

## **First Grade Title I Extended Spring Break Plans**

A large part of the first grade Title I program is routine. One of our major routines is a phonemic awareness intervention named Heggerty. In recent days, Heggerty Phonemic Awareness has come out with YouTube videos teaching parents how to do these very simple word games at home. The best part is that these word games require no materials!

The link provided will show you the simple hand motions and instructions that go with these lessons. Please complete these very quick word games with your student over our extended time away from the classroom. Three weeks of lessons are provided in PDF format using the second link or use the direct link on our school's website.

Word Games How To: <https://youtu.be/Qm3VdudSmF4>

Word Game Plans: <https://www.heggerty.org/download-assessments-and-resources>

The second part of our routine is practicing "chunks" these sounds are used in helping decode. Please use the provided flashcards to practice. Normally, I just hold up the card and ask what sound. I then place it in two piles (need to practice or yes know it). I would practice no more than 10 minutes a day.

Outside of the two listed interventions, the other parts of our Title I time require many materials. For now, I would strongly encourage students to utilize our RAZ Kids program online to practice reading books on their level. Information on this was sent home in the first grade packs. As always, if you have any questions or concerns please contact me. I will be checking my email regularly. I appreciate any work that you do with your student at home during this difficult time.

Partners in education,  
Mrs. Gray  
Title I K-1  
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English Primary

