

Welcome to First Grade

2023-2024



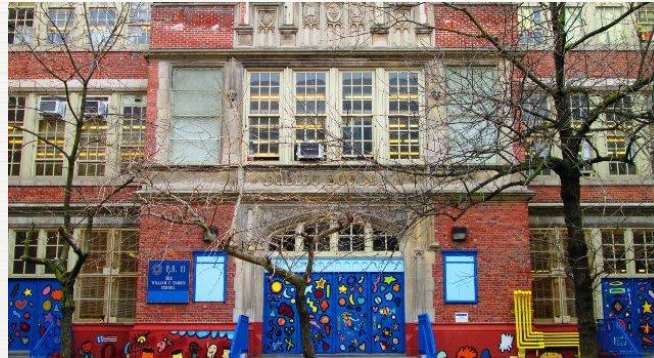
Curriculum Night

Tonight you will hear the first grade team talk about grade level logistics, school wide initiatives, and what our core subjects entail.



Safety, Respect, KGG, Integrity

PS11 is focused on supporting students development of these core values. We will teach into what these things look and sound like around our building and in our daily lives!



**Classrooms & Specialty Classrooms****Restrooms & Locker Room****Recess****Cafeteria****Hallway & Stairs****Safety**

Keep hands and feet to yourself.

Ask permission to leave.

Respect personal space.

Use classroom materials appropriately.

Honor privacy.

Do not play or climb.

Wash your hands.

Keep hands and feet to yourself.

Monkey bars for 2nd-5th only.

Do not play fight.

Follow directions the first time.

Talk to an adult when you need help.

Walk safely.

Stay seated and raise your hand to get up.

Eat at your seat.

Be seated when your teacher arrives.

Walk safely.

Stay in your line spot.

Go directly to your destination and then return to your classroom.

Respect

Take care of materials.

Share and take turns.

Be an active listener.

Use materials appropriately.

Keep the space clean.

Respect privacy.

Follow directions the first time.

Take turns.

Play fairly.

Respect different play areas.

Listen and respond to directions given by adults.

Clean up when lunch is over.

Follow directions the first time.

Listen and respond to directions given by adults.

Use a quiet voice.

Respect work on bulletin boards.

KGG

Use kind words.

Treat others the way
you want to be treated.

Show empathy.

Show gratitude.

Be inclusive and cooperative.

Be responsible &
patient.

Honor privacy.

Invite others to play.

Help others.

Share space and equipment.

Keep your hands and feet to
yourself.

Use an indoor voice.

Say please and thank you.

Clean up after yourself.

Be mindful of
classrooms that are
learning.

Keep hallways and
stairs clean.

Integrity

Be your best self.

Be honest.

Think about others before you act or speak.

Take responsibility for your actions, words and feelings.

Class Charter

- ✘ Class charters are based on how students want to feel in our classrooms each day.
- ✘ We create a “contract” of things we will strive to accomplish as a community.
- ✘ We will use our PS11 Core Values as the foundation for this.



First Grade Philosophy

- Child-centered teaching: Promoting student voice and independence!
- Creating classroom relationships and building trust through positive interactions between students and teachers.
- Building a safe and caring classroom environment where social skills are practiced to help students care for one another both emotionally and physically.



Identity

We will prioritize getting to know each other and sharing things about ourselves that throughout our school day! Those conversations will be reflected in the work seen across our classroom and the activities we plan throughout the year.



Flow of the day

- ✘ 1st period- 8:25-9:16
- ✘ 2nd period- 9:19-10:09
- ✘ MORNING SNACK
- ✘ 3rd period-10:13-11:03
- ✘ 4th period- 11:07-11:57
- ✘ 5th period- 12:01-12:51 LUNCH
- ✘ 6th period- 12:55-1:45
- ✘ 7th period- 1:49-2:39 DISMISSAL



Independence

- ✗ Zippers and shoelaces
- ✗ Responsibility for materials
- ✗ Packing and unpacking backpacks
- ✗ Be a problem solver!



