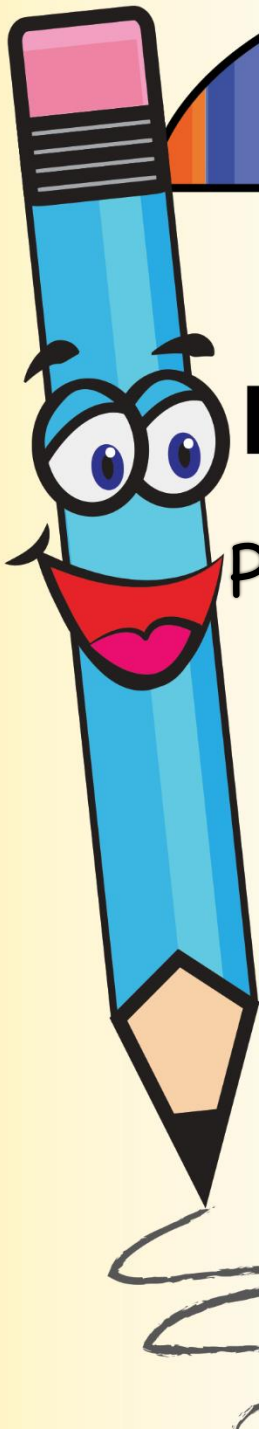
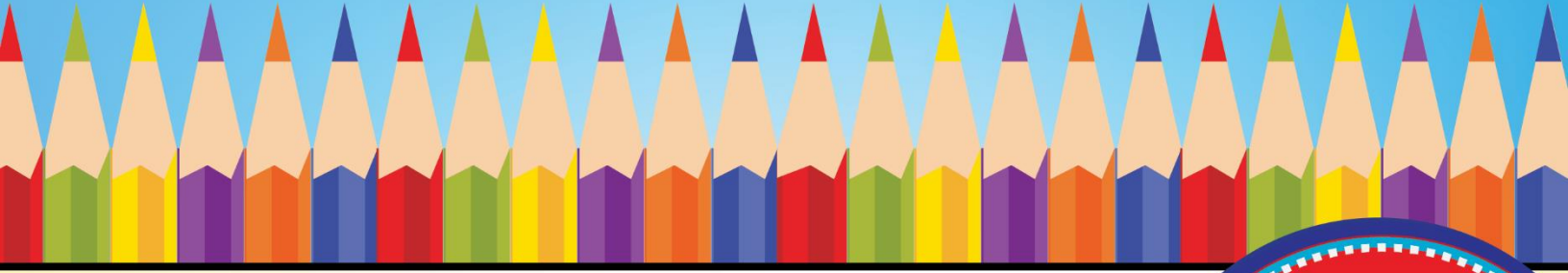


HMH Journeys, TEKS, & Common Core Aligned



1st Grade

Phonics and Spelling

Phonics Skills Addressed: *ă, n, d, p, f*

D'Nealian Handwriting

SPELLING & HIGH FREQUENCY WORDS



Watson Works Phonics & Spelling 1st Grade Week 1©

P.O. Box 7373

Beaumont, TX 77726

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The Watson Works Team



Our Story

Watson Works was created by two sisters whose passion is helping provide teachers classroom tools that supply kids with the knowledge and understanding of the state standards while being fun and engaging at the same time. What started off as helping fellow teachers in the local community has spread to providing resources to teachers nationwide.

As standardized tests become more rigorous, literacy rates have actually decreased and being able to keep students engaged gets more and more challenging. The urgency to find a way to address these needs has never been more real.

The children that sit before us in those small desks hold the keys to not only their futures but yours and ours, as well. They're growing up in a time vastly different from the one in which we grew up, thus they require a different approach to learning than we did. It is our job to recognize these needs and act on them. What once worked has changed, and we must be open to trying new approaches. Before children can change the world, they must first master the requisites. It is our vision to see that every child develops skills according to their learning styles to ensure they receive a strong start to their education. Before we can see a change in our nation's education, we must first make changes in the education of our states and communities.

The products we create are designed to be fun and engaging, yet still incorporate the discipline needed to teach kids the essentials. Learning should be enjoyable, and we strive to make that part of each product we make.

Join us in taking a stand to ensure that every child, no matter their unique learning style, is taught the necessary skills to confidently take the right steps forward toward his/her future!

THANKS for your support!

Heather & Ashley Watson



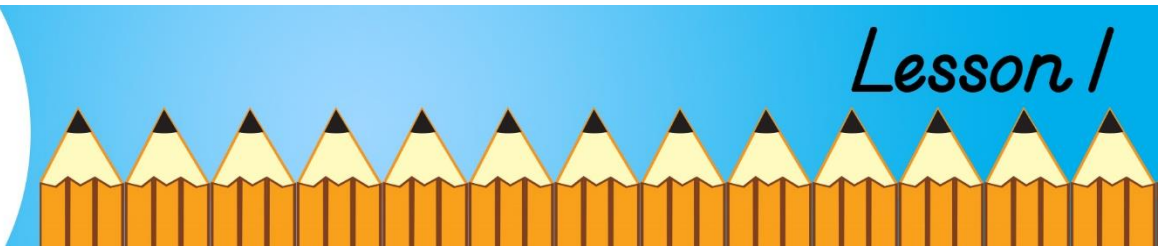
Contents

Phonics Skills: ä, n, d, p, f

Phonemic Awareness: Beginning sound, blend phonemes

Spelling: am, at, sat, mat, ham (*phonics*), and, be, with, you, play (*high frequency*)

