



Fundations Pacing Guide

Level 1

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1	15 days	15 days
MP1	Unit 2	10 days	25 days
MP1	Unit 3	10 days	35 days
MP1	Unit 4	10 days	45 days
MP1	FLEX DAYS	3 days	48 days
MP2	Unit 5	5 days	53 days
MP2	Unit 6	15 days	68 days
MP2	Unit 7	15 days	83 days
MP2	Unit 8	10 days	93 days
MP2	FLEX DAYS	3 days	96 days
MP3	Unit 9	10 days	106 days
MP3	Unit 10	15 days	121 days
MP3	Unit 11	15 days	136 days
MP3	FLEX DAYS	2 days	138 days
MP3-4	Unit 12	15 days	153 days
MP4	Unit 13	15 days	168 days
MP4	Unit 14	10 days	178 days
MP4	FLEX DAYS	2 days	180 days

Unit Total is inclusive of introduction, instruction, unit assessments, etc. for that particular unit.

** Cumulative Total is a running total, inclusive of prior and current units.

Pemberton Township School District

First Grade – Foundational Skills

Unit Title: Unit 1 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS 21st Century Life and Careers

CRP4

CRP12

Pemberton Township School District

First Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Name sounds of primary consonants and short vowels
- Name and write corresponding letter(s) when given sounds for consonants and short vowels
- Print all lower-case letters

Essential/Guiding Question:

- How are sounds represented by letters?
- How do I form lower-case letters?
- What are the letters of the alphabet?
- What are vowels and consonants?
- How do I rhyme words?

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First Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Big Idea: Reinforces the basic skills that were learned in Kindergarten and progresses further into the study of word structure. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Alphabetical Order – Students match the corresponding Letter Tile to the letter squares on their Letter Board. Students then practice naming the letters in alphabetical order. This activity helps students develop alphabetic knowledge, automatic letter naming, and alphabetical order. 2. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 3. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 4. Echo/Letter Formation – Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. 5. Letter-Keyword-Sound – This activity introduces students to the letter name and sound association with the help of a “keyword” picture. 6. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity. 	<ul style="list-style-type: none"> • Letter-Keyword sounds for consonants • Letter-Keyword sounds for short vowels • Letter Formation for lower-case letters a to z • Alphabetical Order • Sound recognition for consonants and short vowels

Pemberton Township School District

First Grade – Foundational Skills

7. Sky Write/Letter Formation – Students use gross-memory to learn letter formation following the teacher’s verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, its visual representation, and the kinesthetic memory of the letter formation.

Stage 2: Assessment Evidence

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First Grade – Foundational Skills

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - Letter-Keyword-Sounds
 - Letter Formation
 - Sound Recognition
 - Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - Unit Tests

Stage 3: Learning Plan

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First Grade – Foundational Skills

Learning Opportunities/Strategies:

Orientation Day 1 in Foundations

- **Teach How to Echo –**
Introduce Echo the Owl, Baby Echo, and the concept of ‘echoing’. T64
- **Teach the Large Writing Grid –**
Teach the names of the lines on the Large Writing Grid, echoing, and the physical procedure for using the grid. T64
- **Teach How to Follow Verbalizations –**
Demonstrate verbalizations for using the Large Writing Grid, echoing, and the physical procedure for using the grid. T65
- **Teach Pencil Grip and Tracing –**
Teach students how to hold markers, sit for writing, and trace a line. T65

Resources:

Orientation Day 1 in Foundations

- Echo the Owl
- Baby Echo
- Large Writing Grid
- Large Writing Grid
- Letter Formation Guide
- Dry Erase Boards, Markers, and Erasers
- 1-2-3 Right/Let’s Write Picture
- Pencil Grip Pictures

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Resources:

Week 1, Day 1 in Foundations

Pemberton Township School District

First Grade – Foundational Skills

- **Letter-Keyword-Sound –**

Arrange standard sound cards on chart as displayed on page T67.

Large Sound Cards

Teach the letter-sound, students echo.

Standard Sound Cards

Review letter-keyword-sound, students echo.
(*t,b,f*) T70

- **Sky Write/Letter Formation -
Review Letter Formation**

Use the verbalization to direct students to sky write.

Teach Letter Formation

Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*t,b,f*) T70

- **Echo/Letter Formation –**

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*t, b, f*) T71

- **Student Notebook –**

Direct students to find the letter. Discuss letter. Students color the keyword picture. (*t,b,f*) T71

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

- Student Notebook
- Letter Formation Guides

Learning Opportunities/Strategies:

Week 1, Day 2 in Foundations

Resources:

Week 1, Day 2 in Foundations

Pemberton Township School District

First Grade – Foundational Skills

<ul style="list-style-type: none"> Letter-Keyword-Sound – Large Sound Cards Teach the letter-sound, students echo. Standard Sound Cards Review letter-keyword-sound, students echo. <i>(n,m)</i> T72 Sky Write/Letter Formation – Review Letter Formation Use the verbalization to direct students to sky write. Teach Letter Formation Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. <i>(n,m)</i> T72 Echo/Letter Formation – Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. <i>(n,m)</i> T73 Student Notebook – Direct students to find the letter. Discuss letter. Students color the keyword picture. <i>(n,m)</i> T73 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> Letter-Keyword-Sound – 	<ul style="list-style-type: none"> Large Sound Cards Standard Sound Cards Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson Large Writing Grid Letter Formation Guides Dry Erase Writing Tablets, Markers, Erasers Letter Formation Guides Large Writing Grid Student Notebook Letter Formation Guides <p><u>Resources:</u> Week 1, Day 3 in Foundations</p>
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<p>Large Sound Cards Teach the letter-sound, students echo.</p> <p>Standard Sound Cards Review letter-keyword-sound, students echo.</p> <p>Vowel Extension Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (i,u) T74</p> <ul style="list-style-type: none"> • Sky Write/Letter Formation - Review Letter Formation Use the verbalization to direct students to sky write. Teach Letter Formation Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (i,u) T75 • Echo/Letter Formation – Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (i,u) T75 • Student Notebook – Direct students to find the letter. Discuss letter. Students color the keyword picture. (i,u) T75 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Letter-Keyword-Sound – Large Sound Cards 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Large Writing Grid • Letter Formation Guides <ul style="list-style-type: none"> • Dry Erase Writing Tablets, Markers, Erasers • Letter Formation Guides • Large Writing Grid <ul style="list-style-type: none"> • Student Notebook • Letter Formation Guides <p><u>Resources:</u> Week 1, Day 4 in Foundations</p>
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First Grade – Foundational Skills

<p>Teach the letter-sound, students echo.</p> <p>Standard Sound Cards</p> <p>Review letter-keyword-sound, students echo.</p> <p>Vowel Extension</p> <p>Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (i,u) T76</p> <ul style="list-style-type: none"> • Sky Write/Letter Formation - Review Letter Formation Use the verbalization to direct students to sky write. Teach Letter Formation Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (i,u) T76 • Echo/Letter Formation – Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (i,u) T77 • Student Notebook – Direct students to find the letter. Discuss letter. Students color the keyword picture. (i,u) T77 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Do all the introduced sounds each day. Large Sound Cards 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Large Writing Grid • Letter Formation Guides • Dry Erase Writing Tablets, Markers, Erasers • Letter Formation Guides • Large Writing Grid • Student Notebook • Letter Formation Guides <p><u>Resources:</u></p> <p>Week 1, Day 5 in Foundations</p>
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First Grade – Foundational Skills

<p>Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.</p> <p>Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo.</p> <p>Vowel Extension Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (c,o) T78</p> <ul style="list-style-type: none"> • Make It Fun – Whisper letter into student’s ear. Student forms the letter with their finger on the Large Writing Grid, other students try to guess the letter. All students say letter-keyword-sound. T78 • Alphabetical Order – Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T79 • Echo/Find Letters – With Letter Tiles already matched to letter squares, say a sound, students echo and point to the letters on their Magnetic Boards. Students name the letter and find the Standard Sound Card. (<i>vowels, 3-5 consonants</i>) T79 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Large Writing Grid • Letter Boards • Magnetic Letter Tiles • Letter Boards • Magnetic Letter Tiles • Standard Sound Cards
<p><u>Learning Opportunities/Strategies:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Letter-Keyword-Sound – Large Sound Cards Teach the letter-sound, students echo. Standard Sound Cards 	<p><u>Resources:</u> Week 2, Day 1 in Foundations</p>

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<p>Review letter-keyword-sound, students echo.</p> <p>Vowel Extension</p> <p>Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (a,g) T80</p> <ul style="list-style-type: none"> • Sky Write/Letter Formation - Review Letter Formation <p>Use the verbalization to direct students to sky write.</p> <p>Teach Letter Formation</p> <p>Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (a,g) T80</p> <ul style="list-style-type: none"> • Echo/Letter Formation – <p>Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (a,g) T81</p> <ul style="list-style-type: none"> • Student Notebook – <p>Direct students to find the letter. Discuss letter. Students color the keyword picture. (a,g) T81</p> <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Letter-Keyword-Sound – Large Sound Cards <p>Teach the letter-sound, students echo.</p> <p>Standard Sound Cards</p> <p>Review letter-keyword-sound, students echo.</p>	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Large Writing Grid • Letter Formation Guides <ul style="list-style-type: none"> • Dry Erase Writing Tablets, Markers, Erasers • Letter Formation Guides • Large Writing Grid <ul style="list-style-type: none"> • Student Notebook • Letter Formation Guides <p><u>Resources:</u></p> <p>Week 2, Day 2 in Foundations</p>
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First Grade – Foundational Skills

<p>Vowel Extension Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (d,s) T82</p> <ul style="list-style-type: none"> • Sky Write/Letter Formation – Review Letter Formation Use the verbalization to direct students to sky write. Teach Letter Formation Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (d,s) T82 • Echo/Letter Formation – Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (d,s) T83 • Student Notebook – Direct students to find the letter. Discuss letter. Students color the keyword picture. (d,s) T83 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Letter-Keyword-Sound – Large Sound Cards Teach the letter-sound, students echo. Standard Sound Cards Review letter-keyword-sound, students echo. Vowel Extension 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Large Writing Grid • Letter Formation Guides • Dry Erase Writing Tablets, Markers, Erasers • Letter Formation Guides • Large Writing Grid • Student Notebook • Letter Formation Guides <p><u>Resources:</u> Week 2, Day 3 in Foundations</p>
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First Grade – Foundational Skills

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (e,r) T84

- **Sky Write/Letter Formation – Review Letter Formation**

Use the verbalization to direct students to sky write.

Teach Letter Formation

Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (e,r) T85

- **Echo/Letter Formation –**

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (e,r) T85

- **Student Notebook –**

Direct students to find the letter. Discuss letter. Students color the keyword picture. (e,r) T85

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

- Student Notebook
- Letter Formation Guides

Learning Opportunities/Strategies:

Week 2, Day 4 in Foundations

- **Letter-Keyword-Sound – Large Sound Cards**

Teach the letter-sound, students echo.

Standard Sound Cards

Review letter-keyword-sound, students echo.

Vowel Extension

Using the Vowel Extension Poster, say letter-

Resources:

Week 2, Day 4 in Foundations

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<p>keyword-sound, extending the vowel sound. (p,j) T86</p> <ul style="list-style-type: none"> Sky Write/Letter Formation – Review Letter Formation Use the verbalization to direct students to sky write. Teach Letter Formation Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (p,j) T86 Echo/Letter Formation – Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (p,j) T87 Student Notebook – Direct students to find the letter. Discuss letter. Students color the keyword picture. (p,j) T87 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Do all the introduced sounds each day. Large Sound Cards Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo. Standard Sound Cards Point to letter card, say letter-keyword-sound, 	<ul style="list-style-type: none"> Large Sound Cards Standard Sound Cards Vowel Extension Poster Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson Large Writing Grid Letter Formation Guides Dry Erase Writing Tablets, Markers, Erasers Letter Formation Guides Large Writing Grid Student Notebook Letter Formation Guides <p><u>Resources:</u> Week 2, Day 5 in Foundations</p>
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First Grade – Foundational Skills

students echo.

Vowel Extension

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. T88

- **Make It Fun –**
Students alternately hold up Standard Sound Cards to review letter-keyword-sound, verbalization of letter formation, and sky writing. (*introduced letters*) T88
- **Alphabetical Order –**
Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T89
- **Echo/Find Letters –**
With Letter Tiles already matched to letter squares, say a sound, students echo and point to the letters on their Magnetic Boards. Students name the letter and find the Standard Sound Card. (*vowels, 3-5 consonants*) T89

Learning Opportunities/Strategies:

Week 3, Day 1 in Foundations

- **Letter-Keyword-Sound –**
Large Sound Cards
Teach the letter-sound, students echo.
Standard Sound Cards
Review letter-keyword-sound, students echo.
Vowel Extension
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (*l,h,k*) T90

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Large Writing Grid
- Echo

- Letter Boards
- Magnetic Letter Tiles

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards

Resources:

Week 3, Day 1 in Foundations

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First Grade – Foundational Skills

- **Sky Write/Letter Formation – Review Letter Formation**

Use the verbalization to direct students to sky write.

Teach Letter Formation

Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*l,h,k*) T90

- **Echo/Letter Formation –**

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*l,h,k*) T91

- **Student Notebook –**

Direct students to find the letter. Discuss letter. Students color the keyword picture. (*l,h,k*) T91

Learning Opportunities/Strategies:

Week 3, Day 2 in Foundations

- **Letter-Keyword-Sound – Large Sound Cards**

Teach the letter-sound, students echo.

Standard Sound Cards

Review letter-keyword-sound, students echo.

Vowel Extension

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (*v,w*) T92

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

- Student Notebook
- Letter Formation Guides

Resources:

Week 3, Day 2 in Foundations

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<ul style="list-style-type: none"> • Sky Write/Letter Formation – Review Letter Formation Use the verbalization to direct students to sky write. Teach Letter Formation Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (v,w) T92 • Echo/Letter Formation – Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (v,w) T93 • Student Notebook – Direct students to find the letter. Discuss letter. Students color the keyword picture. (v,w) T93 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Letter-Keyword-Sound – Large Sound Cards Teach the letter-sound, students echo. Standard Sound Cards Review letter-keyword-sound, students echo. Vowel Extension Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (y,x) T94 • Sky Write/Letter Formation – 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Large Writing Grid • Letter Formation Guides • Dry Erase Writing Tablets, Markers, Erasers • Letter Formation Guides • Large Writing Grid • Student Notebook • Letter Formation Guides <p><u>Resources:</u> Week 3, Day 3 in Foundations</p>
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First Grade – Foundational Skills

Review Letter Formation

Use the verbalization to direct students to sky write.

Teach Letter Formation

Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (y,x) T94

- **Echo/Letter Formation –**
Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (y,x) T95
- **Student Notebook –**
Direct students to find the letter. Discuss letter. Students color the keyword picture. (y,x) T95

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Learning Opportunities/Strategies:

Week 3, Day 4 in Foundations

- **Letter-Keyword-Sound –**
Large Sound Cards
Teach the letter-sound, students echo.
Standard Sound Cards
Review letter-keyword-sound, students echo.
Vowel Extension
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (z,qu) T96
- **Sky Write/Letter Formation –**
Review Letter Formation

- Student Notebook
- Letter Formation Guides

Resources:

Week 3, Day 4 in Foundations

Pemberton Township School District

First Grade – Foundational Skills

Use the verbalization to direct students to sky write.

Teach Letter Formation

Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (z,qu) T96

- **Echo/Letter Formation –**
Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (z,qu) T97
- **Student Notebook –**
Direct students to find the letter. Discuss letter. Students color the keyword picture. (z,qu) T97

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Learning Opportunities/Strategies:

Week 3, Day 5 in Foundations

- **Drill Sounds/Warm Up –**
Do all the introduced sounds each day.
- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. T98

- Student Notebook
- Letter Formation Guides

Resources:

Week 3, Day 5 in Foundations

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First Grade – Foundational Skills

- **Make It Fun –**

With eyes closed, student points to letter. Open eyes, ask student questions about letter, including words that start with the letter. Other students pick rhyming words for an original word made from the letter. T98

- **Alphabetical Order –**

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T99

- **Echo/Find Letters –**

With Letter Tiles already matched to letter squares, say a sound, students echo and point to the letters on their Magnetic Boards. Students name the letter and find the Standard Sound Card. (*vowels, 3-5 consonants*) T99

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Baby Echo

- Letter Boards
- Magnetic Letter Tiles

Learning Opportunities/Strategies:

Unit 1

- **Unit Test**

Have students find the Unit Test pages located at the end of their Composition Books.

Students Write Lower Case Letters

Students to write lower case letters in sequence, and in four quadrants (*a-f, g-l, m-s, t-z*)

Dictate Sounds

Dictate sounds. Students repeat, then write the letter individually. T99

If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards

Resources:

Unit 1

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First Grade – Foundational Skills

<p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? How is it used? • Alphabetize tiles on the blank side of Letter Board. • During dictation, students write word more than once, focusing on 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? How is it used? • Alphabetize tiles on the blank side of Letter Board. • During dictation, students write word more than once, focusing on 	<ul style="list-style-type: none"> • Remind students to use resources • Pair with a more proficient student • Assist by helping students tap or tapping fingers on table • When reciting alphabet, help students point to 	<ul style="list-style-type: none"> • Remind students to use resources • Pair with a more proficient student • Assist by helping students tap or tapping fingers on table • When reciting alphabet, help students point to

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<p>letter formation</p> <ul style="list-style-type: none"> • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<p>letter formation</p> <ul style="list-style-type: none"> • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<p>each letter</p> <ul style="list-style-type: none"> • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>each letter</p> <ul style="list-style-type: none"> • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>
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Pemberton Township School District

First Grade – Foundational Skills

Unit Title: Unit 2 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4.

CRP12.

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First Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes)
- Name sounds of primary consonants and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants and short vowels
- Spell untaught words phonetically drawing on phoneme awareness and spelling conventions
- Read and spell high-frequency words, including irregular words (trick words)
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people
- Retell key details of a fictional story and demonstrate understanding

Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me read words I do not know?
- How do words make a sentence?
- How do I know how to phrase my words when reading?
- How will practice help us read and spell better?

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First Grade – Foundational Skills

Content:

- **Big Idea:** Review CVC words, sentence structure, and trick words.
- **Learning Activity Overview:**
 1. **Alphabetical Order** – Students match the corresponding Letter Tile to the letter squares on their Letter Board. Students then practice naming the letters in alphabetical order. This activity helps students develop alphabetic knowledge, automatic letter naming, and alphabetical order.
 2. **Dictation/Sentences** – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance.
 3. **Dictation Sounds** – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 4. **Dictation/Trick Words** – Students practice the spelling of high-frequency words.
 5. **Dictation/Words (Single Syllable Words)** – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 6. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is

Skills(Objectives):

- Phonemic Awareness Skills – sound manipulation (initial, final, medial)
- Blending and reading three-sound short vowel words
- Segmenting and spelling three-sound short vowel words
- Sentence dictation procedures: capitalization, punctuation (periods), and proofreading procedures
- Story retelling in detail and sequence
- High frequency trick words: **the, a, and, is, his, of**
- Sample words: **map, lit, job, fix, quit**

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First Grade – Foundational Skills

presented without modeling.

- 7. Echo/Find Letters** – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
- 8. Echo/Find Words (Single Syllable Words)** – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.
- 9. Echo/Letter Formation** – Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence.
- 10. Make It Fun** – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.
- 11. Teach Trick Words: Reading** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.
- 12. Teach Trick Words: Spelling** – Students learn to spell high frequency words using gross motor memory.
- 13. Word of the Day** – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.
- 14. Word Play** – Activities teach or reinforce the development of decoding and spelling skills.
- 15. Word Talk** – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop

Pemberton Township School District
First Grade – Foundational Skills

accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.

