

## First Grade Word Study

Week 16

### [Life Work for the week](#)

#### Standards addressed this week:

- Identify and correctly read vowel teams
- Orally manipulate words by adding, deleting, and substituting phonemes.
- Recognize word parts in order to chunk together syllables and read multisyllabic words.
- Blend syllables into the correct word.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

**Patterns of the week:** The vowel teams aw and au say the short /*ɔ*/ sound

#### Generalization:

- aw makes the short /*ɔ*/ sound
  - We usually use aw at the end of a syllable
  - We use aw in the middle of a syllable when the short /*ɔ*/ sound is followed by an n or l.
- au makes the short /*ɔ*/ sound in the middle of a syllable
  - au is less common and is never at the end of a word

**Spelling Words:** draw, yawn, straw, fault, saw

**Review: only**

**Additional words for sorting:** launch, jaw, lawn, August\*, crawl, bawl, fawn, laundry, sprawl

\*The second u in August can be pronounced as a schwa or as /*ɛ*/.  
Pronunciations vary.

#### **Weekly Materials Needed**

- [sorting mat](#) (print x3 if you want students to write spelling words on paper Day 3 & 4 )
- [slides](#)
- [words to sort](#)
- Note: there are no teacher markups because all the vowel teams say the short /*ɔ*/ sound
- [spelling test paper](#)
- [Syllable blending drill](#)
- [Syllable cards](#) (optional)
- [syllable division work](#)

<b>Vocab</b>	
<b>Syllable</b>	A chunk of a word where your mouth opens. A syllable always has a vowel sound.
<b>Short vowel syllable</b>	Short vowel syllables have a single vowel and end in a consonant.
<b>Long vowel syllable</b>	Long vowel syllables end with a single vowel.
<b>VCe syllable</b>	A soundless e at the end of a syllable makes the vowel in the syllable long.
<b>r- controlled syllable</b>	Sometimes when R follows a vowel, it changes the vowel sound. The vowel is neither long nor short, but is controlled by the R and the /r/ sound. This is called an R-controlled syllable or Bossy R.
<b>final stable syllable</b> <b>-Cle syllable</b>	Final means last, so it's the last syllable in a word. Stable means stay the same, so the sound is always the same. One common final stable syllable is <b>consonant + le</b> . The LE spells the /l/ sound like at the end of jungle and apple.
<b>Vowel Team syllable</b>	A syllable where two vowels work together to make a vowel sound -sometimes there is new sound made like in OI and OY

Day 1:

**Heggerty** (7 min)

Materials: Heggerty Primary book

- Week 16- day 1

**Wall cards:** (5 min)

Materials: slides

- Get through as many as you can (ideally all) but cut it off in 5 minutes if you are not finished (or earlier if Heggerty went long so stop at 12 minutes into phonics time).

**Phonics:** (23 min)

Materials: [slides](#), [words to sort](#), teacher markups reference (N/A)

- **Intro spelling words/ spelling pattern**
  - Show the spelling words on slide 15-19. You say the word as you show it and then have scholars repeat it. While showing words you can give scholars the thinking job of answering the following (keep all the words up so that they can see all of them):
    - **draw, yawn, straw, fault, saw**
    - **Show the slide with all the words** “What do you notice? What is similar between these words? What is different? **What letters are saying the short /ŏ/ sound in each word?** ”  
You can leave this super open ended.
      - *All the words have the short /ŏ/ sound*
      - Almost all the words have aw
      - au can say the short /ŏ/ sound
      - aw can say the short /ŏ/ sound
  - **Show the octopus wall card with the new vowel teams uncovered. Chant it together.**
  - **Generalizations**
    - aw makes the short /ŏ/ sound
      - We usually use aw at the end of a syllable
      - We use aw in the middle of a syllable when the short /ŏ/ sound is followed by an n or l.
    - au makes the short /ŏ/ sound in the middle of a syllable
      - au is less common and is never at the end of a word
  - **Let’s divide our spelling words into syllables- this should be quick this week since they all have 1 syllable.**
    - see reference slide on slide **22**

draw      yawn

straw      fault

- saw
- Pass out word sorts and have students divide the syllables with you.
- Have students scoop the syllables for the word laundry. All the other words only have one syllable
- Have students circle the aw and au vowel teams in each word.
- Tell students that all of our words have the short /ŏ/sound, this week we are going to sort by spelling.
- If students understand the concept send students back to their seats to mark up words on their sorts independently, keep students who need support on the rug or in a small group at your table
- Note: Students are not color coding based on sound, this will decrease the rigor and students will over rely on the colors to sort.
  - Instead, have students circle the vowel pattern so that they can start internalizing that au and aw says the short /ŏ/ sound.
- They can cut them today and save the words to sort again tomorrow.
- If they finish early they can practice reading the words