Social Emotional

R- recognizing

U- understanding

L- labeling

E- expressing

R- regulating



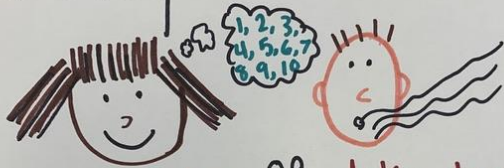
Mood Meter

Panicked	Stressed	Tense	Stunned	M O O D	Surprised	Upbeat	Motivated	Ecstatic	
Furious	Frustrated	Nervous	Restless		M E T E R	Hyper	Cheerful	Enthusiastic	Inspired
Apprehensive	Angry	Irritated	Annoyed			Energized	Lively	Focused	Excited
Troubled	Worried	Uneasy	Peevish			Pleasant	Joyful	Hopeful	Blissful
Pessimistic	Concerned	Down	Apathetic	Easygoing		Chill	Content	Fulfilled	
Grim	Lonely	Sad	Bored	Secure	Thoughtful	Satisfied	Grateful		
Miserable	Sullen	Exhausted	Tired	Calm	Complacent	Restful	Balanced		
Hopeless	Desolate	Spent	Drained	Sleepy	Relaxed	Tranquil	Serene		



Conflict Resolution

1. Stay calm.



Count to ten OR take deep breathes

2. Tell how you feel and why.

I feel _____
because _____.

I hear that
you feel _____
I feel _____
because _____.

3. Brainstorm solutions

We could... or...

4. Agree on a compromise

high five!

I Statements

I feel _____

when you _____

because _____ I

want _____.

I hear that you
feel _____ when I _____.

I feel _____.

Science



Unit 1: Animal and Plant Defenses

- ✘ What do animals do to survive? How do animals and plants do what they need to do to survive?

Unit 2: Light and Sound

- ✘ What makes something look bright or dark? Where does the light come from that makes surfaces look bright or dark? What makes a surface look bright or dark?

Unit 3: Spinning Earth

- ✘ What can we see in the sky at different times? What does the sky look like to people in different places on Earth right now?

Social Studies



Unit 1: Families and Communities are Important

- ✗ Why are families important and how do they influence who we are?

Unit 2 Families, Now and Long Ago

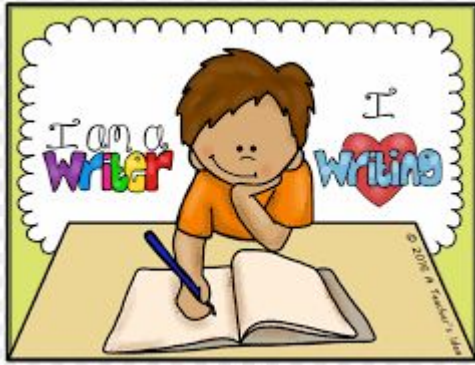
- ✗ How do families grow and change over time?

Unit 3: The Community

- ✗ What is a community?

Unit 4: Community Economics

- ✗ How do jobs and money affect communities?