Phonemic Awareness Training Lesson Plan for Week 15

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher reads the word set. Students repeat only the two rhyming words or the non-rhyming word. (See daily heading.)	Repeat the two words that rhyme store, snore, spray spy, scarf, sky score, small, stall start, smart, speak smell, skit, spell	Repeat the two words that rhyme skip, sneak, speak sway, stay, swam style, stop, smile skill, still, stone snake, stir, stake	Repeat the two words that rhyme skirt, sleep, sweep spit, swish, skit stoop, scoop, sniff swim, skin, start scar, scout, star	Repeat the word that <i>doesn't</i> rhyme stiff, stay, sniff stap, scoon, stone snip, skip, smooth scare, sung, swing spur, stir, speed	Repeat the word that <i>doesn't</i> rhyme snoop, stew, scoop score, store, strap scale, stool, stage swerve, spill, skill state, skate, speech
Teacher says the word pairs. Students repeat the words and show thumbs up if the words begin with the same blend, or thumbs down if they do not.	classic, cloudy staircase, stammer skipping, standard glossy, plaster pleasure, plenty	speeches, specialize skateboard, spacious clubhouse, clockwise grumble, grateful trusted, smother	clever, platform stadium, station flashlight, flegpole sniffle, skyline smoothes, smelling	glamorous, glitter stallion, sparrow spotless, special glossary, glacier clothing, placement	player, planner blizzard, scorpion standard, stamina flicker, slender blossom, bleachers
Teacher says the phonemes for each word. Students blend the sounds to say the whole word. Ex. T: s-m-i S: smile	s-c-ā-b scab s-l-ā-p slap s-m-ī-l smile s-n-ō snow s-p-ē-k speak s-t-ā-t-s states s-w-ā-n swan s-t-ā-k stake s-p-ē-l-er speller s-w-ī-m-er swimmer	s-k-ā-t skate s-l-ē-d sled s-m-ā-j smudge s-n-ūp snip s-p-i-d-er spider s-t-ē-m steam s-w-ē-t-er sweater s-l-i-p-er-2 slippers s-p-i-n spin s-l-i-d slide	s-k-ē ski s-l-i-p slip s-m-ā-sh snash s-n-ā-l snail s-p-ā-l spell s-t-i-k-er sticker s-w-ē-p-er sweeper s-m-ā-k-ē smoky s-t-ā-p-l-er stapler s-p-ū-n-j sponge	s-k-i-n skin s-l-ō slow s-m-ē-l smell s-n-ā-k-s snakes s-p-ā-s space s-t-ā-k stack s-w-ē-t-er sweeter s-p-ē-n-t spent s-w-i-m swim s-k-i-p skip	s-k-i sky s-l-i-d slid s-m-ā-k snake s-p-i-n spine s-t-ā-m-p stamp s-w-i-sh swish s-k-ā-t-er skater s-l-ō-p slope s-l-i-p sleep
Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, I chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.	s-m-a-sh, g-l-a-d, p-l-a-n s-t-e-e-p, c-l-e-a-n, b-l-e-a-c-h g-l-o-v-e, c-h-b, s-t-u-f-f f-l-o-p, b-l-o-c-k, t-r-o-m-p c-l-u-b, s-n-u-g, f-l-u-f-f s-n-a-c-k, p-l-a-n, f-l-a-g s-t-o-r-e, g-l-o-b-e, c-l-o-s-e	s-m-a-sh, g-l-a-d, p-l-a-n s-t-e-e-p, c-l-e-a-n, b-l-e-a-c-h g-l-o-v-e, c-h-b, s-t-u-f-f f-l-o-p, b-l-o-c-k, t-r-o-m-p c-l-u-b, s-n-u-g, f-l-u-f-f s-n-a-c-k, p-l-a-n, f-l-a-g s-t-o-r-e, g-l-o-b-e, c-l-o-s-e	p-l-e-d-g-e, s-p-e-n-t, s-l-e-p-t p-l-a-n-e, s-p-a-c-e, s-m-a-i-l s-t-o-r-k, p-l-o-t, s-t-o-p s-t-i-l, c-l-i-f-f, s-t-i-c-k s-k-u-r-k, p-l-u-m, l-o-v-e f-l-a-p, f-l-a-g, s-t-a-c-k s-c-o-p-e, p-r-o-b-e, s-p-o-k-e	p-l-a-n-t, f-l-a-s-h, g-l-a-d s-w-i-t-h, s-p-i-l-l, t-w-i-s-t s-t-a-l-e, f-l-a-m-e, b-l-a-z-e s-l-e-d, s-t-e-m, s-w-e-a-t c-l-e-a-n, s-t-e-e-p, s-p-e-a-k f-l-u-t-e, t-r-u-t-h, b-l-o-o-m s-l-i-d-e, f-l-i-g-h-t, s-m-i-l-e	s-i-c-k, g-l-i-t-c-h, f-l-i-p f-l-o-c-k, s-l-o-t, s-t-o-c-k f-l-e-x, s-t-e-p, b-l-e-a-s-s c-l-a-p, g-l-a-s-s, s-t-a-f-f s-m-o-k-e, s-t-o-n-e, c-l-o-v-e s-t-a-g-e, s-n-a-k-e, b-l-a-n-k s-w-e-e-t, s-t-e-a-m, p-l-e-a-d
Teacher says the series of words. Students listen and isolate the medial sound in the series & identify if the vowel is short or long. Ex. T: snack, plan, flag S: /ā/, short a	b-l-a-d-e, s-l-a-t-e, f-l-a-k-e c-l-o-c-k, s-p-o-t, s-m-o-c-k f-l-i-g-h-t, s-p-i-c-e, c-l-i-m-b s-l-e-d, s-t-e-p, s-w-e-p-t c-l-u-b, s-n-u-g, f-l-u-f-f s-n-a-c-k, p-l-a-n, f-l-a-g s-t-o-r-e, g-l-o-b-e, c-l-o-s-e	/ā/ /ā/ /ū/ /ō/ /ā/ /ē/ /ū	/ē/ /ā/ /ō/ /ū/ /ū/ /ā/ /ō/ /ū	/ā/ /ū/ /ā/ /ē/ /ē/ /oo/ /ū	/V/ /ō/ /ē/ /ā/ /ō/ /ā/ /ē/

