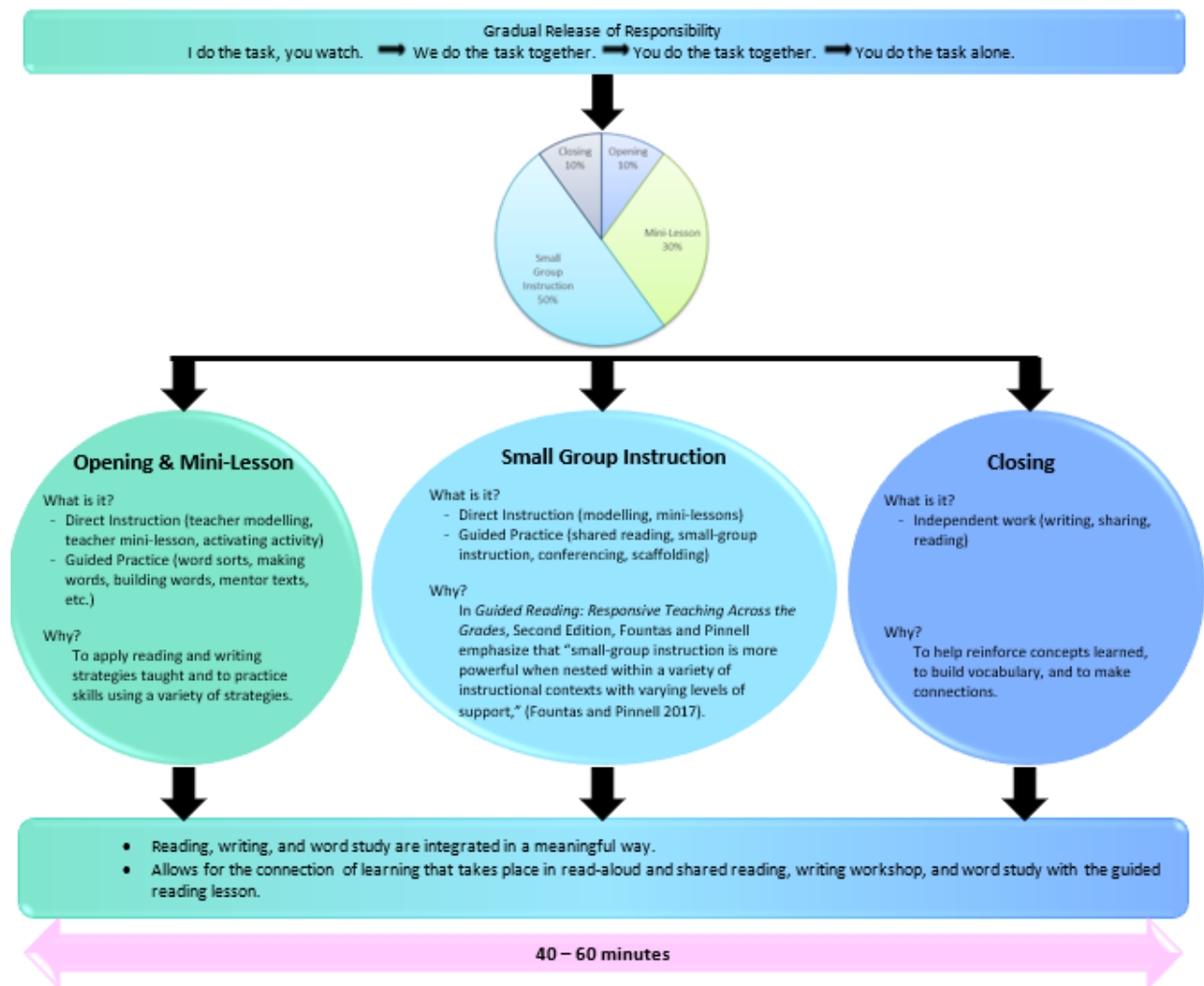


INTRODUCTION

Please see my [course profile](#) for a scope and sequence of the course.

This is a working document as the course is still in the development stages. This course prototype is based off the units created by [Regina Catholic School Division](#). This course may be most successful in a connected educator classroom during [balanced literacy/guided reading time](#); however, it due to the nature of the station rotation, this course is accessible to other classrooms who have access to a smaller number of devices. Devices such as tablets are best for the station-rotation model as they eliminate the need to log in and provide quick access to materials and lessons.