1st Grade Writing



Genre Studies

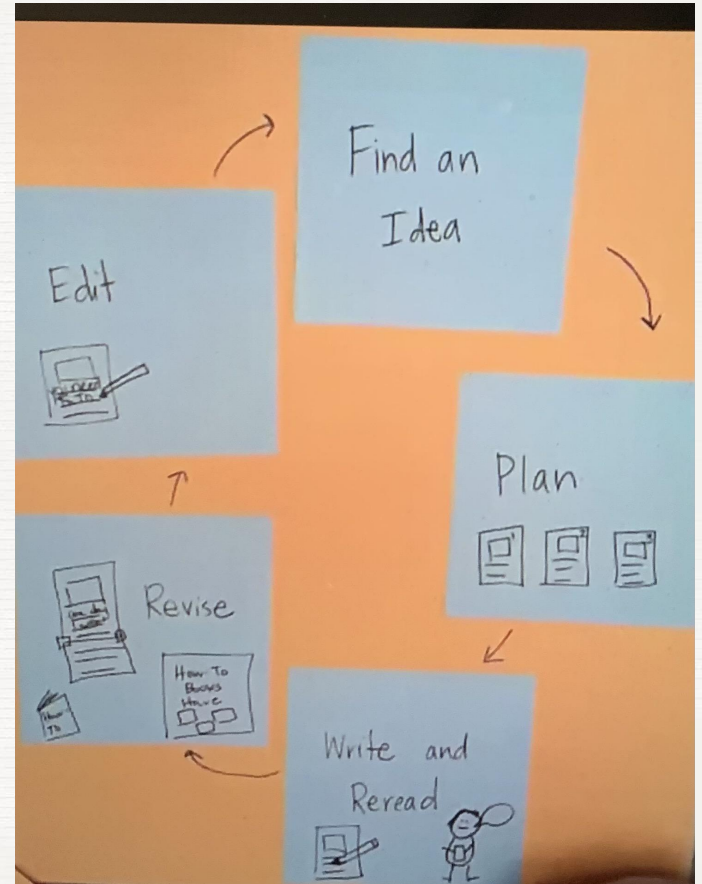
- ✗ Sept/Oct: Small Moments (personal narratives)
- ✗ Nov/Dec: How-To Books (procedural)
- ✗ Jan/Feb: Non-Fiction
- ✗ Mar/April: Reviews
- ✗ May/June: Realistic Fiction

What does it mean to be a first grade writer?

- With guidance and supports, students can carry out the writing process.
- Students can use inventive spelling (I had socr with my frend) and punctuation with purpose.
- Students can make their own creative choices within a genre.
- Students can reflect on their work and set goals for themselves.

Writing Process

- 1.) Brainstorm Ideas
- 2.) Plan
- 3.) Sketch and Write
- 4.) Revise
- 5.) Edit
- 6.) Publish



Brainstorming Ideas

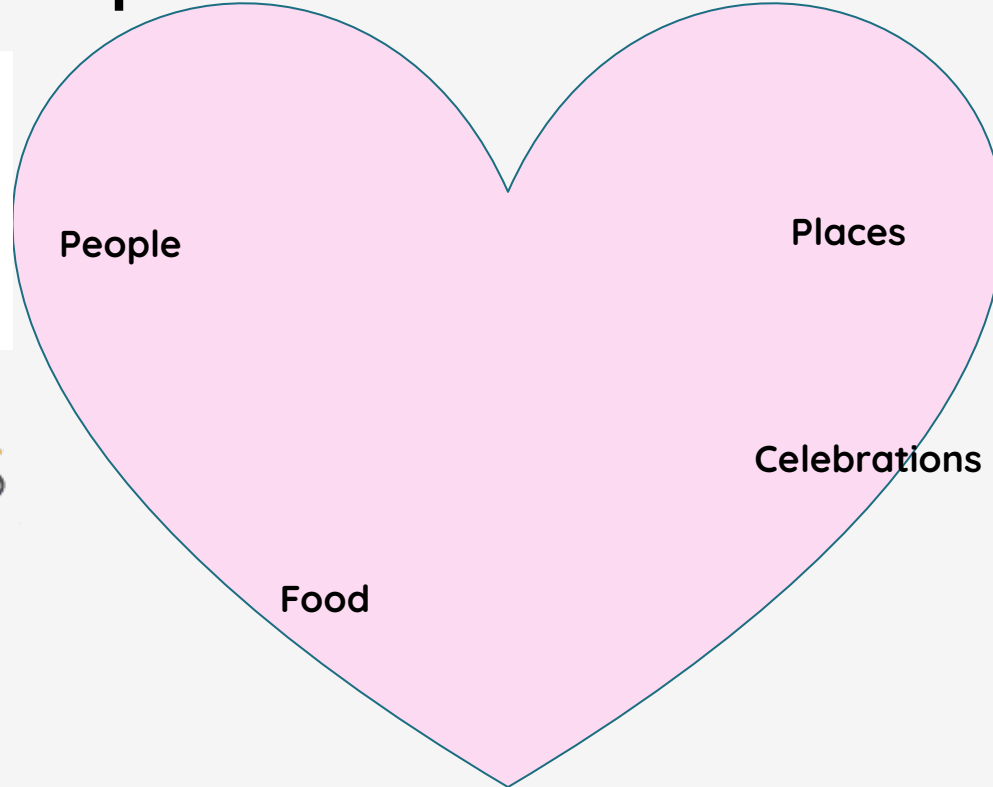
- Students collect ideas that they can revisit across a unit to grow a writing piece out of.
- They store these ideas in their writing folders.

