

First Grade

Phonics Lessons: Letters, Words and How They Work

Helpful Hints As You Plan For Instruction

--*Sources of Information* There is a wealth of information contained in the teacher's book that explains the lessons, procedures, rationales, ELL guidelines, Follow-Up, as well as the literacy concepts every student at your grade level should know.

--*Month by Month Planning Guide* Beginning on page 36, these descriptions will help you prepare not only for the current month but also to look into what will be coming in future months. It is helpful in bringing together what the entire balanced literacy program should look like at a given point in time.

--*Consider Your Child* This is a section at the beginning of every lesson that is *very important to read*. It informs you about when children are ready for the lesson—what prior literacy experiences or behaviors should be in place.

--*Charts* made during lessons need to be displayed in the classroom. Teach students to refer to these during reading and writing to help them see the connection between how words work and how we apply this information.

Points to consider as you plan Word Work lessons:

- The priority lessons provide for approximately two lessons per week.
- Certain students may benefit from lessons not listed or from repeating the lessons. Some lessons are more appropriate for small group instruction to give students the opportunity to manipulate magnetic letters or word cards.
- The classroom teacher should give lesson instruction.
- The **Apply** activity or follow up work could be done as a center as long as an adult is available to supervise and to listen to students read their work.
- Notes by some lessons are meant to assist teachers in preparing for and delivering instruction.
- Throughout each month, lessons could be done in a different order than the list, as long as lessons within a given category are done in order (LS—1 before LS—2; but WS—3 could be done before LS—1). Check the principles taught and the skills they build on to be sure students are ready for the lesson if you choose a different order.

First Grade Phonics-Word Work Priority Lessons—September

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
ELC—1 Early Literacy Concepts Page 71	Recognizing Names	<ul style="list-style-type: none"> Your name starts with a letter that is always the same. Your name starts with a capital letter. The other letters are lower case. You can find your name by looking for the first letter. 	Name Chart	Teachers should choose an appropriate application for their students.
ELC—2 Early Literacy Concepts Page 75	Recognizing Your Name in Text	<ul style="list-style-type: none"> Your name is always written the same way. Your name has letters in it. 	Poems and Songs	Page 36 <u>Rigby Poems</u> are a good source.
ELC—3 Early Literacy Concepts Page 79	Matching Spoken Word to Written Word	<ul style="list-style-type: none"> We say one word for each word we see in writing. 	Cut-up sentences	Sentences could be from a previous shared or modeled writing.
WS—1 Word Structure Page 373	Exploring Syllables	<ul style="list-style-type: none"> You can hear the syllables in words. You can look at the syllables to read a word. 	Name Graph	
PA—2 Phonological Awareness Page 93	Recognizing Rhymes	<ul style="list-style-type: none"> Some words have end parts that sound alike—they rhyme. 	Picture Sort	
PA—3 Phonological Awareness Page 97	Hearing Sounds in Sequence	<ul style="list-style-type: none"> You can say a word slowly to hear all the sounds, from first to last. 	Making a list	
WSA—1 Word Solving Actions Page 415	Saying Words Slowly to Predict Letter Sequence	<ul style="list-style-type: none"> You can use what you know about letters and sounds to check on your reading (and writing). 	Words in Sentences	Repeat as needed **
WSA—2 Word Solving Actions Page 419	Changing the First Letter of a Word	<ul style="list-style-type: none"> You can change the first letter or letters of a word to make a new word. 	Magnetic Letters	Repeat as needed

** This is a HUGE lesson for 1st Graders. This is the lesson where you **teach** children how to say words slowly for writing and how to “slow check” – the cross-checking skill needed for reading. The process will need to be demonstrated and practiced many times until children understand and do it independently. Do not expect them to “get it” after just one lesson.