Stage 2: Assessment Evidence

[Performance Task\(s\):](#)

[Other Evidence:](#)

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First Grade – Foundational Skills

<ul style="list-style-type: none"> • Student Notebook • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling • Handwriting • Letter Sound Correspondence 	<ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests
<div>Stage 3: Learning Plan</div>	
<div> Learning Opportunities/Strategies: Week 1, Day 1 in Foundations </div>	<div> Resources: Week 1, Day 1 in Foundations </div>

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First Grade – Foundational Skills

- **Drill Sounds/Warm Up –**

Arrange standard sound cards on chart as displayed on page T103.

- **Large Sound Cards**

Practice challenging sounds with the Large Sound Cards.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. Vowels and 4-5 consonants.

- **Vowel Extension**

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. T106

- **Introduce New Concepts –**

- **Teach Tapping to Read Words**

Teach students how to lend words with three sounds. Use Standard Sound Cards to make words, students tap and blend sounds. (*mat*) T106-107

- **Alphabetical Order –**

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T107

- **Echo/Find Letters –**

With Letter Tiles already matched to letter squares, say a sound, students echo and point to the letters on their Magnetic Boards. Students name the letter and find the Standard Sound Card. (*vowels, 3-5 consonants*) T107

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource

- Letter Boards
- Magnetic Letter Tiles

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards

Learning Opportunities/Strategies:

Week 1, Day 2 in Foundations

- **Drill Sounds/Warm Up –**
Complete following the Learning Activity procedures.

Resources:

Week 1, Day 2 in Foundations

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First Grade – Foundational Skills

<p>Large Sound Cards Challenging sounds.</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T108</p> <ul style="list-style-type: none"> • Introduce New Concepts – Reteach Tapping to Read Words Use Standard Sound Cards to make words, students tap and blend sounds. Teach Tapping to Spell Tap sounds, select Standard Sound Cards that match the sound to form the word. T108-109 • Echo/Find Letters and Words – Echo/Find Letters Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. <i>(vowels, 3-5 other sounds)</i> Echo/Find Words Dictate word, students tap and find Letter Tiles needed to make the word. T109 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word Resource List <ul style="list-style-type: none"> • Magnetic Letter Boards • Letter Tiles • Standard Sound Cards • Word Resource List <p><u>Resources:</u> Week 1, Day 3 in Foundations</p>
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First Grade – Foundational Skills

<p>Large Sound Cards Challenging sounds.</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T110</p> <ul style="list-style-type: none"> • Make It Fun – With eyes closed, student points to letter. Open eyes, ask student questions about letter, including words that start with the letter. Other students pick rhyming words for an original word made from the letter. T110 • Introduce New Concepts – Reteach Tapping to Read Words Use Standard Sound Cards to make 4-5 Unit Words, students tap and blend sounds independently. Reteach Tapping to Spell Tap sounds, select Standard Sound Cards that match the sound to form the word. T111 • Teach Word Dictation – Dictate word, students echo and tap. Tap again, naming letters. Student writes the word on the Large Writing Grid, other students write word on Dry Erase Writing Tablets. Tap again and check for spelling. (4-5 words) T111 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Baby Echo • Standard Sound Cards • Word Resource List • Large Writing Grid • Dry Erase Writing Tablets, Markers, Erasers • Word Resource List <p><u>Resources:</u> Week 1, Day 4 in Foundations</p>
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First Grade – Foundational Skills

<p>Large Sound Cards Challenging sounds.</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T112</p> <ul style="list-style-type: none"> • Word Play – Make Words for Decoding Use Standard Sound Cards to make Unit words. Tap sounds, students tap, blend sounds, drag finger under cards while blending to read the word. T112 • Echo/Letter Formation – Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. T113 • Dictation Dry Erase – Unit Sounds Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds. Unit Words Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T113 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word Resource List <ul style="list-style-type: none"> • Dry Erase Writing Tablets, Markers, Erasers • Letter Formation Guides • Large Writing Grid <ul style="list-style-type: none"> • Word Resource List • Unit Resource List of Echo Sounds • Large Writing Grid • Dry Erase Writing Tablets, Markers, Erasers <p><u>Resources:</u> Week 1, Day 5 in Foundations</p>
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<p>Large Sound Cards Challenging sounds. Standard Sound Cards Vowels and 4-5 consonants. Vowel Extension All vowels. T114</p> <ul style="list-style-type: none"> • Word Play – Make Words for Decoding Use Standard Sound Cards to make Unit words. Tap sounds, students tap, blend sounds, drag finger under cards while blending to read the word. T114 • Introduce New Concepts – Word Awareness Teach that sentences are made up of words. Write words on Sentence Frames, add punctuation mark at the end. T115 • Echo/Letter Formation – Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. T115 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word Resource List <ul style="list-style-type: none"> • Sentence Frames • Word Resource List <ul style="list-style-type: none"> • Dry Erase Writing Tablets, Markers, Erasers • Letter Formation Guides • Large Writing Grid
<p><u>Learning Opportunities/Strategies:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. 	<p><u>Resources:</u> Week 2, Day 1 in Foundations</p>

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<p>Large Sound Cards Challenging sounds.</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T116</p> <ul style="list-style-type: none"> • Word Play Review Tapping to Read Words – Form words, changing final or initial consonants and vowels. Tap and blend words. T116 • Teach Trick Words – Reading Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are ‘tricky’, show the Trick Word Flashcards, say letter, students echo. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Use finger to write word on desk, write word in Student Notebook. (<i>the, a, and</i>) T117 • Echo/Find Letters and Words – Echo/Find Letters Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (<i>vowels, 3-5 other sounds</i>) Echo/Find Words Dictate word, students tap and find Letter Tiles needed to make the word. T117 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word Resource List <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Magnetic Letter Boards • Letter Tiles • Standard Sound Cards • Word Resource List <p><u>Resources:</u> Week 2, Day 2 in Foundations</p>
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First Grade – Foundational Skills

<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T118</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, discuss meaning, and tap. Use Standard Sound Cards to make several Unit words. Show Word of the Day card, students use it in a sentence. Write sentence, scoop, and read. Add Word of the Day to the Vocabulary section of the Student Notebook, add the card to the Word of the Day Card practice pack. T118 • Introduce New Concepts – Teach Sentence Dictation Say sentence, students echo. Place a blank Sentence Frame for each word, circle frame for trick words, write sentence. Discuss capitalization and punctuation, scoop and read sentence. Tap to proofread (trick words cannot be tapped), students write sentence on Dry Erase Boards. Have student place Sentence Frames and repeat procedure. T119 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Word of the Day Cards • Standard Sound Cards • Word Resource List • Student Notebook • Sentence Frames • Dry Erase Writing Tablets, Markers, Erasers • Student Notebooks • Sentence Resource List <p><u>Resources:</u> Week 2, Day 3 in Foundations</p>
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First Grade – Foundational Skills

<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T120</p> <ul style="list-style-type: none"> Teach Trick Words – Reading Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are ‘tricky’, show the Trick Word Flashcards, say letter, students echo. (<i>is, his, of</i>) T120-121 Teach Trick Words – Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Use finger to write word on desk, write word in Student Notebook. (<i>the, a, and</i>) T121 Dictation Dry Erase – Unit Words Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. Sentence Say sentence, students echo. Student places a blank Sentence Frame for each word, circle frame for trick words, write sentence. Proofread, students write sentence on Dry Erase Boards. T121 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. Standard Sound Cards Vowels and 4-5 consonants. 	<ul style="list-style-type: none"> Large Sound Cards Standard Sound Cards Vowel Extension Poster Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson Sentence Frames Trick Word Flashcards Large Writing Grid Student Notebook Word Resource List Large Writing Grid Dry Erase Writing Tablets, Markers, Erasers Sentence Frames Sentence Resource List <p><u>Resources:</u> Week 2, Day 4 in Foundations</p>
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First Grade – Foundational Skills

<p>Vowel Extension All vowels. T122</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, discuss meaning, and tap. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. T122 • Make It Fun – Kid Spelling Distribute Standard Sound Cards to students. Dictate a word, have the students with the letters in the words come to the front to make the word. T123 • Dictation (Composition Book) – Unit Sounds Dictate sound, students echo and name letter(s), then write letter(s) in composition book. Unit Words Dictate word, students echo, tap sounds, spell orally, and write word. Trick Words Dictate word, students write word on desk, write word. Sentence Dictate sentence with phrasing, students echo, complete learning activity procedures, then students write word. T123 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. Standard Sound Cards Vowels and 4-5 consonants. 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Word of the Day Cards • Standard Sound Cards • Word Resource List • Student Notebook • Standard Sound Cards • Word Resource List • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 2, Day 5 in Foundations</p>
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First Grade – Foundational Skills

<p>Vowel Extension All vowels. T124</p> <ul style="list-style-type: none"> • Word Talk – Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence. <p>Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards.</p> <p>Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T124</p> 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word of the Day Cards • Word Resource List
<p><u>Learning Opportunities/Strategies:</u> Unit 2</p> <ul style="list-style-type: none"> • Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently. <p>Dictate Sounds</p>	<p><u>Resources:</u> Unit 2</p>

Pemberton Township School District First Grade – Foundational Skills

<p>Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T125</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? How is it used? • Alphabetize tiles on the blank side of Letter Board. 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? How is it used? • Alphabetize tiles on the blank side of Letter Board. 	<ul style="list-style-type: none"> • Remind students to use resources • Pair with a more proficient student • Assist by helping students tap or tapping fingers on 	<ul style="list-style-type: none"> • Remind students to use resources • Pair with a more proficient student • Assist by helping students tap or tapping fingers on

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<ul style="list-style-type: none"> • During dictation, students write word more than once, focusing on letter formation • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> • During dictation, students write word more than once, focusing on letter formation • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence 	<p>table</p> <ul style="list-style-type: none"> • When reciting alphabet, help students point to each letter • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>table</p> <ul style="list-style-type: none"> • When reciting alphabet, help students point to each letter • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria)
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First Grade – Foundational Skills

Unit Title: Unit 3 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

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First Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes)
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as digraphs
- Read and spell CVC, CCVC, CVCC, CCVCC words
- Apply correct punctuation (question mark)
- Apply capitalization rules for beginning of sentences and names of people
- Explain narrative story structure including character, setting, and main ideas
- Use illustrations and/or details in a story to describe its characters, setting, and events
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- What do good readers do when they come to a word they don't know?
- How will practice help us read and spell better?
- How do good readers sound?
- How do I know how to phrase my words when reading?
- How do we make sure we understand what we read?

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First Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Big Idea: Review digraphs, introduce character, setting, and main events in narrative text. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 	<ul style="list-style-type: none"> • Phoneme Segmentation • Concept of consonant digraph, keywords, and sounds: wh, ch, sh, th, ck • Spelling of ck at end of words • Punctuation (question mark) • Narrative story form: character, setting, main events • Reading with accuracy and prosody • Retelling with picture notes and visualization • High frequency trick words: as, has, to, into, we, he, she, be, mix, for, or • Sample words: wish, chop, sock

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<p>7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.</p> <p>8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>10. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.</p> <p>11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>13. Word Play – Activities teach or reinforce the development of decoding and spelling skills.</p> <p>14. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.</p>	
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First Grade – Foundational Skills

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

Pemberton Township School District

First Grade – Foundational Skills

<ul style="list-style-type: none"> • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling • Handwriting • Letter Sound Correspondence 	<ul style="list-style-type: none"> ○ Unit Tests
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u> Week 1, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – 	<p><u>Resources:</u> Week 1, Day 1 in Foundations</p>

<p>Arrange standard sound cards on chart as displayed on page T129.</p> <p>Large Sound Cards Practice challenging sounds with the Large Sound Cards.</p> <p>Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo. Vowels and 4-5 consonants.</p> <p>Vowel Extension Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. T132</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach Digraphs Explain that these consonants ‘stick together’ to form one sound. Teach with Large and Standard Sound Cards. Since digraphs form one sound, they are tapped with one finger. Teach How to Mark Words Digraphs in a word are identified by underlining them. Student Notebook Entry Students color keyword pictures on the digraph page of their Student Notebooks. T132-133 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (as, has) T 133 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Large Sound Cards • Word Resource List • Student Notebook <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <p><u>Resources:</u> Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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<p>Challenging sounds.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>Vowel Extension</p> <p>All vowels. T134</p> <ul style="list-style-type: none"> • Word Play – Make Words for Decoding Use Standard Sound Cards to make Unit words. Tap sounds, students tap, blend sounds, drag finger under cards while blending to read the word. T134 • Introduce New Concepts – Teach Spelling Echo/Find Letters Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. <i>(digraphs)</i> Echo/Find Words Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. <i>(3-5 words)</i> T135 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T135 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word Resource List <ul style="list-style-type: none"> • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Word Resource List <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Dry Erase Writing Tablets, Markers, Erasers <p><u>Resources:</u></p> <p>Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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First Grade – Foundational Skills

<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T136</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, discuss meaning, tap. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. T136 • Make It Fun – Digraph Detectives Write 10-15 words, with and without digraphs, on board. Instruct students to find all the digraphs and underline them. T137 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (to, into) T137 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Word of the Day Cards • Standard Sound Cards • Word Resource List • Student Notebook • Word Resource List (current and review) • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <p><u>Resources:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T138</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, discuss meaning, and tap. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. T138 • Echo/Find Letters Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. (<i>digraphs</i>) Echo/Find Words Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (<i>3-5 words</i>) T139 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T139 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. Standard Sound Cards 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Word of the Day Cards • Standard Sound Cards • Word Resource List • Student Notebook • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Word Resource List • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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<p>Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T140</p> <ul style="list-style-type: none"> • Word Talk – Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards. Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T140 • Storytime – <u>Cod Fish</u> Students read scooped story silently, discuss title and make predictions. Read the Story Read story one sentence at a time, pausing to tap and scoop. Read together chorally, complete column chart using ‘picture notes’. Ask questions, students retell story events. Mark Words Mark words for capitalization and digraphs. T141 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. Standard Sound Cards 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Word of the Day Cards • Word Resource List • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for graph <p><u>Resources:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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<p>Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T142</p> <ul style="list-style-type: none"> • Word Play – Make Nonsense Words Guide students to blend sounds together to make nonsense words. Make 8-10 nonsense words, have students tap and read them. T142 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>we, he, she, be, me</i>) T142-143 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T143 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. Standard Sound Cards 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Word Resource List • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Dry Erase Writing Tablet <p><u>Resources:</u> Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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<p>Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T144</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, discuss meaning, tap. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. T144 • Introduce New Concepts – What Says /k/? Explain when to use c or k to make the /k/ sound. T145 • Echo/Find Letters Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. Echo/Find Words Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (3-5 words) T145 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Word of the Day Cards • Standard Sound Cards • Word Resource List • Student Notebook • Standard Sound Cards • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Word Resource List
<p><u>Learning Opportunities/Strategies:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. Standard Sound Cards Vowels and 4-5 consonants. 	<p><u>Resources:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards

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<p>Vowel Extension All vowels. T146</p> <ul style="list-style-type: none"> • Make It Fun – Digraph Detectives Write 10-15 words, with and without digraphs, on board. Instruct students to find all the digraphs and underline them. T146 • Introduce New Concepts – Review CK Spelling Review when to use c or k to make the /k/ sound. Teach Sentence Dictation Do sentence dictation as a group, with a sentence containing a name, explain that names are capitalized. Complete following the Learning Activity procedures. T147 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T147 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. Standard Sound Cards Vowels and 4-5 consonants. 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Word Resource List (current and review) • Standard Sound Cards • Sentence Frames • Sentence Resource List • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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<p>Vowel Extension All vowels. T148</p> <ul style="list-style-type: none"> • Word Talk – Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards. Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T148 • Teach Trick Words – Reading Complete following the Learning Activity procedures. Spelling Complete following the Learning Activity procedures. (<i>or, for</i>) T149 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T149 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. Standard Sound Cards Vowels and 4-5 consonants. 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Word of the Day Cards • Word Resource List • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Dry Erase Writing Tablet <p><u>Resources:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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<p>Vowel Extension All vowels. T150</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, discuss meaning, and tap. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. T150 • Storytime – <u>Cod Fish</u> Students read scooped story silently, retell the story, referring to picture notes. Make A Movie Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students describe their ‘movies’ Mark Words Mark current unit words. T151 <p><u>Learning Opportunities/Strategies:</u> Unit 3</p> <ul style="list-style-type: none"> • Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently. <p>Dictate Sounds</p>	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Standard Sound Cards • Unit Word Resource List • Student Notebook • Large Chart Paper or Phrased Story from PLC • Graph From Week One • Individual Copies of Phrased Story (Fluency Kit) • Unit Word Resource List <p><u>Resources:</u> Unit 3</p> <ul style="list-style-type: none"> • Composition Book
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<p>Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words</p> <p>Dictate words. Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words</p> <p>Underline all the digraphs</p> <p>Dictate Sentences</p> <p>Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T151</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on the blank side of Letter Board. 	<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on the blank side of Letter Board. 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more proficient student Assist by helping students tap or tapping fingers on 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more proficient student Assist by helping students tap or tapping fingers on

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<ul style="list-style-type: none"> • During dictation, students write word more than once, focusing on letter formation • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> • During dictation, students write word more than once, focusing on letter formation • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<p>table</p> <ul style="list-style-type: none"> • When reciting alphabet, help students point to each letter • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>table</p> <ul style="list-style-type: none"> • When reciting alphabet, help students point to each letter • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria)
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First Grade – Foundational Skills

Unit Title: Unit 4 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

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Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes)
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as digraphs
- Read and spell CVC, CCVC, CVCC, CCVCC words
- Apply correct punctuation (exclamation point, quotation marks)
- Apply capitalization rules for beginning of sentences and names of people
- Explain narrative story structure including character, setting, and main ideas
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- How do letter sounds help me read words I do not know?
- Why is it important to read with expression?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?
- How do we make sure we understand what we read?
- How will practice help us read and spell better?