Example Tool to Gather Ideas:

Writers are
inspired by
the things
that they
love.



idea



Planning

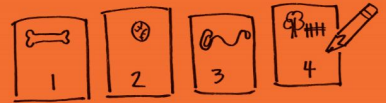
- Across fingers
- Touch and tell
- Sketch across pages
- Act out with a partner
- Stretch out the details of your steps OR build on your WOW moment (the “meat” of your writing)

2. Plan

* Say it on your fingers.






* Sketch across pages.







Independence in Planning

Writers plan out their stories!

1. Touch and Tell

2. Sketch Across Pages

3. Build on your WOW Moment


Planning My Writing

1. Say it

2. Touch it

3. Sketch it

4. Label it


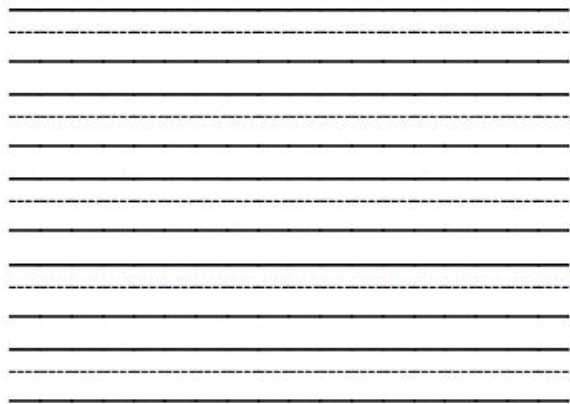
Drafting (Sketch and Write)

- Students use sketches to add words and details.
- Students learn craft moves from mentor authors to structure their writing and elaborate on their ideas.
- Students use charts and personal writing goals to increase their writing volume.

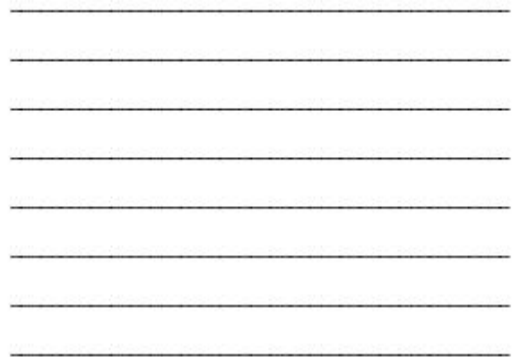
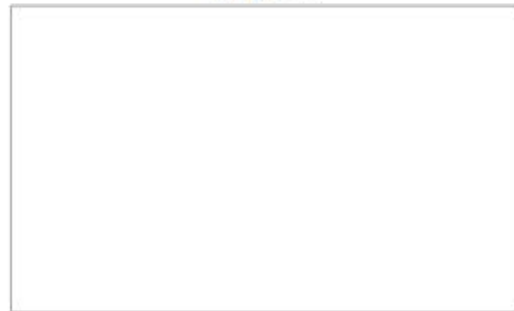
Independent Writing Time

Step ____





Step ____



Revision

- Students revise their pieces, using a checklist of “I can” statements.
- Students self assess/work with a partner to see what they can add, fix or change.
- Students decide on goals for revision.

