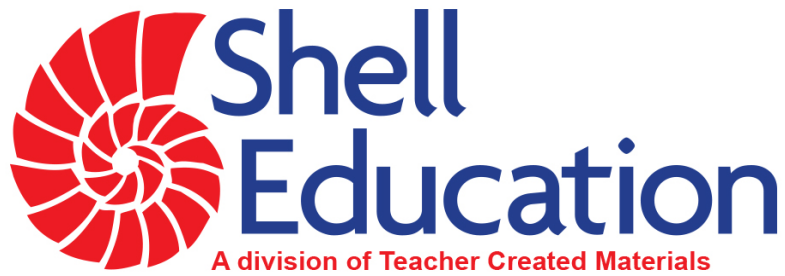


Sample Pages from



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Phonics

for First Grade

crow



frog



drum



How to Use This Resource

Unit Structure Overview

This resource is divided into 36 weekly units. Each week focuses on a specific phonics concept. This provides ample practice with each pattern before moving on to more complex patterns.

Week	Phonics Pattern	Week	Phonics Pattern
Week 1	Consonants	Week 19	Closed-Syllable Words
Week 2	Short Vowels	Week 20	Open-Syllable Words
Week 3	S Blends	Week 21	Consonant + <i>le</i>
Week 4	L Blends	Week 22	Review: Final Blends, Silent and Soft Letters, and Syllable Patterns
Week 5	R Blends	Week 23	Vowel Teams <i>ai</i> and <i>ay</i>
Week 6	Review: S Blends, L Blends, and R Blends	Week 24	Vowel Teams <i>igh</i> and <i>ie</i>
Week 7	Digraphs <i>ch</i> and <i>sh</i>	Week 25	Vowel Teams <i>oa</i> , <i>ow</i> , and <i>oe</i>
Week 8	Digraphs <i>wh</i> and <i>th</i>	Week 26	Vowel Teams <i>ee</i> and <i>ea</i>
Week 9	Digraphs <i>ck</i> and <i>ng</i>	Week 27	Vowel Teams <i>ew</i> , <i>ue</i> , and <i>oo</i>
Week 10	Trigraphs <i>tch</i> and <i>dge</i>	Week 28	Vowel Teams <i>au</i> and <i>aw</i>
Week 11	Digraphs <i>ss</i> and <i>ff</i>	Week 29	Review: Vowel Teams
Week 12	Digraphs <i>ll</i> and <i>zz</i>	Week 30	Words Ending with <i>y</i>
Week 13	Review: Digraphs and Trigraphs	Week 31	R-Controlled Vowels
Week 14	Final Blends <i>-ft</i> , <i>-st</i> , and <i>-nt</i>	Week 32	Diphthongs <i>oi</i> and <i>oy</i>
Week 15	Final Blends <i>-nd</i> and <i>-lp</i>	Week 33	Diphthongs <i>ou</i> and <i>ow</i>
Week 16	Final Blends <i>-mp</i> and <i>-nk</i>	Week 34	Inflectional Endings <i>-s</i> , <i>-es</i> , and <i>-ing</i>
Week 17	Silent <i>e</i>	Week 35	Inflectional Ending <i>-ed</i>
Week 18	Soft <i>c</i> and <i>g</i>	Week 36	Cumulative Review

How to Use This Resource *(cont.)*

Overview Pages

Each unit follows a consistent format for ease of use. An overview page introduces phonics concepts at the beginning of each unit. These pages support family understanding and provide opportunities to prepare students for the activities presented in the following practice pages. Teachers may wish to send the page home with students at the beginning of each unit to inform parents of what is being learned at school.

A box at the top of each page explains the phonics concept presented in that week.

Week 1

Overview

Consonants

There are 21 consonants in the alphabet. These letters represent sounds that are made when air is partially blocked by the tongue, teeth, or lips. The following letters are consonants:

b	c	d	f	g	h	j	k	l	m
n	p	q	r	s	t	v	w	y	z

Introduction

Directions: Say the beginning consonant sound in each word below. Notice what happens to your tongue, teeth, or lips as you make each sound.

Bb baby	Cc cup	Dd dog	Ff fish	Gg gift	Hh hat	Jj jump
Kk king	Ll lips	Mm mouse	Nn nose	Pp pencil	Qq queen	Rr rainbow
Ss sun	Tt turtle	Vv vine	Ww watch	Yy yoyo	Zz zebra	

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The Introduction activity provides an example of a strategy used within the unit or addresses common misconceptions with a specific phonics skill. Complete this activity as a class or in small groups to help prepare students for the upcoming topics.



How to Use This Resource *(cont.)*

Student Practice Pages

Practice pages reinforce grade-level phonics skills. This book provides one practice page for each day of the school year. Each day's phonics activity is provided as a full practice page, making it easy to prepare and implement as part of a morning routine, at the beginning of each phonics lesson, or as homework.

Day 1 of each week teaches students the phonics focus of the week and how to identify the target sounds.

Name: _____ Date: _____

Identification

Directions: Write each word in the sound boxes. Write one sound in each box. Circle the consonants. Read the words.

1. hat

--	--	--

 5. jam

--	--	--

2. cap

--	--	--

 6. fed

--	--	--

3. van

--	--	--

 7. web

--	--	--

4. rat

--	--	--

 8. zip

--	--	--

Try This!