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Name: _____



Review

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



Listen & Spell

12. _____
13. _____
14. _____



Picture & Spell

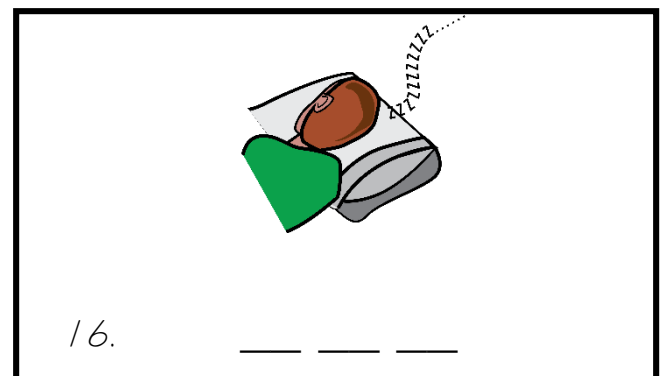


15. _____

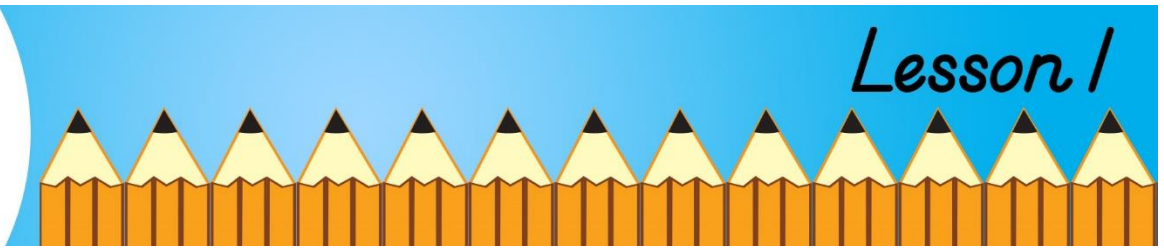


Code & Read

9. *at*
10. *pad*
11. *cab*



16. _____



CODE Code & Read

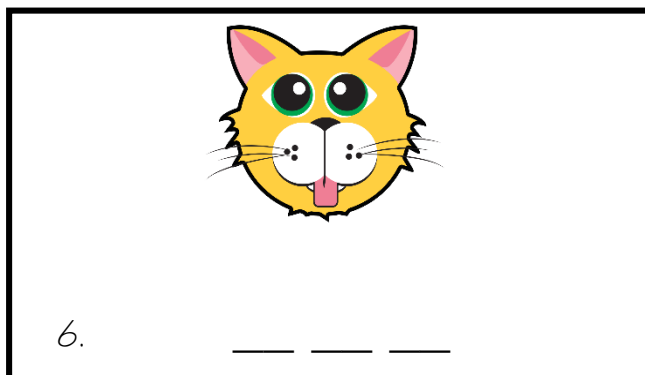
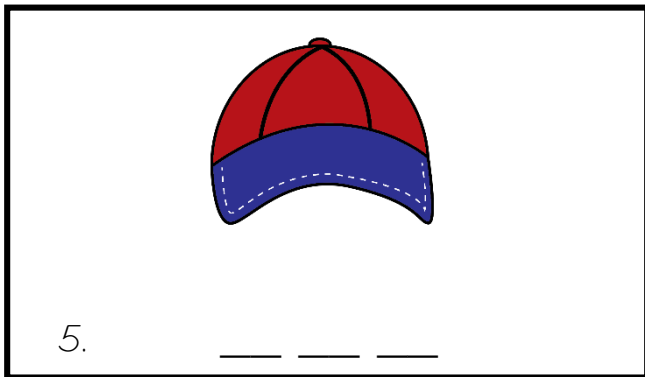
- 1. nap
- 2. an
- 3. tap
- 4. pan



Handwriting Practice



Picture & Spell



High Frequency Word Box

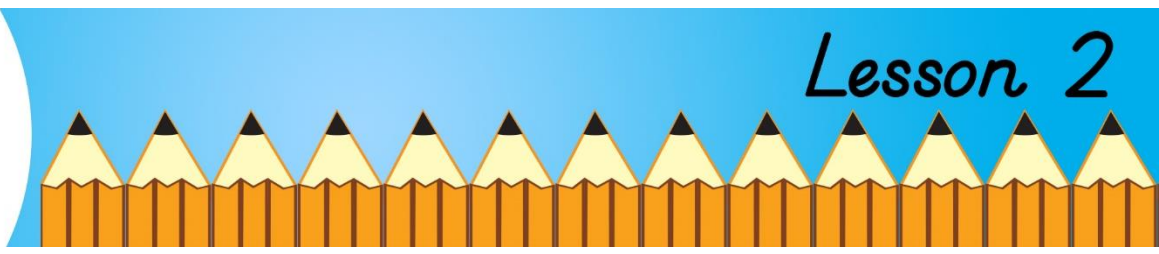
and

be

with

you

play



Name: _____



Review

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



Listen & Spell

12. _____
13. _____
14. _____



Word Ladder

A wooden stick used to hit a baseball
Change the 1st letter.

An animal that says "meow"
Change the last letter.

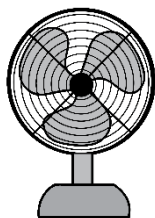
A metal food container
Change the 1st letter.