Example Tool for Revision



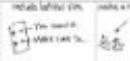
Name: _____

My Writing Goals for Small Moments

	Goals	Not Yet	Starting To	You can find my work on page...
Structure	I can write a true story about when I did something. <i>me</i>			
Lead	I can write an interesting lead. Dialogue <i>△</i> Action <i>△</i> Setting <i>☆</i>			
Transitions and Organization	I can write a clear beginning, middle, and end across 3 or more pages. <i>☺ ☺ ☺</i>			
Craft and Elaboration	I can add the setting. <i>☺ ☺ ☺</i>			
	I can show not tell feelings. <i>☺ ☺ ☺</i> Tears ran down my...			
	I can add dialogue and internal thinking. <i>☺ she said ☺ I thought.</i>			
	I can use juicy words. <i>miserable perfect witted</i>			
	I can add small actions. <i>☺ ☺ ☺</i>			
Ending	I can write an ending. From that day on...			
Language Conventions	I can make my writing readable, leaving spaces between words and using lowercase letters. <i>I <u>h</u> went home.</i>			
Spelling	I can spell word wall words and word study sounds. <i>the and was said</i>			
Punctuation	I can use punctuation. <i>• ! ?</i>			
Capitalization	I can use uppercase letters for the beginning of sentences. <i>The boy left.</i>			
Personal Goals				

Name: _____

Writing Reviews Checklist

Introduction	
Reasons	
Examples	
Important Information	
Sparkly Words	
Comparisons/Talk Back	 
Tips and Recommendations	 
Quote Experts	
Conclusion	

Editing

- Students check for word study patterns and use spelling strategies.
- Students inventive spelling should match the phonics work we are doing in the classroom
- They work collaboratively with a partner to peer edit.

Tools for Editing

I can spell new words!

Listen for
word families
or blends

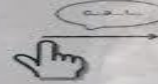
bl → play
br → bridge
sh → ship

gr → grass
br → break
nk → bank

Say it



Stretch it



Write it

cat

Write it
PART - by - PART

di
dino
dinos
dinosaur



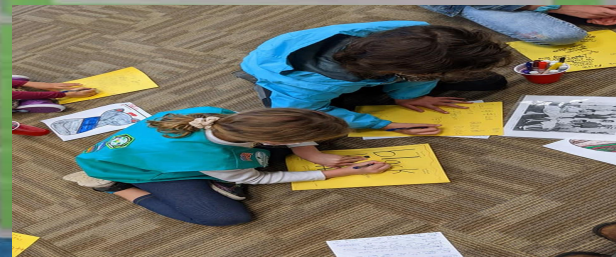
Listen for
words inside



winter

Use words you
know!

art → smart



Publishing

- Students showcase their finished products.
- Classes celebrate writing pieces by sharing their work and receiving feedback from others.
- Students do a final self-assessment on their checklist and the teacher assesses the final piece.

Ways to Help at Home

- Talk through ideas based on current genre
- Think of something you did together and talk through the story including not only what happened but what people said
- Practice writing uppercase AND lowercase letters with your child
 - Apps that can help with letter formation: iwritewords, itrace



First Grade Math Workshop

Eureka Math²

Julia Bucci & Jamie Schissel



Knowledge Building

The Why Behind the Math

- Problems develop from simple to complex
- Hands-on and pictorial models
- Practice opportunities
- How mathematicians think

Joyful Math Experiences

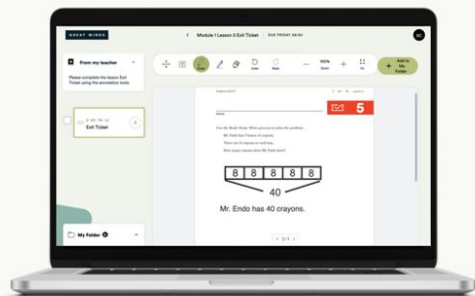
- Real life connections
- Interactive learning
- Talking about math
- Collaboration with peers