First Grade Phonics-Word Work Priority Lessons—October

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
PA—4 Phonological Awareness Page 101	Hearing Ending Sounds	<ul style="list-style-type: none"> Some words sound the same at the end. You can connect words that sound the same at the end. 	Picture Lotto	**
PA—5 Phonological Awareness Page 105	Hearing Beginning and Ending Sounds in Words	<ul style="list-style-type: none"> You can hear the first sound in a word. You can hear the last sound in a word. 	Sound Dominoes	Share activity is great to repeat during transition times such as lining up.
PA—6 Phonological Awareness Page 109	Identifying Onsets and Rimes	<ul style="list-style-type: none"> You can blend word parts together. You can hear and say the first and last parts of a word. 	Go Fish	This game can be used again and again during indoor recess.
PA—7 Phonological Awareness Page 113	Hearing and Blending Onsets and Rimes	<ul style="list-style-type: none"> You can hear the first and last part of a word. You can blend word parts together. 	Oral Word Game	
PA—8 Phonological Awareness Page 117	Identifying and Blending Onsets and Rimes	<ul style="list-style-type: none"> Same as PA—7 	Follow the Path	
LK—8 Letter Knowledge Page 163	Looking at Letters	<ul style="list-style-type: none"> Letters are different from each other. You can notice the parts of letters. 	Letter Sort	“Expand the learning”—Repeated sortings will be needed for confusing letters.
LK—10 Letter Knowledge Page 171	Noticing Letters in Words	<ul style="list-style-type: none"> You can find letters in words. 	Magnetic Letters	
HF—1 High Frequency Words Page 325	Learning HF Words 1	<ul style="list-style-type: none"> You see some words many times when you read. Words you see a lot are important because they help you read and write. 	Making and Writing words	Choose words appropriate to your students.
WS—2 Word Structure Page 377	Making Plurals: Adding -s	<ul style="list-style-type: none"> Plural means more than one. Add s to some words to show you mean more than one. You can hear the s at the end. 	Word Match	
WSA—3 Word Solving Actions Page 423	Changing and Adding Beginning Sounds	<ul style="list-style-type: none"> You can change the first letter of a word to make a new word. You can add letters to the beginning of a word to make a new word. 	Sound Substitution Game	

The games for PA lessons are another way to get the concept/skill into the students’ heads—don’t underestimate their importance. **The children need to be able to do this orally before they are ready to be taught word families for reading/spelling.

LK—6 is not a required lesson but will be a helpful lesson for those students who are having difficulty getting letter formation under control.

First Grade Phonics-Word Work Priority Lessons—November

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
LS—4 Letter Sound Relationships Page 209	Learning about Beginning Consonant Letters and Sounds	<ul style="list-style-type: none"> You can match letters and sounds in words. When you see a letter at the beginning of a word you can make its sound. When you know the sound, you can find the letter. 	Lotto	
LS—6 Letter Sound Relationships Page 217	Noticing Vowels in Words	<ul style="list-style-type: none"> Some letters are consonants and some letters are vowels. Every word has a vowel. a, e, i, o, u (and sometimes y and w) are vowels. 	Word Graph	
SP—1 Spelling Patterns Page 283	Learning Common Sort Vowel Word Patterns: a (<i>i, o, u</i>)	<ul style="list-style-type: none"> You can look at the pattern you know to help you read a word. You can make new words by putting a letter or letter cluster before the word part or pattern. 	Making Words	Repeat as needed
SP—2 Spelling Patterns Page 287	Learning Common Short Vowel Word Patterns: <i>e (o, a, i, u)</i>	<ul style="list-style-type: none"> Same as SP—1 	Making Words	Repeat as needed
SP—3 Spelling Patterns Page 291	Learning Phonograms: <i>-at, -an</i>	<ul style="list-style-type: none"> You can look at the pattern you know to help you read a word. 	Closed Word Sort	Repeat as needed
HF—2 High Frequency Words Page 329	Learning HF Words 2	<ul style="list-style-type: none"> You see some words many times when you read. Words you see a lot are important because they help you read and write. 	Making and Writing Words	Repeat as needed (Use words appropriate to your students)
HF—3 High Frequency Words Page 333	Learning HF Words 3	<ul style="list-style-type: none"> Same as HF—2 	Building Words with Magnetic Letters	Repeat as needed
HF—4 High Frequency Words Page 337	Learning HF Words 4	<ul style="list-style-type: none"> You see some words many times when you read. When you know a word you can read it every time you see it. You can find a word by knowing how it looks. 	Locating Words in Text	Repeat as needed
HF—5 High Frequency Words Page 341	Learning HF Words 5	<ul style="list-style-type: none"> Same as HF—2 	Making and Writing Words	Repeat as needed