t a n



Code & Read

9. *a m*
10. *p a n*
11. *f a n*





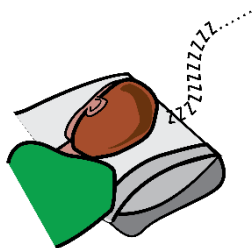
CODE Code & Read

1. pan

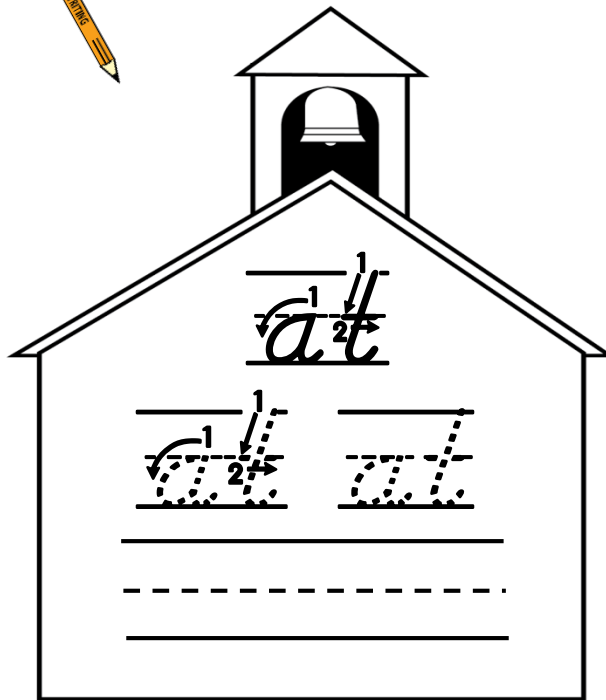
2. an

3. tan

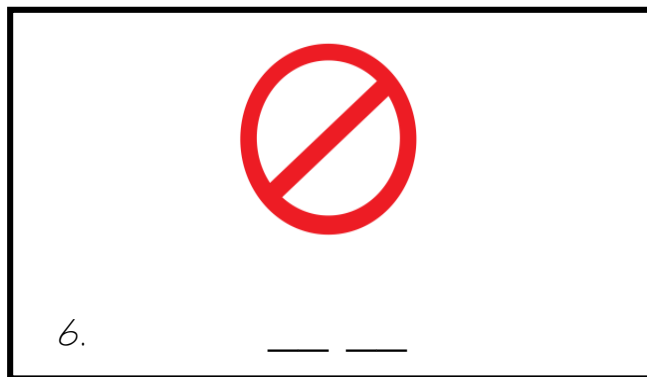
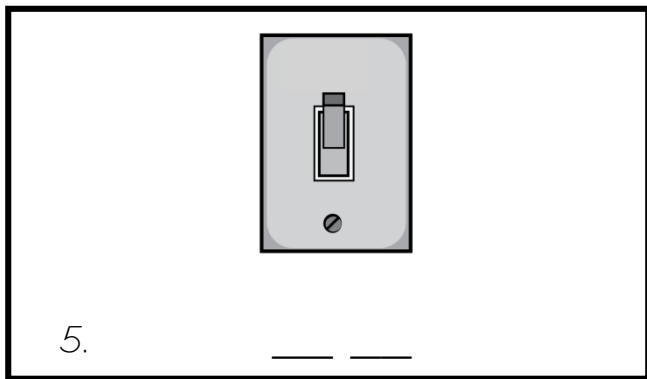
4. nap



Handwriting Practice



PICTURE Picture & Spell



HF High Frequency Word Box

and

be

with

you

play

Dd



Lesson 3



Name: _____



Review

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

12. _____

13. _____

14. _____



Code & Read

15. dot

16. at

17. pod

18. dad

19. am

20. pad

21. did

22. dig

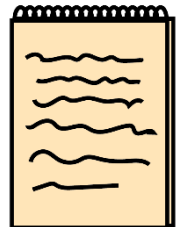


Listen & Spell

9. _____

10. _____

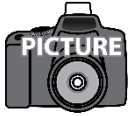
11. _____



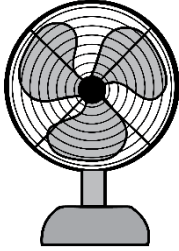
Dd



Lesson 3



Picture & Spell



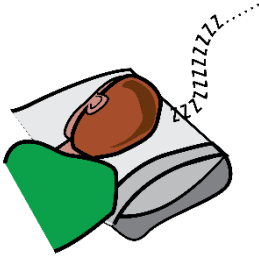
1. _____



2. _____



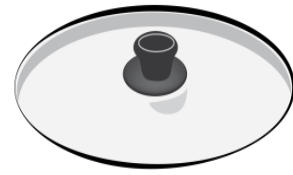
3. _____



4. _____

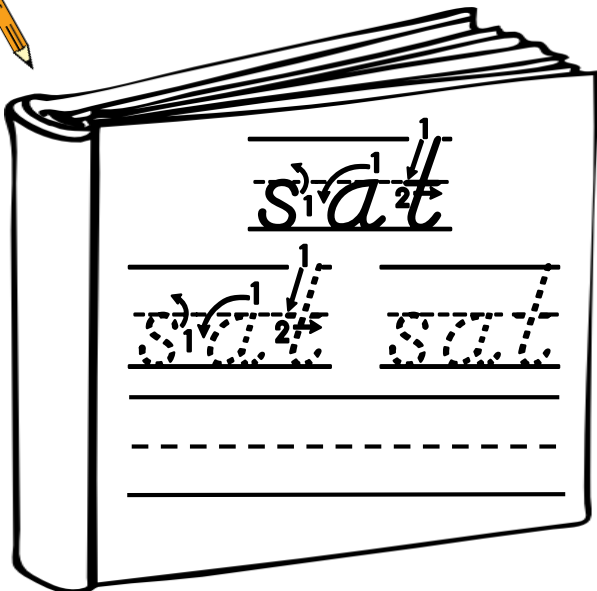


5. _____



6. _____

Handwriting Practice



High Frequency Word Box

and

be

with

you

play

Pp



Lesson 4



Name: _____



Review

1. _____
2. _____
3. _____
4. _____
5. _____



Listen & Spell

6. _ _ _
7. _
8. _ _ _

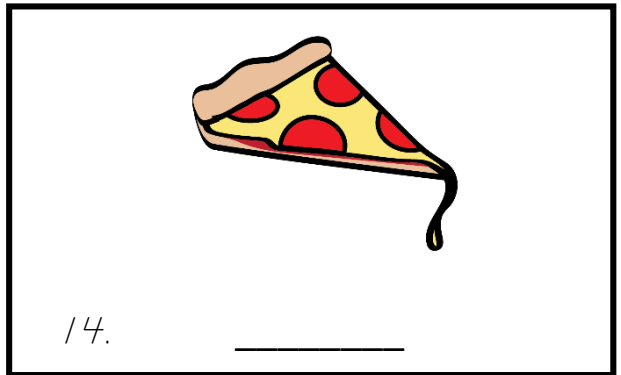
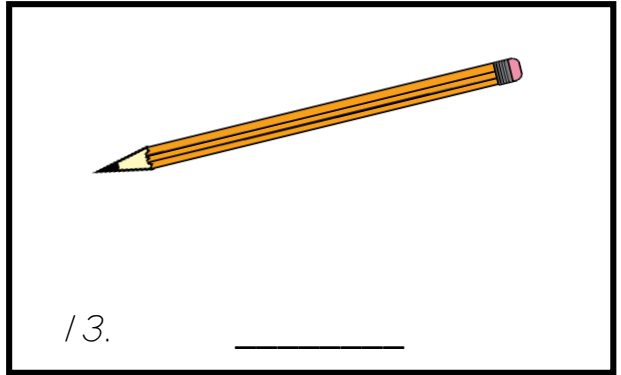
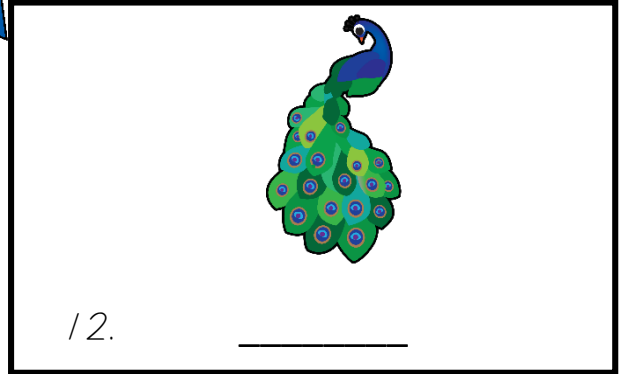


Code & Read

9. pod
10. top
11. pig



What comes F1RST?