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<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Big Idea: Teach bonus letter rule and introduce glued sounds. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 	<ul style="list-style-type: none"> • Bonus letter spelling rule: ff, ll, ss, and sometimes zz • Glued sound: all • Narrative story form: character, setting, main events • Reading with accuracy and prosody • High frequency trick words: you, your, I, they, was, one, said • Sample words: hill, puff, bill, miss, call

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<p>7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.</p> <p>8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>10. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.</p> <p>11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>13. Word Play – Activities teach or reinforce the development of decoding and spelling skills.</p> <p>14. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.</p>	
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First Grade – Foundational Skills

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

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<ul style="list-style-type: none"> • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling • Handwriting <p>Letter Sound Correspondence</p>	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
<div>Stage 3: Learning Plan</div>	
<p><u>Learning Opportunities/Strategies:</u> Week 1, Day 1 in Foundations</p>	<p><u>Resources:</u> Week 1, Day 1 in Foundations</p>

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<ul style="list-style-type: none"> Drill Sounds/Warm Up – Arrange standard sound cards on chart as displayed on page T155. Large Sound Cards Practice challenging sounds with the Large Sound Cards. Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo. Vowels and 4-5 consonants. Vowel Extension Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. T158 Introduce New Concepts – Teach Bonus Letters (<i>ff, ll, ss, zz</i>) Explain when bonus letters are used, and that the two letters make one sound. Teach Students To Mark Words Explain that the bonus letter is marked with a star above the letter. Student Notebook Entry Students add word examples to the Bonus Letter Rule in the Spelling Rule section of their Student Notebooks. Add the word miss to the Word of the Day Card practice pack. T158-159 Echo/Find Letters – Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. Echo/Find Words Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (3-5 words) T159 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete following the Learning Activity procedures. 	<ul style="list-style-type: none"> Large Sound Cards Standard Sound Cards Vowel Extension Poster Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson <ul style="list-style-type: none"> Standard Sound Cards Student Notebook Word of the Day Card Practice Pack <ul style="list-style-type: none"> Standard Sound Cards Magnetic Letter Boards Letter Tiles Word Resource List <p><u>Resources:</u> Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> Large Sound Cards
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<p>Large Sound Cards Challenging sounds.</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T160</p> <ul style="list-style-type: none"> • Word Play – Make Words for Decoding Use Standard Sound Cards to make 5-6 Unit words. Tap sounds, students tap, blend sounds, drag finger under cards while blending to read the word. Read Sentences Write sentence on the board and scoop. Students read to themselves, then read chorally. (2-3 sentences) T160 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (you, your) T161 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T161 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Unit Word Resource List • Unit Sentence Resource List <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Dry Erase Writing Tablet <p><u>Resources:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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<p>Large Sound Cards Challenging sounds.</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels. T162</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, discuss meaning, and tap. Reteach the bonus letter rule using the Word of the Day, student marks word. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. (<i>fill</i>) T162 • Introduce New Concepts Teach the Glued Sounds (<i>all</i>) Use Standard Sound Cards to spell out all, explain the change in vowel sound and introduce the green all card. Teach tapping and marking, practice with other all words. T163 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit and Review Words Trick Words Sentence T163 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Word of the Day Cards • Standard Sound Cards • Word Resource List • Student Notebook • Standard Sound Cards • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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First Grade – Foundational Skills

<p>Challenging sounds.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>Vowel Extension</p> <p>All vowels. T164</p> <ul style="list-style-type: none"> Word Talk – Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards. Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T164 Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>I, they</i>) T165 Make It Fun – Building Words Students think of a bonus letter word and make it with their Magnetic Letter Tiles, then with Standard Sound Cards. T165 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards 	<ul style="list-style-type: none"> Standard Sound Cards Vowel Extension Poster Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson <ul style="list-style-type: none"> Standard Sound Cards Word of the Day Cards Word Resource List <ul style="list-style-type: none"> Sentence Frames Trick Word Flashcards Large Writing Grid Student Notebook <ul style="list-style-type: none"> Letter Boards Magnetic Letter Tiles Standard Sound Cards <p><u>Resources:</u></p> <p>Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> Large Sound Cards
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First Grade – Foundational Skills

<p>Challenging sounds. Standard Sound Cards Vowels and 4-5 consonants. Vowel Extension All vowels. T166</p> <ul style="list-style-type: none"> • Storytime – <u>The Big Mess</u> Students read scooped story silently, discuss title and make predictions. Read the Story Read story one sentence at a time, pausing to tap and scoop. Read together chorally, complete column chart using ‘picture notes’. Ask questions, students retell story events. Mark Words Mark words for quotation and exclamation marks, capitalization, bonus letters and glued sounds. T166-167 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T167 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Resources:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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First Grade – Foundational Skills

<p>Challenging sounds. Standard Sound Cards Vowels and 4-5 consonants. Vowel Extension All vowels. T168</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach Spelling – Echo/Find Letters Say the sound /òl/, and identify it with the green all card. Echo/Find Words Dictate all words, practice tapping, and spelling. T168 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit and Words Trick Words Sentence T169 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Unit Word Resource List • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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Pemberton Township School District

First Grade – Foundational Skills

<p>Challenging sounds. Standard Sound Cards Vowels and 4-5 consonants. Vowel Extension All vowels. T170</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, discuss meaning, and tap. Reteach the bonus letter rule using the Word of the Day, student marks word. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. T170 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>was, one</i>) T171 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T171 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Word of the Day Cards • Standard Sound Cards • Word Resource List • Student Notebook • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Dry Erase Writing Tablet <p><u>Resources:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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First Grade – Foundational Skills

<p>Challenging sounds. Standard Sound Cards Vowels and 4-5 consonants. Vowel Extension All vowels. T172</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, discuss meaning, and tap. Reteach the bonus letter rule using the Word of the Day, student marks word. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. (<i>call</i>) T172 • Echo/Find Letters – Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. Echo/Find Words Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (<i>3-5 words</i>) T173 • Make It Fun – Building Words Students see how many words they can build with bonus letters and welded sounds. After building words on Magnetic Letter Boards, write each word on paper. T173 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Word of the Day Cards • Standard Sound Cards • Word Resource List • Student Notebook • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Word Resource List • Magnetic Letter Boards • Letter Tiles • Lined Paper
<p><u>Learning Opportunities/Strategies:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. T174 	<p><u>Resources:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards

<ul style="list-style-type: none"> • Word Talk – Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards. Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T174 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>said</i>) T175 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T175 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards Challenging sounds. 	<ul style="list-style-type: none"> • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Word of the Day Cards • Word Resource List <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Dry Erase Writing Tablet <p><u>Resources:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Trick Word Drill Present the review and current Trick Word Flashcards and have students quickly read them. Trick words can be removed from the packet when mastered. T176</p> <ul style="list-style-type: none"> • Storytime – <u>The Big Mess</u> Students read scooped story silently, retell the story, referring to picture notes. Make A Movie Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students describe their ‘movies’ Mark Words Mark current unit words. T176 	<ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Large Chart Paper or Phrased Story from PLC • Graph From Week One • Individual Copies of Phrased Story (Fluency Kit) • Unit Word Resource List
<p><u>Learning Opportunities/Strategies:</u> Unit 4</p> <ul style="list-style-type: none"> • Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently. 	<p><u>Resources:</u> Unit 4</p> <ul style="list-style-type: none"> • Composition Book

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First Grade – Foundational Skills

<p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Underline all the digraphs</p> <p>Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T177</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles 	<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more proficient student Assist by helping 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more proficient student Assist by helping

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First Grade – Foundational Skills

<p>on the blank side of Letter Board.</p> <ul style="list-style-type: none"> During dictation, students write word more than once, focusing on letter formation Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<p>the blank side of Letter Board.</p> <ul style="list-style-type: none"> During dictation, students write word more than once, focusing on letter formation Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<p>students tap or tapping fingers on table</p> <ul style="list-style-type: none"> When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>students tap or tapping fingers on table</p> <ul style="list-style-type: none"> When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

First Grade – Foundational Skills

Unit Title: Unit 5 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

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First Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes)
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as digraphs
- Read and spell CVC, CCVC, CVCC, CCVCC words
- Apply correct punctuation (question mark)
- Apply capitalization rules for beginning of sentences and names of people
- Explain narrative story structure including character, setting, and main ideas
- Use illustrations and/or details in a story to describe its characters, setting, and events
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- What do good readers do when they come to a word they don't know?
- How do letter patterns help me learn to read words I do not know?
- How will practice help us read and spell better?
- How do I know how to phrase my words when reading?
- How do we make sure we understand what we read?

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First Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Big Idea: Introduce new glued sounds and nonsense words, review capitalization and punctuation. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity. 7. Storytime – Involves listening and reading activities with narrative and informational text. 	<ul style="list-style-type: none"> • Glued sounds: am, an • Reading with accuracy and prosody • Proofreading • High frequency trick words: from, have, do, does • Sample words: ham, can, fan

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First Grade – Foundational Skills

<p>This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>8. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.</p> <p>9. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>10. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>11. Word Play – Activities teach or reinforce the development of decoding and spelling skills.</p> <p>12. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.</p>	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u>	<u>Other Evidence:</u>

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First Grade – Foundational Skills

<ul style="list-style-type: none"> • Student Notebook • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling • Handwriting • Letter Sound Correspondence 	<ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests
<div>Stage 3: Learning Plan</div>	
<div> Learning Opportunities/Strategies: Week 1, Day 1 in Foundations </div>	<div> Resources: Week 1, Day 1 in Foundations </div>

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First Grade – Foundational Skills

- **Drill Sounds/Warm Up –**

Arrange standard sound cards on chart as displayed on page T181.

Standard Sound Cards

Point to letter card, say letter-keyword-sound, students echo. Vowels and 4-5 consonants.

Trick Word Drill

Present the review and current Trick Word Flashcards and have students quickly read them. Trick words can be removed from the packet when mastered. T184

- **Introduce New Concepts –**

Teach the Glued Sounds (*am, an*)

Use Standard Sound Cards to spell out *bam*, explain the change in vowel sound and introduce the green **am** card. Follow same procedure for **an**. Teach tapping and marking, practice with other **am, an** words. Students color keyword pictures for **am, an**, add ran to the vocab section of the Student Notebook. T184-185

- **Teach Spelling –**

Echo/Find Letters

Complete following the Learning Activity procedures.

Echo/Find Words

Complete following the Learning Activity procedures. (**am, an words**) T185

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit and Review Words

Trick Words

Sentence T185

[Learning Opportunities/Strategies:](#)

Week 1, Day 2 in Foundations

- **Drill Sounds/Warm Up –**

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Student Notebook
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Word Resource List

- Sentence Frames
- Unit Resource Lists
- Dry Erase Writing Tablet, Markers, Erasers

[Resources:](#)

Week 1, Day 2 in Foundations

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First Grade – Foundational Skills

<p>Complete following the Learning Activity procedures.</p> <p>Large Sound Cards Challenging and am, an sounds</p> <p>Standard Sound Cards Vowels and 4-5 consonants. T186</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, discuss meaning, and tap. Reteach the bonus letter rule using the Word of the Day, student marks word. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. (<i>ham</i>) T186 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>from, have</i>) T187 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T187 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Word of the Day Cards • Standard Sound Cards • Word Resource List • Student Notebook • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Unit Resource Lists • Sentence Frames • Dry Erase Writing Tablet <p><u>Resources:</u> Week 1, Day 3 in Foundations</p>
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First Grade – Foundational Skills

<p>Complete following the Learning Activity procedures.</p> <p>Large Sound Cards Challenging and am, an sounds</p> <p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T188</p> <ul style="list-style-type: none"> • Word Talk – Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards. Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T188 • Make It Fun – Stand Up Dictate words, with and without glued sounds, one at a time. After word is dictated, students repeat the word and stand up if they hear a glued sound, tap word together, ‘gluing’ fingers when tapping a glued sound. T189 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit and Review Words Trick Words Sentence T189 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Unit Word of the Day Cards • Unit Word Resource List • Unit Word Resource List (review and current) • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 1, Day 4 in Foundations</p>
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First Grade – Foundational Skills

<p>Complete following the Learning Activity procedures.</p> <p>Large Sound Cards Challenging sounds</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels T190</p> <ul style="list-style-type: none"> • Word Play – Make Nonsense Words Use Standard Sound Cards to make 8-10 nonsense words, students tap to read them. Review concepts and mark up words. T190 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>do, does</i>) T191 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T191 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Unit Resource Lists • Sentence Frames • Dry Erase Writing Tablet <p><u>Resources:</u> Week 1, Day 5 in Foundations</p>
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First Grade – Foundational Skills

<p>Complete following the Learning Activity procedures.</p> <p>Large Sound Cards Challenging sounds</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T192</p> <ul style="list-style-type: none"> • Storytime – <u>Pam and Dan</u> Students read scooped story silently, discuss title and make predictions. Read the Story Read story one sentence at a time, pausing to tap and scoop. Read together chorally, complete column chart using 'picture notes'. Ask questions, students retell story events. Make A Movie Students 'make a movie' in their heads by closing their eyes and picturing the story. Students describe their 'movies' Mark Words Highlight quotation marks, mark glued sounds and bonus letters. T192-193 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph
<p><u>Learning Opportunities/Strategies:</u></p> <p>Unit 5</p> <ul style="list-style-type: none"> • Unit Test 	<p><u>Resources:</u></p> <p>Unit 5</p>

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<p>Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Circle the ‘buddy letter’ with its buddy Box glued sounds Underline the digraphs Put a star above the bonus letters</p> <p>Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T193</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none">• Composition Book• Unit Test Tracker (PLC)		
<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">• Ask challenging questions (e.g., what do you know	<ul style="list-style-type: none">• Ask challenging questions (e.g., what do you know	<ul style="list-style-type: none">• Remind students to use resources	<ul style="list-style-type: none">• Remind students to use resources

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<p>about that sound? How is it used?</p> <ul style="list-style-type: none"> Alphabetize tiles on the blank side of Letter Board. During dictation, students write word more than once, focusing on letter formation Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>about that sound? How is it used?</p> <ul style="list-style-type: none"> Alphabetize tiles on the blank side of Letter Board. During dictation, students write word more than once, focusing on letter formation Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> Pair with a more proficient student Assist by helping students tap or tapping fingers on table When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> Pair with a more proficient student Assist by helping students tap or tapping fingers on table When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

First Grade – Foundational Skills

Unit Title: Unit 6 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

Pemberton Township School District

First Grade – Foundational Skills

<p><u>Central Idea / Enduring Understanding:</u> Students will...</p> <ul style="list-style-type: none"> • Segment syllables into sounds (phonemes) • Name sounds of primary consonants, consonant digraphs, and short vowels when given letters • Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions • Identify word structures such as digraphs, base words, and suffixes • Read and spell CVC, CCVC, CVCC, CCVCC words • Read and spell words with -s • Apply correct punctuation • Apply capitalization rules for beginning of sentences and names of people • Explain major differences between fictional stories and narrative text • Use illustrations and/or details in a story to describe its characters, setting, and events • Read controlled stories with fluency, expression, and understanding 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • What do good readers do when they come to a word they don't know? • How do letter patterns help me learn to read words I do not know? • How will practice help us read and spell better? • How do I know how to phrase my words when reading? • How do we make sure we understand what we read?
<p><u>Content:</u></p>	<p><u>Skills(Objectives):</u></p>

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<ul style="list-style-type: none"> • Big Idea: Introduce the concepts of a base word and suffix, plurals. Review the differences between narrative and informational text. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 7. Echo/Find Words (Single Syllable Words) – 	<ul style="list-style-type: none"> • Base word and suffix with the suffix –s • Pluralization • Narrative fiction vs. informational books • Reading with accuracy and prosody • High frequency trick words: were, are, who, what, when, where, there, here • Sample words: hills, bugs, chills
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Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.

- 8. Make It Fun** – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.
- 9. Storytime** – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
- 10. Teach Trick Words: Reading** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.
- 11. Teach Trick Words: Spelling** – Students learn to spell high frequency words using gross motor memory.
- 12. Word of the Day** – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.
- 13. Word Play** – Activities teach or reinforce the development of decoding and spelling skills.
- 14. Word Talk** – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.

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Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:

Other Evidence:

- Assessment of Student Mastery
 - Unit Tests

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<ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling • Handwriting • Letter Sound Correspondence 	<ul style="list-style-type: none"> ○ Dictation (Day 5 Check-up)
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Week 1, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Arrange standard sound cards on chart as displayed on page T197. 	<p><u>Resources:</u></p> <p>Week 1, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards

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<p>Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo. Vowels and 4-5 consonants.</p> <p>Trick Word Drill Present the review and current Trick Word Flashcards and have students quickly read them. Trick words can be removed from the packet when mastered. T200</p> <ul style="list-style-type: none"> • Word Play – Make Nonsense Words Use Standard Sound Cards to make 8-10 nonsense words, students tap to read them. Review concepts and mark up words. T200 • Introduce New Concepts – Teach Base Word And The –s Suffix – With Standard Sound Cards, build a base word, add the suffix –s. Explain the concept of a base word and suffix. Write the suffix on a yellow Suffix Frame and put it over the Standard Sound Card s. Continue with other words. When reading the words, students always say the base word, then the whole word. Only the base word is tapped, not the suffix. When marking, the base word is underlined, and the suffix is circled. Students color the keyword picture for bugs in their Student Notebooks, and note the definition of a base word and suffix in the Spelling section. T201 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. Trick Word Drill 	<ul style="list-style-type: none"> • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Unit Nonsense Word Resource List • Standard Sound Cards • Suffix Frame • Student Notebook • Unit Word Resource List <p><u>Resources:</u> Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson
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<p>Trick Words that have been introduced, but not mastered. T202</p> <ul style="list-style-type: none"> Make It Fun – Suffix Challenge Student selects word and reads it, then decides if it has a suffix. If it has a suffix, mark it, if not, add the suffix –s on the Suffix Frame, and mark it. T202 Introduce New Concepts – Teach Spelling Letters s and z for the /s/ sound. Echo/Find Letters – Ask “What says /z/?” Both s and z should be the response. Echo/Find Words Make the word bugs, using the Suffix Frame for the suffix –s. Remove the frame, and ask for the base word, repeat with another word, then do orally. Students practice on Letter Board with Tiles, spell away words. T203 Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T203 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants Vowel Extension 	<ul style="list-style-type: none"> Select 10-12 words (at least half must have the suffix -s) from Unit Review and Current Resource Lists and Print on Index Cards Suffix Frame Unit Word Resource List (review and current) <ul style="list-style-type: none"> Standard Sound Cards Suffix Frame Letter Board Magnetic Letter Tiles Unit Word Resource List <ul style="list-style-type: none"> Dry Erase Writing Tablet, Marker, Eraser Large Writing Grid Student Notebook Sentence Frames Unit Resource Lists <p><u>Resources:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> Standard Sound Cards Vowel Extension Poster Trick Word Flashcards Echo and/or Baby Echo
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<p>All vowels</p> <p>Trick Word Drill</p> <p>Trick Words that have been introduced, but not mastered. T204</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, discuss meaning, and tap. Reteach base word, suffix, and discuss plurals. Use Standard Sound Cards and Suffix Frames to make several Unit words. Complete following the Learning Activity procedures. (<i>job(s)</i>) T204 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>are, were</i>) T205 	<ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook
<p><u>Learning Opportunities/Strategies:</u></p> <p>Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. Trick Word Drill 	<p><u>Resources:</u></p> <p>Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson

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<p>Trick Words that have been introduced, but not mastered. T206</p> <ul style="list-style-type: none"> Word Talk – Using Standard Sound Cards and Suffix Frames, make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Complete following the Learning Activity procedures. Display Words Complete following the Learning Activity procedures. T206 Echo/Find Letters and Words – Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. Echo/Find Words Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (3-5 words) T207 Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit and Review Words Trick Words Sentence T207 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. Trick Word Drill Trick Words that have been introduced, but not 	<ul style="list-style-type: none"> Standard Sound Cards Suffix Frames Unit Word of the Day Cards Unit Word Resource List <ul style="list-style-type: none"> Standard Sound Cards Magnetic Letter Boards Letter Tiles Word Resource List <ul style="list-style-type: none"> Large Writing Grid Student Notebook Sentence Frames Unit Resource Lists Composition Book <p><u>Resources:</u> Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> Standard Sound Cards Trick Word Flashcards Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson
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- **Word of the Day –**

Build Word of the Day, discuss meaning, and tap. Reteach base word, suffix, and discuss plurals. Use Standard Sound Cards and Suffix Frames to make several Unit words. Complete following the Learning Activity procedures. (*ship(s)*) T210

- **Echo/Find Letters and Words –**

Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board.

Echo/Find Words

Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (*3-5 words*) T211

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit and Review Words

Trick Words

Sentence T211

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Learning Opportunities/Strategies:

Week 2, Day 2 in Foundations

- **Drill Sounds/Warm Up –**

Complete following the Learning Activity procedures.

Standard Sound Cards

Vowels and 4-5 consonants.

Trick Word Drill

Trick Words that have been introduced, but not mastered. T212

Resources:

Week 2, Day 2 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

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- **Make It Fun –**

- **Identifying Words with Suffixes**

Using Standard Sound Cards, build words that sound like they end with a suffix, but do not, then build words that do end with a suffix. Use White Syllable Frames and Yellow Suffix Frames to illustrate the difference between words. List, mark, and read words. T212

- **Word of the Day –**

Build Word of the Day, discuss meaning, and tap. Reteach base word, suffix, and discuss plurals. Use Standard Sound Cards and Suffix Frames to make several Unit words. Complete following the Learning Activity procedures. (*shell(s)*) T213

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

- **Unit Sounds**

- **Unit and Review Words**

- **Trick Words**

- **Sentence** T213

- Standard Sound Cards
- White Syllable Frame
- Yellow Suffix Frame
- List of Words (T212)

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Learning Opportunities/Strategies:

Week 2, Day 3 in Foundations

- **Drill Sounds/Warm Up –**

Complete following the Learning Activity procedures.