First Grade Phonics-Word Work Priority Lessons—December

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
PA—9 Phonological Awareness Page 121	Hearing Middle Sounds	<ul style="list-style-type: none"> • You can hear and say the sound in the middle of a word. • Some words sound the same in the middle. • You can match words that sound the same in the middle. 	Picture Match	
PA—10 Phonological Awareness Page 125	Hearing and Changing Ending Sounds	<ul style="list-style-type: none"> • You can say a word to hear the last sound. • You can change the last sound in a word to make a new word. 	Making New Words	
PA—11 Phonological Awareness Page 129	Hearing and Changing First and Last Sounds	<ul style="list-style-type: none"> • You can hear the first and last sounds in a word. • You can change the first or last sound in a word to make a new word. 	Making New Words	
LK—14 Letter Knowledge Page 187	Identifying Consonants and Vowels	<ul style="list-style-type: none"> • Some letters are consonants. • Some letters are vowels. • Every word has a vowel. 	Letter Sort	
LS—7 Letter Sound Relationships Page 221	Introducing Consonant Clusters	<ul style="list-style-type: none"> • Some consonants go together in clusters. • A group of two or three consonants is a consonant cluster. • You can hear each sound in a consonant cluster. 	Making Words	
LS—8 Letter Sound Relationships Page 225	Learning About Beginning Consonant Clusters	<ul style="list-style-type: none"> • Same as LS—7 	Finding Words	

First Grade Phonics-Word Work Priority Lessons—January

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
LS—9 Letter Sound Relationships Page 229	Recognizing Consonant Clusters: <i>s</i> Family	<ul style="list-style-type: none"> Some consonants go together in clusters. You can hear each sound in a consonant cluster. 	Go Fish	Select or add words your students will be able to read.
LS—10 Letter Sound Relationships Page 233	Recognizing Consonant Clusters: <i>l</i> Family	<ul style="list-style-type: none"> Same as LS--9 	Cluster Lotto	Select or add words you students will be able to read.
LS—11 Letter Sound Relationships Page 237	Recognizing Consonant Clusters: <i>r</i> Family	<ul style="list-style-type: none"> Same as LS—9 	Word Sort	
SP—4 Spelling Patterns Page 295	Summarizing Easy (Two-Letter) Spelling Patterns	<ul style="list-style-type: none"> You can look at the pattern you know to help you read a word. 	Word Sort	
SP—5 Spelling Patterns Page 299	Learning Phonograms: <i>-ate, -ake, -ike</i>	<ul style="list-style-type: none"> Some words have parts that are the same. You can find parts that are the same in many words. 	Word Sort	
WM—2 Word Meaning Page 363	Recognizing Synonyms	<ul style="list-style-type: none"> Some words mean about the same and are called synonyms. 	Synonym Match	
WSA—5 Word Solving Actions Page 431	Using What You Know about Words	<ul style="list-style-type: none"> You can use parts of words you know to read or write new words. 	Making New Words	Apply —Teacher supplies cards for “If you know”.
WSA—6 Word Solving Actions Page 435	Changing the Last Letter of a Word	<ul style="list-style-type: none"> You can change the last letter or letters of a word to make a new word. 	Making Words	
WSA—7 Word Solving Actions Page 439	Changing Last Letters of Words	<ul style="list-style-type: none"> Same as WSA—6 	Making New Words	
WSA—8 Word Solving Actions Page 443	Noticing Word Parts	<ul style="list-style-type: none"> You can notice and use word parts to read (or write) a word. You can look at the first part and last part to read a word. 	Magnetic Letters	See page 29 for ways to manage the Apply section