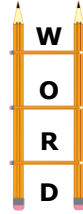
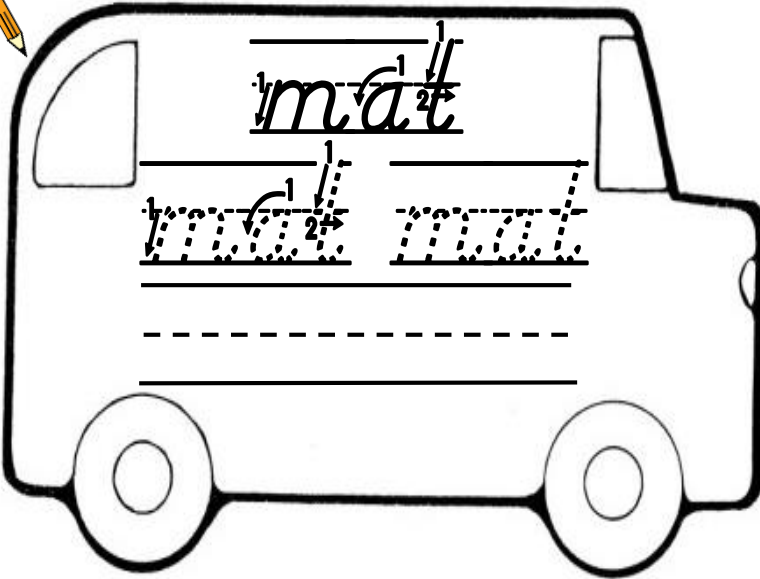
Pp



Lesson 4



Handwriting Practice



Word Ladder

A large rodent that looks like a mouse
Change the last letter.

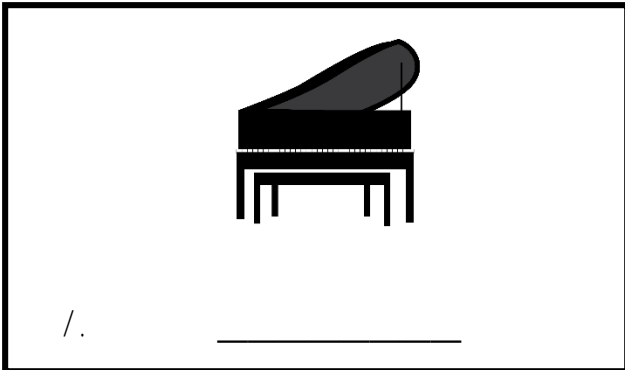
Jogged quickly
Change the 1st letter.

This blows air to cool you down.
Change the last letter.

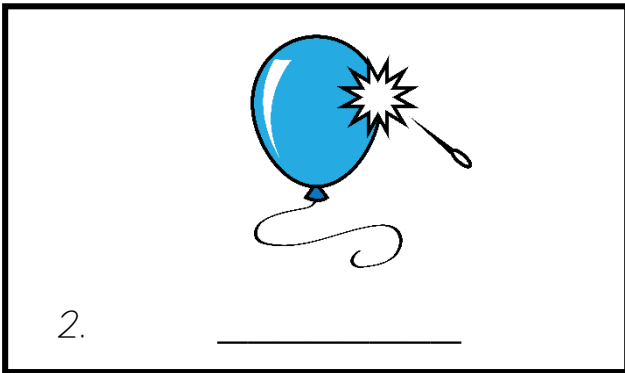
f a t



What comes F1RST?



1. _____



2. _____



High Frequency Word Box

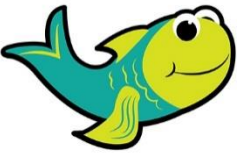
and

be

with

you

play

Ff 

Lesson 5



Name: _____

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Review

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

12. _____

13. _____

14. _____



Code & Read

15. fog

16. fin

17. fox

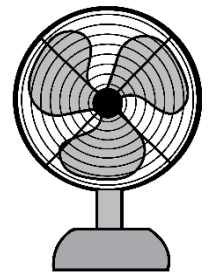
18. fat

19. fan

20. fit

21. did

22. nap

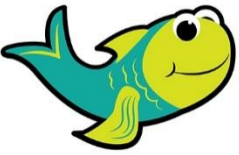


Listen & Spell

9. _____

10. _____

11. _____

Ff 

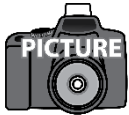
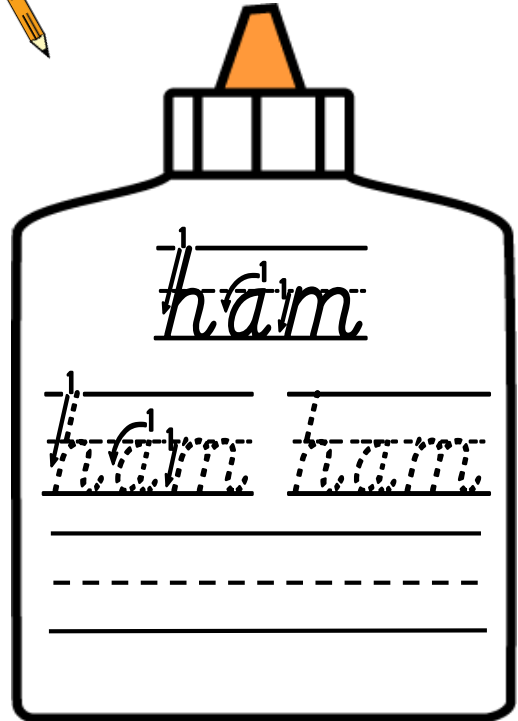