- **Standard Sound Cards**

Vowels and 4-5 consonants T214

- **Teach Trick Words –**

- **Reading**

Resources:

Week 2, Day 3 in Foundations

- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

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<p>Dictate sentence, students echo. Complete following the Learning Activity procedures.</p> <p>Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>who, what, when</i>) T214-215</p> <ul style="list-style-type: none"> • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T215 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Large Sound Cards New or challenging sounds Standard Sound Cards Vowels and 4-5 consonants. Trick Word Drill 	<ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo
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<p>Trick Words that have been introduced, but not mastered. T216</p> <ul style="list-style-type: none"> Word Play – Make Words for Decoding Use Standard Sound Cards to make 5-6 Unit Words, students tap to read them. Students underline base words and circle suffixes. Read Sentences Write and read sentences to review concepts and mark up words. T216 Word Talk – Using Standard Sound Cards and Suffix Frames, make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Complete following the Learning Activity procedures. Display Words Complete following the Learning Activity procedures. T217 Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T217 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. Trick Word Drill Trick Words that have been introduced, but not mastered. T218 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> used throughout lesson Standard Sound Cards Suffix Frames Unit Word Resource List Unit Sentence Resource List Standard Sound Cards Suffix Frames Unit Word of the Day Cards Unit Word Resource List Large Writing Grid Student Notebook Sentence Frames Unit Resource Lists Composition Book <p><u>Resources:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> Standard Sound Cards Trick Word Flashcards Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson
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- **Storytime –**
Mack and Bugs
 Students re-read scooped story silently and retell.
Narrative vs. Informational
 Using the two texts, discuss the differences and similarities between the two texts.
 T218-219
- **Dictation (Day 5 Check-Up) –**
 Complete following the Learning Activity procedures.
Unit Sounds
Review Words
Current Words
Trick Words
Sentence T219

- Narrative Text
- Informational Text
- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper with Graph

- Sentence Frames
- Unit Resource Lists
- Composition Books

Learning Opportunities/Strategies:

Week 3, Day 1 in Foundations

- **Drill Sounds/Warm Up –**
 Complete following the Learning Activity procedures.
Standard Sound Cards
 Vowels and 4-5 consonants.
Trick Word Drill
 Trick Words that have been introduced, but not mastered. T220

Resources:

Week 3, Day 1 in Foundations

- Standard Sound Cards
- Trick Words Cards
- Echo and/or Baby Echo
 - used throughout lesson

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- **Introduce New Concepts –
Suffix –s With Action Words**

With Standard Sound Cards and Suffix Frame, build the words **chins** and **shuts**. Read words and discuss how the suffix **–s** changes each word (plural vs. action). Make more words and repeat. T220

- **Echo/Find Letters and Words –
Echo/Find Letters**

Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board.

Echo/Find Words

Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (3-5 words) T221

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T221

- Standard Sound Cards
- Suffix Frame
- Student Notebook
- Word Resource List (T220)

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Word Resource List
- Unit Sentence Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Learning Opportunities/Strategies:

Week 3, Day 2 in Foundations

- **Drill Sounds/Warm Up –**

Complete following the Learning Activity procedures.

Large Sound Cards

New of challenging sounds

Standard Sound Cards

Vowels and 4-5 consonants.

Vowel Extension

All vowels T222

Resources:

Week 3, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo

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<ul style="list-style-type: none"> Word of the Day – Build Word of the Day, discuss meaning, and tap. Reteach base word, suffix, and discuss plurals. Use Standard Sound Cards and Suffix Frames to make several Unit words. Complete following the Learning Activity procedures. (<i>duck(s)</i>) T222 Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>where, there, here</i>) T223 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 3 in Foundations</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants Trick Word Drill Trick Words that have been introduced, but not mastered. T224 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <p><u>Resources:</u> Week 3, Day 3 in Foundations</p> <ul style="list-style-type: none"> <ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Cards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson
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- **Word of the Day –**

Build Word of the Day, discuss meaning, and tap. Reteach base word, suffix, and discuss plurals. Use Standard Sound Cards and Suffix Frames to make several Unit words. Complete following the Learning Activity procedures.
(*pin(s)*) T224

- **Make It Fun –
Scrambled Sentences**

Write sentence on Sentence Frames, scramble words in a vertical column. Student rearranges words in correct order with correct punctuation, mark suffixes. T225

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T225

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Unit Sentence Resource List
- Sentence Frames

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Learning Opportunities/Strategies:

Week 3, Day 4 in Foundations

- **Drill Sounds/Warm Up –**

Complete following the Learning Activity procedures.

Large Sound Cards

New or challenging sounds

Standard Sound Cards

Vowels and 4-5 consonants.

Trick Word Drill

Trick Words that have been introduced, but not

Resources:

Week 3, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

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<p>mastered. T226</p> <ul style="list-style-type: none"> Word Talk – Using Standard Sound Cards and Suffix Frames, make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Complete following the Learning Activity procedures. Display Words Complete following the Learning Activity procedures. T226 Echo/Find Letters and Words – Echo/Find Letters Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. Echo/Find Words Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Complete following the Learning Activity procedures. (3-5 words) T227 Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T227 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 3, Day 5 in Foundations</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete following the Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. Trick Word Drill Trick Words that have been introduced, but not mastered. T228 	<ul style="list-style-type: none"> Standard Sound Cards Suffix Frames Unit Word of the Day Cards Unit Word Resource List <ul style="list-style-type: none"> Standard Sound Cards Magnetic Letter Boards Letter Tiles Unit Word Resource List Unit Sentence Resource List <ul style="list-style-type: none"> Dry Erase Writing Tablet, Marker, Eraser Large Writing Grid Student Notebook Sentence Frames Unit Resource Lists <p><u>Resources:</u></p> <p>Week 3, Day 5 in Foundations</p> <ul style="list-style-type: none"> Standard Sound Cards Trick Word Flashcards Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson
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- **Storytime –**

- **Mack and Bugs**

- Students re-read scooped story silently and retell.

- **Narrative vs. Informational**

- Using the two texts, discuss the differences and similarities between the two texts. T228

- Narrative Text
- Informational Text
- Large Chart Paper

Learning Opportunities/Strategies:

Unit 6

- **Unit Test**

- Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.

- **Dictate Sounds**

- Dictate sounds. Students repeat, then write the letter individually.

Resources:

Unit 6

- Composition Book
- Unit Test Tracker (PLC)

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<p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Underline base word and circle suffix Star bonus letters Box glued sounds</p> <p>Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T229</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on the blank side of Letter Board. During dictation, 	<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on the blank side of Letter Board. During dictation, 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more proficient student Assist by helping students tap or tapping fingers on table 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more proficient student Assist by helping students tap or tapping fingers on table

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<p>students write word more than once, focusing on letter formation</p> <ul style="list-style-type: none"> Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>students write word more than once, focusing on letter formation</p> <ul style="list-style-type: none"> Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

First Grade – Foundational Skills

Unit Title: Unit 7 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

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First Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes) – up to five sounds
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as digraphs, base words, and suffixes
- Read and spell CVC, CCVC, CVCC, CCVCC words
- Read and spell words with –s suffix when added to non-changing base words
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including character, setting, and main ideas
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- Why do I have to pay attention to punctuation and capitalization when writing and reading?
- How do letter patterns help me learn to read words I do not know?
- How will practice help us read and spell better?
- How do I know how to phrase my words when reading?
- How do we make sure we understand what we read?

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<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Big Idea: Introduce new glued sounds, review narrative vs. informational text. • Learning Activity Overview: 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 	<ul style="list-style-type: none"> • Glued sounds: ang, ing, ong, ung, ank, ink, onk, unk • Blending and reading words with ng or nk • Segmenting and spelling words with ng or nk • Narrative fiction vs. informational texts • Reading with accuracy and prosody • High frequency trick words: why, by, my, try, put, two, too, very, also, some, come • Sample words: bang, bank, pink, chunks

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<p>7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.</p> <p>8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>10. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.</p> <p>11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>13. Word Play – Activities teach or reinforce the development of decoding and spelling skills.</p> <p>14. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity help to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.</p>	
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First Grade – Foundational Skills

Stage 2: Assessment Evidence	
Performance Task(s):	Other Evidence:

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<ul style="list-style-type: none"> • Student Notebook • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling • Handwriting • Letter Sound Correspondence 	<ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
<div>Stage 3: Learning Plan</div>	
<div> Learning Opportunities/Strategies: Week 1, Day 1 in Foundations </div>	<div> Resources: Week 1, Day 1 in Foundations </div>

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- **Introduce New Concepts –**
Teach Glued Sounds (ang, ing, ong, ung) -
Present the new sounds with the Large Sound Cards with keyword pictures, introduce the Standard Sound Cards. Review the concept of glued sounds, tap using three fingers ‘glued’ together. Use Standard Sound Cards to build words with the glued sounds. Review boxing the glued sounds. Students color the pictures for the new sounds in their Student Notebooks. T236
- **Drill Sounds/Warm Up –**
Arrange standard sound cards on chart as displayed on page T233.
Complete the following Learning Activity procedures.
Large Sound Cards
New glued sounds
Standard Sound Cards
Vowels and 4-5 consonants.
Vowel Extension
All vowels
Trick Word Drill
Trick Words that have been introduced, but not mastered. T237
- **Word of the Day –**
Build Word of the Day, have a student mark it. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (*hang*) T237

Learning Opportunities/Strategies:

Week 1, Day 2 in Foundations

- **Drill Sounds/Warm Up –**

- Large Sound Cards
 - Standard Sound Cards
 - Student Notebook
 - Unit Word Resource List
-
- Large Sound Cards
 - Standard Sound Cards
 - Vowel Extension Poster
 - Trick Word Flashcards
 - Echo and/or Baby Echo
 - used throughout lesson
-
- Standard Sound Cards
 - Unit Word of the Day Cards
 - Large Writing Grid
 - Student Notebook

Resources:

Week 1, Day 2 in Foundations

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<p>Complete the following Learning Activity procedures.</p> <p>Large Sound Cards New glued sounds</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T238</p> <ul style="list-style-type: none"> • Make It Fun – Rhyming Dictate a word with the ng glued sound. Students repeat word and then give the rhyming keyword and corresponding glued sound. Students think of other words that rhyme, write list on the board, and finish by reading the list chorally. T238 • Word of the Day – Build Word of the Day, have a student mark it. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (<i>wing</i>) T238 • Introduce New Concepts – Teach Spelling – Echo/Find Letters Say a new glued sound, students echo and point to the letter(s) on their Magnetic Letter Board. Echo/Find Words Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Complete following the Learning Activity procedures. T239 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word Resource List • Student Notebook • Standard Sound Cards • Unit Word of the Day Cards • Large Writing Grid • Student Notebook • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <p><u>Resources:</u> Week 1, Day 3 in Foundations</p>
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<p>procedures.</p> <p>Large Sound Cards New glued sounds</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels T240</p> <ul style="list-style-type: none"> • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>why, by, my, try</i>) T240-241 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T241 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 1, Day 4 in Foundations</p>
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<p>procedures.</p> <p>Large Sound Cards New glued sounds</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T242</p> <ul style="list-style-type: none"> • Word Talk – Using Standard Sound Cards and Suffix Frames, make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. • Read Word of the Day Cards Practice Pack Complete following the Learning Activity procedures. • Display Words Complete following the Learning Activity procedures. T242 • Echo/Find Letters and Words – Echo/Find Letters Say a new glued sound, students echo and point to the letter(s) on their Magnetic Letter Board. • Echo/Find Words Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Complete following the Learning Activity procedures. T243 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. • Unit Words Sentence T243 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u></p> <p>Week 1, Day 5 in Foundations</p>
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<p>Large Sound Cards New glued sounds</p> <p>Standard Sound Cards Vowels and 4-5 consonants. T244</p> <ul style="list-style-type: none"> • Word Talk – Using Standard Sound Cards and Suffix Frames, make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Complete following the Learning Activity procedures. Display Words Complete following the Learning Activity procedures. T244 • Storytime – <u>King Sam</u> Students read scooped story silently, discuss title and make predictions. Discuss why ‘King Sam’ is capitalized. Read the Story Complete following the Learning Activity procedures. Mark Words Select students to mark words: Circle quotation marks Highlight exclamation marks Box glued sounds Draw a tall frame around words with a capital letter T245 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach Glued Sounds (ank, ink, onk, unk) - Present the new sounds with the Large Sound 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph <p><u>Resources:</u> Week 2, Day 1 in Foundations</p>
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<p>Cards with keyword pictures, introduce the Standard Sound Cards. Review the concept of glued sounds, tap using three fingers ‘glued’ together. Use Standard Sound Cards to build words with the glued sounds. Review boxing the glued sounds. Students color the pictures for the new sounds in their Student Notebooks. T246</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Large Sound Cards New glued sounds Standard Sound Cards Vowels and 4-5 consonants. Vowel Extension All vowels T247 Word of the Day – Build Word of the Day, have a student mark it. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (<i>junk</i>) T247 Echo/Find Letters and Words – Echo/Find Letters Say a new glued sound, students echo and point to the letter(s) on their Magnetic Letter Board. Echo/Find Words Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Complete following the Learning Activity procedures. T247 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Large Sound Cards 	<ul style="list-style-type: none"> Large Sound Cards Standard Sound Cards Student Notebook Unit Word Resource List <ul style="list-style-type: none"> Large Sound Cards Standard Sound Cards Vowel Extension Poster Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson <ul style="list-style-type: none"> Standard Sound Cards Unit Word of the Day Cards Large Writing Grid Student Notebook <ul style="list-style-type: none"> Standard Sound Cards Magnetic Letter Boards Letter Tiles Unit Sound Resource List Unit Word Resource List <p><u>Resources:</u> Week 2, Day 2 in Foundations</p>
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<p>New glued sounds Standard Sound Cards Vowels and 4-5 consonants. T248</p> <ul style="list-style-type: none"> • Word Play – Make Words for Decoding Use Standard Sound Cards to make 5-6 Unit Words, students tap to read them. T248 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>put, two</i>) T249 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T249 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Large Sound Cards 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Unit Word Resource List • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 2, Day 3 in Foundations</p>
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<p>New glued sounds Standard Sound Cards Vowels and 4-5 consonants. Trick Word Drill Trick Words that have been introduced, but not mastered. T250</p> <ul style="list-style-type: none"> • Make It Fun – Rhyming Dictate a word with the nk glued sound. Students repeat word and then give the rhyming keyword and corresponding glued sound. Students think of other words that rhyme, write list on the board, and finish by reading the list chorally. T250 • Word of the Day – Build Word of the Day, have a student mark it. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (<i>link</i>) T251 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T251 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Large Sound Cards 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Unit Word Resource List • Student Notebook <ul style="list-style-type: none"> • Standard Sound Cards • Unit Word of the Day Cards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 2, Day 4 in Foundations</p>
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<p>New glued sounds Standard Sound Cards Vowels and 4-5 consonants. Vowel Extension Vowels T252</p> <ul style="list-style-type: none"> • Word Talk – Using Standard Sound Cards and Suffix Frames, make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Complete following the Learning Activity procedures. Display Words Complete following the Learning Activity procedures. T252 • Echo/Find Letters and Words – Echo/Find Letters Say a new glued sound, students echo and point to the letter(s) on their Magnetic Letter Board. Echo/Find Words Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Complete following the Learning Activity procedures. T253 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T253 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Large Sound Cards New glued sounds 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 2, Day 5 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T254</p> <ul style="list-style-type: none"> • Storytime – <u>King Sam</u> Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally. Make A Movie Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students discuss felt throughout the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T254-255 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T255 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Large Sound Cards New glued sounds 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph • Copy of the phrased story for each student (Fluency Kit) • Unit Current Word Resource List • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Resources:</u> Week 3, Day 1 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension All vowels T256</p> <ul style="list-style-type: none"> • Introduce New Concepts – Ng/nk Words With A Suffix – Teach Reading Using Standard Sound Cards, make the words king and rink. Add the suffix –s to each word. Explain that some are plurals, and some are action words. • Teach Spelling Dictate word, students repeat, ask if it has a suffix. Complete following the Learning Activity procedure. T256 • Word of the Day – Build Word of the Day, review base word-suffix. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (<i>fang(s)</i>) T257 • Echo/Find Letters and Words – Echo/Find Letters Dictate 3-5 sounds, students echo and point to the letter(s) on their Magnetic Letter Board. • Echo/Find Words Dictate ng and nk words, with and without suffixes. Tap sounds, students echo, form word with corresponding Letter and Suffix Tiles (as needed). Complete following the Learning Activity procedures. T257 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. • Large Sound Cards New glued sounds 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frame • Unit Word Resource List <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <p><u>Resources:</u> Week 3, Day 2 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants. T258</p> <ul style="list-style-type: none"> • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>very, too, also</i>) T258-259 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T259 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Large Sound Cards New glued sounds 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 3, Day 3 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T260</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review base word-suffix. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (<i>think(s)</i>) T260 • Make It Fun – Distribute the Word of the Day Cards to each student. Have students sand and read their cards as you ask them to according to specific directions. T261 • Dictation (Composition Book) – Complete following the Learning Activity procedures. <p>Unit Sounds Unit Words Trick Words Sentence T261</p>	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Word of the Day Cards <ul style="list-style-type: none"> • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book
<p><u>Learning Opportunities/Strategies:</u> Week 3, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. <p>Large Sound Cards New glued sounds</p>	<p><u>Resources:</u> Week 3, Day 4 in Foundations</p>

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<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Vowel Extension Vowels T262</p> <ul style="list-style-type: none"> • Word Talk – Using Standard Sound Cards and Suffix Frames, make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. <p>Read Word of the Day Cards Practice Pack Complete following the Learning Activity procedures.</p> <p>Display Words Complete following the Learning Activity procedures. T262</p> <ul style="list-style-type: none"> • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. <p>Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>some, come</i>) T263</p> <ul style="list-style-type: none"> • Dictation (Dry Erase) – Complete following the Learning Activity procedures. <p>Unit Words Sentence T263</p> <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. <p>Large Sound Cards New glued sounds</p>	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 3, Day 5 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T264</p> <ul style="list-style-type: none"> • Word Talk – Using Standard Sound Cards and Suffix Frames, make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. <p>Read Word of the Day Cards Practice Pack Complete following the Learning Activity procedures.</p> <p>Display Words Complete following the Learning Activity procedures. T264</p> <ul style="list-style-type: none"> • Storytime – <u>King Sam</u> Students re-read scooped story silently and retell. <p>Narrative vs. Informational Using <u>King Sam</u> and an informational text about kings, discuss the differences and similarities between the two texts, document findings on chart paper. T265</p> <p><u>Learning Opportunities/Strategies:</u></p> <p>Unit 7</p> <ul style="list-style-type: none"> • Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently. 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph • Informational Text (teacher supplied) <p><u>Resources:</u></p> <p>Unit 7</p>
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Pemberton Township School District First Grade – Foundational Skills

<p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Underline base word and circle suffix Box glued sounds</p> <p>Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T265</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? How is it used? • Alphabetize tiles 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? How is it used? • Alphabetize tiles on 	<ul style="list-style-type: none"> • Remind students to use resources • Pair with a more proficient student • Assist by helping 	<ul style="list-style-type: none"> • Remind students to use resources • Pair with a more proficient student • Assist by helping

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First Grade – Foundational Skills

<p>on the blank side of Letter Board.</p> <ul style="list-style-type: none"> • During dictation, students write word more than once, focusing on letter formation • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<p>the blank side of Letter Board.</p> <ul style="list-style-type: none"> • During dictation, students write word more than once, focusing on letter formation • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<p>students tap or tapping fingers on table</p> <ul style="list-style-type: none"> • When reciting alphabet, help students point to each letter • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>students tap or tapping fingers on table</p> <ul style="list-style-type: none"> • When reciting alphabet, help students point to each letter • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

First Grade – Foundational Skills

Unit Title: Unit 8 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

Pemberton Township School District

First Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes) – up to four sounds
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Name sound for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC words
- Read and spell words with –s suffix when added to non-changing base words
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including character, setting, and main ideas
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- Why do I have to pay attention to punctuation and capitalization when writing and reading?
- How do letter patterns help me learn to read words I do not know?
- How will practice help us read and spell better?
- How do I know how to phrase my words when reading?
- How do we make sure we understand what we read?