The format of this [blended course](#) uses the [gradual release of responsibility](#).



UNIT 1: SHORT VOWEL WORD FAMILIES AT, AN

High Frequency Words: like, my, ran, the

Resources

Magnetic letters

[*Words Their Way Level A by Bear, Invernizzi, and Johnston*](#)

[*Big Book of Rhymes*](#)

Reading A-Z Mentor Series: [Short vowel “a”](#)

Reading Rods (Word Families)

[*Making Words Grade 1*](#)

Tablets

Seesaw Activities

Traditional Classroom Instruction

Day 1:

- Introduce Sort 6-TG page 26 (Words Their Way). You may want to use highlighter tape to highlight the –at and –an words.
- Project short “a” book, [*Nap and Pap*](#), from Reading A-Z. Follow the lesson plan on Reading A-Z (contact Jillian Laursen – RCSD ELA Consultant - for your log-in information)
- Sort 6: -at and –an word families TG page 26 (Words Their Way)
 - Introduce Picture/Word Sort TG page 26 (Words Their Way)
 - After modeling this activity, students will complete at the Word Study Station through Seesaw activities. In addition, students could re-sort their cards. Next, students make the words with magnetic letters and then print the words in their word study notebook.
- Introduce high frequency word(s).

Day 2:

- Reread the short “a” book. Omit the last word of each line, and have students provide the missing word.
- On the projector, model using the reading rods to make short “a” words.
 - After modeling this activity, students will complete at the Word Study Station on Seesaw activities.
- Practice the Sort TG page 26 (Words Their Way).
- Introduce/review high frequency words.

Day 3:

- Apply the Skill TG page 27 (Words Their Way).
 - Show the Making Words Lesson 1 pages 5 and 15 (Making Words for Grade 1)
 - Make: an, at, pat, pal, pan, tan, plan, plant
 - Introduce/review high frequency words.
-

Day 4:

- Complete the Sort-Paste in Place TG page 27 (Words Their Way).
- Learning Phonograms: -at, -an page 292-293 (Phonics Lessons for Grade 1).
- Learning Phonograms: -an page 304-305 (Phonics Lessons for Grade 1).
- Introduce/review high frequency words.

Day 5:

- Introduce/review high frequency words.
- Assessment
 - Spelling Test (“-at and -an” words and a couple of high frequency words).

Station Rotation Activities

1. Watch the video: [Short Vowel Word Family Lesson Review -at, an](#)



-
2. Seesaw App:

For the purpose of this course prototype, please use the following to sign in:

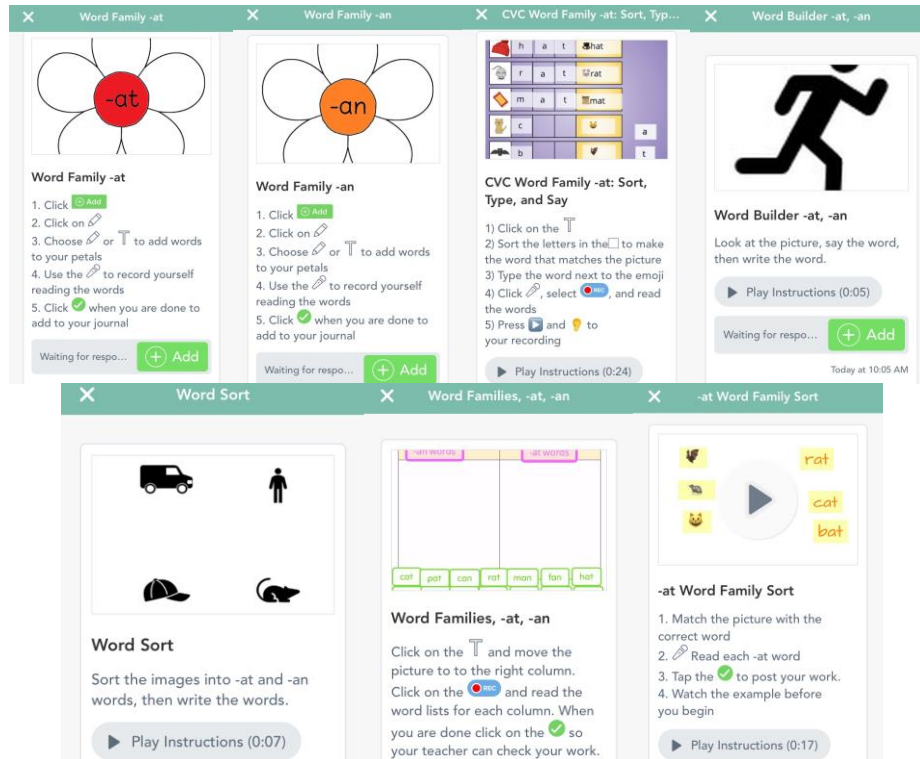
If you're using Seesaw for the first time:

