

## First Grade Word Study Scope and Sequence

### Teacher Notes:

- After teaching a skill, assess student proficiency in order to plan for small group instruction and interventions. The *Small Groups to Support Phonics* book in the UOS in Phonics kit will serve as a helpful resource.
- Spelling tests begin the 2nd nine weeks. High frequency words are included multiple times throughout the year to build automaticity. During the 2nd nine weeks, spelling test words will come directly from the word wall. Students will begin generating words on spelling tests during the 3rd nine weeks.

### Word Wall Notes: First Grade Word Wall Words by Letter

- The purpose of the First Grade word wall is to help students learn high frequency words and generate rimes. When a new word is introduced in Units of Study in Phonics, a word with the same rime or word pattern has already been added to the word wall.
- During weeks 2-5, word wall words will be review from Kindergarten.
- Teachers can choose up to 10 additional words to add to the word wall to meet the needs of students.
- Additional word wall practice can be done using a variety of interactive word wall activities.

Week	Phonics UOS Sessions and Word Wall Words
1 2-day week	Teachers will have names of students written on manila paper--cut in a rectangle. Names will be introduced to students and added to the word wall below the alphabet. Teachers may choose to include pictures of students with names.
2	<b>M:</b> Introduce Word Wall Words: <b>the, like, is, and, can, to</b> ; Cheers and Chants <b>T-W:</b> Generate new words using rime patterns of word wall words on color paper ( <i>like, and, can</i> ). <b>Th:</b> Phonemic Awareness: Rhyming Lesson 1 <b>F:</b> Phonemic Awareness: Rhyming Lesson 2
3	<b>M:</b> Word Wall Words: <b>see, at, here, said, my, went, on</b> ; Cheers and Chants <b>T-W:</b> Generate new words using rime patterns of word wall words on color paper ( <i>see, at, my, went</i> ). <b>Th:</b> Phonemic Awareness: Change Phonemes Lesson 1 <b>F:</b> Phonemic Awareness: Change Phonemes Lesson 2
4	<b>M:</b> Word Wall Words: <b>in, you, look, this, it, go, play</b> ; Cheers and Chants <b>T-W:</b> UOS in Phonics: Unit 1: Talking and Thinking About Letters (Sessions 1-2) <b>Th:</b> Phonemic Awareness: Blend Phonemes Lesson 1
5	<b>T:</b> Word Wall Words: <b>up, not, come, get, for, do, she</b> ; Cheers and Chants <b>W-Th:</b> UOS in Phonics: Unit 1: Talking and Thinking About Letters (Sessions 3-4) <b>F:</b> Phonemic Awareness: Blend Phonemes Lesson 2
6	<b>M:</b> Word Wall Words: <b>glad, ball, did, has, run</b> ; Cheers and Chants <b>T-Th:</b> UOS in Phonics: Unit 1: Talking and Thinking About Letters (Sessions 5-7) <b>F:</b> Phonemic Awareness: Manipulate Phonemes Lesson

7	<p><b>M:</b> Word Wall Words: <b>then, saw, his, they;</b> Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 1: Talking and Thinking About Letters (Sessions 8-10)  <b>F:</b> Phonemic Awareness: Segment Words Into Phonemes Lesson 1</p>
8	<p><b>M:</b> Word Wall Words: <b>but, let, us, yes;</b> Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 1: Talking and Thinking About Letters (Sessions 11-13)  <b>F:</b> Phonemic Awareness: Segment Words Into Phonemes Lesson 2</p>
9	<p><b>M:</b> Word Wall Words: <b>big, eat, make, about;</b> Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 1: Talking and Thinking About Letters (Sessions 14-16)</p>
10	<p><b>T:</b> Word Wall Words: <b>have, came, more, of;</b> Cheers and Chants  <b>W-F:</b> UOS in Phonics: Unit 1: Talking and Thinking About Letters (Sessions 17-19)</p>
11	<p><b>M:</b> Word Wall Words: <b>put, your, flag, now;</b> Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 2: The Mystery of the Silent e (Sessions 1-3)  <b>F:</b> Spelling List 1</p>
12	<p><b>M:</b> Word Wall Words: <b>jam, zip, rug, little;</b> Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 2: The Mystery of the Silent e (Sessions 4-6)  <b>F:</b> Spelling List 2</p>
13	<p><b>M:</b> Word Wall Words: <b>yell, prop, girl, are;</b> Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 2: The Mystery of the Silent e (Sessions 7-9)  <b>F:</b> Spelling List 3</p>
14	<p><b>M:</b> Word Wall Words: <b>drill, crash, scrap, very;</b> Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 2: The Mystery of the Silent e (Sessions 10-12)  <b>F:</b> Spelling List 4</p>
15	<p><b>M:</b> Word Wall Words: <b>if, read, ring, jump;</b> Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 2: The Mystery of the Silent e (Sessions 13-15)  <b>F:</b> Spelling List 5</p>
16	<p><b>M:</b> Word Wall Words: <b>never, where, many, gold;</b> Cheers and Chants  <b>T-W:</b> UOS in Phonics: Unit 2: The Mystery of the Silent e (Sessions 16-17)  <b>Th:</b> Phonemic Awareness: Alliteration Lesson  <b>F:</b> Spelling List 6</p>
17	<p><b>M:</b> Word Wall Words: <b>quack, best, just, think;</b> Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 3: From Tip to Tail: Reading Across Words (Sessions 1-3)  <b>F:</b> Spelling List 7</p>