**Word Study Cumulative Review:** (15 minutes)

spelling word 1	spelling word 2	spelling word 3	pattern rule 1	pattern rule 2	pattern rule 3
<i>of</i>	over	these	raccoon	surplus	pronoun

sentence

The bus is around the corner.

Day 2:

**Heggerty** (7 min)

Materials: Heggerty Primary book

- Week 16 - day 2

**Wall cards:** (5 min)

Materials: slides

- Get through as many as you can (ideally all) but cut it off in 5 minutes if you are not finished (or earlier if Heggerty went long so stop at 12 minutes into phonics time).

**Phonics:** (23 min)

Materials: slate and markers, words to sort from yesterday, [sorting mat](#)

- **Generalizations**
  - aw makes the short /*ă*/ sound
    - We usually use aw at the end of a syllable
    - We use aw in the middle of a syllable when the short /*ă*/ sound is followed by an n or l.
  - au makes the short /*ă*/ sound in the middle of a syllable
    - au is less common and is never at the end of a word
- Since there are no oddballs this week, send students back to their seats to sort their words with a partner while you work with a group if you have students who need more support.
  - Bonus question: **Why is August capitalized?** *It's a proper noun. It's the name of a month.*
  - Students should sort the words in the following categories.

<b>aw</b>	<b>au</b>
draw yawn straw saw jaw lawn crawl bawl fawn sprawl	fault launch August laundry

- Quickly review any unknown words. Students will likely need a definition or example for the words **launch jaw, lawn, bawl, sprawl, fawn.**
- Review the spelling words for the week. Say the words one at a time and ask students to spell the words one syllable at a time on their slates. They can draw a scoop for each syllable if that helps. Then fill in one syllable at a time by chopping those sounds. Highlight the patterns that say each sound. Go through all five words.
  - **draw, yawn, straw, fault, saw**
  - Reinforce that:
    - aw usually goes at the end of a word
    - aw goes in the middle of a word if it is before an n or l
    - au usually goes in the middle of a word

**Word Study Cumulative Review:** (15 minutes)

spelling word 1	spelling word 2	spelling word 3	pattern rule 1	pattern rule 2	pattern rule 3
look	around	seven	victim	dream	hotel

sentence
They ran on the path near the street.

## Day 3:

### Heggerty (7 min)

Materials: Heggerty Primary book

- Week 16- day 3

### Wall cards: (5 min)

Materials: slides

- Get through as many as you can (ideally all) but cut it off in 5 minutes if you are not finished (or earlier if Heggerty went long so stop at 12 minutes into phonics time).

### Phonics: (23 min)

Materials: sorting mat or slates and markers

- Ask students to remind you what rules we are working on this week.
  - Ideal:
    - aw makes the short /ɔ̃/ sound
      - We usually use aw at the end of a syllable
      - We use aw in the middle of a syllable when the short /ɔ̃/ sound is before an n or l.
    - au makes the short /ɔ̃/ sound in the middle of a syllable
- Review the spelling words for the week. Have students spell the words independently. Bring attention to any common misspellings by showing that misspelling and doing an error analysis for that spelling. Use the word sort with markups for reference.
  - **draw, yawn, straw, fault, saw**
  - students can write these on their sorting mat or make a table on their slates
  - students should be writing at tables or desks
  - review the word **only**
- Picture spelling: There are a lot of pictures, do as many as you can and have students write and sort them on their mat or slates and markers. Address any misconceptions.
  - Remind students to chop the syllables to help them spell them.
  - **haul, yawn, thaw, launch, jaw, lawn**
  - Reinforce that:
    - au goes in the middle of a syllable
    - aw goes in the middle of a syllable if it is before an n or l
    - aw goes at the end of a syllable

**Word Study Cumulative Review:** (15 minutes)

spelling word 1	spelling word 2	spelling word 3	pattern rule 1	pattern rule 2	pattern rule 3
book	second	under	submit	skinny	spider

Sentence

Can we eat lunch together?

