

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

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

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

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

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

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

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

Partners in education,  
Mrs. Gray  
Title I K-1  
[grayk@parrows.com](mailto:grayk@parrows.com)

**English Primary**  
**Phonemic Awareness Training Lesson Plan for Week 15**

| Skills   | Monday  |  | Tuesday  |  | Wednesday   |   | Thursday   |                                 | Friday                          |   |
|--|---|--|--|--|---|---|--|---------------------------------|---------------------------------|---|
|  | Repeat the two words that rhyme   | Repeat the two words that rhyme  | Repeat the two words that rhyme  | Repeat the two words that rhyme  | Repeat the two words that rhyme   | Repeat the two words that rhyme   | Repeat the two words that rhyme                      | Repeat the two words that rhyme | Repeat the two words that rhyme | Repeat the word that <i>doesn't</i> rhyme |
| Teacher reads the word set. Students repeat only the two rhyming words or the non-rhyming word. (See daily headings.)  | store, snore, spray<br>spy, scarf, sky<br>score, small, stall<br>start, smart, speak<br>smell, skit, spell  | skip, sneak, speak<br>sway, stay, swam<br>style, stop, smile<br>skill, still, stone<br>snake, stir, stake      | skirt, sleep, sweep<br>spit, swish, skit<br>stoop, scoop, snuff<br>swim, skin, start<br>scar, scout, star  | stiff, stay, sniff<br>step, stomp, stone<br>snip, skip, smooth<br>scare, sting, swing<br>spur, stir, speed | snoop, stew, scoop<br>score, store, swoop<br>scale, stool, swag<br>swerve, spill, skill<br>state, skate, speech   |   |  |                                 |                                 |   |
| Teacher says the word pairs. Students repeat the words and show thumbs up if the words begin with the same blend, or thumbs down if they do not.   | classic, cloudy<br>staircase, stammer<br>skipping, standard<br>glossy, plaster<br>pleasure, plenty  | speeches, specialize<br>skateboard, spacious<br>clubhouse, clockwise<br>grumble, grateful<br>trusted, smoother | clever, platform<br>stadium, station<br>flashlight, flagpole<br>snuffle, skyline<br>smootheest, smelling   | glamorous, glitter<br>stallion, sparrow<br>spotless, special<br>glossary, glacier<br>clothing, placement   | player, planner<br>blizzard, scorpion<br>standard, stamina<br>flicker, slender<br>blossom, bleachers  |   |  |                                 |                                 |   |
| Teacher says the phonemes for each word. Students blend the sounds to say the whole word.<br>Ex. T: s-m-l S: smile   | s-c-ă-b<br>s-l-ă-p<br>s-m-l<br>s-n-ŏ<br>s-p-ĕ-k<br>s-t-ă-t-s<br>s-w-ŏ-n<br>s-t-ă-k<br>s-p-ĕ-l-er<br>s-w-ŏ-m-er  | skate<br>sled<br>smudge<br>snip<br>spider<br>steam<br>sweater<br>slippers<br>spin<br>slide                     | ski<br>slip<br>smash<br>snail<br>spell<br>sticker<br>sweeper<br>smoky<br>stapler<br>sponge   | skin<br>slow<br>smell<br>snakes<br>space<br>stack<br>sweater<br>spent<br>swim<br>skip                      | sky<br>slid<br>smoke<br>snake<br>spine<br>stamp<br>swish<br>skater<br>slope<br>sleep  |   |  |                                 |                                 |   |
| *Soy sounds, not letter names  |   |  |  |  |   |   |  |                                 |                                 |   |
| Blending hand motion: Place palms together to create "choppers." As the teacher, chop from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students will mirror the teacher. |   |  |  |  |   |   |  |                                 |                                 |   |
| Teacher says the series of words. Students listen and isolate the medial sound in the series & identify if the vowel is short or long.<br>Ex. T: snack, plan, flag<br>S: /ă/, short a                                      | blade, slate, flake<br>clock, spot, smock<br>flight, spice, climb<br>sled, step, swept<br>club, snug, fluff<br>snack, plan, flag<br>stove, globe, close | /ă/<br>/ŏ/<br>/ŏ/<br>/ĕ/<br>/ŏ/<br>/ă/<br>/ĕ/<br>/ŏ/   | pledge, spent, slept<br>plane, space, snail<br>stock, plot, stop<br>still, cliff, stick<br>skunk, plum, love<br>flap, flag, stack<br>scope, probe, spoke | /ĕ/<br>/ă/<br>/ŏ/<br>/ŏ/<br>/ŏ/<br>/ă/<br>/ĕ/<br>/ŏ/   | plant, flash, glad<br>swift, spill, twist<br>stale, flame, blaze<br>sled, stem, sweat<br>clean, steep, speak<br>flute, truth, bloom<br>slide, flight, smile | stick, glitch, flip<br>flock, slot, stock<br>flex, step, bless<br>clap, glass, staff<br>smoke, stone, clove<br>stage, snake, blank<br>sweet, steam, plead | /ŏ/<br>/ŏ/<br>/ĕ/<br>/ĕ/<br>/ŏ/<br>/ă/<br>/ŏ/<br>/ŏ/ |                                 |                                 |   |



