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

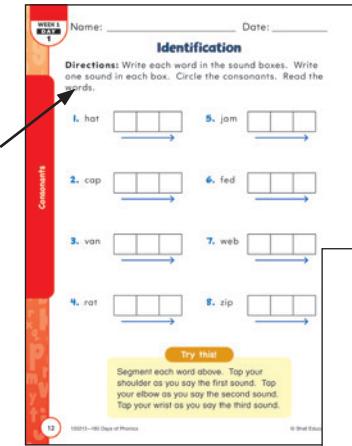


How to Use This Resource (cont.)

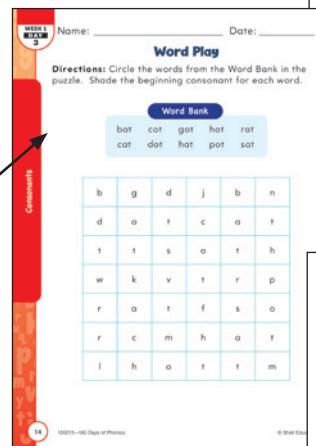
Student Practice Pages

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.



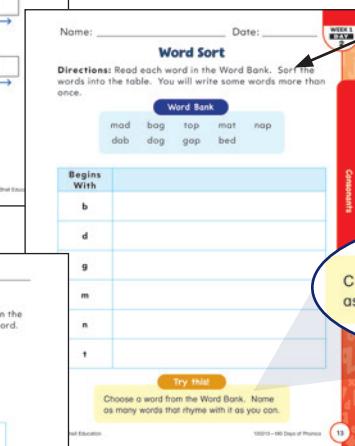
Students practice target concepts through word play activities on **Day 3**.



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

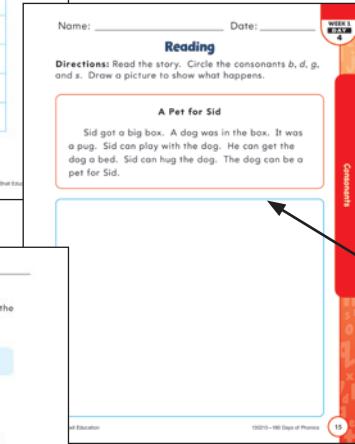


On **Day 2**, students sort words based on target sound/pattern/syllable type, etc.



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

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



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.

Fluency Rubric					
Outcomes	Score	4	3	2	
Accuracy		Recognizes most words and reads them quickly and accurately without hesitations.	Recognizes (through repeated practice) most words quickly and accurately. May make errors from time to time. May need to reread and apply word attack & skills.	Recognizes most words correctly and quickly. May need to reread and apply word attack & skills.	Misreads words, frequently. May need to reread and apply word attack & skills.
Rate (pace)		Consistently reads at a natural reading pace or an appropriate pace for the text.	Consistently reads as a conversational pace, but at a slower rate than the text demands.	Reads extremely slow, thus appearing to lack fluency. May need to reread and apply word attack & skills.	Reads at a slow but appropriate pace or fails to go back and reread.
Prosody		Reads smoothly, with appropriate intonation, phrasing and expression. Includes inflection and intonation.	Reads smoothly, with some inflection and intonation. Includes inflection and intonation.	Reads smoothly, with some inflection and intonation. Includes inflection and intonation.	Does not always read in a natural, rhythmic, or musical fashion. May read in a monotone or monotone with inflection or prosody.
Interpretation		Interprets text with appropriate meaning and word meanings in mind.	Breaks into text with appropriate meaning and word meanings in mind.	Breaks into text with appropriate meaning and word meanings in mind.	Reading as generally inaccurate and lacks meaning. May lack meaning or lack meaning in context.

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.



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.

Name: _____ Date: _____

WEEK 1
DAY
2

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

Consonants

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

Name: _____ Date: _____

Writing

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

Word Bank

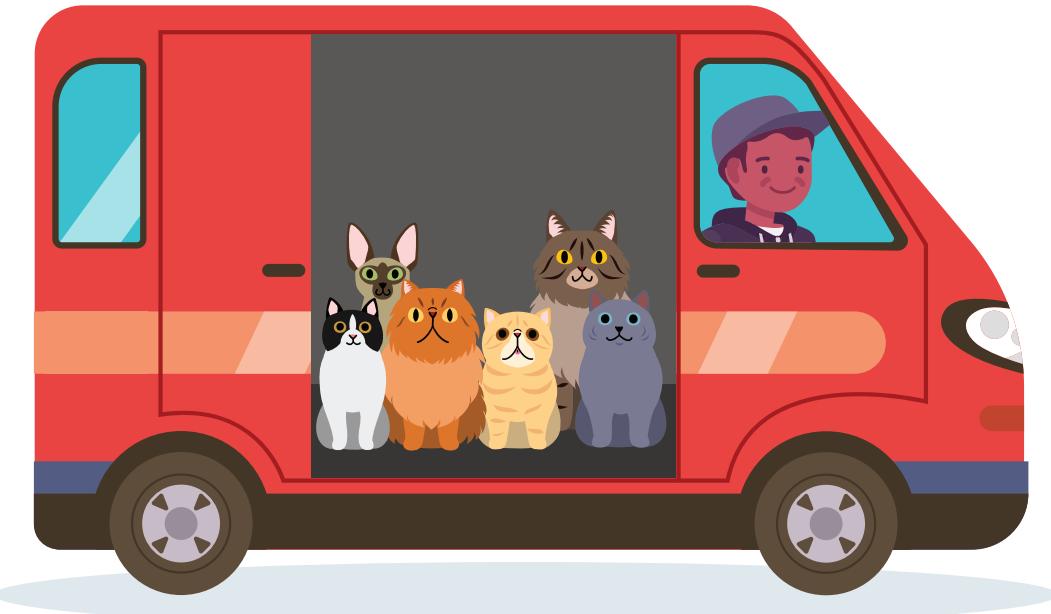
cap

cats

Gus

van

Consonants



1. _____ is a man.

2. Gus is in a _____.

3. Gus has on a _____.

4. There are _____ in the van with Gus.