Pemberton Township School District

First Grade – Foundational Skills

Content:

- **Big Idea:** Introduce the difference between a blend and a digraph and r-controlled vowels.
 - **Learning Activity Overview:**
1. **Dictation/Sentences** – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance.
 2. **Dictation Sounds** – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 3. **Dictation/Trick Words** – Students practice the spelling of high-frequency words.
 4. **Dictation/Words (Single Syllable Words)** – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 5. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling.
 6. **Echo/Find Letters** – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.

Skills(Objectives):

- Consonant blends and digraph blends
- Blending and reading words with up to four sounds
- Segmenting and spelling words with up to four sounds
- Suffix **–s** added to words with four sounds
- R-controlled vowel sounds: **ar, or, er, ir, ur**
- Reading with accuracy and prosody
- High frequency trick words: **would, could, should, her, over, number**
- Sample words: **bump, stash, bled, past, pinch, shrug, steps**

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First Grade – Foundational Skills

<p>7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.</p> <p>8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>10. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.</p> <p>11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>13. Word Play – Activities teach or reinforce the development of decoding and spelling skills.</p> <p>14. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.</p>	
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First Grade – Foundational Skills

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

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First Grade – Foundational Skills

<ul style="list-style-type: none"> • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling • Handwriting • Letter Sound Correspondence 	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u> Week 1, Day 1 in Foundations</p>	<p><u>Resources:</u> Week 1, Day 1 in Foundations</p>

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First Grade – Foundational Skills

<ul style="list-style-type: none"> Drill Sounds/Warm Up – Arrange standard sound cards on chart as displayed on page T271. Complete the following Learning Activity procedures. Large Sound Cards New glued sounds Standard Sound Cards Vowels and 4-5 consonants. T274 Introduce New Concepts – Teach Blends Using the Standard Sound Cards, form the word ship, students read the word and identify the digraph. Form the word slip, explain the difference between sh and sl. Ship gets three taps because it has three sounds, slip gets four taps because it has four sounds. Sh is a digraph, sl is a blend. Teach Marking Blends Each letter in a blend is underlined separately. Glued sounds are boxed, and blends within are underlined individually. Student Notebook Entry Refer to the Sounds section of Student Notebooks for definition of a blend. Teach Spelling Dictate 4-5 words, students repeat and tap, find Standard Sound Cards to build the word. T274-75 	<ul style="list-style-type: none"> Large Sound Cards Standard Sound Cards Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson Standard Sound Cards Student Notebook
<p><u>Learning Opportunities/Strategies:</u> Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete the following Learning Activity 	<p><u>Resources:</u> Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> Standard Sound Cards

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First Grade – Foundational Skills

<p>procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T276</p> <ul style="list-style-type: none"> • Introduce New Concepts – R-Controlled Vowels Using the R-Controlled Vowel Poster, introduce R-controlled vowels. Teach Letter-Keyword-Sound (ar, or) Use poster to teach letter-keyword-sound for ar and or. T276-277 • Word of the Day – Build Word of the Day, review the concept of a blend, tapping, and marking. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (task) T277 • Make It Fun – Scrambled Sentences Write words from sentences on frames and put in a vertical column in random order. Student rearranges words into a sentence, with punctuation and capitalization. T277 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • R-Controlled Vowel Poster • Standard Sound Cards • Unit Word of the Day Cards • Large Writing Grid • Student Notebook • Unit Sentence Resource List • Sentence Frames <p><u>Resources:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>R-Controlled Vowel Poster Point to the ar and or sounds while saying the letter-keyword-sound, students echo. As mastered, student becomes drill leader.</p> <p>Student Notebook Entry Students find and color the ar and or vowel sounds. T278</p> <ul style="list-style-type: none"> • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>would, could, should</i>) T278-279 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T279 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Student Notebook • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>procedures.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>R-Controlled Vowel Poster</p> <p>ar, or</p> <p>Trick Word Drill</p> <p>Trick Words that have been introduced, but not mastered. T280</p> <ul style="list-style-type: none"> • Word Talk – Using Standard Sound Cards and Suffix Frames, make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. <p>Read Word of the Day Cards Practice Pack</p> <p>Complete following the Learning Activity procedures.</p> <p>Display Words</p> <p>Complete following the Learning Activity procedures. T280</p> <ul style="list-style-type: none"> • Echo/Find Letters and Words – Echo/Find Letters Dictate 3-5 sounds, students echo and point to the letter(s) on their Magnetic Letter Board. Echo/Find Words Dictate words, tap sounds, students echo, and form word with corresponding Letter Tiles. Complete following the Learning Activity procedures. T281 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T281 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <ul style="list-style-type: none"> • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u></p> <p>Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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First Grade – Foundational Skills

<p>procedures.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>Trick Word Drill</p> <p>Trick Words that have been introduced, but not mastered. T282</p> <ul style="list-style-type: none"> • Storytime – <u>The Pink Dress</u> Students read scooped story silently, discuss title and make predictions. Discuss why ‘King Sam’ is capitalized. Read the Story Complete following the Learning Activity procedures. Mark Words Select students to mark words: Draw a tall frame around words with a capital letter Highlight punctuation marks Mark blends with two lines T282-283 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T283 	<ul style="list-style-type: none"> • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph • Sentence Frames • Unit Resource Lists • Composition Books
<p><u>Learning Opportunities/Strategies:</u></p> <p>Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<p><u>Resources:</u></p> <p>Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards

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First Grade – Foundational Skills

<p>procedures.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>R-Controlled Vowel Poster</p> <p>ar, or</p> <p>Trick Word Drill</p> <p>Trick Words that have been introduced, but not mastered. T284</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach Digraph Blends Demonstrate a digraph blend and how to tap and mark it. Read definition in Student Notebook. Teach Letter-Keyword-Sound (er, ir, ur) Use poster to teach letter-keyword-sound for er, ir and ur. T284-285 • Word of the Day – Build Word of the Day, review the concept of a blend, tapping, and marking. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (<i>shred</i>) T285 • Echo/Find Letters and Words – Echo/Find Letters Dictate 3-5 sounds, students echo and point to the letter(s) on their Magnetic Letter Board. Echo/Find Words Dictate words, tap sounds, students echo, and form word with corresponding Letter Tiles. Complete following the Learning Activity procedures. T285 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Student Notebook <ul style="list-style-type: none"> • Standard Sound Cards • Unit Word of the Day Cards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <p><u>Resources:</u></p> <p>Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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First Grade – Foundational Skills

<p>procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>R-Controlled Vowel Poster ar, or</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T286</p> <ul style="list-style-type: none"> • Word Play – Review Base Word And Suffix Use Standard Sound Cards to review the reading of a base word and suffix. Make 5-6 words with the suffix –s. Complete following the Learning Activity procedures. T286 • Make It Fun – Teach Spelling With Blank Cards Use blank Standard Sound Cards to spell words with the correct color cards. Dictate unit words, have a student build words. T287 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T287 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frame • Unit Word Resource List <ul style="list-style-type: none"> • Blank Standard Sound Cards • Suffix Frame • Unit Word Resource List <ul style="list-style-type: none"> • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>procedures.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>R-Controlled Vowel Poster</p> <p>Introduced sounds T288</p> <ul style="list-style-type: none"> • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. • Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>her, over, number</i>) T288-289 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. • Unit Words • Sentence T289 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Student Notebook • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u></p> <p>Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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First Grade – Foundational Skills

<p>procedures.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>R-Controlled Vowel Poster</p> <p>Introduced sounds</p> <p>Trick Word Drill</p> <p>Trick Words that have been introduced, but not mastered. T290</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review base word and suffix, blend, bonus letter, tapping, and marking. Complete following the Learning Activity procedures. (<i>bluff(s)</i>) T290 • Word Talk – Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Display Words T291 • Echo/Find Letters and Words – Echo/Find Letters Dictate 3-5 sounds, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T291 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T291 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frame • Unit Word of the Day Cards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <ul style="list-style-type: none"> • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u></p> <p>Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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First Grade – Foundational Skills

<p>procedures.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>Trick Word Drill</p> <p>Trick Words that have been introduced, but not mastered. T292</p> <ul style="list-style-type: none"> • Storytime – <u>The Pink Dress</u> Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally. <p>Make A Movie</p> <p>Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students retell the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T292-293</p> 	<ul style="list-style-type: none"> • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph • Copy of the phrased story for each student (Fluency Kit) • Unit Current Word Resource List
<p><u>Learning Opportunities/Strategies:</u></p> <p>Unit 8</p> <ul style="list-style-type: none"> • Unit Test Have students find the Unit Test pages located 	<p><u>Resources:</u></p> <p>Unit 8</p> <ul style="list-style-type: none"> • Composition Book

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First Grade – Foundational Skills

<p>at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Underline base word and circle suffix Underline blends and digraph blends with two separate lines Star the bonus letters</p> <p>Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T293</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound?) 	<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound?) 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more

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First Grade – Foundational Skills

How is it used?	How is it used?	proficient student	proficient student
<ul style="list-style-type: none"> Alphabetize tiles on the blank side of Letter Board. During dictation, students write word more than once, focusing on letter formation Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> Alphabetize tiles on the blank side of Letter Board. During dictation, students write word more than once, focusing on letter formation Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> Assist by helping students tap or tapping fingers on table When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> Assist by helping students tap or tapping fingers on table When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria)

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First Grade – Foundational Skills

Unit Title: Unit 9 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

Pemberton Township School District

First Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes) – up to four sounds
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Name sounds for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC words
- Read and spell words with –s suffix when added to non-changing base words
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including character, setting, and main ideas
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How can I improve my speed, accuracy, and expression when reading?
- How do good readers sound?
- How will practice help us read and spell better?

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First Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Big Idea: Introduce the closed syllable and vowel teams. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 	<ul style="list-style-type: none"> • Closed syllable concept with short vowels • Closed syllable vs. open syllable • Vowel team sounds for: ai, ay, ee, ez, ey, oi, oy • Narrative fiction vs. informational texts • Reading with accuracy and prosody • High frequency trick words: say, says, see, between, each • Sample words: click, chunk, sniffs

Pemberton Township School District

First Grade – Foundational Skills

<p>7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.</p> <p>8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>10. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.</p> <p>11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>13. Word Play – Activities teach or reinforce the development of decoding and spelling skills.</p>	
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> Student Notebook 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> Assessment of Student Mastery

Pemberton Township School District

First Grade – Foundational Skills

- Direct Observation of Daily Work:

- Letter-Keyword-Sounds
- Letter Formation
- Sound Recognition
- Story Retelling

- Handwriting

- Letter Sound Correspondence

- Unit Tests

- Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Resources:

Week 1, Day 1 in Foundations

<ul style="list-style-type: none"> • Drill Sounds/Warm Up – Arrange standard sound cards on chart as displayed on page T299. Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. R-Controlled Vowel Poster Introduced sounds T302 • Introduce New Concepts – Teach Closed Syllable Concept Introduce the concept of a syllable. Using Standard Sound Cards, build closed syllable words, explain that because the syllable is closed, the vowel is short. Teach Marking Closed Syllables Explain how to mark closed syllables. Student Notebook Entry Refer to the Syllable section of Student Notebooks for definition of a closed syllable. T302-303 • Echo/Find Letters and Words – Echo/Find Letters Dictate 3-5 sounds, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T303 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Unit Word Resource List • Student Notebook <ul style="list-style-type: none"> • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <p><u>Resources:</u> Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>R-Controlled Vowel Poster Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T304</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review the concept of a closed syllable and how it is marked. Complete following the Learning Activity procedures. (<i>block</i>) T304 • Introduce New Concepts – Teach Spelling With Blank Tiles Practice spelling with Unit Words. Have students use blank Magnetic Letter Tiles to spell words, using the correct color tiles. Mark words. T305 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T305 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Unit Word of the Day Cards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Magnetic Letter Boards • Letter Tiles • Unit Word Resource List <ul style="list-style-type: none"> • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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First Grade – Foundational Skills

<p>procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>R-Controlled Vowel Sounds Introduced sounds T306</p> <ul style="list-style-type: none"> • Introduce New Concepts – Introduce Vowel Teams Using Vowel Teams Poster, introduce vowel teams. Teach Letter-Keyword-Sound (ai, ay) Teach the first row on the Vowel Teams Poster to teach letter-keyword-sound. T306 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>say, says</i>) T306-307 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T307 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Vowel Teams Poster • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>procedures.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>R-Controlled Vowel Sounds And Vowel Teams</p> <p>Introduced sounds</p> <p>Trick Word Drill</p> <p>Trick Words that have been introduced, but not mastered. T308</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach Letter-Keyword-Sound (ee, ea, ey) Using Vowel Teams Poster, review first row of vowel teams, then drill the new vowel teams. T308 • Word of the Day – Build Word of the Day, review the concept of a closed syllable and how it is marked. Complete following the Learning Activity procedures. (<i>act</i>) T309 • Make It Fun – Closed Syllable Hunt Write a variety of words on board. Select students to hunt for and cross out any word that is not a closed syllable, and mark those that are. Continue until all words are crossed out or marked. T309 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T309 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Vowel Teams Poster <ul style="list-style-type: none"> • Standard Sound Cards • Unit Word of the Day Cards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Unit Word Resource List <ul style="list-style-type: none"> • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u></p> <p>Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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First Grade – Foundational Skills

<p>procedures.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>R-Controlled Vowel Sounds And Vowel Teams</p> <p>Introduced sounds</p> <p>Trick Word Drill</p> <p>Trick Words that have been introduced, but not mastered. T310</p> <ul style="list-style-type: none"> • Storytime – <u>Fred The Frog</u> Students read scooped story silently, discuss title and make predictions. Read the Story Complete following the Learning Activity procedures. Mark Words Select students to mark words: Circle all quotation marks Draw a tall frame around words with a capital letter Find and mark closed syllables T310-311 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T311 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Resources:</u></p> <p>Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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First Grade – Foundational Skills

<p>procedures.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>R-Controlled Vowels and Vowel Teams</p> <p>Introduced sounds T312</p> <ul style="list-style-type: none"> • Introduce New Concepts – Reteach Closed Syllables Using Standard Sound Cards, make the word clap. Ask students if it is a closed syllable, and have them explain why. Add the Suffix Frame and the suffix –s to the word, mark. Repeat with several words, including blends and digraph blends. Introduce Closed vs. Open Syllables Using Standard Sound Cards, make the word got, discuss closed syllables. Remove the t and ask if it is still closed, discuss how the vowel sound changed. Repeat with several words. T312-313 • Echo/Find Letters and Words – Echo/Find Letters Dictate 3-5 sounds, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T313 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T313 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frame • Unit Word Resource List • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u></p> <p>Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>procedures.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>R-Controlled Vowels and Vowel Teams</p> <p>Introduced sounds T314</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach Letter-Keyword-Sound (oi, oy) Using Vowel Teams Poster, review first two rows of vowel teams, then drill the new vowel teams. T314 • Make It Fun – Closed Syllable Hunt Write a variety of words on board. Select students to hunt for and cross out any word that is not a closed syllable, and mark those that are. Continue until all words are crossed out or marked. T315 • Word of the Day – Build Word of the Day, review base word, suffix, blends, bonus letter, and closed syllable. Complete following the Learning Activity procedures. (<i>drill(s)</i>) T315 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T315 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Vowel Teams Poster • Unit Word Resource List • Standard Sound Cards • Suffix Frame • Unit Word of the Day Cards • Large Writing Grid • Student Notebook • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u></p> <p>Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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First Grade – Foundational Skills

<p>procedures.</p> <p>Standard Sound Cards</p> <p>Vowels and 4-5 consonants.</p> <p>R-Controlled Vowels and Vowel Teams</p> <p>Introduced sounds</p> <p>Trick Word Drill</p> <p>Trick Words that have been introduced, but not mastered. T316</p> <ul style="list-style-type: none"> • Word Play – Make Nonsense Words Use Standard Sound Cards to make 8-10 nonsense words, students tap to read them. Review concepts and mark up words. T316 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>see, between, each</i>) T317 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T317 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Unit Nonsense Word Resource List • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u></p> <p>Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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Pemberton Township School District

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<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>R-Controlled Vowel Sounds And Vowel Teams Introduced sounds T318</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review the concept of a closed syllable and how it is marked. Complete following the Learning Activity procedures. (<i>spell(s)</i>) T318 • Echo/Find Letters and Words – Echo/Find Letters Dictate 3-5 sounds, complete following the Learning Activity procedures. • Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T319 • Dictation (Composition Book) – Complete following the Learning Activity procedures. • Unit Sounds • Unit Words • Trick Words • Sentence T319 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frame • Unit Word of the Day Cards • Large Writing Grid • Student Notebook • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T320</p> <ul style="list-style-type: none"> • Storytime – <u>Fred the Frog</u> Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally. <p>Make A Movie Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students retell the story, and discuss how the characters felt throughout the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T320-321</p> <p><u>Learning Opportunities/Strategies:</u></p> <p>Unit 9</p> <ul style="list-style-type: none"> • Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate 	<ul style="list-style-type: none"> • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph • Copy of the phrased story for each student (Fluency Kit) • Unit Current Word Resource List <p><u>Resources:</u></p> <p>Unit 9</p> <ul style="list-style-type: none"> • Composition Book
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First Grade – Foundational Skills

<p>the sounds and words. Have students repeat and then write independently.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Underline base word and circle suffix Mark closed syllable words</p> <p>Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T321</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound? How is it used? 	<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound? How is it used? 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more proficient student 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more proficient student

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First Grade – Foundational Skills

<ul style="list-style-type: none"> Alphabetize tiles on the blank side of Letter Board. During dictation, students write word more than once, focusing on letter formation Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> Alphabetize tiles on the blank side of Letter Board. During dictation, students write word more than once, focusing on letter formation Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> Assist by helping students tap or tapping fingers on table When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> Assist by helping students tap or tapping fingers on table When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

First Grade – Foundational Skills

Unit Title: Unit 10 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

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First Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes) – up to five sounds
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Name sounds for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC words
- Read and spell words with **-s**, **-ed**, **-ing** suffixes when added to non-changing base words
- Explain major differences between fictional stories and informational text
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How can I improve my speed, accuracy, and expression when reading?
- How do good readers sound?
- How will practice help us read and spell better?

Pemberton Township School District

First Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Big Idea: Introduce blends with glued sounds and review suffixes. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 	<ul style="list-style-type: none"> • Segmenting and blending up to five sounds • Suffix –s added to words with five sounds • Suffixes –ed, –ing added to unchanging base words with closed syllables • Vowel team sounds for: oa, oe, ow, ou, oo, ue, ew, au, aw • Narrative fiction vs. informational books • Reading with accuracy and prosody • High frequency trick words: any, many how, now, down, out, about, our • Sample words: stump, clasp, strap, slashing, blended

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First Grade – Foundational Skills

<p>7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.</p> <p>8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>10. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.</p> <p>11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>13. Word Play – Activities teach or reinforce the development of decoding and spelling skills.</p> <p>14. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.</p>	
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Pemberton Township School District
First Grade – Foundational Skills

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

Pemberton Township School District

First Grade – Foundational Skills

<ul style="list-style-type: none"> • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling • Handwriting • Letter Sound Correspondence 	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> Week 1, Day 1 in Foundations	<u>Resources:</u> Week 1, Day 1 in Foundations

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<ul style="list-style-type: none"> Drill Sounds/Warm Up – Arrange standard sound cards on chart as displayed on page T325. Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. R-Controlled Vowels and Vowel Teams Introduced sounds T328 Introduce New Concepts – Teach Letter-Keyword-Sound (oa, oe, ow) Using Vowel Teams Poster, review first three rows of vowel teams, then drill the new vowel teams. Teach Blending Words With Five Sounds Explain that some words have five sounds in a syllable. Using Standard Sound Cards, build a word with five sounds and demonstrate tapping. Teach Students To Mark Words Review marking words with blends, more than one blend, and blends within glued sounds. T328-329 Word of the Day – Build Word of the Day, review the concept of a closed syllable and how it is marked. Complete following the Learning Activity procedures. <i>(slept)</i> T329 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete the following Learning Activity 	<ul style="list-style-type: none"> Standard Sound Cards R-Controlled Vowel Poster Vowel Teams Poster Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson Vowel Teams Poster Standard Sound Cards Unit Word of the Day Cards Large Writing Grid Student Notebook <p><u>Resources:</u> Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> Standard Sound Cards
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procedures.

