.)
- Sit in your best writing position.
- You will practice drawing pictures of the sound of /---/.
- Watch as I do it first.
- You will trace the gray dotted lines first.
 - Next, use the black dots as starting points to make a...line down, hump, circle, vertical line, diagonal line, etc.
- Say the sound as you finish writing it.
- Turn the page over.
- Place your finger on the first picture.
- What is it a picture of?
- Does it start with the /?/ sound?
- If so, write the /-/ on the line below the picture.

AIR Additional Supports

In this activity, since more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is from the original lesson. The text in green is what has been added. Scaffolds for ELL/MLLs include modeling for students what you are telling them to do; at key junctures, asking students what they are doing to reinforce language; additional practice; repetition of key words and phrases; and naming the pictures for students.

AIR Instructions for Students

- Find page xx in your workbook. [Show students the page to help them find it.]
- Place your name at the top. [Show students the top of the page as you say “place your name at the top.”] What are you going to do?
- You will use a pencil/crayon. [Show the pencil or crayon as you name them.]
- Use a tripod grip. (Pinch the bottom of your crayon/pencil with your thumb and pointer finger and let it rest on your middle finger.) **Let’s practice making a tripod grip. Let’s say “tripod grip.”** [Help students until they are able to make a tripod grip.]
- Sit in your best writing position. [Model this for students.]
- You will practice drawing pictures of the sound of /---/. **Let’s all say that sound together.**
- **Watch as I do it first. I trace the dotted line.** This is the dotted line. [Point to the dotted line as you say “dotted line.”] What is this? [Anticipated response: dotted line]
- You will trace the gray dotted lines first. **What are you going to do?**
- Next, use the black dots as starting points to make a...line down, hump, circle, vertical line, diagonal line, etc. [Model each for students as you say the words (e.g., “I start with the black dots to make a...”)]
- Now pick up your pencils and use the black dots to make a line down. What are you going to do? [Anticipated response: make a line down, etc.]
- Let’s air-write “line down” and say “line down” three times. [This may not be necessary if students already have learned these motions and terms, but reinforcement is not a bad idea.]
- **Say the sound as you finish writing it.** Now, let’s all say the sound together three times. [Give students extra practice.]

- Turn the page over. [Demonstrate turning page over as you say it.] What are you going to do?
- Place your finger on the first picture. [Demonstrate placing your finger on the first picture as you say it.] This is a picture of a.... What is it a picture of?
- Does it start with the /-/ sound?
- If so, write the /-/ on the line below the picture. [Demonstrate “below the line.”] Where are you going to write the /-/?

AIR Instructions for Students

- Use a tripod grip and sit in your best writing position.
- Practice drawing the /-/ sound by tracing the dotted lines.
- Say the sound after you finish writing it.
- Look at the pictures. If the picture starts with the /-/ sound, write that on the line below the picture.

Core Knowledge Routine: Using Sound Posters and Sound Cards

- In kindergarten only. In Warm-Up, Part B, of lesson
- First appears in Kindergarten Skills Strand: Unit 3, Lesson 5
- Teacher Guide link: [K Skills, Unit 3](#)
- Focus lesson: Lesson 5 (pp. 31–32)
- For background information and description of the use of Sound Posters, see K Skills, Unit 3 introduction (pp. 7–8).

Terms: sound poster, sound card, sound, spelling, speech bubble

Core Knowledge Instructions for Teachers

Procedure

- (Point to girl with speech bubble, ask students) What sound is this?
- (Show accompanying sound card) this is the word and picture of _____.
- It is a sound picture for /__/.
- Say the word, and have children repeat the word.
- (Point to the focus sound) Say the sound, have children repeat the sound.
- Affix sound card to poster.
- Point to any empty boxes on sound card explaining to students they have learned one spelling and will learn __? How many more spellings for that sound?

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL/MLL scaffolds include additional repetitions.

AIR Instructions for Students

- (Point to girl with speech bubble, ask students) The bubble shows the girls saying a sound. [Point to the bubble as you say it.] What sound is this? [Ask students to repeat the sound several times.]
- (Show accompanying sound card.) This is the word and picture of _____.
- It is a sound picture for /__/.
- Say the word, and have children repeat the word. [Ask student to repeat the word several times.]
- (Point to the focus sound.) Say the sound, have children repeat the sound.

- Affix sound card to poster.
- Point to any empty boxes on sound card explaining to students they have learned one spelling and will learn __? How many more spellings for that sound?