English Primary

Phonemic Awareness Training Lesson Plan for Week 15

| Skills   | Monday   |  | Tuesday   |   | Wednesday   |   | Thursday  |   | Friday   |  |  |   |
|--|--|--|---|---|---|---|---|---|--|--|--|---|
|  | Word   | Change to  | Word  | Change to   | Word  | Change to   | Word  | Change to   | Word   | Change to  |  |   |
| Teacher says the word. Students repeat the word. Teacher says, "Change /r/ to /**/ and the word is?"<br>Ex. T: clap S: clap T: Change /c/ to /sn/ and the word is? S: snap   | ice<br>blade<br>flake<br>snake<br>keep<br>feet<br>ride<br>blown<br>flew<br>plain | /sl/<br>/sp/<br>/sn/<br>/st/<br>/sl/<br>/sw/<br>/sl/<br>/st/<br>/st/<br>/st/ | slice<br>spade<br>snake<br>steak<br>sleep<br>sweet<br>slide<br>stone<br>stew<br>stain | slow<br>steep<br>strain<br>slate<br>scout<br>stay<br>spice<br>skate<br>sway<br>slay | slow<br>snow<br>stow<br>swine<br>sweep<br>slide<br>ski<br>state<br>steer<br>Spain | slew<br>snow<br>stow<br>swine<br>sweep<br>slide<br>ski<br>state<br>steer<br>Spain | cheat<br>crate<br>phone<br>trap<br>weak<br>land<br>slept<br>flush<br>drill<br>smell | /str/<br>/sk/<br>/st/<br>/sl/<br>/sp/<br>/st/<br>/sw/<br>/sl/<br>/sk/<br>/sp/ | street<br>skate<br>stone<br>slap<br>speak<br>stand<br>swept<br>slush<br>skill<br>spell | black<br>bluff<br>blog<br>flap<br>clamp<br>trim<br>trash<br>small<br>plant | /sn/<br>/sp/<br>/sn/<br>/sm/<br>/sn/<br>/st/<br>/sw/<br>/sm/<br>/st/<br>/sl/ | snack<br>spill<br>snuff<br>smog<br>snap<br>stamp<br>swim<br>smash<br>stall<br>slant |
| ** 2 sounds of the consonant blend<br>*Say sound, not letter name  |  |  |   |   |   |   |   |   |  |  |  |   |
| Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound(s), left fist is the rest of the word. Pull the fist away that represents the part being substituted and lightly pound your fists together when you say the new word. |  |  |   |   |   |   |   |   |  |  |  |   |

|   |   |  |   |   |
|---|---|--|---|---|
| Teacher holds up flashcards one at a time in random order and students & teacher say the letters' name(s) and sound(s). Provide long and short sounds for vowels. | Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st, Show the flashcards & say, "Letter is / Letters are _____," "Sound is / Sounds are _____," | Card pack: Vowels, digraphs, and S Blends: bi, cl, fl, gl, pl, sl Show the flashcards & say, "Letter is / Letters are _____," "Sound is / Sounds are _____," | Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st, Show the flashcards & say, "Letter is / Letters are _____," "Sound is / Sounds are _____," | Card pack: Vowels, digraphs, and S Blends: sc, sk, sl, sm, sn, sp, st, Show the flashcards & say, "Letter is / Letters are _____," "Sound is / Sounds are _____," |
|---|---|--|---|---|

English Primary

Phonemic Awareness Training Lesson Plan for Week 16

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

English Primary

Phonemic Awareness Training Lesson Plan for Week 16

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

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

| Word  | Add | Response | Word   | Add | Response | Word     | Add | Response | Word   | Add | Response |
|-------|-----|----------|--------|-----|----------|----------|-----|----------|--------|-----|----------|
| -name | /f/ | frame    | -runch | /c/ | crunch   | -righter | /b/ | brighter | -robe  | /p/ | probe    |
| -rade | /g/ | grade    | -rush  | /b/ | brush    | -risk    | /b/ | brisk    | -rab   | /c/ | crab     |
| -rint | /p/ | print    | -rōp   | /c/ | crop     | -rōst    | /f/ | frost    | -resh  | /f/ | fresh    |
| -red  | /b/ | bread    | -raise | /p/ | praise   | -rime    | /g/ | grime    | -rack  | /c/ | crack    |
| -rean | /c/ | cream    | -rand  | /g/ | grand    | -rash    | /t/ | trash    | -reeze | /f/ | freeze   |
| -race | /b/ | brace    | -ress  | /p/ | press    | -ring    | /b/ | bring    | -ries  | /f/ | fries    |
| -ray  | /p/ | prey     | -rain  | /c/ | crane    | -rumbz   | /c/ | crumbs   | -ravy  | /g/ | gravy    |
|       |     |          |        |     |          |          |     |          | -rave  | /b/ | brave    |