CODE Code & Read

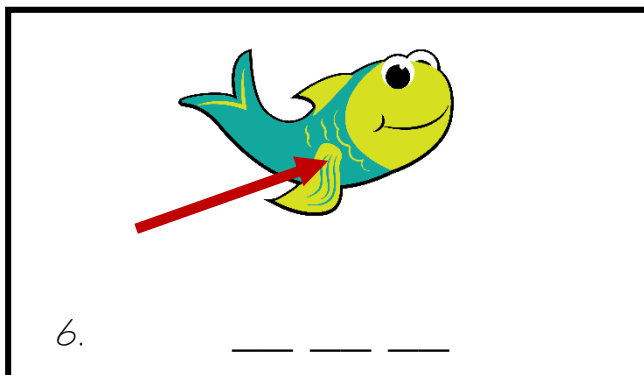
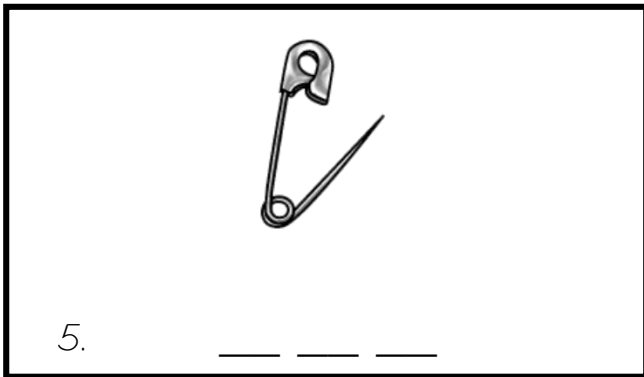
1. fig
2. fan
3. fat
4. pig



Handwriting Practice



Picture & Spell



High Frequency Word Box

and

be

with

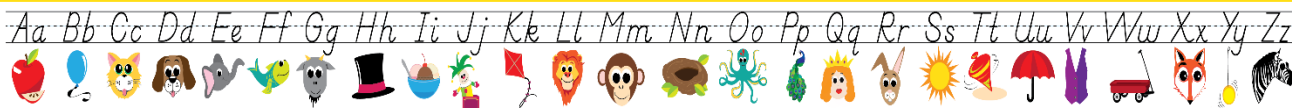
you

play



Homework 1

Name: _____



Monday



Handwriting: Practice writing the spelling word.



Sound Recognition Circle the pictures that contain the /ă/ sound.



Practice reading these words aloud.

and be with you play

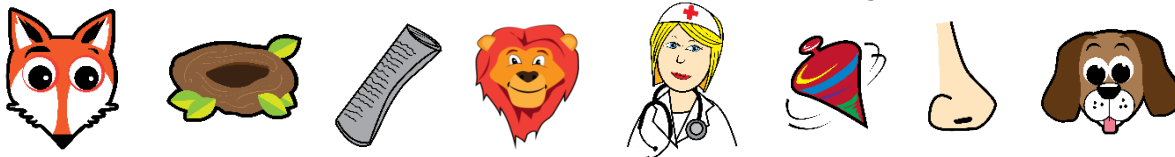
Tuesday



Handwriting: Practice writing the spelling word.



What Comes FIRST? Circle the pictures that begin with the /n/ sound.



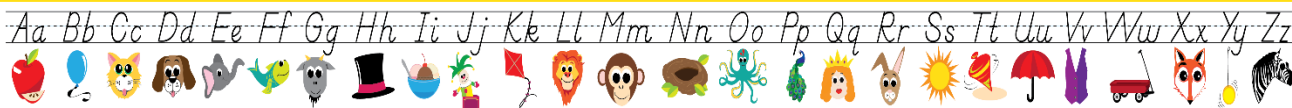
Practice reading these words aloud.

and be with you play



Homework 1

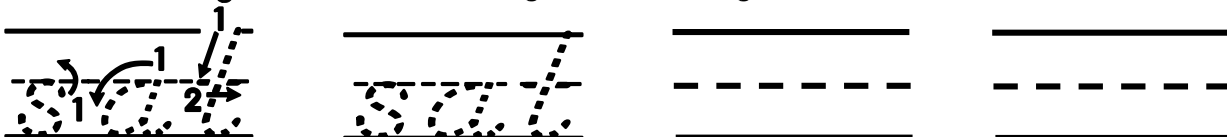
Name: _____



Wednesday



Handwriting: Practice writing the spelling word.



Code & Read: Code the vowels in each word & practice reading aloud.
{Code Guide: short a (ă)}

1. an

2. dad

3. fan



Practice reading these words aloud.

and

be

with

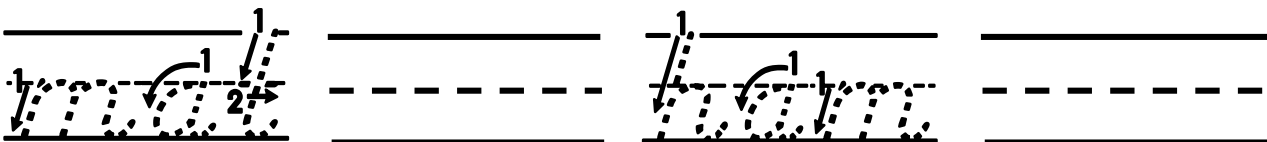
you

play

Thursday



Handwriting: Practice writing the spelling words.



Code & Read: Code the vowels in each word & practice reading aloud.
{Code Guide: short a (ă)}

1. nap

2. pat

3. pan



Practice reading these words aloud.

and

be

with

you

play

Parent Signature: _____

Phonics Assessment 1



Name: _____



I. What Sound do you Hear?

1. _____
2. _____
3. _____
4. _____
5. _____



IV. What comes F1RST?

14. _____
15. _____
16. _____
17. _____
18. _____



II. Match the Letters to the Key Word Picture.

6. *a*



7. *n*



8. *d*



9. *p*



10. *f*



III. Code & Read

11. *top*
12. *fan*
13. *pad*



V. Letter Recognition

19. *d* _____
20. *f* _____
21. *n* _____
22. *a* _____
23. *p* _____



Phonics Assessment 1



VI. Read for Me

24. *be* _____

25. *play* _____

26. *and* _____

27. *with* _____

28. *you* _____



VII. Sentence Dictation

29. _____

30. _____





Spelling Assessment 1



Name: _____

A Day at the Park

We went to the park to _____ I

(1)

_____ on a _____ in the sandbox. _____

(2)

(3)

(4)

get dirty quickly in the sand.