AIR Instructions for Students

- Repeat the sound your teacher says.
- Repeat the word your teacher says.

Core Knowledge Routine: Pocket Chart Chaining for Reading/Spelling

- First appears in Kindergarten Skills Strand, Unit 3
- Teacher Guide link: [K Skills, Unit 3](#)
- Focus lesson: Lesson 3 (p. 23) for reading
- For background information and description of Pocket Chart Chaining for Reading and Spelling, see K Skills, Unit 3 introduction (pp. 7–8) and Appendix (p. 98).

Terms: sounds, arrange, move, remove, add, from left to right, blend sounds together

Core Knowledge Instructions for Teachers

- Say the sounds on the cards.
- I will arrange the sounds to make a word.
- Look at the sounds from left to right.
- Remember what each sound each picture stands for.
- Blend the sounds together to make a word.
- If I remove / __ / and add / __ /, what word do we have?

Core Knowledge Focus lesson: Lesson 10 (p. 61) for Spelling

- Now, I will say some words for you to spell.
- Break the word up into sounds.
- Write a spelling for each sound.

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL/MLL scaffolds include demonstrating what is being said, defining words in context, asking students to name actions, student repetitions, and additional practice.

AIR Instructions for Students

Procedure for Reading

- Say the sounds on the cards. First, let's say each sound together. [Point to each sound as it is said.]
- I will arrange the sounds to make a word: Arrange means put the letters in order. [Arrange the letters.] What did I do? [Anticipated response: Arrange the sounds to make a word.]
- Look at the sounds from left to right to read the word. [Point the sounds as you say "from left to right."] Let's all say "from left to right."
- Remember what each sound stands for. We have to remember each sound. Let's name each sound from left to right. [Name the sounds.]

- Blend the sounds together to make a word. Now, we have to blend the sounds to make a word. *Blend* means put together. Let's blend the sounds to make a word. What word do we have? What did we do?
- If I remove /___/ and add /___/, what word do we have? Now I am going to remove the letter X. *Remove* means take away. What word do we have now? What did I do?

Procedure for Spelling (use the same kind of scaffolding as is demonstrated above)

- Now I will say some words for you to spell. *Spell* means write the letters that go with each sound.
- Break the word up into sounds. First, break up the word into sounds. *Break up* means take apart. Let's practice breaking up the word x into sounds.
- Write a spelling for each sound. I am going to say the first sound. Can you find the sound and put it in the pocket chart? [Continue for all sounds.]
- Now let's read the word.

AIR Instructions for Students

- Say the sounds shown on the cards.
- Blend the sounds together to make a word.
- Practice with each new word.

Core Knowledge Routine: Tricky Words

- First appears in Kindergarten Skills Strand, Unit 8
- Teacher Guide link: [K Skills, Unit 8](#)
- Focus lesson: Lesson 1 (p. 10)
- For background information and description of Tricky Words, see K Skills, Unit 8 introduction (p. 3) and the Appendix (pp. 141–144).

Terms: tricky word, pronounce, pronounce through blending, spelling part

Core Knowledge Instructions for Teachers

- Show students tricky word card.
- Ask students how the word would be pronounced through blending.
- This word is pronounced /-/, /-/, /-/.
- Use word in sentence.
- Write tricky word on board.
- Underline the parts that are tricky.
- Underline and point out the spelling part that is pronounced as you would expect it.
- Tell students when reading /-/, /-/, /-/, remember to pronounce it /-/, /-/, /-/.
- When writing, remember to spell the tricky word like this /-/, /-/, /-/.

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL scaffolds include providing explanations to students and repetitions. The general meaning of the word *tricky* is not explained because it is too complex; rather the meaning is modeled and labeled. The phrase “pronounced as you would expect it” is simplified to “not tricky.”

AIR Instructions for Students

- Show students the tricky word card. [Explain concept to students.] This is a tricky word because you do not make all the sounds in the same way as you usually do.
- Ask students how the word would be pronounced through blending. **How would you pronounce or say the word by blending?**
- This word is pronounced /-/, /-/, /-/.
- Use word in sentence: This is a tricky word because it is really pronounced or said as.... A sentence with this word is....
- Write the tricky word on the board. Let's read this word together. [Repeat word three times.]
- Underline the parts that are tricky. These are the parts that are tricky. Let's read the parts that are tricky.
- Underline and point out the spelling part that is pronounced as you would expect it. **These are the parts that are not tricky. Let's read the parts that are not tricky.**
- Tell students when reading /-/, /-/, /-/, remember to pronounce it /-/, /-/, /-/. When you are reading /-/, /-/, /-/ pronounce or say /-/, /-/, /-/. Let's practice reading this word three times.
- When writing, remember to spell the tricky word like this /-/, /-/, /-/.