English Primary

Phonemic Awareness Training Lesson Plan for Week 15

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher says the word. Students repeat the word and segment it into phonemes. Ex. T: snap S: snap, s-n-ā-p	ski slip smash snail spell stickers sweeper stapler sponge	skin slow smell snakes space stack sweeter spent swim skip	s-k-i s-l-i-p s-m-ā-sh s-n-ā-l s-p-ē-l s-t-i-k-er-z s-w-ē-p-er s-m-ō-k-ē s-t-ā-p-l-er s-p-i-n-j	scab slap smile snow speak states swan stable speller swimmer	skate sled smudge snip spider steam sweater slippers spin slide
*Students say sounds, not letter names					
Segmenting hand motion: Students place palms together to create "choppers" and make a chopping motion from left to right as they say each phoneme in the word. Teachers chop from right to left so that students mirror your movements.					

Word	Add	Response	Word	Add	Response	Word	Add	Response
-key	/s/	ski	-kin	/s/	skin	-kater	/s/	skater
-lip	/s/	slip	-low	/s/	slow	-lide	/s/	slide
-mokey	/s/	smokey	-nack	/s/	snack	-moke	/s/	smoke
-stapler	/s/	stapler	-pace	/s/	space	-nake	/s/	snake
-pinj	/s/	sponge	-tack	/s/	stack	-pine	/s/	spine
-tickers	/s/	stickers	-weter	/s/	sweeter	-tamp	/s/	stamp
-weep	/s/	sweep				-wish	/s/	swish

Word	Without	Response	Word	Without	Response	Word	Without	Response
sky	/s/	cab	skate	/s/	key	skin	/s/	kit
slide	/s/	lap	sled	/s/	lip	slow	/s/	low
smoke	/s/	mile	smash	/s/	mokey	smell	/s/	meat
snake	/s/	peak	snap	/s/	nap	snacks	/s/	nacks
spine	/s/	wan	spider	/s/	pider	space	/s/	pace
stamp	/s/	tates	steam	/s/	team	stack	/s/	tack
swish	/s/	table	sweater	/s/	weter	sweeter	/s/	weter
skater	/s/	patler	slippers	/s/	lippers	skunk	/s/	kunk
slope	/s/	nc	spin	/s/	pin	swim	/s/	wim
leap	/s/	wimmer	slides	/s/	lides	skip	/s/	kip

Deleting hand motion: Hold 2 open palms out in front of you. Teacher's right hand is the first sound, left hand is the rest of the word. Full your right hand away when deleting the first sound, and show what part remains with your left hand.

English Primary

Phonemic Awareness Training Lesson Plan for Week 15

Skills	Monday		Tuesday		Wednesday		Thursday		Friday						
	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response			
Teacher says the word. Students repeat the word. Teacher says, "Change /s/ to /m/ and the word is?" Ex. T: clap S: clap T: Change /c/ to /s/ and the word is? S: snap ** 2 sounds of the consonant blend *Say sound, not letter name	ice blade flake snake keep feet ride blown flew plain	/s/ /sp/ /sn/ /st/ /sl/ /sw/ /sl/ /st/ /st/ /st/	slice spade snake steak sleep sweet slide stone stew stain	grow sleep gain plate shout gray twice gate play clay	/s/ /st/ /st/ /sl/ /sc/ /st/ /sp/ /sk/ /sw/ /sl/	slow steep strain slate scout stay spice skate sway slay	new grow snow twine steep wide flee grate clear plane	/s/ /sn/ /st/ /sw/ /sw/ /sl/ /sk/ /st/ /st/ /sp/	slew snow stow swine sweep slide ski state steer Spain	cheat crate phone trap weak land slept flush drill smell	/str/ /sk/ /st/ /sl/ /sp/ /st/ /sw/ /sl/ /sk/ /sp/	street skate stone slap speak stand swept shush skill spell	black spill bluff blog flap clump trun trash small plant	/sn/ /sp/ /sn/ /sm/ /sn/ /st/ /sw/ /sn/ /st/ /sl/	snack spill snuff snog snap stamp swim smash stall slant

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound(s), left fist is the rest of the word. Pull the fist away that represents the part being substituted and lightly pound your fists together when you say the new word.