First Grade Phonics-Word Work Priority Lessons—February

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
LS—12 Letter Sound Relationships Page 241	Recognizing Long and Short Vowel Sounds: <i>a</i>	<ul style="list-style-type: none"> A vowel can have a sound like its name and this is called a long vowel sound. A vowel can have a sound that is different from its name and this is called a short vowel sound. 	Say and Sort	Repeat as needed.
LS—13 Letter Sound Relationships Page 245	Recognizing Long and Short Vowel Sounds: <i>e</i>	<ul style="list-style-type: none"> In some words the <i>e</i> sounds like the e in eat and seat. In some words the <i>e</i> sound like the in net. Some words end in an <i>e</i> that is silent. 	Word Sort	Repeat as needed.
LS—14 Letter Sound Relationships Page 249	Recognizing Long and Short Vowel Sounds: <i>i</i>	<ul style="list-style-type: none"> In some words, the <i>i</i> sounds like the <i>i</i> in ice In some words the <i>i</i> sounds like the <i>i</i> in sit. 	Say and Sort	Repeat as needed.
LS—15 Letter Sound Relationships Page 253	Recognizing Long and Short Vowel Sounds: <i>o</i> and <i>u</i>	<ul style="list-style-type: none"> Same as LS—12 	Follow the Path	Repeat as needed.
LS—16 Letter Sound Relationships Page 257	Consolidating Knowledge about Vowels	<ul style="list-style-type: none"> Same as LS—12 	Vowel Lotto	Teach students to use the chart to help with new words.
HF—7 High Frequency Words Page 349	Leaning HF Words 7	<ul style="list-style-type: none"> When you know a word, you can read it every time you see it. 	Follow the Path	The Apply could be a center activity (no adult needed)
HF—8 High Frequency Words Page 353	Learning HF Words 8	<ul style="list-style-type: none"> You see some words many times when you read. Words you see a lot are important because they help you read and write. 	Concentration	The Apply could be a center activity (no adult needed)
WSA—9 Word Solving Actions Page 447	Changing Ending Parts of Words	<ul style="list-style-type: none"> You can change the first part or the last part of a word to make a new word. 	Building Words	
WSA—10 Word Solving Actions Page 451	Changing the Middle of Words	<ul style="list-style-type: none"> You can change the middle letter or letters to make a new word. 	Magnetic Letters	
WSA—11 Word Solving Actions Page 455	Adding and Removing Letters to Make Words	<ul style="list-style-type: none"> You can change or add letters to the beginning or end of a word to make a new word. 	Making Words	
WSA—12 Word Solving Actions Page 459	Changing First and Last Word Parts	<ul style="list-style-type: none"> Same as WSA—9 	Making New Words	

First Grade Phonics-Word Work Priority Lessons—March

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
SP—6 Spelling Patterns Page 303	Learning Phonograms: <i>-an</i>	<ul style="list-style-type: none"> You can look at the pattern you know to help you read a word. 	Open Sort	
SP—7 Spelling Patterns Page 307	Learning Phonograms: <i>-an, -ake, -ay, -and</i>	<ul style="list-style-type: none"> You can look at the pattern you know to help you read a word. 	Open Sort	
SP—8 Spelling Patterns Page 311	Consolidating Knowledge about Phonograms	<ul style="list-style-type: none"> You can look at the pattern you know to help you read a word. 	Open Sort	
WS—3 Word Structure Page 381	Making Plurals: Adding <i>es</i>	<ul style="list-style-type: none"> Plural means more than one. Add <i>es</i> to words that end with <i>x, ch, sh, ss, v</i> to make them plural. The <i>s</i> at the end sounds like /z/. 	Word Match	
WSA—13 Word Solving Actions Page 463	Putting Words Together	<ul style="list-style-type: none"> You can read compound words by finding the two smaller words. 	Building Words	
WSA—14 Word Solving Actions Page 467	Learning How to Learn Words 1	<ul style="list-style-type: none"> You can make a word several times to learn the sequence of letters. 	Choose, Write, Build, Mix, Fix, Mix	Repeat as needed