18	<p><b>M:</b> Word Wall Words: <b>with, was, could, other</b>; Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 3: From Tip to Tail: Reading Across Words (Sessions 4-6)  <b>F:</b> Phonemic Awareness: Revisit skills based on student needs <b>OR</b> Generate words using rime patterns of the word wall words on color paper.</p>
19 <i>*January 4</i>	<p><b>T:</b> Word Wall Words: <b>from, each, easy, wait</b>; Cheers and Chants  <b>W-Th:</b> UOS in Phonics: Unit 3: From Tip to Tail: Reading Across Words (Sessions 7-8)  <b>F:</b> Phonemic Awareness: Revisit skills based on student needs <b>OR</b> Generate words using rime patterns of the word wall words on color paper.</p>
20	<p><b>M:</b> Word Wall Words: <b>last, near, need, next</b>; Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 3: From Tip to Tail: Reading Across Words (Sessions 9-11)  <b>F:</b> Spelling List 1</p>
21	<p><b>T:</b> Word Wall Words: <b>been, down, house, them</b>; Cheers and Chants  <b>W-Th:</b> UOS in Phonics: Unit 3: From Tip to Tail: Reading Across Words (Sessions 12-13)  <b>F:</b> Spelling List 2</p>
22	<p><b>M:</b> Word Wall Words: <b>our, know, pool, much</b>; Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 3: From Tip to Tail: Reading Across Words (Sessions 14-16)  <b>F:</b> Spelling List 3</p>
23	<p><b>M:</b> Word Wall Words: <b>who, few, because, only</b>; Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 3: From Tip to Tail: Reading Across Words (Sessions 17-18)  <b>F:</b> Spelling List 4</p>
24	<p><b>M:</b> Word Wall Words: <b>high, might, there, under</b>; Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 4: Word Builders: Using Vowel Teams to Build Big Words (Sessions 1-3)  <b>F:</b> Spelling List 5</p>
25	<p><b>M:</b> Word Wall Words: <b>want, were, kind, ask</b>; Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 4: Word Builders: Using Vowel Teams to Build Big Words (Sessions 4-6)  <b>F:</b> Spelling List 6</p>
26	<p><b>T:</b> Word Wall Words: <b>chalk, what, soon</b>; Cheers and Chants  <b>W-Th:</b> UOS in Phonics: Unit 4: Word Builders: Using Vowel Teams to Build Big Words (Sessions 7-8)  <b>F:</b> Spelling List 7</p>
27	<p><b>M:</b> Word Wall Words: <b>everyone, always, use, rock</b>; Cheers and Chants  <b>T-Th:</b> UOS in Phonics: Unit 4: Word Builders: Using Vowel Teams to Build Big Words (Sessions 9-11)  <b>F:</b> Spelling List 8</p>
28	<p><b>M:</b> Generate words using rime patterns of the word wall words on color paper.  <b>T-Th:</b> UOS in Phonics: Unit 4: Word Builders: Using Vowel Teams to Build Big Words (Sessions 12-14)  <b>F:</b> Alphabetize a Series of Words Lesson</p>

29	<p><b>M:</b> Generate words using rime patterns of the word wall words on color paper.  <b>T-Th:</b> UOS in Phonics: Unit 4: Word Builders: Using Vowel Teams to Build Big Words (Sessions 15-17)  <b>F:</b> Spelling List 1</p>
30	<p><b>M:</b> Generate words using rime patterns of the word wall words on color paper.  <b>T-Th:</b> UOS in Phonics: Unit 5: Marvelous Bloopers: Learning Through Wise Mistakes (Sessions 1-3)  <b>F:</b> Spelling List 2</p>
31	<p><b>M:</b> Generate words using rime patterns of the word wall words on color paper.  <b>T-Th:</b> UOS in Phonics: Unit 5: Marvelous Bloopers: Learning Through Wise Mistakes (Sessions 4-6)  <b>F:</b> Spelling List 3</p>
32	<p><b>M:</b> Generate words using rime patterns of the word wall words on color paper.  <b>T-W:</b> UOS in Phonics: Unit 5: Marvelous Bloopers: Learning Through Wise Mistakes (Sessions 7-8)  <b>Th:</b> Spelling List 4</p>
33	<p><b>T:</b> Generate words using rime patterns of the word wall words on color paper.  <b>W-Th:</b> UOS in Phonics: Unit 5: Marvelous Bloopers: Learning Through Wise Mistakes (Sessions 9-10)  <b>F:</b> Spelling List 5</p>
34	<p><b>T:</b> Generate words using rime patterns of the word wall words on color paper.  <b>W-Th:</b> UOS in Phonics: Unit 5: Marvelous Bloopers: Learning Through Wise Mistakes (Sessions 11-12)  <b>F:</b> Spelling List 6</p>
35	<p><b>M:</b> Generate words using rime patterns of the word wall words on color paper.  <b>T-Th:</b> UOS in Phonics: Unit 5: Marvelous Bloopers: Learning Through Wise Mistakes (Sessions 13-15)  <b>F:</b> Spelling List 7</p>
36	<p><b>M:</b> Generate words using rime patterns of the word wall words on color paper.  <b>T-Th:</b> UOS in Phonics: Unit 5: Marvelous Bloopers: Learning Through Wise Mistakes (Sessions 16-17)  <b>F:</b> Spelling List 8</p>
37	<p>Revisit skills based on student needs; Utilize the <i>Small Groups to Support Phonics</i> book in the UOS in Phonics kit.</p>