_____ noon, I was hungry. We ate _____

(5)

(6)

sandwiches _____ chips _____ cookies.

(7)

(8)

I _____ sad when we have to leave. I hope

(9)

we will _____ coming back soon.

(10)

am

at

sat

mat

ham

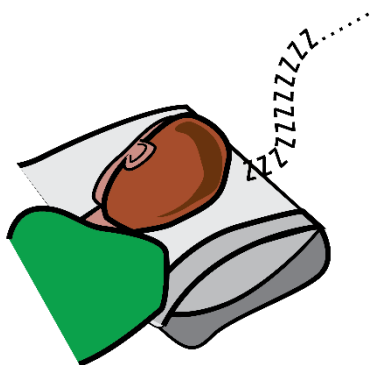
and

be

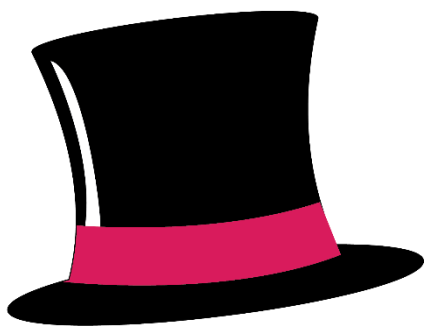
with

you

play



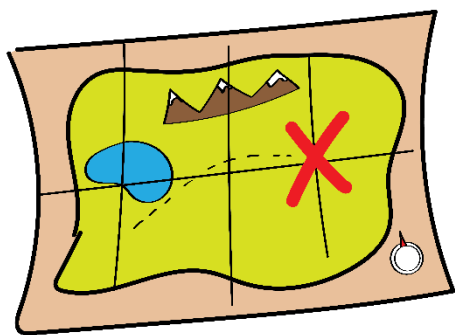
năp



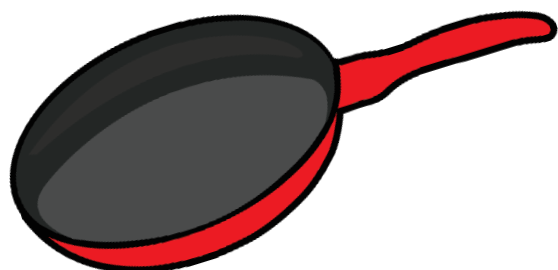
hăt



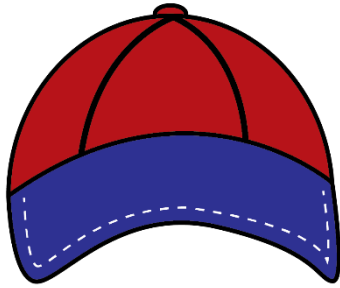
căb



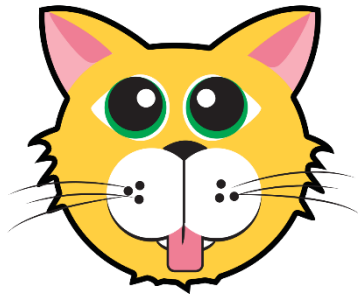
măp



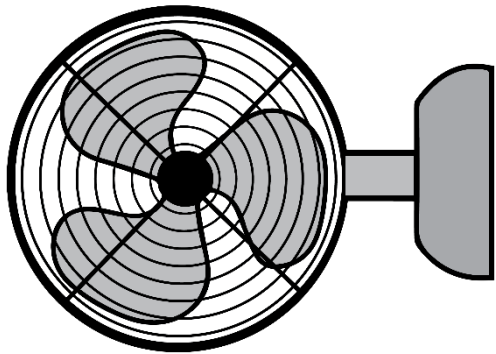
păn



căp



căț



făn



păd



băt

Week 1

Teacher Instructions

Phonics Skills – ä, n, d, p, f

Spelling – am, at, sat, mat, ham (phonics), and, be, with, you, play (high frequency)

Pg. 5/6 – Lesson 1 (Ăă)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Review – Read the sounds below aloud to students. Students should write the letters that make each sound on the line.

1. /ă/ → a
2. /ě/ → e
3. /i/ → i
4. /ö/ → o
5. /ů/ → u
6. /n/ → n
7. /d/ → d
8. /p/ → p



Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves or to a partner. Then, match 1 of the words to its picture.

9. ät
10. păd
11. căb (match to picture)



Listen & Spell – Read the following words to students, walking them through the sounds in each word. Students should write the letter that makes each sound they hear on each line & attempt to spell the words.

12. am
13. bat
14. tan



Picture & Spell – Students should think about the pictures in the boxes, then attempt to spell each word on the lines beneath its picture.

15. hat
16. nap



Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves or to a partner. Then, match 1 of the words to its picture.

1. năp
2. ăn
3. tăp
4. păn (match to picture)



Picture & Spell – Students should think about the pictures in the boxes, then attempt to spell each word on the lines beneath its picture.

5. cap
6. cat



Handwriting Practice (spelling word – “am”) – Students should follow the arrows & trace the dotted spelling word and then practice writing the word on the blank lines.



High Frequency Word Box – Read the words aloud to students. Students should practice reading these words aloud (individually, in pairs, and/or in groups).

Pg. 7/8 – Lesson 2 (Nn)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Review – Read the sounds below aloud to students. Students should write the letters that make each sound on the line.

1. /n/ → n
2. /ă/ → a
3. /p/ → p
4. /d/ → d
5. /ů/ → u
6. /ö/ → o
7. /i/ → i
8. /ě/ → e



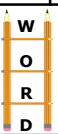
Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves or to a partner. Then, match 1 of the words to its picture.

9. ăn
10. păn
11. făn (match to picture)



Listen & Spell – Read the following words to students, walking them through the sounds in each word. Students should write the letter that makes each sound they hear on each line & attempt to spell the words.

12. in
13. hat
14. nip



Word Ladder – Read each clue to the students and allow them to find the missing words. Start at the bottom of the ladder and work toward the top.

START → tan

A metal food container → can

An animal that says “meow” → cat

A wooden stick used to play baseball → bat



Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves or to a partner. Then, match 1 of the words to its picture.