AIR Instructions for Students

- Look at the tricky word card.
- Practice saying the word by blending.
- Read the part of the word that is tricky.
- Read the part of the word that is not tricky.

Core Knowledge Routine: Large Card Chaining

- First appears in Kindergarten Skills Strand, Unit 4
- Teacher Guide link: K Skills, Unit 4
- Focus lesson: Lesson 10 (p. 69)

Terms: picture of a sound, correct order, looks right, correctly

Core Knowledge Instructions for Teachers

- Pass out large cards.
- Review each card's sound.
- Teacher says a word.
- If you are holding a card with the picture of a sound, in the word _____ go to the front of the room.
- Stand with your letter card in the correct order that spells the word.
- Ask seated students if the word looks right.
- Who can help to spell it correctly?
- If that word is —, then show me —.

Also Note: First Grade adds the step of segmenting and blending word before using large cards to chain.

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL/MLL scaffolds include teachers tell students what they are doing as they do it, student repetition, and defining meaning in context.

For first grade: Demonstrate first, middle, last by pointing to letters that have those positions and have students practice saying first, middle, or last. Explain that *rearrange* means put the letters in a different order. Demonstrate *rearrange* in this context and give students an opportunity to rearrange the letters and say they are rearranging the letters.

AIR Instructions for Students

- Pass out large cards. These are pictures of sounds.
- Review each card's sound as you pass it out. Let's all say the sounds on each card together three times.
- Teacher says a word. Let's all say this word three times.
- If you are holding a card with the picture of a sound in this word go to the front of the room.
- Stand with your letter cards in the correct order that spells the word. You have to arrange yourselves in the correct order. That means you have to put yourselves in the right order to spell the word.
- Ask seated students if the word looks right. **Does the word look right?**
- Who can help to spell it correctly? [Note: If the word is not spelled correctly, have a student correct the spelling.] Who can spell the word correctly?

If that word is —, then show me —.

AIR Instructions for Students

- Say the sounds on each sound card.
- Listen to the sound that your teacher says. If she or he says the sound on your card, go to the front of the room.
- Stand with your letter card in the correct order that spells a word.
- If you are sitting down, look to see if the sound cards are in the correct order.

Core Knowledge Routine: Dictation with Words

- First appears in Kindergarten Skills, Unit 8
- Teacher Guide link: [K Skills, Unit 8](#)
- Focus lesson: Lesson 6 (p. 43)

Terms: sound, line

Core Knowledge Instructions for Teachers

- Students use pencil and paper.
- Teacher tells students that she or he will say a number of words for them to write.
- Say the word.
- Segment the word by using finger gestures.
- Teacher asks students how many sounds there are.
- Teacher models drawing the number of lines on the board as there are sounds in word.
- Students do same on their own paper.
- Teacher models reading the word letter by letter.
- Students repeat process for each word heard.

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL/MLL

scaffolds include teacher explanations as actions are being demonstrated, more elaborated explanations, and additional repetitions. Ideally, there would be picture cards for each of the words.

AIR Instructions for Students

- Students use pencil and paper. **Take out paper and pencils.**
- Teacher tells students that she will say a number of words for them to write.
- Say the word. [Ideally, the teacher would show a picture of the word.] Can you repeat the word with me?
- Segment the word by using finger gestures. I am breaking up the word into sounds. I will show you one finger for each sound.
- Ask students how many sounds there are. How many sounds are there in the word ___?
- Teacher models drawing the number of lines on the board as there are sounds in word; Now, I am going to draw a line on the board for each sound. How many lines did I draw?
- Students do same on their own paper: Now it is your turn. Draw one line for each sound. How many lines are there?
- Teacher models reading the word letter by letter: What is the first sound in the word ___? Watch me as I fill in this sound. Now, you fill in the sound. What sound is it?
- [Teacher repeats the process for each letter.]
- [Once the word is written, the teacher models reading the word letter by letter. Have students repeat each letter after it is read.]
- Students repeat process for each word heard. Practice as a group until you feel students can spell independently.

AIR Instructions for Students

- Repeat the word your teacher says.
- Think about how many sounds are in each word.
- Draw one line for each sound.
- Fill in the correct letter for each sound.