Teacher holds up flashcards one at a time in random order and students & teacher say the letters' name(s) and sound(s). Provide long and short sounds for vowels.	Card pack: Vowels, digraphs, S Blends: sc, sk, sl, sm, sn, sp, st, Show the flashcards & say, "Letter is / Letters are _____," "Sound is / Sounds are _____," (for speed and accuracy)	Card pack: Vowels, digraphs, and S Blends: se, sk, sl, sm, sn, sp, st, Show the flashcards & say, "Letter is / Letters are _____," "Sound is / Sounds are _____," (for speed and accuracy)	Card pack: Vowels, digraphs, and S Blends: bi, ci, fi, gi, pi, si Show the flashcards & say, "Letter is / Letters are _____," "Sound is / Sounds are _____," (for speed and accuracy)	Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st, Show the flashcards & say, "Letter is / Letters are _____," "Sound is / Sounds are _____," (for speed and accuracy)
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English Primary

Phonemic Awareness Training Lesson Plan for Week 16

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher reads word pairs. Students repeat the word pair and show thumbs up if the words rhyme or thumbs down if they do not rhyme.	brave, crave from, drum drag, brag flame, flick tree, free	frost, frame prize, skies fry, sky slice, price frayed, trade	gray, grow trick, track grape, drape slow, drew train, brain	trip, drip frame, drain grade, stayed frog, smog crib, crab	print, prize crawl, cry frail, trail trap, crop truck, stuck
Teachers says, "Which words begins with a different blend?" Teacher says all three words. Students respond with the word that begins with a different blend. Ex. T: sketchy, skipper, smuggle S: smuggle	bravery, crowded, cradle scooter, scoreboard, spirit prizes, pressing, plenty bridges, cracker, brother sneaker, sturdy, snorkel	player, glisten, pleasant blueberry, blackout, clothing special, station, stomach crocodile, creative, brighten spelling, scatter, spinach	trainer, pretty, trying freckles, frozen, flashlight spoken, steady, statue planet, sirthoz, plastic storage, scorpion, scamper	drizzle, traffic, dragon friendly, grateful, green slowly, slinger, flipper clever, flavor, classroom straight, steady, sculpture	clumsy, travel, tractor fraction, pretzel, Friday skeloton, snapshot, snowfall cricket, brittle, crystal spaghetti, spaceship, scamper
Teacher says the phonemes for each word. Students blend the sounds to say the whole word. Ex. T: b-r-a-v-e S: brave *Say sounds, not letter names	b-r-a-v g-r-i-n c-r-a-b g-r-e-a-t f-r-o-s-t c-r-o-w p-r-o-m b-r-i-s-k c-r-u-m-b f-r-a-i-l	b-r-a-d p-r-a-z g-r-a-s c-r-a-t b-r-o-n-z f-r-i-e-s g-r-o-a-n p-r-i-z g-r-o-u-p b-r-a-i-n	b-r-ow-n g-r-e-e-n c-r-i-p g-r-a-y f-r-o-z b-r-e-w g-r-a-b b-r-i-d-g c-r-e-a-k g-r-u-n-t	b-l-o-k f-l-a-g p-l-u-m c-l-u-b s-l-i-c-k c-r-i-b b-r-o-o-m g-r-i-l f-r-o-m b-r-e-a-d	g-l-a-z b-l-o-w f-l-a-m-e p-l-a-y s-l-e-e-v-e p-r-o-o-f b-r-i-n c-r-i-e-d b-r-i-g-h-t f-r-e-e-z-e
Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher.					
Mon, Wed & Fri: Teacher reads the words. Students isolate the vowel sound heard in the series, identifying it as short or long. Ex. T: trip, thrill, skit S: /i/, short Tues & Thurs: Teacher reads the words. Students isolate the final sound in the series. Ex. T: frog, egg, chug S: /g/	grape, brave, straight /a/ stack, clamp, splash /s/ slim, drift, flip /f/ sleek, green, fleet /e/ scold, stole, groan /o/ sketch, swell, thread /e/ stung, crust, plump /u/ twice, lies, fright /i/	sale, flail, smile /l/ sleep, prop, slope /p/ slime, cream, prime /m/ stage, stooge, huge /j/ cried, grade, bride /d/ snooze, was, froze /z/ glass, fleece, pace /s/ brown, drain, lion /n/	club, crunch, smudge /u/ clean, breathe, squeeze /e/ scroll, throne, frown /o/ swam, crack, scan /s/ twelve, press, fled /e/ strain, trace, blaze /z/ truth, cruel, bruise /oo/ trip, thrill, skit /i/	brought, coat, treat /t/ drove, cove, serve /v/ dress, press, horse /s/ head, dread, wood /d/ frog, egg, chug /g/ trail, small, smile /j/ steep, swamp, grape /p/ grass, mess, cross /s/	gruff, drum, trunk /u/ starp, clash, glance /z/ slime, style, prize /v/ clomp, drop, stock /o/ crate, brave, sprang /z/ freeze, creep, steam /e/ bread, stem, spread /e/ froze, grown, drone /o/