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

| Word  | Without | Response | Word   | Without | Response | Word   | Without | Response | Word   | Without | Response |
|-------|---------|----------|--------|---------|----------|--------|---------|----------|--------|---------|----------|
| brain | /b/     | rain     | grab   | /c/     | raft     | brave  | /b/     | rave     | sleep  | /s/     | leap     |
| grows | /g/     | rows     | froze  | /f/     | rose     | grade  | /g/     | raid     | flute  | /f/     | lute     |
| crash | /c/     | rash     | prune  | /p/     | rune     | prize  | /p/     | rise     | clean  | /c/     | lean     |
| frost | /f/     | rost     | grate  | /g/     | rate     | fright | /f/     | right    | play   | /p/     | lay      |
| price | /p/     | rice     | brat   | /b/     | rat      | grude  | /c/     | rude     | flight | /f/     | light    |
| brick | /b/     | Rick     | trade  | /t/     | raid     | broom  | /b/     | room     | shine  | /s/     | lime     |
| grip  | /g/     | rip      | rainy  | /b/     | rainy    | fired  | /f/     | ride     | globe  | /g/     | lobe     |
| brim  | /b/     | rim      | groak  | /c/     | roak     | growl  | /g/     | rowl     | block  | /b/     | lock     |
| cramp | /c/     | ramp     | bright | /f/     | resh     | grane  | /c/     | rain     | glade  | /g/     | laid     |
|       |         |          | grunt  | /g/     | row      | gripe  | /g/     | ripe     | bleed  | /b/     | lead     |
|       |         |          |        |         |          |        |         |          |        |         |          |

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

English Primary

Phonemic Awareness Training Lesson Plan for Week 16

| Skills   | Monday  |   |   | Tuesday  |  |  | Wednesday   |  |   | Thursday   |  |  | Friday |           |          |
|--|---|---|---|--|--|--|---|--|---|--|--|--|--------|-----------|----------|
|  | Word  | Change to   | Response  | Word   | Change to  | Response   | Word  | Change to  | Response  | Word   | Change to  | Response   | Word   | Change to | Response |
| Teacher says the word. Students repeat the word. Teacher says, "Change /r/ to /s/ and the word is?"<br>Ex. T: flow S: flow T: Change /f/ to /c/ and the word is? S: crow   | black<br>class<br>flag<br>gleam<br>plane<br>slate<br>small<br>snail<br>space<br>stamp | /t/<br>/gr/<br>/br/<br>/cr/<br>/tr/<br>/gr/<br>/cr/<br>/tr/<br>/tr/<br>/gr/ | track<br>grass<br>brag<br>cream<br>train<br>grate<br>crawl<br>trail<br>trace<br>gramp | blind<br>clap<br>fly<br>glue<br>fleece<br>scout<br>please<br>snog<br>sneeze<br>tried | /gr/<br>/dr/<br>/pr/<br>/tr/<br>/gr/<br>/gr/<br>/br/<br>/tr/<br>/tr/<br>/br/ | grind<br>drip<br>pry<br>true<br>grease<br>grout<br>breeze<br>frog<br>freeze<br>bride | flush<br>drapes<br>blow<br>clown<br>plow<br>skate<br>skin<br>sly<br>slide<br>snap | /br/<br>/gr/<br>/gr/<br>/tr/<br>/br/<br>/cr/<br>/gr/<br>/tr/<br>/dr/<br>/tr/ | brush<br>grapes<br>grow<br>frown<br>brow<br>crate<br>grin<br>try<br>dried<br>trap | fridge<br>slip<br>slay<br>slink<br>crash<br>press<br>fryer<br>speckles<br>clean<br>stale | /br/<br>/tr/<br>/gr/<br>/br/<br>/tr/<br>/dr/<br>/tr/<br>/gr/<br>/tr/ | bridge<br>trip<br>gray<br>brick<br>trash<br>dress<br>dryer<br>freckles<br>green<br>trail |        |           |          |
| Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound(s), left fist is the rest of the word. Pull the fist away that represents the part being substituted and lightly pound your fists together when you say the new word. |   |   |   |  |  |  |   |  |   |  |  |  |        |           |          |

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

The Phonics  
Dance  
Hunks and  
Chunks

sh

ch

th

ar

or

oo  
(school)

ui



ew

oo  
(hook)

ice

ace

ing

all

ea

ee

igh

ai

eigh

ay

oi

oy

ink

ank

oa

ow  
(snow)

ir

ur

er

wh

aw

au

aught

ought

ow  
(cow)

ou

ion

tion

sion

wr

kn

ph

ture

dge

ed (3  
sounds)