1. Go to app.seesaw.me
2. Choose "I'm a Student"
3. **Type in the code: JDLP XCCT. This code expires on February 19, 2019**

In the actual course setting, grade 1 students will access seesaw using the following steps:



After you sign up as a student in my Seesaw class, you can access the following activities:



3. Scratch Jr. Coding

[Recognizing and Naming Uppercase and Lowercase Letters:](#) This project reinforces a student's knowledge of writing and recognizing uppercase and lowercase letters.



UNIT 2: SHORT VOWEL WORD FAMILIES AD, AP, AG

High Frequency Words: all, how, be

UNIT 3: SHORT VOWEL WORD FAMILIES OP, OT, OG

High Frequency Words: if, she, big

UNIT 4: SHORT VOWEL WORD FAMILIES ET, EG, EN

High Frequency Words: put, run, you

UNIT 5: SHORT VOWEL WORD FAMILIES UG, UT, UN

High Frequency Words: as, not, for

UNIT 6: SHORT VOWEL WORD FAMILIES IP, IG, ILL

High Frequency Words: am, has, day, cat

UNIT 7: CONSONANT DIAPHRASIS CH, SH

High Frequency Words: one, out, him

UNIT 8: CONSONANT DIAPHRASIS TH, WH

High Frequency Words: bus, or, get

UNIT 9: REVIEW OF CONSONANT DIAPHRASIS CH, SH, WH, TH

High Frequency Words: her, back, had, saw

UNIT 10: BEGINNING CONSONANTS AND BLENDS S, T, ST

High Frequency Words: by, dad, his, mom

UNIT 11: CONSONANT BLENDS SP, SK, SM

High Frequency Words: make, of, did

UNIT 12: CONSONANT BLENDS SC, SN, SW

High Frequency Words: was, now, have

UNIT 13: CONSONANT BLENDS PL, SL, BL, FL

High Frequency Words: are, into, that

UNIT 14: CONSONANT BLENDS CR, CL, FR, GL, GR

High Frequency Words: said, got, let, lot

UNIT 15: CONSONANT BLENDS PR, TR, DR, BR

High Frequency Words: very, us, been

UNIT 16: BEGINNING SOUNDS K, WH, QU, TW

High Frequency Words: our, but, your

UNIT 17: WORD FAMILIES AT, OT, IT

High Frequency Words: ball, from, man

UNIT 18: WORD FAMILIES AN, UN, IN

High Frequency Words: what, here, play, who

UNIT 19: WORD FAMILIES AD, ED, AB, OB

High Frequency Words: with, they, this

UNIT 20: WORD FAMILIES AG, EG, IG, OG, UG

High Frequency Words: two, went, when, will

UNIT 21: WORD FAMILIES ILL, ELL, ALL

High Frequency Words: look, red, then

UNIT 22: WORD FAMILIES ICK, ACK, UCK, OCK

High Frequency Words: fun, old, yes

UNIT 23: WORD FAMILIES ISH, ASH, USH

High Frequency Words: dog, just

UNIT 24: SHORT VOWELS A, O

High Frequency Words: bed, new, there

UNIT 25: SHORT VOWELS I, U

High Frequency Words: hit, sit

UNIT 26: SHORT VOWELS E, I, O, U

High Frequency Words: review

UNIT 27: WORDS WITH BEGINNING CONSONANT DIAGRAPHS AND SHORT VOWELS A, E, I

High Frequency Words: review

UNIT 28: SHORT VOWEL WORDS WITH BEGINNING BLENDS

High Frequency Words: review

UNIT 29: SHORT VOWEL WORDS WITH FINAL BLENDS

High Frequency Words: review

UNIT 30: SHORT VOWELS A, E, I, O, U

High Frequency Words: review