English Primary

Phonemic Awareness Training Lesson Plan for Week 16

Skills	Monday		Tuesday		Wednesday		Thursday		Friday			
	Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
Teacher says the word. Students repeat the word and segment it into phonemes. Ex. T: bread S: bread, b-r-ē-d	brown green crisp gray froze brew grab bridge creak grunt	b-r-ōw-n g-r-ēn c-r-i-s-p g-r-ā f-r-ō-z b-r-ō g-r-ā-b b-r-ī-j g-r-ē-k g-r-ūn-t	block flag plum club slick crib broom grill broom bread	b-l-ō-k f-l-ā-g p-l-ū-m c-l-ū-b s-l-ī-k c-r-ī-b b-r-ō-m g-r-ī-l g-r-ō-m b-r-ē-d	glaze blow flame play sleeve prize brim cried bright freeze	g-l-ā-z b-l-ō f-l-ā-m p-l-ā s-l-ē-v p-r-ī-z b-r-īm c-r-ī-d b-r-ī-t f-r-ē-z	brave grin crab great frost crow pron brisk crumb frail	b-r-ā-v g-r-ī-n c-r-ā-b g-r-ē-t f-r-ō-s-t c-r-ō p-r-ō-n b-r-ī-s-k c-r-ū-m f-r-ā-l	braid praise crate bronze fries groans prizes group brandy	b-r-ā-d p-r-ā-z g-r-ā-s c-r-ā-t b-r-ō-n-z f-r-ī-z g-r-ō-n-s p-r-ī-z g-r-ō-p b-r-ā-n-d		
Students say sounds, not letter names.												

Segmenting hand motion: Students place palms together to create "shoppers" and make a chopping motion from left to right as they say each phoneme in the word. Teachers chop from right to left so that students mirror your movements.

Word	Add	Response	Word	Add	Response	Word	Add	Response	Word	Add	Response
-name	/f/	frame	-runch	/c/	crunch	-righter	/b/	brighter	-robe	/p/	probe
-rade	/g/	grade	-rush	/b/	brush	-risk	/b/	brisk	-rab	/c/	crab
-rini	/p/	punit	-rōp	/c/	crop	-rōst	/f/	frost	-rash	/f/	fresh
-red	/b/	bread	-raise	/p/	praise	-rhine	/g/	grime	-rack	/c/	crack
-rean	/c/	cream	-rand	/g/	grand	-rash	/t/	trash	-reeze	/f/	freeze
-race	/b/	brace	-ress	/p/	press	-ring	/b/	bring	-rēzel	/p/	prezel
-ray	/p/	prey	-rain	/c/	crane	-rīmbz	/c/	crumbs	-rōwl	/g/	growl
-right	/f/	right	-rave	/b/	brave	-rūmbs	/c/	crumbs	-rōwl	/g/	growl

Adding hand motion: Teacher holds left palm out to show the word/part. Add the first sound with right hand and lightly clap hands together for the the whole word.

Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
brain	/b/	rain	grab	/c/	raft	brave	/b/	rave	sleep	/s/	leap
grows	/g/	rows	froze	/f/	rose	grade	/g/	raid	flute	/f/	lute
crash	/c/	rash	prune	/p/	rune	prize	/p/	rise	glean	/c/	lean
frost	/f/	rost	grate	/g/	rate	fright	/f/	right	play	/p/	lay
price	/p/	rice	brat	/b/	rat	grude	/c/	rude	flight	/f/	light
brick	/b/	Rick	trade	/t/	raid	broom	/b/	room	shure	/s/	sure
grip	/g/	rip	brainy	/b/	rainy	fried	/f/	ride	globe	/g/	lobe
brin	/b/	rim	groak	/c/	roak	growl	/g/	rowl	block	/b/	lock
cramp	/c/	ramp	bright	/f/	fresh	grane	/c/	rain	glade	/g/	lade
grace	/g/	race	grunt	/g/	row	grape	/g/	ripe	bleed	/b/	lead

Deleting hand motion: Hold 2 open palms out in front of you. Teacher's right hand is the first sound, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what part remains with your left hand.

English Primary

Phonemic Awareness Training Lesson Plan for Week 16

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
Teacher says the word. Students repeat the word. Teacher says, "Change /r/ to /w/ and the word is?"	black	/r/	track	blind	/gr/	grind	brush	/bz/	brush	fridge	/bz/	bridge	fridge	/bz/	bridge
Ex. T: flow S: flow T: Change /h/ to /ar/ and the word is? S: crow	grass	/gr/	grass	clap	/tr/	drip	grapes	/gr/	grapes	slip	/tr/	trip	slip	/tr/	trip
	brag	/br/	brag	fly	/pr/	pry	grow	/gr/	grow	slay	/gr/	gray	slay	/gr/	gray
	cream	/cr/	cream	clue	/tr/	true	frown	/tr/	frown	slack	/br/	brick	slack	/br/	brick
	train	/tr/	train	fleece	/gr/	grease	brow	/br/	brow	crash	/tr/	trash	crash	/tr/	trash
	grate	/gr/	grate	scout	/cr/	crout	crate	/cr/	crate	press	/dr/	dress	press	/dr/	dress
	crawl	/cr/	crawl	please	/br/	breeze	grin	/gr/	grin	flyer	/dr/	dryer	flyer	/dr/	dryer
	trail	/tr/	trail	snog	/tr/	frog	ty	/tr/	ty	speckles	/tr/	green	speckles	/tr/	green
	trace	/tr/	trace	sneeze	/tr/	freeze	dried	/dr/	dried	clean	/gr/	green	clean	/gr/	green
	gramp	/gr/	gramp	tried	/br/	bride	trap	/tr/	trap	stale	/tr/	trail	stale	/tr/	trail

Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound(s), left fist is the rest of the word. Pull the fist away that represents the part being substituted and lightly pound your fists together when you say the new word.

Teacher holds up flashcards one at a time in random order and students & teacher say the letters' name(s) and sound(s). Provide long and short sounds for vowels.	Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr Show the flashcards & say, "Letter is / Letters are _____." "Sound is / Sounds are _____."	Card pack: Vowels, digraphs, and L Blends: bl, cl, fl, gl, pl, sl Show the flashcards & say, "Letter is / Letters are _____." "Sound is / Sounds are _____."	Card pack: Vowels, digraphs, and R Blends: br, cr, dr, fr, gr, pr, tr Show the flashcards & say, "Letter is / Letters are _____." "Sound is / Sounds are _____."
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