

180 DAYSTM

Lessons and Activities

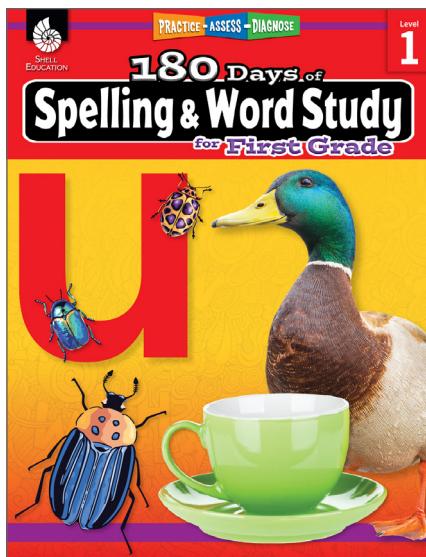
Spelling and Word Study for First Grade

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Introduction (cont.)

Goals of the Series

Vocabulary development is the final, and perhaps most critical, goal of this series. Tasks are vocabulary based, as students cannot complete them successfully without some knowledge of the words' definitions or parts of speech. Additionally, activities are designed to deepen students' knowledge of targeted words by requiring them to manipulate synonyms, antonyms, and multiple meanings.

Structured Practice

To be successful in spelling, students must focus definitions. For that reason, this series uses structured activities week-to-week, the daily activities are reading focused, and the weekly activities are reading focused.

The following activities are used throughout this book:

Title of Activity	Description
Analogy	Students use a word to complete a sentence.
Categories	Students sort words into categories.
Change a Letter	Students change a letter in a word to create a new word.
Homophones	Students choose the correct homophone to complete a sentence.
Inflectional Endings	Students add inflectional endings to words.
Picture Match	Students match pictures to words.
Plural Practice	Students practice adding plural endings to words.
Spelling Completions	Students use a word to complete a sentence.
Sentence Practice	Students practice writing sentences.
Sentence Types	Students use sentence types to complete a sentence.
Synonyms and Antonyms	Students use a word to find a synonym or antonym.
Tapping Sounds	Students tap sounds in words.
Turn the Question Around	Students use given words to turn a statement into a question.
Verb Tenses	Students practice past, present, and future verb tenses.
Word Sorts	Students sort words by category.

WEEK 1 DAY 1

Name: _____ **Date:** _____

Directions: Use the Word Bank to write a word for each picture.

Word Bank				
bag	cap	fan	jam	nap
pad	pan	wax	yam	

Picture Match

1. 2. 3.
 4. 5. 6.
 7. 8. 9.

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PRACTICE - ASSESS - DIAGNOSE

Level

1

180 Days of Spelling & Word Study for First Grade



Introduction *(cont.)*

Goals of the Series *(cont.)*

Vocabulary development is the third, and perhaps most critical, goal of the series. Tasks are meaning-based, so students cannot complete them successfully without some knowledge of the words' definitions or parts of speech. Additionally, activities are designed to deepen students' knowledge of targeted words by requiring them to manipulate synonyms, antonyms, and multiple meanings.

Structured Practice

To be successful in spelling, students must focus on the words, word parts, patterns, and definitions. For that reason, this series uses structured practice. Rather than changing the activities week-to-week, the daily activities are repeated throughout the 36 units. That way, students can focus on the words instead of learning how to complete the activities.

The following activities are used throughout this book:

Title of Activity	Description
Analogy	Students use a word bank to complete analogies.
Categories	Students sort words into categories.
Change a Letter	Students change a letter to create a new word.
Homophones	Students choose the correct homophones to complete sentences.
Inflectional Endings	Students add inflectional endings to given words.
Picture Match	Students match pictures to words.
Plural Practice	Students practice adding -s and -es to make words plural.
Sentence Completions	Students use a word bank to complete sentences.
Sentence Practice	Students practice writing sentences with spelling words.
Sentence Types	Students use given words to write statements and questions.
Synonyms and Antonyms	Students use a word bank to list synonyms or antonyms of given words.
Tapping Sounds	Students tap sounds out and write the letters they hear.
Turn the Question Around	Students use given words to answer questions in complete sentences.
Verb Tenses	Students practice present and past tense.
Word Sorts	Students sort words into categories.