Standard Sound Cards

Vowels and 4-5 consonants.

R-Controlled Vowel Sounds And Vowel Teams

Introduced sounds

Trick Word Drill

Trick Words that have been introduced, but not mastered. T330

- **Word Talk –**

Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Students quickly read Word of The Day Cards, without tapping.

Display Words

Display selected words and discuss meaning and structure, students mark words. T330

- **Introduce New Concepts –**

Teach Spelling Words With Five Sounds

Explain that some words have five sounds in a syllable. Using Standard Sound Cards, build a word with five sounds and demonstrate tapping. Students build the words with their Letter Boards. Repeat with several current words, and 3-4 review words. T331

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T331

Learning Opportunities/Strategies:

Week 1, Day 3 in Foundations

- **Drill Sounds/Warm Up –**

Complete the following Learning Activity procedures.

- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Word Resource Lists

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Resources:

Week 1, Day 3 in Foundations

- Standard Sound Cards

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<p>Standard Sound Cards Vowels and 4-5 consonants.</p> <p>R-Controlled Vowel Sounds And Vowel Teams Introduced sounds T332</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review five sounds in a closed syllable with a blend before <u>and</u> after the vowel. Have students explain why it is closed and mark. Complete following the Learning Activity procedures. (<i>trust</i>) T332 • Make It Fun – Stand Up Pass out the Word of the Day Cards to each student, divide the class into two teams. Read prompts, students stand as directed by the prompts. Standing students read their word to confirm, give more directives until all students from one team are standing, which is the winning team. T333 • Echo/Find Letters and Words – Echo/Find Letters Dictate 3-5 sounds, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T333 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Large Writing Grid • Student Notebook • Word of the Day Cards • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <p><u>Resources:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>Vowels and 4-5 consonants. R-Controlled Vowel Sounds And Vowel Teams Introduced sounds T334</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach Letter-Keyword-Sound (ou, oo) Using Vowel Teams Poster, review first four rows of vowel teams, then drill the new vowel teams. T334 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>any, many</i>) T335 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T335 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Vowel Teams Poster • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>R-Controlled Vowel Sounds And Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T336</p> <ul style="list-style-type: none"> • Word Talk – Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read Word of The Day Cards, without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T336 • Storytime – <u>The Skunk</u> Students read scooped story silently, discuss title and make predictions. Read the Story Complete following the Learning Activity procedures. Mark Words Select students to mark words: Underline some blends Circle all quotation marks Highlight exclamation points Underline base words, circle the suffixes Star the bonus letter T337 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. R-Controlled Vowel Sounds And Vowel Teams 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph <p><u>Resources:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>Introduced sounds T338</p> <ul style="list-style-type: none"> • Word Play – Make Words For Decoding Use Standard Sound Cards to make 5-6 unit words, students tap to decode. Review concepts and mark up words for blends. T338 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>how, now, down</i>) T339 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T339 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Unit Word Resource List • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists
<p><u>Learning Opportunities/Strategies:</u> Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. R-Controlled Vowel Sounds And Vowel Teams Introduced sounds Trick Word Drill 	<p><u>Resources:</u> Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards

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Trick Words that have been introduced, but not mastered. T340

- **Word of the Day –**

Build Word of the Day, review five sounds in a closed syllable with a three letter blend. Have students explain why it is closed and mark. Complete following the Learning Activity procedures. (*strap*) T340

- **Introduce New Concepts –**

Teach Reading Words With A Suffix

Using Standard Sound Cards and a suffix frame, make 8-10 unit words with a suffix. Students read and mark words.

Teach Spelling Words With A Suffix

Dictate 4-5 words with a suffix, select student to name and spell the words. T341

- **Echo/Find Letters and Words –**

Echo/Find Letters

Dictate 3-5 sounds, complete following the Learning Activity procedures.

- **Echo/Find Words**

- Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T341

Learning Opportunities/Strategies:

Week 2, Day 3 in Foundations

- **Drill Sounds/Warm Up –**

Complete the following Learning Activity procedures.

Standard Sound Cards

Vowels and 4-5 consonants.

R-Controlled Vowel Sounds And Vowel Teams

Introduced sounds T342

- **Introduce New Concepts –**

- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Resources:

Week 2, Day 3 in Foundations

- Standard Sound Cards

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<p>Teach Letter-Keyword-Sound (ue, ew) Using Vowel Teams Poster, review first four rows of vowel teams, then drill the new vowel teams. T342</p> <ul style="list-style-type: none"> • Make It Fun – Stand Up Pass out the Word of the Day Cards to each student, divide the class into two teams. Read prompts, students stand as directed by the prompts. Standing students read their word to confirm, give more directives until all students from one team are standing, which is the winning team. T343 • Word of the Day – Build Word of the Day, review base word and suffix with five sounds in a closed syllable. Have students explain why it is closed and mark. Complete following the Learning Activity procedures. (<i>clump(s)</i>) T343 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T343 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. R-Controlled Vowel Sounds And Vowel Teams Introduced sounds T344 • Word Play – 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Vowel Teams Poster • Word of the Day Cards • Unit Word of the Day Cards • Large Writing Grid • Student Notebook • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>Make Words For Decoding Use Standard Sound Cards to make 5-6 unit words, students tap to decode. Review concepts and mark up words for blends.</p> <p>Make Nonsense Words Use Standard Sound Cards to make 8-10 nonsense words, students tap to read them. Review concepts and mark up words. T344</p> <ul style="list-style-type: none"> • Echo/Find Letters and Words – Echo/Find Letters Dictate 3-5 sounds, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T345 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T345 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. R-Controlled Vowel Sounds And Vowel Teams Introduced sounds Trick Word Drill Trick Words that have been introduced, but not 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Unit Word Resource List • Unit Nonsense Word Resource List • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>mastered. T346</p> <ul style="list-style-type: none"> • Storytime – <u>The Skunk</u> Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally. Make A Movie Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students retell the story, and discuss how the characters felt throughout the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T346-347 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T347 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. R-Controlled Vowels and Vowel Teams Introduced sounds T348 • Introduce New Concepts – 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph • Copy of the phrased story for each student (Fluency Kit) • Unit Current Word Resource List <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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Teach Reading Words With A Suffix (-ed, -ing)

Using Standard Sound Cards and a suffix frame, build the word **rented**, change the suffix ending to -ing to make the word renting. Explain the suffix meanings. Make 8-10 unit words with a suffix. Students read and mark words.

Teach Spelling Words With A Suffix

Dictate 4-5 words with a suffix, select student to name and spell the words. T348-349

- **Word of the Day –**
Build Word of the Day, review the suffix **-ing** and closed syllables, and how they are marked. Complete following the Learning Activity procedures. (*blend(ing)*) T349
- **Echo/Find Letters and Words –**
Echo/Find Letters
Dictate 3-5 sounds, complete following the Learning Activity procedures.
Echo/Find Words
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T349

Learning Opportunities/Strategies:

Week 3, Day 2 in Foundations

- **Drill Sounds/Warm Up –**
Complete the following Learning Activity procedures.
Standard Sound Cards
Vowels and 4-5 consonants.
R-Controlled Vowel Sounds And Vowel Teams
Introduced sounds
Trick Word Drill
Trick Words that have been introduced, but

- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Resources:

Week 3, Day 2 in Foundations

- Standard Sound Cards

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<p>not mastered. T350</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach Letter-Keyword-Sound (au, aw) Using Vowel Teams Poster, review first five rows of vowel teams, then drill the new vowel teams. T350 • Word Talk – Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read Word of The Day Cards, without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T351 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T351 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. Trick Word Drill Trick Words that have been introduced, but not mastered. T352 • Word of the Day – 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Vowel Teams Poster <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 3, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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Build Word of the Day, mark the word.
Complete following the Learning Activity procedures. (*plant(ed)*) T352

- **Teach Trick Words –**

Reading

Dictate sentence, students echo. Complete following the Learning Activity procedures.

Spelling

Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*out, about, our*) T353

- R-Controlled Vowel Poster
- Trick Word Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Learning Opportunities/Strategies:

Week 3, Day 4 in Foundations

- **Drill Sounds/Warm Up –**

Complete the following Learning Activity procedures.

Standard Sound Cards

Vowels and 4-5 consonants.

R-Controlled Vowel Sounds And Vowel Teams

Introduced sounds T354

- **Word Talk –**

Make 3-4 previously taught Words of the Day.

Resources:

Week 3, Day 4 in Foundations

- Standard Sound Cards

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<p>Complete following the Learning Activity procedures.</p> <p>Read Word of the Day Cards Practice Pack Students quickly read Word of The Day Cards, without tapping.</p> <p>Display Words Display selected words and discuss meaning and structure, students mark words. T354</p> <ul style="list-style-type: none"> • Make It Fun – Scrambled Sentences Write words from sentences on frames and put in a vertical column in random order. Student rearranges words into a sentence, with punctuation and capitalization. T355 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T355 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants. Trick Word Drill Trick Words that have been introduced, but not mastered. T356 • Storytime – <u>The Skunk</u> 	<ul style="list-style-type: none"> • R-Controlled Vowel Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List • Unit Sentence Resource List • Sentence Frames • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 3, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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[illegible]

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<p>word individually.</p> <p>Students Do The Following to Above Words</p> <p>Underline blends with two lines</p> <p>Underline base word and circle suffix</p> <p>Dictate Sentences</p> <p>Place Sentence Frames and circle those that will have a trick word. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T357</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on the blank side of Letter Board. During dictation, students write word more than 	<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on the blank side of Letter Board. During dictation, students write word more than 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more proficient student Assist by helping students tap or tapping fingers on table When reciting alphabet, help 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more proficient student Assist by helping students tap or tapping fingers on table When reciting alphabet, help

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<p>once, focusing on letter formation</p> <ul style="list-style-type: none"> • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<p>once, focusing on letter formation</p> <ul style="list-style-type: none"> • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<p>students point to each letter</p> <ul style="list-style-type: none"> • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>students point to each letter</p> <ul style="list-style-type: none"> • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria)
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First Grade – Foundational Skills

Unit Title: Unit 11 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

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Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes) – up to five sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Distinguish long and short vowel sounds
- Name sounds for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC, and CVCe words
- Read and spell words with **-s**, **-ed**, **-ing** suffixes when added to non-changing base words
- Explain major differences between fictional stories and informational text
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How can I improve my speed, accuracy, and expression when reading?
- How do good readers sound?
- How will practice help us read and spell better?

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<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Big Idea: Introduce vowel-consonant-e syllable pattern. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 	<ul style="list-style-type: none"> • Vowel-consonant-e syllable in one-syllable words • Long vowel sounds • Narrative fiction vs. informational books • Reading with accuracy and prosody • High frequency trick words: friend, other, another, none, nothing • Sample words: stove, hope, caves

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<p>7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.</p> <p>8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation and reading fluency.</p> <p>10. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.</p> <p>11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>13. Word Play – Activities teach or reinforce the development of decoding and spelling skills.</p> <p>14. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.</p>	
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First Grade – Foundational Skills

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

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<ul style="list-style-type: none"> • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling • Handwriting • Letter Sound Correspondence 	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> Week 1, Day 1 in Foundations	<u>Resources:</u> Week 1, Day 1 in Foundations

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- **Drill Sounds/Warm Up –**

Arrange standard sound cards on chart as displayed on page T363.
Complete the following Learning Activity procedures.

Standard Sound Cards

Vowels and 4-5 consonants.

Trick Word Drill

Trick Words that have been introduced, but not mastered. T366

- **Introduce New Concepts –**

Teach Long Vowel Sounds

Introduce the new vowel Large Sound Cards in order, explaining the new (long) vowel sound.

Teach Vowel-Consonant-E Syllable

Using Standard Sound Cards, review closed syllable, making the word **hop**, then tap the word **hope**. Explain that hope also has three sounds, but with a different vowel sound. Explain that the **e** in hope is silent, but makes the vowel long.

Teach The Sound /z/ As In *Wise*

Make the word **bugs**, and ask the sound the suffix **-s** makes in this word. Give other examples of words with the /z/ sound spelled **s**.

Teach Students To Mark Words

Demonstrate how to mark the vowel-consonant-e syllable type.

Student Notebook Entry

Students color the vowel-consonant-e pictures in the Sounds section of their Student Notebooks. T367

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Large Sound Cards
- Standard Sound Cards
- Student Notebook
- Unit Word Resource List

Learning Opportunities/Strategies:

Week 1, Day 2 in Foundations

- **Drill Sounds/Warm Up –**

Complete the following Learning Activity procedures.

Resources:

Week 1, Day 2 in Foundations

- Large Sound Cards

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<p>Large Sound Cards New vowel sounds</p> <p>Vowel Sounds Poster Practice long and short vowels</p> <p>Standard Sound Cards Vowels with both sounds and 4-5 consonants. T368</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach Echo/Find Letters Using the Standard Sound Cards, review the v-e syllable. Illustrate by using a blank Standard Sound Card to represent the consonant. Teach Spelling Dictate words and have students repeat and tap, listening for the short or long vowel sound. Students build words with the Standard Sound Cards and name the letters aloud. T368-369 • Echo/Find Letters and Words – Echo/Find Letters Dictate the long sounds of vowels, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T369 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T369 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Large Sound Cards New vowel sounds 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Sounds Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards <ul style="list-style-type: none"> • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <ul style="list-style-type: none"> • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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<p>Vowel Sounds Poster Practice long and short vowels</p> <p>Standard Sound Cards Vowels with both sounds and 4-5 consonants. T370</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review v-e syllable, mark the word. Complete following the Learning Activity procedures. (<i>globe</i>) T370 • Make It Fun – Stand Up Pass out the Word of the Day Cards to each student. Write the headings, ‘Closed Syllable’ and ‘Vowel-Consonant-e Syllable’. Call students in small groups to write their word in the correct column. Repeat, using words from the Unit Resource List. T371 • Echo/Find Letters and Words – Echo/Find Letters Dictate the long sounds of vowels, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T371 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Vowel Sounds Poster Practice long and short vowels 	<ul style="list-style-type: none"> • Standard Sound Cards • Vowel Sounds Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Large Writing Grid • Student Notebook • Word of the Day Cards • Unit Word Resource List • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <p><u>Resources:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>Standard Sound Cards Vowels with both sounds and 4-5 consonants. T372</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review v-e syllable, mark the word. Complete following the Learning Activity procedures. (<i>brave</i>) T372 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>friend, other, another</i>) T373 	<ul style="list-style-type: none"> • Vowel Sounds Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Large Writing Grid • Student Notebook • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook
<p><u>Learning Opportunities/Strategies:</u> Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Vowel Sounds Poster Practice long and short vowels 	<p><u>Resources:</u> Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards

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<p>Standard Sound Cards Vowels with both sounds and 4-5 consonants. T374</p> <ul style="list-style-type: none"> • Word Talk – Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read Word of The Day Cards, without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T374 • Storytime – <u>Jake The Whale</u> Students read scooped story silently, discuss title and make predictions. Read the Story Complete following the Learning Activity procedures. Mark Words Select students to mark words: Mark all v-e words Find and circle some trick words T375 	<ul style="list-style-type: none"> • Vowel Sounds Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph
<p><u>Learning Opportunities/Strategies:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Vowel Sounds Poster Practice long and short vowels 	<p><u>Resources:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards

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<p>Standard Sound Cards Vowels with both sounds and 4-5 consonants.</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T376</p> <ul style="list-style-type: none"> • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. • Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>none, nothing</i>) T376 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. • Unit Sounds • Unit Words • Trick Words • Sentence T377 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. • Vowel Sounds Poster Practice long and short vowels 	<ul style="list-style-type: none"> • Vowel Sounds Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>Standard Sound Cards Vowels with both sounds and 4-5 consonants.</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T378</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review v-e syllable, mark the word. Complete following the Learning Activity procedures. (<i>swipe</i>) T378 • Echo/Find Letters and Words – Echo/Find Letters Dictate the long sounds of vowels, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T379 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T379 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Vowel Sounds Poster Practice long and short vowels 	<ul style="list-style-type: none"> • Vowel Sounds Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Large Writing Grid • Student Notebook • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>Standard Sound Cards Vowels with both sounds and 4-5 consonants.</p> <p>R-Controlled Vowel Sounds Introduced sounds T380</p> <ul style="list-style-type: none"> • Word Talk – Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read Word of The Day Cards, without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T380 • Make It Fun – Stand Up Pass out the Word of the Day Cards to each student. Write the headings, ‘Closed Syllable’ and ‘Vowel-Consonant-e Syllable’. Call students in small groups to write their word in the correct column. Repeat, using words from the Unit Resource List. T381 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T381 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Vowel Sounds Poster Practice long and short vowels 	<ul style="list-style-type: none"> • Vowel Sounds Poster • R-controlled Vowel Sounds Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List • Word of the Day Cards • Unit Word Resource List • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>Standard Sound Cards Vowels with both sounds and 4-5 consonants.</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T382</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review v-e syllable, mark the word. Complete following the Learning Activity procedures. (<i>tape</i>) T382 • Dictation (Composition Book) – Complete following the Learning Activity procedures. <p>Unit Sounds Unit Words Trick Words Sentence T383</p>	<ul style="list-style-type: none"> • Vowel Sounds Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Large Writing Grid • Student Notebook • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book
<p><u>Learning Opportunities/Strategies:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. <p>Vowel Sounds Poster Practice long and short vowels</p>	<p><u>Resources:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards

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<p>Standard Sound Cards Vowels with both sounds and 4-5 consonants. T384</p> <ul style="list-style-type: none"> • Storytime – <u>Jake the Whale</u> Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally. Make A Movie Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students retell the story, and discuss how the characters felt throughout the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T384-385 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T385 	<ul style="list-style-type: none"> • Vowel Sounds Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph • Copy of the phrased story for each student (Fluency Kit) • Unit Current Word Resource List • Sentence Frames • Unit Resource Lists • Composition Books
<p><u>Learning Opportunities/Strategies:</u> Week 3, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels with both sounds and 4-5 consonants. 	<p><u>Learning Opportunities/Strategies:</u> Week 3, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards

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<p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T386</p> <ul style="list-style-type: none"> • Word Play – Make Words For Decoding Use Standard Sound Cards to make 5-6 unit words, students tap to decode. Review concepts and mark up words for blends. Read Sentences Write sentences on Sentence Frames and phrase. Complete following Learning Activity procedures. T386 • Introduce New Concepts – Teach Reading of V-E Words With A Suffix Using Standard Sound Cards and a suffix frame, to build words with the suffix –s. Make 5-6 unit words with the Standard Sound Cards and add the suffix –s frame. Teach Spelling Of V-E Words With A Suffix Dictate 3-4 words with a suffix, select student to name and spell the words. T387 • Echo/Find Letters and Words – Echo/Find Letters Dictate the long sounds of vowels, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T387 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels with both sounds and 4-5 consonants. 	<ul style="list-style-type: none"> • R-Controlled Vowels Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Unit Word Resource List • Sentence Frames <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frame • Unit Word Resource List <ul style="list-style-type: none"> • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T388</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review v-e syllable, mark the word. Complete following the Learning Activity procedures. (<i>tribe(s)</i>) T388 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. <p>Unit Sounds Unit Words Trick Words Sentence T389</p>	<ul style="list-style-type: none"> • R-Controlled Vowels Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Large Writing Grid • Student Notebook • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists
<p><u>Learning Opportunities/Strategies:</u> Week 3, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. <p>Standard Sound Cards Vowels with both sounds and 4-5 consonants.</p>	<p><u>Learning Opportunities/Strategies:</u> Week 3, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards

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<p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T390</p> <ul style="list-style-type: none"> • Word Talk – Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read Word of The Day Cards, without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T390 • Make It Fun – Stand Up Pass out the Word of the Day Cards to each student. Write the headings, ‘Closed Syllable’ and ‘Vowel-Consonant-e Syllable’. Call students in small groups to write their word in the correct column. Repeat, using words from the Unit Resource List. T391 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T391 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels with both sounds and 4-5 consonants. 	<ul style="list-style-type: none"> • R-Controlled Vowels Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List • Word of the Day Cards • Unit Word Resource List • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards
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<p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T392</p> <ul style="list-style-type: none"> • Word Play – Make Nonsense Words Use Standard Sound Cards to make 8-10 nonsense words, students tap to read them. Review concepts and mark up words. T392 • Word of the Day – Build Word of the Day, review v-e syllable, mark the word. Complete following the Learning Activity procedures. (rule(s)) T393 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T393 	<ul style="list-style-type: none"> • R-Controlled Vowels Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Unit Word Resource List • Unit Nonsense Word Resource List • Unit Word of the Day Cards • Large Writing Grid • Student Notebook • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book
<p><u>Learning Opportunities/Strategies:</u> Week 3, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels with both sounds and 4-5 consonants. 	<p><u>Learning Opportunities/Strategies:</u> Week 3, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards

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<p>Trick Word Drill Trick Words that have been introduced, but not mastered. T394</p> <ul style="list-style-type: none"> • Word Talk – Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. Display Words Display selected words and discuss meaning and structure, students mark words. T394 • Storytime – <u>Jake The Whale</u> Students re-read scooped story silently and retell. Narrative vs. Informational Using <u>Jake The Whale</u> and an informational text about whales, discuss the differences and similarities between the two texts, document findings on chart paper. T395 	<ul style="list-style-type: none"> • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph • Informational Text (teacher supplied)
<p><u>Learning Opportunities/Strategies:</u> Unit 11</p> <ul style="list-style-type: none"> • Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently. 	<p><u>Resources:</u> Unit 11</p> <ul style="list-style-type: none"> • Composition Book

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<p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Underline base word and circle suffix Mark the vowel-consonant-e syllables</p> <p>Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T395</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles 	<ul style="list-style-type: none"> Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more proficient student Assist by helping 	<ul style="list-style-type: none"> Remind students to use resources Pair with a more proficient student Assist by helping

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<p>on the blank side of Letter Board.</p> <ul style="list-style-type: none"> During dictation, students write word more than once, focusing on letter formation Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<p>the blank side of Letter Board.</p> <ul style="list-style-type: none"> During dictation, students write word more than once, focusing on letter formation Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<p>students tap or tapping fingers on table</p> <ul style="list-style-type: none"> When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>students tap or tapping fingers on table</p> <ul style="list-style-type: none"> When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria)
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First Grade – Foundational Skills

Unit Title: Unit 12 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

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Central Idea / Enduring Understanding:

Students will...

- Distinguish long and short vowel sounds
- Name sounds for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC, and CVCe words
- Read and spell compound words and other words with two-syllables by breaking them into syllables
- Read and spell words with **-s, -ed, -ing** suffixes when added to non-changing base words
- Apply capitalization rules for beginning of sentences and names of people, places, and dates
- Explain major differences between fictional stories and informational text
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How can I improve my speed, accuracy, and expression when reading?
- How do good readers sound?
- How will practice help us read and spell better?

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First Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Big Idea: Change focus from sounds to syllables. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Multisyllabic Words) – When spelling with more than one syllable, it is important to reinforce the procedure of dealing with one syllable at a time. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 7. Echo/Find Words (Multisyllabic Words) – This helps students to learn to break words into 	<ul style="list-style-type: none"> • Concept of syllable in multisyllabic words • Compound words • Syllable division rules • Reading and spelling words with two closed syllables or closed and v-e syllables • Reading with accuracy and prosody • Paragraph structure • High frequency trick words: people, month, little, been, own, want, Mr., Mrs. • Sample words: sunset, finish, reptile

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<p>syllables and spell one-syllable at a time, and simplifies the task of spelling longer words.</p> <p>8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>10. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.</p> <p>11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>13. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.</p>	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u>	<u>Other Evidence:</u>

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<ul style="list-style-type: none"> • Student Notebook • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling • Handwriting • Letter Sound Correspondence 	<ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
<div>Stage 3: Learning Plan</div>	
<div> <u>Learning Opportunities/Strategies:</u> Week 1, Day 1 in Foundations </div>	<div> <u>Resources:</u> Week 1, Day 1 in Foundations </div>

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- **Drill Sounds/Warm Up –**

Arrange standard sound cards on chart as displayed on page T401.

Complete the following Learning Activity procedures.

Standard Sound Cards

Vowels and 4-5 consonants

R-Controlled Vowel Sounds and Vowel Teams

Introduced sounds

Trick Word Drill

Trick Words that have been introduced, but not mastered. T404

- **Introduce New Concepts –**

Teach Syllable Division

Explain that words are made up of parts, called syllables. Write **bath** on a white Syllable Frame, students read. Write **tub** on another white Syllable Frame, students read. Combine the two frames to form the word **bathtub**. Repeat with various Unit words. Point out that syllables are separated by consonants.

Student Notebook Entry

Add words to the Closed Syllable page of their Student Notebook. T404-405

- **Word of the Day –**

Build Word of the Day, review syllable division, write word on Syllable Frames, and mark the word. Complete following the Learning Activity procedures. (*upset*) T405

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Syllable Frames
- Unit Word Resource List
- Student Notebook

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

Learning Opportunities/Strategies:

Week 1, Day 2 in Foundations

- **Drill Sounds/Warm Up –**

Resources:

Week 1, Day 2 in Foundations

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<p>Complete the following Learning Activity procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T406</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach Concepts Build the word limit. Explain that if there is only one consonant between two vowels, with closed syllables, it goes to the first syllable to close in the first vowel. Write the word on Syllable Frames to illustrate the division. Make Words Use the Standard Sound Cards and Syllable Frames to make several Unit words. Student Notebook Entry Students add the word limit to the Vocabulary Section of their Student Notebook. Teach Spelling Students use their Magnetic Letter Tiles and Letter Boards to segment syllables, rather than sounds. Once the word is segmented into syllables, students tap each syllable to spell. T406-407 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words (multisyllabic) Trick Words Sentence T407 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Syllable Frames • Standard Sound Cards • Magnetic Letter Board • Letter Tiles • Unit Word Resource List • Student Notebook <ul style="list-style-type: none"> • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 1, Day 3 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T408</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review syllable division, write word on Syllable Frames, and mark the word. Complete following the Learning Activity procedures. (<i>limit</i>) T408 • Make It Fun – Scrambled Sentences Write words from sentences on frames and put in a vertical column in random order. Student rearranges words into a sentence, with punctuation and capitalization. T409 • Echo/Find Letters and Words – Echo/Find Letters Dictate the long sounds of vowels, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T410 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Unit Word of the Day Cards • Syllable Frames • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Unit Sentence Resource List • Sentence Frames <ul style="list-style-type: none"> • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <p><u>Resources:</u> Week 1, Day 4 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T410</p> <ul style="list-style-type: none"> • Word Talk – Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. <p>Display Words Display selected words and discuss meaning and structure, students mark words. T410</p> <ul style="list-style-type: none"> • Teach Trick Words – <p>Reading Dictate sentence, students echo. Complete following the Learning Activity procedures.</p> <p>Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>people, month</i>) T411</p>	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook
<p><u>Learning Opportunities/Strategies:</u></p> <p>Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<p><u>Resources:</u></p> <p>Week 1, Day 5 in Foundations</p>

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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T412</p> <ul style="list-style-type: none"> • Word Talk – Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T412 • Storytime – <u>Jackson</u> Students read scooped story silently, discuss title and make predictions. Read the Story Complete following the Learning Activity procedures. Mark Words Select students to mark words: Scoop into syllables T413 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph <p><u>Resources:</u> Week 2, Day 1 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T414</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach Reading of Two-Syllable Words With V-E Syllables Explain that vowel-consonant-e syllables can be combined with closed syllables to make longer words. Make the word mistake, point out that although there are three vowels in the word, there are only two-syllables because the e is silent. Using Standard Sound Cards, build several words. <p>Teach Spelling Explain that students will use the same procedure for spelling multisyllabic words with v-e syllables as those with closed syllables. Using the Syllable Frames on the Dry Erase Tablets, divide words into syllables, tap to spell each syllable. T414-415</p> <ul style="list-style-type: none"> • Dictation (Dry Erase) – Complete following the Learning Activity procedures. <p>Unit Sounds Unit Words (multisyllabic) Trick Words Sentence T415</p> <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Dry Erase Boards • Syllable Frames • Unit Word Resource List <ul style="list-style-type: none"> • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 2, Day 2 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T416</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review syllable division with v-e and closed syllables, write word on Syllable Frames, and mark the word. Complete following the Learning Activity procedures. (<i>excuse</i>) T416 • Introduce New Concepts – Compound Words Using Standard Sound Cards, make the word fireman and separate it between the two words. Using Syllable Frames, build compound words from the Unit Resources, have students mark. T417 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>been, little</i>) T417 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Syllable Frames • Large Writing Grid • Student Notebook • Standard Sound Cards • Syllable Frames • Unit Word Resource List • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <p><u>Resources:</u> Week 2, Day 3 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T418</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review syllable division, write word on Syllable Frames, and mark the word. Complete following the Learning Activity procedures. (<i>dislike</i>) T418 • Make It Fun – Syllable Match Write the first syllable of a word in a left hand column, and the second syllable in a right hand column. Put four syllables in each column. Students draw lines from left to right to connect syllables to build words. Write words on Syllable Frames. T419 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T419 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Syllable Frames • Large Writing Grid • Student Notebook • Syllable Frames • Unit Word Resource List • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 2, Day 4 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T420</p> <ul style="list-style-type: none"> • Word Talk – Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T420 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>own, want</i>) T421 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words (multisyllabic) Trick Words Sentence T421 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 2, Day 5 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants T422</p> <ul style="list-style-type: none"> • Word Talk – Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T422 • Storytime – <u>Jackson</u> Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally. Make A Movie Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students retell the story, and discuss how the characters felt throughout the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T422-423 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T423 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph • Copy of the phrased story for each student (Fluency Kit) • Unit Current Word Resource List • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 1 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T424</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach The Spelling Of IC Using Standard Sound Cards, make the word public. Explain that any multisyllabic word ending with -ic is spelled with the letter ‘c’. Using Syllable Frames, write a Unit Word and have students scoop the syllables and read it. Student Notebook Entry Students add public to their Student Notebooks. T424 • Echo/Find Letters and Words – Echo/Find Letters Dictate the long sounds of vowels, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T425 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T425 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Syllable Frames • Unit Word Resource List • Student Notebook <ul style="list-style-type: none"> • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <ul style="list-style-type: none"> • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 3, Day 2 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T426</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review syllable division, reteach multisyllabic words ending in –ic, write word on Syllable Frames, and mark the word. Complete following the Learning Activity procedures. (<i>frantic</i>) T426 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>Mr., Mrs.</i>) T427 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Syllable Frames • Large Writing Grid • Student Notebook • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <p><u>Resources:</u> Week 3, Day 3 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T428</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day, review syllable division, write word on Syllable Frames, and mark the word. Complete following the Learning Activity procedures. (<i>plastic</i>) T428 • Make It Fun – Syllable Match Write the first syllable of a word in a left hand column, and the second syllable in a right hand column. Put four syllables in each column. Students draw lines from left to right to connect syllables to build words. Write words on Syllable Frames. T429 • Echo/Find Letters and Words – Echo/Find Letters Dictate the long sounds of vowels, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T429 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Syllable Frames • Large Writing Grid • Student Notebook • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <p><u>Resources:</u> Week 3, Day 4 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T430</p> <ul style="list-style-type: none"> • Word Talk – Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. <p>Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards without tapping.</p> <p>Display Words Display selected words and discuss meaning and structure, students mark words. T430</p> <ul style="list-style-type: none"> • Dictation (Composition Book) – Complete following the Learning Activity procedures. <p>Unit Sounds Unit Words Trick Words Sentence T431</p>	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book
<p><u>Learning Opportunities/Strategies:</u> Week 3, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<p><u>Resources:</u> Week 3, Day 5 in Foundations</p>

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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T432</p> <ul style="list-style-type: none"> • Word Talk – Display selected words and discuss meaning and structure, students mark words. T432 • Storytime – Remind students that some books have made-up stories and some tell us true information. Read informational book, having them name one fact from each page. Record facts on chart paper. Use facts to write an informational paragraph. Choral read the paragraph, modeling fluency. T433 	<ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • Large Chart Paper • Informational Text on an animal • Unit Current Word Resource List
<p><u>Learning Opportunities/Strategies:</u></p> <p>Unit 12</p> <ul style="list-style-type: none"> • Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate 	<p><u>Resources:</u></p> <p>Unit 12</p>

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<p>the sounds and words. Have students repeat and then write independently.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop or underline into two-syllables and circle any suffix -s</p> <p>Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T433</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? How is it used? 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? How is it used? 	<ul style="list-style-type: none"> • Remind students to use resources • Pair with a more proficient student 	<ul style="list-style-type: none"> • Remind students to use resources • Pair with a more proficient student

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<ul style="list-style-type: none"> • Alphabetize tiles on the blank side of Letter Board. • During dictation, students write word more than once, focusing on letter formation • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> • Alphabetize tiles on the blank side of Letter Board. • During dictation, students write word more than once, focusing on letter formation • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> • Assist by helping students tap or tapping fingers on table • When reciting alphabet, help students point to each letter • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Assist by helping students tap or tapping fingers on table • When reciting alphabet, help students point to each letter • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria)
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First Grade – Foundational Skills

Unit Title: Unit 13 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

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Central Idea / Enduring Understanding:

Students will...

- Distinguish long and short vowel sounds
- Name sounds for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC, and CVCe words
- Read and spell compound words and other words with two-syllables by breaking them into syllables
- Read and spell words with **-s, -ed, -ing** suffixes when added to non-changing base words
- Apply capitalization rules for beginning of sentences and names of people, places, and dates
- Explain major differences between fictional stories and informational text
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How are words divided into syllables?
- How can I improve my speed, accuracy, and expression when reading?

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First Grade – Foundational Skills

Content:

- **Big Idea:** Add suffixes **–s, –ed, and –ing** to two syllable words with closed and vowel-consonant-e syllables. Introduce suffix **–es**.
 - **Learning Activity Overview:**
1. **Dictation/Sentences** – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance.
 2. **Dictation Sounds** – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 3. **Dictation/Trick Words** – Students practice the spelling of high-frequency words.
 4. **Dictation/Words (Multisyllabic Words)** – When spelling with more than one syllable, it is important to reinforce the procedure of dealing with one syllable at a time.
 5. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling.
 6. **Echo/Find Letters** – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.

Skills(Objectives):

- Suffix **–s, –ing, –ed** added to multisyllabic words
- Suffix **–es** added to base words with closed syllables
- **Reading** with accuracy and prosody
- Paragraph structure
- High frequency trick words: **work, word, write, being, their, first, look, good, new**
- Sample words: **trombones, picnics, boxes, finishes**

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| <p>7. Echo/Find Words (Multisyllabic Words) – This helps students to learn to break words into syllables and spell one-syllable at a time, and simplifies the task of spelling longer words.</p> <p>8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>10. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.</p> <p>11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>13. Word Play – Activities teach or reinforce the development of decoding and spelling skills.</p> <p>14. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.</p> | |
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Stage 2: Assessment Evidence

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Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - Letter-Keyword-Sounds
 - Letter Formation
 - Sound Recognition
 - Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - Unit Tests
 - Dictation (Day 5 Check-up)

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Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

- **Drill Sounds/Warm Up –**
Arrange standard sound cards on chart as displayed on page T439.
Complete the following Learning Activity procedures.
Large Sound Cards
V-e sounds and any challenging sounds
Standard Sound Cards
Vowels and 4-5 consonants
R-Controlled Vowel Sounds and Vowel Teams
Introduced sounds
Trick Word Drill
Trick Words that have been introduced, but not mastered. T442
- **Introduce New Concepts –**
Teach Adding Suffixes –s, -ed, -ing To Multisyllabic Words
Using Standard Sound Cards, Syllable Frames, and Suffix Frame make the word **invents**.
Change the suffix to –ing, then –ed. Provide several examples.
Review Marking Of Words
Scoop or underline syllables, circle the suffix. T442-443
- **Teach Trick Words –**
Reading
Dictate sentence, students echo. Complete following the Learning Activity procedures.
Spelling
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*work, word, write*) T443

Learning Opportunities/Strategies:

Week 1, Day 2 in Foundations

Resources:

Week 1, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson
- Standard Sound Cards
- Syllable Frames
- Suffix Frame
- Unit Word Resource List
- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Resources:

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<ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants Trick Word Drill Trick Words that have been introduced, but not mastered. T444 • Word of the Day – Build Word of the Day, review base word and suffix, closed and v-e syllables. Write word on Syllable Frames, mark the word. Complete following the Learning Activity procedures. <i>(include(s))</i> T444 • Introduce New Concepts – Teach Spelling Of Multisyllabic Words With A Suffix Dictate current Unit words. Students spell base word first, then add the suffix. Show students how to scoop and read the syllables, circle the suffix to proofread the word. T444-445 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T445 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 3 in Foundations</p>	<p>Week 1, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Syllable Frames • Large Writing Grid • Student Notebook • Syllable Frames • Suffix Frame • Unit Word Resource List • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u></p>
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<ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants Trick Word Drill Trick Words that have been introduced, but not mastered. T446 Word Talk – Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T446 Make It Fun – Scrambled Sentences Write words from sentences on frames and put in a vertical column in random order. Student rearranges words into a sentence, with punctuation and capitalization. T447 Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T447 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p>	<p>Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> Standard Sound Cards Trick Word Flashcards Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson Standard Sound Cards Suffix Frames Unit Word of the Day Cards Unit Word Resource List Unit Sentence Resource List Sentence Frames Dry Erase Writing Tablet, Marker, Eraser Large Writing Grid Student Notebook Sentence Frames Unit Resource Lists <p><u>Resources:</u></p>
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<ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants Trick Word Drill Trick Words that have been introduced, but not mastered. T448 Word Play – Make Words For Decoding Use Standard Sound Cards to make 5-6 unit words, students tap to decode. Review concepts and mark up words for blends. Read Sentences Write sentences on Sentence Frames and phrase. Complete following Learning Activity procedures. T448 Word Talk – Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T449 Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T449 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 5 in Foundations</p>	<p>Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> Standard Sound Cards Trick Word Flashcards Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson <ul style="list-style-type: none"> Standard Sound Cards Unit Word Resource List Sentence Frames <ul style="list-style-type: none"> Standard Sound Cards Suffix Frames Unit Word of the Day Cards Unit Word Resource List <ul style="list-style-type: none"> Large Writing Grid Student Notebook Sentence Frames Unit Resource Lists Composition Book <p><u>Resources:</u></p>
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<ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants Trick Word Drill Trick Words that have been introduced, but not mastered. T450 • Word Talk – Display selected words and discuss meaning and structure, students mark words. T450 • Storytime – <u>Brad’s Lost Glasses</u> Students read scooped story silently, discuss title and make predictions. Read the Story Complete following the Learning Activity procedures. Mark Words Select students to mark words: Make a capital letter frame around words with capital letters and discuss why they are capitalized Underline base words and circle suffixes Students find multisyllabic words, underline and mark syllables T451 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 1 in Foundations</p>	<p>Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Unit Word Resource List • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph <p><u>Resources:</u></p>
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<ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants R-Controlled Vowel Sounds and Vowel Teams Introduced sounds T452 Introduce New Concepts – Teach The –es Suffix Explain that –es is a vowel suffix. Add the Suffix Frame to the words box and boss. Explain that the suffixes –s and –es that might make a word plural. Provide several examples. Student Notebook Entry Enter examples of –es words to the Spelling section of the Student Notebooks. Teach Students To Mark Words Underline the base word and circle the suffix. T452-453 Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>their, being</i>) T453 	<p>Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> Standard Sound Cards R-Controlled Vowel Poster Vowel Teams Poster Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson <ul style="list-style-type: none"> Standard Sound Cards Suffix Frame Unit Word Resource List Student Notebook <ul style="list-style-type: none"> Sentence Frames Trick Word Flashcards Large Writing Grid Student Notebook
<p><u>Learning Opportunities/Strategies:</u> Week 2, Day 2 in Foundations</p>	<p><u>Resources:</u></p>