1. păn
2. ăn
3. tăn
4. năp (match to picture)



Picture & Spell – Students should think about the pictures in the boxes, then attempt to spell each word on the lines beneath its picture.

5. on
6. no



Handwriting Practice (spelling word – “at”) – Students should follow the arrows & trace the dotted spelling word and then practice writing the word on the blank lines.



High Frequency Word Box – Read the words aloud to students. Students should practice reading these words aloud (individually, in pairs, and/or in groups).

Week 1

Teacher Instructions

Phonics Skills – ä, n, d, p, f

Spelling – am, at, sat, mat, ham (*phonics*), and, be, with, you, play (*high frequency*)

Pg. 9/10 – Lesson 3 (Dd)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Review – Read the sounds below aloud to students. Students should write the letters that make each sound on the line.

1. /d/ → d
2. /n/ → n
3. /ä/ → a
4. /p/ → p
5. /f/ → f
6. /ë/ →
7. /i/ → i
8. /ö/ → o



Listen & Spell – Read the following words to students, walking them through the sounds in each word. Students should write the letter that makes each sound they hear on each line & attempt to spell the words.

9. pad
10. a
11. bad
12. tap
13. lip
14. fit



Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves or to a partner. Then, match 2 of the words to its picture.

15. döt (match to picture)
16. ät
17. pöd
18. däd
19. äm
20. päd (match to picture)
21. dīd
22. dīg



Picture & Spell – Students should think about the pictures in the boxes, then attempt to spell each word on the lines beneath its picture.

1. fan
2. dig
3. dog
4. nap
5. pod
6. lid



Handwriting Practice (*spelling word – "sat"*) – Students should follow the arrows & trace the dotted spelling word and then practice writing the word on the blank lines.



High Frequency Word Box – Read the words aloud to students. Students should practice reading these words aloud (*individually, in pairs, and/or in groups*).

Pg. 11/12 – Lesson 4 (Pp)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Review – Read the sounds below aloud to students. Students should write the letters that make each sound on the line.

1. /p/ → p
2. /d/ → d
3. /n/ → n
4. /ä/ → a
5. /f/ → f



Listen & Spell – Read the following words to students, walking them through the sounds in each word. Students should write the letter that makes each sound they hear on each line & attempt to spell the words.

6. nap
7. I
8. sip



Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves or to a partner. Then, match 1 of the words to its picture.

9. pöd
10. töp (match to picture)
11. pīg



What comes F1RST? – Students should identify each of the pictures and write the sound in the initial position and the letter(s) that make it.

12. peacock → /p/, p
13. pencil → /p/, p
14. pizza → /p/, p

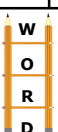


Handwriting Practice (*spelling word – "mat"*) – Students should follow the arrows & trace the dotted spelling word and then practice writing the word on the blank lines.



What comes F1RST? – Students should identify each of the pictures and write the sound in the initial position and the letter(s) that make it.

1. piano → /p/, p
2. pop → /p/, p



Word Ladder – Read each clue to the students and allow them to find the missing words. Start at the bottom of the ladder and work toward the top.

START → fat

This blows air to cool you down → fan

Jogged quickly → ran

A large rodent that looks like a mouse → rat



High Frequency Word Box – Read the words aloud to students. Students should practice reading these words aloud (*individually, in pairs, and/or in groups*).

Week 1

Teacher Instructions

Phonics Skills – ä, n, d, p, f

Spelling – am, at, sat, mat, ham (*phonics*), and, be, with, you, play (*high frequency*)

Pg. 13/14 – Lesson 5 (Ff)



Touch & Say – Students should practice reading the alphabet strip and saying the sounds for each letter.



Review – Read the sounds below aloud to students. Students should write the letters that make each sound on the line.

1. /f/ → f
2. /p/ → p
3. /d/ → d
4. /n/ → n
5. /ä/ → a
6. /i/ → i
7. /ö/ → o
8. /ü/ → u



Listen & Spell – Read the following words to students, walking them through the sounds in each word. Students should write the letter that makes each sound they hear on each line & attempt to spell the words.

9. fib
10. am
11. bat
12. pan
13. a
14. dad



Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves or to a partner. Then, match 2 of the words to its picture.

15. fög
16. fín
17. föx (*match to picture*)
18. fät
19. fän (*match to picture*)
20. fit
21. dĩd
22. năp



Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves or to a partner. Then, match 1 of the words to its picture.

1. fíg (*match to picture*)
2. fän
3. fät
4. pǐg



Picture & Spell – Students should think about the pictures in the boxes, then attempt to spell each word on the lines beneath its picture.

5. pin
6. fin



Handwriting Practice (*spelling word – “ham”*) – Students should follow the arrows & trace the dotted spelling word and then practice writing the word on the blank lines.



High Frequency Word Box – Read the words aloud to students. Students should practice reading these words aloud (*individually, in pairs, and/or in groups*).

Pg. 15/16 – Homework 1

MONDAY



Handwriting – Students should practice tracing the spelling word (*am*) and then practice writing the word on the blank lines.



Sound Recognition – Students should circle the pictures that contain the /ä/ sound.

→ hat, cab, cap



High Frequency Words – Students should practice reading these words aloud.

→ and, be, with, you, play

TUESDAY



Handwriting – Students should practice tracing the spelling word (*at*) and then practice writing the word on the blank lines.



What Comes F1RST? – Students should circle the pictures that begin with the /n/ sound.

→ nest, newspaper, nurse, nose



High Frequency Words – Students should practice reading these words aloud.

→ and, be, with, you, play

WEDNESDAY



Handwriting – Students should practice tracing the spelling word (*sat*) and then practice writing the word on the blank lines.



Code & Read – Students should code the vowels in each word, and then practice reading aloud.

1. äñ
2. dăd
3. făn



High Frequency Words – Students should practice reading these words aloud.

→ and, be, with, you, play



THURSDAY

Handwriting – Students should practice tracing the spelling words (*mat & ham*) and then practice writing the words on the blank lines.



Code & Read – Students should code the vowels in each word, and then practice reading aloud.

1. năp
2. păt
3. păn



High Frequency Words – Students should practice reading these words aloud.

→ and, be, with, you, play



Phonics Skills – ä, n, d, p, f

Spelling – am, at, sat, mat, ham (*phonics*), and, be, with, you, play (*high frequency*)

Pg. 17/18 – Phonics Assessment 1

Directions: Sections I, II, III, IV, and VII are designed so that they can be completed as a whole class, small group, or individually. Sections V and VI should be completed with students during independent work time, and students should be interviewed individually.