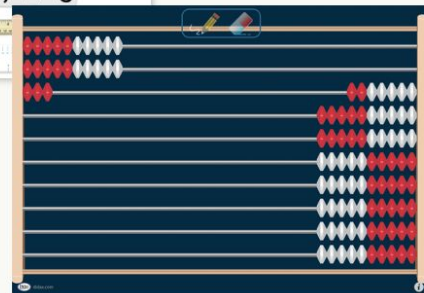
Student Materials | K-5



Learn & Apply books

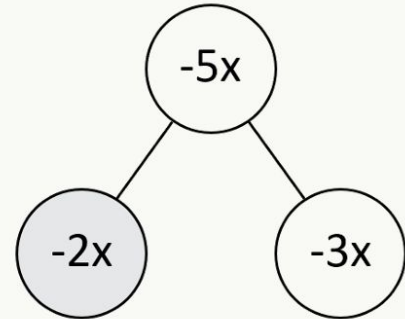
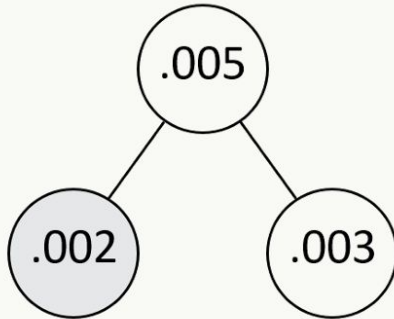
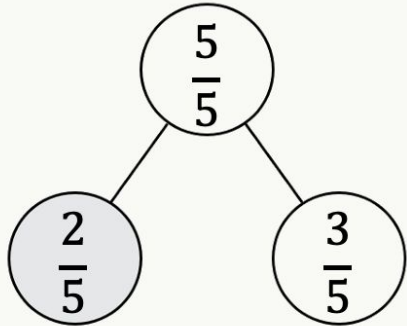
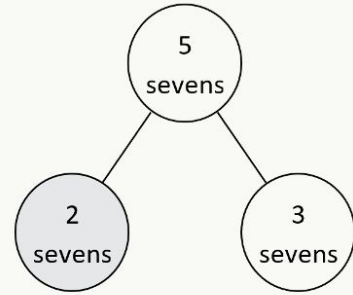
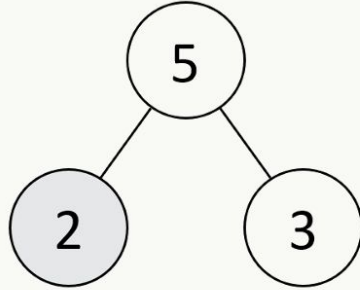
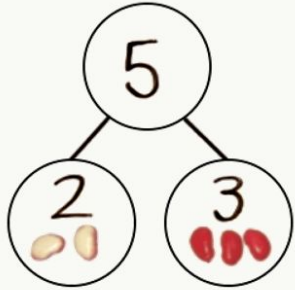


Didax™
manipulatives



Great Minds® **Digital Platform**

A Story of Units



Number Bonds

Modules

Units of 10

1: Counting, Comparison, and Addition

2: Addition and Subtraction Relationships

3: Properties of Operations to Make Easier Problems

4: Comparison and Composition of Length Measurements

5: Place Value Concepts to Compare, Add, and Subtract

6: Attributes of Shapes- Advancing Place Value, Addition and Subtraction.