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<ul style="list-style-type: none"> Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants Trick Word Drill Trick Words that have been introduced, but not mastered. T454 Word of the Day – Build Word of the Day review the suffix –es after certain letters. Write word on Syllable Frames, mark the word. Complete following the Learning Activity procedures. (<i>wax(es)</i>) T454 Introduce New Concepts – Teach Spelling Dictate current Unit words. Students spell base word first, then add the suffix. Show students how to scoop and read the syllables, circle the suffix to proofread the word. T454-455 Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T455 <p>Learning Opportunities/Strategies: Week 2, Day 3 in Foundations</p>	<p>Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> Standard Sound Cards Trick Word Flashcards Echo and/or Baby Echo <ul style="list-style-type: none"> used throughout lesson Unit Word of the Day Cards Syllable Frames Large Writing Grid Student Notebook Syllable Frames Suffix Frame Unit Word Resource List Dry Erase Writing Tablet, Marker, Eraser Large Writing Grid Student Notebook Sentence Frames Unit Resource Lists <p>Resources:</p>
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<ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards Vowels and 4-5 consonants R-Controlled Vowel Sounds and Vowel Teams Introduced sounds T456 • Word of the Day – Build Word of the Day review the suffix –es after certain letters. Write word on Syllable Frames, mark the word. Complete following the Learning Activity procedures. (<i>cross(es)</i>) T456 • Make It Fun – Suffix Teams Write –s on one Suffix Frame, and –es on another. Divide the class into two teams, select a word with a suffix, say it and have students repeat. Call on a student from each team to select the correct suffix. Write the base word and suffix, students repeat. T457 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T457 	<p>Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Syllable Frames • Large Writing Grid • Student Notebook • Unit Sentence Resource List • Sentence Frames • Suffix Frames • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book
<p><u>Learning Opportunities/Strategies:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – 	<p><u>Resources:</u></p>

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<p>Complete the following Learning Activity procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants R-Controlled Vowel Sounds and Vowel Teams Introduced sounds T458</p> <ul style="list-style-type: none"> • Word Talk – Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T458 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>first</i>) T459 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T459 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – 	<p>Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u></p>
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<p>Complete the following Learning Activity procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T460</p> <ul style="list-style-type: none"> • Storytime – <u>Brad’s Lost Glasses</u> Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally. Make A Movie Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students retell the story, and discuss how the characters felt throughout the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T460-461 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T461 	<p>Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Large Chart Paper or Phrased Story from PLC • Large Chart Paper for Graph • Copy of the phrased story for each student (Fluency Kit) • Unit Current Word Resource List • Sentence Frames • Unit Resource Lists • Composition Books
<p><u>Learning Opportunities/Strategies:</u> Week 3, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – 	<p><u>Learning Opportunities/Strategies:</u></p>

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<p>Complete the following Learning Activity procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T462</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach The –es Suffix Explain that –es is a vowel suffix. Add the Suffix Frame to the words box and boss. Explain that the suffixes –s and –es that might make a word plural. Provide several examples. Student Notebook Entry Enter examples of –es words to the Spelling section of the Student Notebooks. Teach Students To Mark Words Underline the base word and circle the suffix. T462 • Teach Trick Words – Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>look, good, new</i>) T463 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – 	<p>Week 3, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frame • Unit Word Resource List • Student Notebook <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook <p><u>Resources:</u></p>
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First Grade – Foundational Skills

<p>Complete the following Learning Activity procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T464</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day review the suffix –es after certain letters. Write word on Syllable Frames, mark the word. Complete following the Learning Activity procedures. (<i>finish(es)</i>) T464 • Introduce New Concepts – Review Spelling Dictate current Unit words. Students spell base word first, then add the suffix. Dictate 5-6 words with the –s or –es suffix. Students must establish the habit of naming and spelling the base word before adding the suffix. T465 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T465 <p><u>Learning Opportunities/Strategies:</u> Week 3, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<p>Week 3, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Sounds Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Syllable Frames • Large Writing Grid • Student Notebook • Syllable Frames • Suffix Frame • Unit Word Resource List • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u></p>
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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T466</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day review the suffix –es after certain letters. Write word on Syllable Frames, mark the word. Complete following the Learning Activity procedures. (<i>inch(es)</i>) T466 • Make It Fun – Suffix Teams Write –s on one Suffix Frame, and –es on another. Divide the class into two teams, select a word with a suffix, say it and have students repeat. Call on a student from each team to select the correct suffix. Write the base word and suffix, students repeat. T467 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T467 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 3, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards 	<p>Week 3, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Syllable Frames • Large Writing Grid • Student Notebook • Unit Sentence Resource List • Sentence Frames • Suffix Frames • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u></p>
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<p>Vowels and 4-5 consonants</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T468</p> <ul style="list-style-type: none"> • Word Talk – Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T468 • Echo/Find Letters and Words – Echo/Find Letters Dictate the long sounds of vowels, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T469 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T469 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 3, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. Standard Sound Cards 	<p>Week 3, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u></p>
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<p>Vowels and 4-5 consonants</p> <p>Trick Word Drill</p> <p>Trick Words that have been introduced, but not mastered. T470</p> <ul style="list-style-type: none">• Storytime – Remind students that some books have made-up stories and some tell us true information. Read informational book, having them name one fact from each page. Record facts on chart paper. Use facts to write an informational paragraph. Choral read the paragraph, modeling fluency. T470	<p>Week 3, Day 5 in Foundations</p> <ul style="list-style-type: none">• Standard Sound Cards• Trick Word Flashcards• Echo and/or Baby Echo<ul style="list-style-type: none">○ used throughout lesson <ul style="list-style-type: none">• Large Chart Paper• Informational Text on an animal• Unit Current Word Resource List
<p><u>Learning Opportunities/Strategies:</u></p> <p>Unit 13</p> <ul style="list-style-type: none">• Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat	<p><u>Resources:</u></p>

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<p>and then write independently.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop the syllables in multisyllabic words Underline base words and circle the suffixes</p> <p>Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T471</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<p>Unit 13</p> <ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? How is it used? 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? How is it used? 	<ul style="list-style-type: none"> • Remind students to use resources • Pair with a more proficient student 	<ul style="list-style-type: none"> • Remind students to use resources • Pair with a more proficient student

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<ul style="list-style-type: none"> • Alphabetize tiles on the blank side of Letter Board. • During dictation, students write word more than once, focusing on letter formation • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> • Alphabetize tiles on the blank side of Letter Board. • During dictation, students write word more than once, focusing on letter formation • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> • Assist by helping students tap or tapping fingers on table • When reciting alphabet, help students point to each letter • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Assist by helping students tap or tapping fingers on table • When reciting alphabet, help students point to each letter • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria)
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First Grade – Foundational Skills

Unit Title: Unit 14 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 1 English Language Arts

RF.1.1

RF.1.2

RF.1.3

RF.1.4

RL.1.1

RL.1.2

RL.1.3

RI.1.1

RI.1.1

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

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First Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Distinguish long and short vowel sounds
- Name sounds for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC, and CVCe words
- Read and spell compound words and other words with two-syllables by breaking them into syllables
- Read and spell words with **-s, -ed, -ing** suffixes when added to non-changing base words
- Apply capitalization rules for beginning of sentences and names of people, places, and dates
- Explain major differences between fictional stories and informational text
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How are words divided into syllables?
- How can I improve my speed, accuracy, and expression when reading?

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First Grade – Foundational Skills

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Big Idea: Review all the concepts of word structure taught in Foundations Level 1. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Multisyllabic Words) – When spelling with more than one syllable, it is important to reinforce the procedure of dealing with one syllable at a time. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 7. Echo/Find Words (Multisyllabic Words) – This 	<ul style="list-style-type: none"> • Review of word structure and concepts • Review sentence construction and proofreading • Review narrative vs. informational text • High frequency trick words: water, called, day, may, way • Sample words: blinks, slashing, blended, disrupted, insisting, disputes

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helps students to learn to break words into syllables and spell one-syllable at a time, and simplifies the task of spelling longer words.

- 8. Make It Fun** – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.
- 9. Storytime** – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
- 10. Teach Trick Words: Reading** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.
- 11. Teach Trick Words: Spelling** – Students learn to spell high frequency words using gross motor memory.
- 12. Word of the Day** – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.
- 13. Word Play** – Activities teach or reinforce the development of decoding and spelling skills.
- 14. Word Talk** – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.

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First Grade – Foundational Skills

Stage 2: Assessment Evidence	
Performance Task(s):	Other Evidence:

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<ul style="list-style-type: none"> • Student Notebook • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling • Handwriting • Letter Sound Correspondence 	<ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
<div>Stage 3: Learning Plan</div>	
<div> <u>Learning Opportunities/Strategies:</u> Week 1, Day 1 in Foundations </div>	<div> <u>Resources:</u> Week 1, Day 1 in Foundations </div>

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- **Drill Sounds/Warm Up –**

Arrange standard sound cards on chart as displayed on page T477.

Complete the following Learning Activity procedures.

Standard Sound Cards

Vowels and 4-5 consonants

R-Controlled Vowel Sounds and Vowel Teams

Introduced sounds

Trick Word Drill

Trick Words that have been introduced, but not mastered. T480

- **Word Play –**

Review Word Structure

Write words with a variety of word structures on the board and have students mark and explain the structures.

Review Closed Syllable Concept

Review the Closed Syllable concept, use Standard Sound Cards to form words, have student discuss the words, why the syllable is closed, and mark. T480-481

- **Teach Trick Words –**

Reading

Dictate sentence, students echo. Complete following the Learning Activity procedures.

Spelling

Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*water, called*) T481

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Syllable Frame
- Unit Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Learning Opportunities/Strategies:

Week 1, Day 2 in Foundations

- **Drill Sounds/Warm Up –**

Resources:

Week 1, Day 2 in Foundations

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First Grade – Foundational Skills

<p>Complete the following Learning Activity procedures.</p> <p>Large Sound Cards V-e sound and any challenging sounds</p> <p>Standard Sound Cards Vowels and 4-5 consonants T482</p> <ul style="list-style-type: none"> • Word Play – Review Vowel-Consonant-E Syllable Using Standard Sound Cards, review closed syllables. Practice reading one-syllable closed vs. vowel-consonant-e words. Practice with 8-10 closed and v-e nonsense words. Review The –S and –ES Suffix Review suffixes, using the Standard Sound Cards demonstrate adding the –s and –es suffixes to various words. Discuss if the suffix makes the word plural. Review Spelling Dictate various words, and students, using Letter Boards and Tiles, build the words. T482-483 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T483 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frame • Magnetic Letter Board • Letter Tiles • Unit Word Resource List <ul style="list-style-type: none"> • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists
<p><u>Learning Opportunities/Strategies:</u> Week 1, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – 	<p><u>Resources:</u> Week 1, Day 3 in Foundations</p>

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<p>Complete the following Learning Activity procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T484</p> <ul style="list-style-type: none"> • Word Play – Review The –ed and –ing Suffixes Reteach that there are vowel and consonant suffixes. Write the suffixes –ed and –ing on Suffix Frames, explain that they are both vowel suffixes. Using the Standard Sound cards, build 3-5 words, including some v-e words, and add both suffixes to them. Discuss words. T 484-485 • Word of the Day – Build Word of the Day and discuss word meaning. Review Concepts Review closed syllable base word, syllable type, digraph blend, bonus letter, and suffix –ing. Students mark word. Make Words Use Standard Sound Cards, Syllable and Suffix Frames to make several Unit words. Students tap and read, scoop syllables. Student Notebook Entry Students write the word in the Vocabulary section of their Student Notebook. (<i>thrill(ing)</i>) T485 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T485 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – 	<ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frame • Unit Word Resource List <ul style="list-style-type: none"> • Unit Word of the Day Cards • Syllable Frames • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 1, Day 4 in Foundations</p>
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First Grade – Foundational Skills

<p>Complete the following Learning Activity procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T486</p> <ul style="list-style-type: none"> • Word Talk – Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards without tapping. Display Words Display selected words and discuss meaning and structure, students mark words. T486 • Make It Fun – Suffix Shuffle Write all taught suffixes on board. Distribute Suffix Frames to each student. Dictate word, students with correct suffix write the word on the board and mark. T487 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T487 <p><u>Learning Opportunities/Strategies:</u> Week 1, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – 	<ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • Unit Word Resource List • Suffix Frames <ul style="list-style-type: none"> • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 1, Day 5 in Foundations</p>
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First Grade – Foundational Skills

<p>Complete the following Learning Activity procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants R-Controlled Vowel Sounds and Vowel Teams Introduced sounds T488</p> <ul style="list-style-type: none"> • Storytime – <u>The Big Splash</u> Students read scooped story silently, discuss title and make predictions. Make A Movie Complete following the Learning Activity procedures. Mark Words Select students to mark words: Find and mark three words that are closed syllables Star bonus letters Scoop the multisyllabic base word that also has a suffix. Circle the suffixes. T488-489 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T489 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowel Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Large Chart Paper or Phrased Story from PLC • Copies of Story for Each Student • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Resources:</u> Week 2, Day 1 in Foundations</p>
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First Grade – Foundational Skills

<p>Complete the following Learning Activity procedures.</p> <p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T490</p> <ul style="list-style-type: none"> • Word Play – Review Syllable Division Remind students that words are made up of parts, called syllables. Write multisyllabic words on the board and have students scoop the syllables and explain why they were divided in that way. Continue with 8-10 words. Review Adding Suffixes to Multisyllabic Words Use Syllable and Suffix Frames to build 5-8 multi-syllabic words with suffixes. Students scoop syllables and circle suffixes. T 490-491 • Echo/Find Letters and Words – Echo/Find Letters Dictate the long sounds of vowels, complete following the Learning Activity procedures. Echo/Find Words Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T491 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Words Sentence T491 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Syllable Frames • Suffix Frames • Unit Word Resource List <ul style="list-style-type: none"> • Standard Sound Cards • Magnetic Letter Boards • Letter Tiles • Unit Sound Resource List • Unit Word Resource List <ul style="list-style-type: none"> • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 2, Day 2 in Foundations</p>
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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T492</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day and discuss word meaning. <p>Review Concepts Review closed syllable base word, syllable type, digraph blend, bonus letter, and suffix –ing. Students mark word.</p> <p>Make Words Use Standard Sound Cards, Syllable and Suffix Frames to make several Unit words. Students tap and read, scoop syllables.</p> <p>Student Notebook Entry Students write the word in the Vocabulary section of their Student Notebook. (<i>submit</i>) T492</p> <ul style="list-style-type: none"> • Make It Fun – Spelling Race Divide class into two teams, dictate a word, one member from each team goes to board to write and mark word. T493 • Dictation (Composition Book) – Complete following the Learning Activity procedures. <p>Unit Sounds Unit Words Trick Words Sentence T493</p> <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowels Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Unit Word of the Day Cards • Syllable Frames • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Unit Word Resource List <ul style="list-style-type: none"> • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 2, Day 3 in Foundations</p>
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First Grade – Foundational Skills

<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T494</p> <ul style="list-style-type: none"> • Word of the Day – Build Word of the Day and discuss word meaning. Review Concepts Review closed syllable base word, syllable type, digraph blend, bonus letter, and suffix –ing. Students mark word. Make Words Use Standard Sound Cards, Syllable and Suffix Frames to make several Unit words. Students tap and read, scoop syllables. Student Notebook Entry Students write the word in the Vocabulary section of their Student Notebook. (<i>dispute(s)</i>) T494 • Make It Fun – Suffix Shuffle Write all taught suffixes on board. Distribute Suffix Frames to each student. Dictate word, students with correct suffix write the word on the board and mark. T495 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T495 <p><u>Learning Opportunities/Strategies:</u> Week 2, Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Syllable Frames • Large Writing Grid • Student Notebook • Unit Word Resource List • Suffix Frames • Dry Erase Writing Tablet, Marker, Eraser • Large Writing Grid • Student Notebook • Sentence Frames • Unit Resource Lists <p><u>Resources:</u> Week 2, Day 4 in Foundations</p>
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Pemberton Township School District

First Grade – Foundational Skills

<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T496</p> <ul style="list-style-type: none"> • Word Talk – Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. <p>Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards without tapping.</p> <p>Display Words Display selected words and discuss meaning and structure, students mark words. T496</p> <ul style="list-style-type: none"> • Teach Trick Words – <p>Reading Dictate sentence, students echo. Complete following the Learning Activity procedures.</p> <p>Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (<i>day, may, way</i>) T497</p>	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowels Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • Sentence Frames • Trick Word Flashcards • Large Writing Grid • Student Notebook
<p><u>Learning Opportunities/Strategies:</u></p> <p>Week 2, Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm Up – Complete the following Learning Activity procedures. 	<p><u>Resources:</u></p> <p>Week 2, Day 5 in Foundations</p>

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<p>Standard Sound Cards Vowels and 4-5 consonants</p> <p>R-Controlled Vowel Sounds and Vowel Teams Introduced sounds</p> <p>Trick Word Drill Trick Words that have been introduced, but not mastered. T498</p> <ul style="list-style-type: none"> • Word Talk – Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures. <p>Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards without tapping.</p> <p>Display Words Display selected words and discuss meaning and structure, students mark words. T498</p> <ul style="list-style-type: none"> • Storytime – Students sort books into narrative and informational books. Students vote on which book they would like the teacher to read to them. T499 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowels Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frames • Unit Word of the Day Cards • Unit Word Resource List <ul style="list-style-type: none"> • 3-4 Narrative Books (teacher provided) • 3-4 Informational Books (teacher provided)
<p><u>Learning Opportunities/Strategies:</u></p> <p>Unit 14</p> <ul style="list-style-type: none"> • Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate 	<p><u>Resources:</u></p> <p>Unit 14</p>

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<p>the sounds and words. Have students repeat and then write independently.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Underline or scoop syllables and circle suffixes Mark all closed and v-e syllables</p> <p>Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T499</p> <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? How is it used? 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? How is it used? 	<ul style="list-style-type: none"> • Remind students to use resources • Pair with a more proficient student 	<ul style="list-style-type: none"> • Remind students to use resources • Pair with a more proficient student

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<ul style="list-style-type: none"> • Alphabetize tiles on the blank side of Letter Board. • During dictation, students write word more than once, focusing on letter formation • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> • Alphabetize tiles on the blank side of Letter Board. • During dictation, students write word more than once, focusing on letter formation • Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. • Students provide multiple meanings, synonyms, antonyms and uses word in a sentence. 	<ul style="list-style-type: none"> • Assist by helping students tap or tapping fingers on table • When reciting alphabet, help students point to each letter • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Assist by helping students tap or tapping fingers on table • When reciting alphabet, help students point to each letter • Use Unit Resources to make additional word practice • Provide extra practice with gross motor letter formation • Make flashcards to practice automatic reading of trick words • Use additional decoding cues for trouble spots • Double-dose lesson during WIN period (if meets eligibility criteria)
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