First Grade Phonics-Word Work Priority Lessons—April

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
LS—18 Letter Sound Relationships Page 265	Summarizing Digraph Knowledge	<ul style="list-style-type: none"> Some groups of consonants stand for one sound that is different from either of the letters. They are called consonant digraphs. 	Digraph Lotto	
SP—9 Spelling Patterns Page 315	Noticing Features of Words	<ul style="list-style-type: none"> Some words have parts that are the same. You can find the patterns that are the same in many words. 	Word Wall Mystery Sort	
WSA—15 Word Solving Actions Page 471	Learning How to Learn Words 2	<ul style="list-style-type: none"> You can look at a word, say it, cover it up, write it, and check it to help you learn to spell it correctly. 	Look, Say, Cover, Write, Check	** Repeat as needed
WSA—16 Word Solving Actions Page 475	Learning How to Learn Words 3	<ul style="list-style-type: none"> You can write a word, look at it, and try again to make it 'look right'. You can notice and think about the parts of words that are tricky for you. 	Buddy Check	** Repeat as needed
WSA—17 Word Solving Actions Page 479	Learning How to Learn Words 4	<ul style="list-style-type: none"> You can use what you know about words to read new words. 	Making Connections	** Repeat as needed
WSA—18 Word Solving Actions Page 483	Learning How to Learn Words 5	<ul style="list-style-type: none"> You can write words to see if you know them. 	Test Your Knowledge	** Repeat as needed

** WSA 14-18 teach children how to learn words. They may be done in conjunction with spelling any time during the school year depending on the specific spelling program that is being used. These lessons would be repeated with different words again and again.

First Grade Phonics-Word Work Priority Lessons—May/June

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
LS—19 Letter Sound Relationships Page 269	Recognizing Vowel Sounds: Silent <i>e</i>	<ul style="list-style-type: none"> Some words end in an <i>e</i> that is silent, and the vowel usually has the long sound. (sounds like its name.) 	Say and Sort	
LS—20 Letter Sound Relationships Page 273	Learning about Word Structure: <i>r</i> with a vowel	<ul style="list-style-type: none"> When vowels are with <i>r</i> in words, you blend the vowel sound with <i>r</i>. 	Making Words	
LS—20 Letter Sound Relationships Page 277	Recognizing Consonants with Two Sounds	<ul style="list-style-type: none"> Some consonants make two or more different sounds 	Concentration	
SP—10 Spelling Patterns Page 319	Learning about Vowels and Silent <i>e</i>	<ul style="list-style-type: none"> Some words are CVC. The vowel sound is short. Some words are CVCe. The vowel sound is long. 	Building Words	
WS—6 Word Structure Page 393	Adding <i>-ed</i>	<ul style="list-style-type: none"> When you add <i>ed</i> to a word it sometimes sounds like: /d/--played /t/--walked /ed/--melted Sometimes you change the <i>y</i> to <i>i</i> and add <i>ed</i> /d/--cried 	Word Sort	
WS—7 Word Structure Page 397	Learning about Contractions with <i>is</i> and <i>will</i>	<ul style="list-style-type: none"> To make a contraction, you put two words together and leave out a letter or letters. Write an apostrophe where the letters are left out. 	Contraction Concentration	
WS—8 Word Structure Page 401	Learning about Contractions with <i>are</i> and <i>not</i>	<ul style="list-style-type: none"> Same as WS—7 	Contraction Concentration	
WS—9 Word Structure Page 405	Summarizing Contractions	<ul style="list-style-type: none"> Same as WS—7 	Follow the Path	
WS-10 Word Structure Page 409	Identifying Syllables in Words	<ul style="list-style-type: none"> You can hear syllables in words. You can look for the syllables in word. 	Word Sort	