Components of Math Workshop

Parts of a Lesson

- Fluency (5-10 minutes)

- Launch (5-10 minutes)

- Learn (35 minutes)

- Land (10 minutes)

Math Workshop will occur daily in the classroom

Partnership Matters



Math is for Everybody

Math Affirmations

- ✓ You are a math person
- ✓ There is more than one strategy
- ✓ Math is useful in our lives
- ✓ It is important to try and not give up
- ✓ Mathematicians make mistakes
- ✓ We learn from our mistakes
- ✓ The process is more important than the product

“Instead of saying I am not good at math, say I have not learned it yet.”



Family Math

- Describes and shows key math concepts
- Highlights new math vocabulary
- Provides activities for student and family to do together at home

Module 1
Topic D

FAMILY MATH


Two Interpretations of Division

Dear Family,

Your student continues to deepen their understanding of equal groups. They relate finding an unknown factor in multiplication to finding the quotient, the answer in a division problem. Drawing equal groups and arrays helps to represent the situation when finding either the size of each group or the number of groups. Tape diagrams can also help to identify what is known and what is unknown.

Key Term
quotient

Eva puts flowers into vases.
She has 8 flowers.
She puts 2 flowers in each vase.
How many vases have flowers?




$8 \div 2 = \square$

4 vases have flowers.

equal groups model


12 apples are placed equally into 3 bags.
How many apples are in each bag?



$12 \div 3 = \underline{\hspace{1cm}}$

This tape diagram shows that the total and number of groups are known, but the size of each group is unknown.

12 apples are placed equally into bags.
There are 3 apples in each bag.
How many bags of apples are there?



$3 \times \underline{\hspace{1cm}} = 12$

This tape diagram shows that the total and the size of each group are known, but the number of groups is unknown.

3 • M1 • TD

EUREKA MATH™

At-Home Activity

Two Types of Everyday Division

Look for opportunities to discuss different types of division in everyday life.

- Count the total number of socks in a drawer and ask your student how many pairs there are when there are 2 socks in each pair. Discuss why 2 is the size of the group in this situation.
- Select 9 shirts. Ask your student how many should go in each pile if you want to make 3 equal piles. Discuss why 3 is the number of groups in this situation.

Ask your student, "What equation can help you solve the problem?" For example, if there are 8 socks total and 2 socks in each pair, the division equation is $8 \div 2 = \underline{\hspace{1cm}}$ and the unknown factor equation is $\underline{\hspace{1cm}} \times 2 = 8$.

FAMILY MATH • Module 1 • Topic D

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How to Help

Practice Support

- Use the thinking of the “partner” who is solving problems like those in the Practice.

Ask Questions

- What do you notice about how they solve the problem?
- How have you solved a problem like this before?
- How can you start the problem?
- What tool can you use?

Name _____

1. Count on.

5 bees are in the hive.

3 more bees fly into the hive.

How many bees are in the hive now?

8

bees



I start with 5, then count on to find the total.



Five, 6, 7, 8.

There are 8 bees total.



Name _____

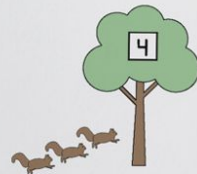
1. Count on.

4 squirrels are in the tree.

3 more squirrels run up the tree.

How many squirrels are in the tree now?

squirrels



6 bees are in the hive.

4 more bees fly into the hive.

How many bees are in the hive now?

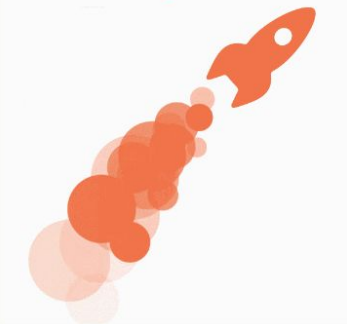
bees



Q & A

Be sure to visit our family math page.

<https://greatminds.org/eureka-math-squared-family-resources>



First Grade Reading Workshop

2022-2023



Reading Units of Study

- Unit 1: Building Good Reading Habits
- Unit 2: Word Detectives Use All They Know to Solve Words
- Unit 3: Learning About the World: Reading Nonfiction
- