

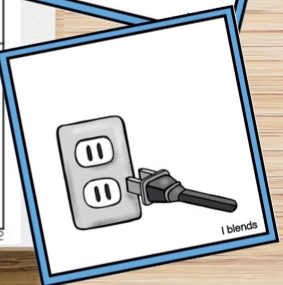
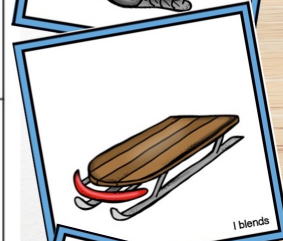
# First Grade Science of Reading Aligned PHONEMIC AWARENESS

1st Grade

## Phonemic Awareness Lessons

Focus skill: I blends

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Warm up</b> 1 min  <b>Phoneme Segmenting</b> 2 min Teacher says the word. Students orally segment and say the phonemes of the word.  T: cat S: /k/-/a/-/t/	"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."  glad g-l-ā-d slim s-l-ī-m clock k-l-ō-k plum p-l-ū-m fled f-l-ē-d blab b-l-ā-b	"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."  blame b-l-ā-m blush b-l-ū-sh close k-l-ō-z slick s-l-ī-k clean k-l-ē-n clay k-l-ā	"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."  slime s-l-ī-m plus p-l-ū-s sled s-l-ē-d flag f-l-ā-g glob g-l-ō-b sling s-l-ī-ng	"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."  click k-l-ī-k slate s-l-ā-t club k-l-ū-b blow b-l-ō please p-l-ē-z cling k-l-ī-ng	"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."  clap k-l-ā-p flight f-l-ī-t sleep s-l-ē-p blue b-l-ū gloss g-l-ō-s cloud k-l-ou-d
<b>Phoneme Blending</b> 2 min Teacher says the phonemes for each word. Students orally blend the phonemes & say the word.  T: /t/-/a/-/m/ S: ham	f-l-ā-sh flash k-l-ī-m climb f-l-ō-p flop b-l-ō-t blot s-l-ē-t sleet b-l-ū-m bloom	p-l-ā-n plan b-l-ī-s bliss s-l-ō slow f-l-ū-sh flush g-l-ā-d glad p-l-ē-t pleat	p-l-ā play b-l-ē-ch bleach s-l-ū-g slug f-l-ō-k flock s-l-ī-d slid g-l-ū glue	s-l-ī-t slight k-l-ā-m clam f-l-ū-f fluff p-l-ō-p plop g-l-ē-m gleam b-l-ō-b blob	f-l-ō-t float k-l-ū-ch clutch p-l-ā-t plate b-l-ō-k block f-l-ī-p flip k-l-aw claw
<b>Connecting Phonemes to Graphemes</b> 3 min Teacher says the word. Students say the word; write or air write the word; and say word again.	flat sled glum clip plug	club slip clap clock flag	slip blot flag plum clam	glad slot slug clip glob	plug slam flag clam plus



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33

Weeks of  
Lessons

Student Screener • Word Mats  
Weekly Lessons • Data Tracker



# INCLUDED IN THIS RESOURCE:

## 33

WEEKLY PHONEMIC AWARENESS LESSONS  
BASED ON A SCIENCE OF READING ALIGNED  
SCOPE & SEQUENCE

## 165

CONNECTING PHONEME TO GRAPHEME  
WORD CARDS - 25 CARDS A WEEK!

INDIVIDUAL & WHOLE GROUP SCREENER TO  
ASSESS STUDENTS' CURRENT LEVELS

PLUS, AN AUTOFILL DATA TRACKER TO  
TRACK PROGRESS THROUGHOUT THE YEAR

**DOWNLOAD THE FULL PREVIEW TO SEE MORE!**

# 33 WEEKLY PHONEMIC AWARENESS LESSONS

1st Grade

## Phonemic Awareness Lessons

Focus skill: l blends

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Warm up</b> 1 min 	"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."		"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."		"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."
<b>Phoneme Segmenting</b> 2 min Teacher says the word. Students orally segment and say the phonemes of the word.  T: cat S: /k/-/a/-/t/	glad      g-l-ă-d slim      s-l-î-m clock      k-l-ô-k plum      p-l-û-m fled      f-l-ē-d blab      b-l-ă-b	blame      b-l-ă-m blush      b-l-û-sh close      k-l-ô-z slick      s-l-î-k clean      k-l-ē-n clay      k-l-ă	slime      s-l-î-m plus      p-l-û-s sled      s-l-ē-d flag      f-l-ă-g glob      g-l-ô-b sling      s-l-î-ng	click      k-l-î-k slate      s-l-ă-t club      k-l-û-b blow      b-l-ô please      p-l-ē-z cling      k-l-î-ng	clap      k-l-ă-p flight      f-l-î-t sleep      s-l-ē blue      b-l-î gloss      g-l-ô cloud      k-l-ou-d
<b>Phoneme Blending</b> 2 min Teacher says the phonemes. Students blend them to say the word.  S: ham	f-l-ă-sh      flash k-l-î-m      climb l-ô-p      flop l-ô-t      blot l-ē-t      sleet l-û-m      bloom	p-l-ă-n      plan b-l-î-s      bliss s-l-ô      slow f-l-û-sh      flush g-l-ă-d      glad p-l-ē-t      pleat	p-l-ă      play b-l-ē-ch      bleach s-l-û-g      slug f-l-ô-k      flock s-l-î-d      slid g-l-û      glue	s-l-î-t      slight k-l-ă-m      clam f-l-û-f      fluff p-l-ô-p      plop g-l-ē-m      gleam b-l-ô-b      blob	f-l-ô-t      float k-l-û-ch      clutch p-l-ă-t      plate b-l-ô-k      block f-l-î-p      flip k-l-aw      claw
<b>Connecting Phonemes to Graphemes</b> 3 min Teacher says the word; segment, say & tap the phonemes; write or air write the word; and say the word again.	flat sled glum clip plug	club slip clap clock flag	slip blot flag plum clam	glad slot slug clip	plug slam flag clam

PHONEME SEGMENTING

PHONEME BLENDING

CONNECTING PHONEMES TO GRAPHEMES





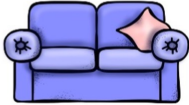
# 165 WORD MATS

## What's the Word?

### Monday

One important component of connecting phonemes to graphemes is providing students with the meaning of a word in context.

Use these picture cards to help your students understand the meaning of each word.



## What's the Word?

### Wednesday

One important component of connecting phonemes to graphemes is providing students with the meaning of a word in context.

Use these picture cards to help your students understand the meaning of each word.



short a

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## What's the

### Thursday

One important component of connecting phonemes to graphemes is providing students with the meaning of a word in context.

Use these picture cards to help your students understand the meaning of each word.



short a

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## the Word?



understand the meaning of each word.



short a

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# 25 CONNECTING PHONEME TO GRAPHEME CARDS FOR EVERY WEEK



# INDIVIDUAL & WHOLE GROUP DATA SCREENERS

Name: \_\_\_\_\_ 1st Grade Phonemic Awareness Screener  
Date: \_\_\_\_\_

## Section I Segmenting Phonemes

Directions: Tell the student you are going to say a word and you want them to tell you all the sounds in the word. Check the box if they segmented the sounds correctly. Record student error on the line if the answer was incorrect.

rat	r-ă-t	<input type="checkbox"/>	train	t-r-ă-n	<input type="checkbox"/>
floss	f-l-ô-s	<input type="checkbox"/>	soon	s-ô-n	<input type="checkbox"/>
steam	s-t-ê-m	<input type="checkbox"/>	ride	r-i-d	<input type="checkbox"/>
crawl	k-r-ăw-l	<input type="checkbox"/>	fuse	f-yu-z	<input type="checkbox"/>
thing	th-i-ng	<input type="checkbox"/>			

1st Grade Phonemic Awareness Screener

## Section II

### Spelling Assessment

Directions: You can complete this task whole group. Have students write the words on their recording sheet as you dictate and use each word in a sentence. Then, use the Spelling Analysis Tool to determine where to begin instruction.

- bat The bat flew out of the cave.
- fun It is fun to play at the park with your friends.
- send I am going to send my cousin a gift for her birthday.
- block Can you stack one more block on the tower?
- string I have to hold on tight to the string when I fly my kite!
- shake Many people shake hands when they meet someone for the first time.
- chime The wind chime made beautiful music in the breeze.
- home Dad went to buy groceries at the store and then came home to make dinner.
- mail I sent a card in the mail to say thank you to my friend.
- wheat Farmers grow wheat which is used to make bread and pasta.
- throat My throat was dry, so I took a sip of water.
- night I like to roast marshmallows at night when we go camping.
- few Do you have a few colored pencils that I can borrow?
- party My friends and I ate cake at my birthday party.

Name: \_\_\_\_\_ 1st Grade Phonemic Awareness Screener  
Date: \_\_\_\_\_

### Student Recording Sheet

1. _____	8. _____	15. _____
2. _____	9. _____	16. _____
3. _____	10. _____	17. _____
4. _____	11. _____	18. _____
5. _____	12. _____	19. _____
	13. _____	20. _____
	14. _____	

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Name: \_\_\_\_\_ 1st Grade Phonemic Awareness Screener

## Spelling Analysis Tool

Give the student the spelling assessment from the beginning of Section II. Check off the skills that the student wrote correctly for each word (regardless of how they spelled the rest of the word). Use the data to determine where to begin instruction in the Phonemic Awareness lessons.

For example, if the student correctly identified all short vowels, 3 blends, and 1 digraph, begin with the blends lessons.

	short vowels	blends	digraphs	final e	long vowels	r-controlled	other vowels
1. bat	a <input checked="" type="checkbox"/>						
2. fun	u <input checked="" type="checkbox"/>						
3. send	e <input checked="" type="checkbox"/>	nd <input checked="" type="checkbox"/>					
4. block	o <input checked="" type="checkbox"/>	bl <input checked="" type="checkbox"/>					
5. string	i <input checked="" type="checkbox"/>	str <input checked="" type="checkbox"/>	ng <input checked="" type="checkbox"/>				
6. shake			sh <input checked="" type="checkbox"/>	a_e <input type="checkbox"/>			
7. chime			ch <input checked="" type="checkbox"/>	i_e <input type="checkbox"/>			
8. home				o_e <input type="checkbox"/>			
9. mail					ai <input type="checkbox"/>		
10. wheat			wh <input checked="" type="checkbox"/>		ea <input type="checkbox"/>		
11. throat			th <input checked="" type="checkbox"/>		oa <input type="checkbox"/>		
12. night					igh <input type="checkbox"/>		
13. few					ew <input type="checkbox"/>		
14. party							
15. stir		st <input checked="" type="checkbox"/>					
16. porch			ch <input type="checkbox"/>			or <input type="checkbox"/>	
17. book							
18. now							
19. point		nt <input checked="" type="checkbox"/>					
20. either			th <input type="checkbox"/>			er <input type="checkbox"/>	
Total Words Correct Per Skill	/5	/5	/7	/3	/5	/4	

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# AUTOFILL DATA TRACKER

Type student names in the cells below and it will autofill your student names into the data tracker.

1. Christina

13.

**25.**

## 2. Ella

14.

**26.**

### 3. Brent

**15.**

**27.**

#### 4. James

16.

**28.**

## 5. Aşağıdaki

**17.**

**29.**

## 6. Laura

18.

**7.**

19.

8.

20

q.

**21.**

10.

22

II.

23

12.

24

1


100

TYPE STUDENT  
NAMES HERE

## Class Data Tracker

Use the chart below to record and quickly identify skills in the scope & sequence that your students have mastered. Add the date to each box when the student has mastered the skill. Then, use that data to group students based on their instructional needs.

	Name	Segmenting Phonemes	Blending Phonemes	Short Vowels				
				a	i	o	u	e
1.	Christina							
2.	Ella							
3.	Brent							
4.	James							
5.	Ava							
6.	Laura							
7.								
8.								
9.								



NAMES  
HERE

STUDENT NAMES  
AUTOFILL HERE

TYPE NAMES ONCE & IT WILL AUTOFILL ONTO ALL OF THE DATA TRACKERS FOR THE YEAR!

# SCIENCE OF READING ALIGNED SCOPE & SEQUENCE

## 1<sup>st</sup> Grade Phonemic Awareness Lessons

(clickable links)

<a href="#">Short a</a>	<a href="#">Blends Review</a>	<a href="#">Long vowel u: u, ew, ue</a>
<a href="#">Short i</a>	<a href="#">Digraph: ch, tch, sh</a>	<a href="#">R-controlled: ar</a>
<a href="#">Short o</a>	<a href="#">Digraph: th, wh</a>	<a href="#">R-controlled: er, ir, ur</a>
<a href="#">Short u</a>	<a href="#">Digraph: ng</a>	<a href="#">R-controlled: or, ore</a>
<a href="#">Short e</a>	<a href="#">Long Vowel: a_e, i_e</a>	<a href="#">Variant Vowel: short oo</a>
<a href="#">Short Vowel Review</a>	<a href="#">Long Vowel: o_e, u_e, e_e</a>	<a href="#">Variant Vowel: long oo</a>
<a href="#">L Blends</a>	<a href="#">Open Syllable</a>	<a href="#">Diphthong: ow, ou</a>
<a href="#">S Blends</a>	<a href="#">Long Vowel a: ai, ay</a>	<a href="#">Diphthong: oi, oy</a>
<a href="#">R Blends</a>	<a href="#">Long Vowel e: ee, ea</a>	<a href="#">Complex Vowels: aw, all</a>
<a href="#">Final Blends</a>	<a href="#">Long Vowel o: oa, ow</a>	<a href="#">Long i and o: ie, oe</a>
<a href="#">3 Letter Blends</a>	<a href="#">Long Vowel i: _y, igh</a>	<a href="#">Long e: e, ey, ie, ei</a>