UNIT 1

Short A Words

Focus

This week's focus is consonant-vowel-consonant (CVC) words with short *a*.

Helpful Hint

Short *a* sounds a little different when it comes before *m* or *n*. Notice the nasal /*a*/ in words like *fan* and *jam*.



WEEK 1

- **bag**
- **cap**
- **fan**
- **jam**
- **nap**
- **pad**
- **pan**
- **rag**
- **wax**
- **yam**

Name: _____ Date: _____

Directions: Use the Word Bank to write a word for each picture.**Word Bank**

bag

cap

fan

jam

nap

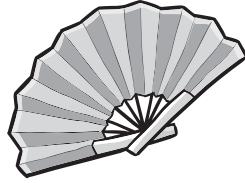
pad

pan

wax

yam

1.



2.



3.



4.



5.



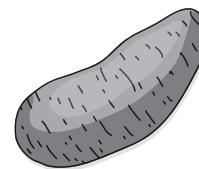
6.



7.



8.



9.



Name: _____ Date: _____

Directions: Say the word that names each picture. Tap out the sounds in the word. Write the letter that matches each sound in a separate box.

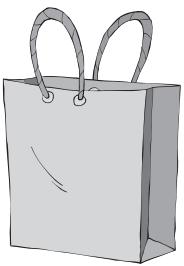
1.



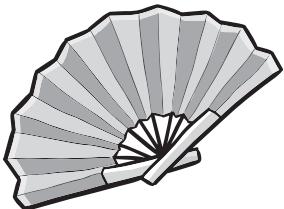
2.



3.



4.

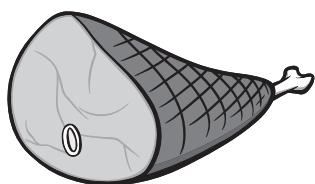


Directions: Write one of the words two times.

Name: _____ Date: _____

Directions: Look at both pictures. Say both words. Cross out the letter that changes. Write the second word.

1.

 h a m

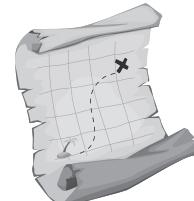
2.

 m a n

3.

 b a t

4.

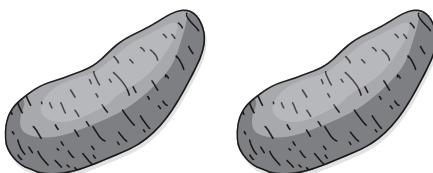
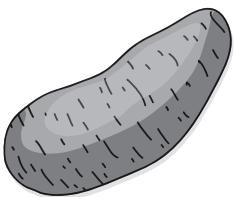
 m a p

Name: _____ Date: _____

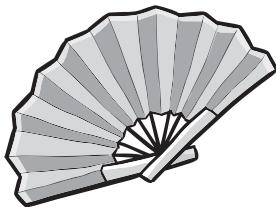
Directions: Adding –s to the end of a word changes the word to mean *more than one*. The word becomes a plural. Write the plural words.



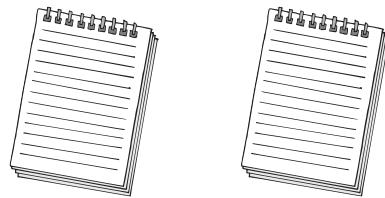
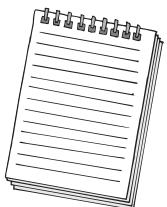
1. cap



2. yam



3. fan



4. pad

Name: _____ Date: _____

Directions: Write a sentence using each word.**Example:** *cat:* My cat has black fur.1. *rag:* _____

2. *cap:* _____

3. *wax:* _____