Segment each word above. Tap your shoulder as you say the first sound. Tap your elbow as you say the second sound. Tap your wrist as you say the third sound.

On **Day 2**, students sort words based on target sound/pattern/syllable type, etc.

Name: _____ Date: _____

Word Sort

Directions: Read each word in the Word Bank. Sort the words into the table. You will write some words more than once.

Word Bank

mad bag top mat nap
dab dog gap bed

Begin With
b
d
g
m
n
t

Try This!

Choose a word from the Word Bank. Name as many words that rhyme with it as you can.

Students practice target concepts through word play activities on **Day 3**.

Name: _____ Date: _____

Word Play

Directions: Circle the words from the Word Bank in the puzzle. Shade the beginning consonant for each word.

Word Bank

bat cat get hat rat
cot dot hat pot sat

b	g	d	j	b	n
d	o	t	c	a	t
t	t	s	o	t	h
w	k	v	t	r	p
r	a	t	f	s	o
r	c	m	h	a	t
i	h	a	t	t	m

Try This! activities are included throughout the week as a way to practice phonics concepts through hands-on tasks.

Name: _____ Date: _____

Reading

Directions: Read the story. Circle the consonants b, d, g, and s. Draw a picture to show what happens.

A Pet for Sid

Sid got a big box. A dog was in the box. It was a pug. Sid can play with the dog. He can get the dog a bed. Sid can hug the dog. The dog can be a pet for Sid.

On **Day 4**, students read words, sentences, and passages containing the target concept.

At the end of the week on **Day 5**, students write words or sentences containing the target concept.

Name: _____ Date: _____

Writing

Directions: Look at the picture. Use the words in the Word Bank to write the missing words.

Word Bank

cap cat Gus van



1. _____ is a man.

2. Gus is in a _____.

3. Gus has on a _____.

4. There is a _____ in the van with Gus.

How to Use This Resource (cont.)

Digital Resources

Several resources are provided digitally (see page 240 for instructions on how to download these pages). These tools include the following:

- **Standards Correlations**—This resource shows how the activities align with key standards.
- **Class and Individual Analysis Sheets**—These analysis sheets can be used to track student progress toward mastery of concepts. Results can be analyzed to determine next steps for differentiating instruction to meet varying student needs.
- **Fluency Rubric**—This tool can help you assess reading proficiency and track student progress.

Score	4	3	2	1
Accuracy	Reads with 90% or more accuracy and fluency.	Reads with 80% or more accuracy and fluency.	Reads with 70% or more accuracy and fluency.	Reads with 60% or more accuracy and fluency.
Rate (pace)	Consistently reads at a rate that is appropriate for the task.	Consistently reads at a rate that is appropriate for the task.	Consistently reads at a rate that is appropriate for the task.	Consistently reads at a rate that is appropriate for the task.
Expression	Reads with appropriate expression, including intonation, phrasing, and emphasis.	Reads with appropriate expression, including intonation, phrasing, and emphasis.	Reads with appropriate expression, including intonation, phrasing, and emphasis.	Reads with appropriate expression, including intonation, phrasing, and emphasis.

Instructional Options

180 Days™: Phonics is a flexible resource that can be used in various instructional settings for different purposes.

- Use the practice pages as daily warm-up activities.
- Work with students in small groups, allowing them to focus on specific skills. This setting also lends itself to partner and group discussions about the phonics focus.
- Practice pages in this resource can be completed independently during center times and as activities for early finishers.



Identification

Directions: Write each word in the sound boxes. Write one sound in each box. Circle the consonants. Read the words.

1. hat

--	--	--



5. jam

--	--	--



2. cap

--	--	--



6. fed

--	--	--



3. van

--	--	--



7. web

--	--	--



4. rat

--	--	--



8. zip

--	--	--



Try This!

Segment each word above. Tap your shoulder as you say the first sound. Tap your elbow as you say the second sound. Tap your wrist as you say the third sound.

Name: _____ Date: _____

Word Sort

Directions: Read each word in the Word Bank. Sort the words into the table.

Word Bank

mad bag top mat pot
dab pit gap bed dog

Begins With	
b	
d	
g	
m	
p	
t	

Try This!

Choose a word from the Word Bank. Name as many words that rhyme with it as you can.

Name: _____ Date: _____

Word Play

Directions: Circle the words from the Word Bank in the puzzle. Shade the beginning consonant for each word.

Word Bank

bat cot got hot rat
cat dot hat pot sat

b	g	d	j	b	n
d	o	t	c	a	t
t	t	s	o	t	h
w	k	v	t	r	p
r	a	t	f	s	o
r	c	m	h	a	t
l	h	o	t	t	m

Name: _____ Date: _____

WEEK 1
DAY
4

Reading

Directions: Read the story. Circle the consonants *b*, *d*, *g*, and *s*. Draw a picture to show what happens.

A Pet for Sid

Sid got a big box. A dog was in the box. It was a pug. Sid can play with the dog. He can get the dog a bed. Sid can hug the dog. The dog can be a pet for Sid.

Consonants

Writing

Directions: Look at the picture. Use the words in the Word Bank to complete the sentences.

Word Bank

cap

cats

Gus

van



1. _____ is a man.

2. Gus is in a _____.

3. Gus has on a _____.

4. There are _____ in the van with Gus.