## Day 4:

### Heggerty (7 min)

Materials: Heggerty Primary book

- Week 16- day 4

### Wall cards: (5 min)

Materials: slides

- Get through as many as you can (ideally all) but cut it off in 5 minutes if you are not finished (or earlier if Heggerty went long so stop at 12 minutes into phonics time).

### Phonics: (23 min)

Materials: slate and markers, [Syllable Blending Drill](#), [Syllable cards](#) (if you want to use magnetic tape for kids to manipulate)

- (15 min) Syllable types:
  - Review the syllable types that we have talked about: long vowel, short vowel, and r-controlled, VCe, and final stable syllables, which includes a consonant +LE, vowel team syllables
  - Tell them that today we are going to look at syllable types by reading whole words and then reading syllables.
  - Pass out the syllable blending drill worksheet for each student. It is important for them to have the words in front of them because it lets you see if they are tracking which word you are on and so that they can mark up their words. There are slides for this, but slides are not a substitute for kids having the sheet that they can point to.
    - Note: There is a scaffolded version for students that find this too challenging.
  - Have them chorally read the list of words in black fairly quickly.
  - Now tell them that they are going to read the list of blue syllables. Do this chorally again and fairly quickly.
  - Do the same with the orange list from the slide. Chorally read the orange list, they will need to use these multiple times to make words.
  - With all the remaining time that you have, ask students to make real words from the list by first using a syllable from the blue list and a second syllable from the orange list. These might be more difficult, you may narrow down the syllables you give them at a time.
    - The possible words are **sawdust, flawless, crawfish, seesaw, laundry, withdrawn**
    - **Note:** if students read dry with a short sound initially that is okay, make sure that they change the sound though once it is a part of the two syllable word laundry.

- (4 min) Review the spelling words for the week. Have students spell the words independently on their slates. Give feedback to individual students as needed. Have students sort them on their mat as they spell them if you would like.
  - **draw, yawn, straw, fault, saw**
  - review the word **only**

**Word Study Cumulative Review:** (15 minutes)

spelling word 1	spelling word 2	spelling word 3	pattern rule 1	pattern rule 2	pattern rule 3
foot	until	summer	nutmeg	door	paper

sentence
The tiger at the zoo is loud!

## Day 5:

### Heggerty (7 min)

Materials: Heggerty Primary book

- Week 16 - day 5

### Wall cards: (5 min)

Materials: slides

- Get through as many as you can (ideally all) but cut it off in 5 minutes if you are not finished (or earlier if Heggerty went long so stop at 12 minutes into phonics time).

### Phonics: (23 min)

Materials: slides, spelling test paper, [syllable division work](#)

- (3 min) Review the syllable rules that we learned this week. Use the anchor chart as needed.
- (10 min) Spelling test: Students should take the spelling test at a desk so that their handwriting can be as neat as possible.
  - **1. fault**
  - **2. yawn**
  - **3. straw**
  - **4. draw**
  - **5. saw**
  - Review: **only**
  - Dictation: I saw the hawk launch into the shy.
    - *Notes: At this point in the year, you should be using the double lines from HWT linked in the materials.*
- (10 min) Syllable division to read new words
  - Pass out the sheet with new words to students. Ask them to use what they know about words to scoop up the syllables and to mark up the vowels. Then they should try to read those words to themselves.
    - As needed:
      - Review that they should divide the words where there are two consonants.
      - Review that you divide after an r
      - Review that you divide at a double consonant
  - Go over the work whole-class afterwards and discuss why the syllable divisions and vowel sounds make sense. **Briefly go over what the words mean (not to get to mastery, but just because any quick vocab work is better than no vocab work).**

- Note: *This is to see whether students can use what they know about syllables and vowels to approach a new word. That means that you should not read the words aloud to students before or while they are working. Instead, we are seeing here how well they can use rules, not sound, to break up the words into syllables and then use those syllable units to read the words. So please only read the words aloud to students after you have reviewed the syllable divisions and vowel sounds with kids.*

**Word Study Cumulative Review:** (15 minutes)

spelling word 1	spelling word 2	spelling word 3	pattern rule 1	pattern rule 2	pattern rule 3
read	why	until	tonsil	swirling	silent

sentence
She ate an apple for lunch