I. What Sound do you Hear? – Read the following sounds to students. Students should identify the letters that make each sound.

1. /d/ → d
2. /ă/ → a
3. /f/ → f
4. /n/ → n
5. /p/ → p

II. Match the Letters to the Key Word

Picture– Read the following sounds to students. Students should match the letters to their keyword pictures.

6. a → apple
7. n → nest
8. d → dog
9. p → pig
10. f → fish

III. Code & Read – Students should code the words, and then blend the sounds to read each word quietly to themselves.

11. tǒp
12. fǎn
13. pǎd

IV. What comes F1RST? – Say the following words for each sound. Students should identify the initial sound.

14. pig, pot, pan, pop → /p/
15. nice, new, nut, need → /n/
16. apple, ant, actor, add → /ă/
17. dog, dig, done, door → /d/
18. fan, fast, first, fun → /f/

V. Letter Recognition–Ask students to identify each letter. Check if identified correctly.

19. d
20. f
21. n
22. a
23. p

VI. Read for Me – Ask students to read each word. Check if identified correctly.

24. be
25. play
26. and
27. with
28. you

VII. Sentence Dictation – Read the following sentences and have students write them on the lines provided.

29. I am it.
30. Pin it on.

Pg. 19 – Spelling Assessment 1

Directions - Read the entire story aloud to students, including the test words. Then, read it again slowly, pausing for students to write the missing words in each blank.

Tips:

*You may need to read each sentence or sentence part several times. Before moving on to the next sentence, have students raise their hands if they aren't finished writing the word. After reading each sentence 3-4 times, tell students to circle the number if they still haven't finished, then work with these students one-on-one or in small groups after the class is finished.

*When a word comes at the beginning of the sentence, remind students that the first word of a sentence always begins with a capital letter.

A Day at the Park

We went to the park to ⁽¹⁾ **play**. I ⁽²⁾ **sat** on a ⁽³⁾ **mat** in the sandbox. ⁽⁴⁾ **You** get dirty quickly in the sand.

⁽⁵⁾ **At** noon, I was hungry. We ate ⁽⁶⁾ **ham** sandwiches ⁽⁷⁾ **with** chips ⁽⁸⁾ **and** cookies.

I ⁽⁹⁾ **am** sad when we have to leave. I hope we will ⁽¹⁰⁾ **be** coming back soon.

Pg. 20 – Spelling Flash Cards

These cards are included to print for students to take home and study or for small group/whole class review games.

Pg. 21-22 – Cooperative Learning Cards

Suggestions for use are on pg. 27-28.



Suggestions for Use

Show & Spell

Teacher Preparation:

- Print one set of the cards (cardstock recommended) per pair/group/class.
- Cut cards on the solid black lines, then fold cards on the dotted lines, making 2-sided cards with a picture on one side and a word on the back.
- Laminate cards so they can be used again and again (optional).
- Store cards in a plastic baggie or punch a hole in the top corner of each card and place them on a ring.

Directions for Play (Small Group/Whole Class):

1. Assemble cards into a deck, picture side up.
2. One student (or the teacher) holds up the first card and shows the other students in the group/class the picture side of the card (use a document camera if doing this activity with the whole class).
3. The student/teacher reads the word (if students struggle, sound out the individual phonemes).
4. The other students in the group/class should write the word on a small whiteboard/chalkboard or using a whiteboard/chalkboard app on a smart device.
5. Once all students have written their answers, direct them to show their boards/devices.
6. Turn the card around to reveal the word, and allow students to check their answers, and correct if necessary.
7. Students should erase boards, and another student (or the teacher) draws another card.
8. Repeat steps 2-7 until all cards are used or as time permits.

Go Fish

Teacher Preparation:

- Print one set of the cards (cardstock recommended) per pair/group.
- Cut cards on the solid black lines and the dotted lines, separating the words from pictures.
- Laminate cards so they can be used again and again (optional).
- Store cards in a plastic baggie or punch a hole in the top corner of each card and place them on a ring.

Directions for Play (Pairs/Small Group):

1. Shuffle cards and assemble into a deck.
2. The dealer deals each player 5 cards and places the remaining cards face down in a deck.
3. Moving clockwise, players take turns asking a specific player, "Do you have the picture that matches the word ____?" or "Do you have the word that matches my picture of a ____?" If the player has the card you requested, he/she must pass it over. If not, you must go fish (draw a card from the deck). If you get the card you requested, you get to go again.
4. Play continues until all hands are empty and there are no more cards from which to draw. The winner is the player with the most pairs of matching cards at the end of the game.



Suggestions for Use

Memory

Teacher Preparation:

- Print one set of the cards (cardstock recommended) per pair/group.
- Cut cards on the solid black lines and the dotted lines, separating the words from pictures.
- Laminate cards so they can be used again and again (optional).
- Store cards in a plastic baggie or punch a hole in the top corner of each card and place them on a ring.

Directions for Play (Pairs/Small Group):

1. Mix up the cards and lay them in rows, face down.
2. The first player turns over any two cards. If the cards match (the word matches the picture), the player keeps them and goes again. If they don't match, the cards are turned back over, and it's the next player's turn).
3. Play continues until all cards have been matched or as time permits. The player with the most pairs of matching cards wins the game.

Quiz-Quiz-Trade

Teacher Preparation:

- Print enough sets of the cards (cardstock recommended) so that when cards are assembled, each student in the class has one card.
- Cut cards on the solid black lines, fold cards on the dotted lines, making 2-sided cards with a picture on one side and a word on the back.
- Laminate cards so they can be used again and again (optional).
- Store cards in a plastic baggie or punch a hole in the top corner of each card and place them on a ring.

Directions for Play (Small Group/Whole Class):

1. Distribute cards to students so that each student has one card.
2. Students should partner with a classmate.
3. Partner A will show Partner B the picture side of his/her card and read the word on the back aloud.
4. Partner B will spell the word. (If Partner B answers incorrectly, Partner A will coach him/her.)
5. Students will switch roles so Partner B quizzes Partner A.
6. Partners trade cards.
7. Repeat steps 2-6 a few more times with different partners as time permits.



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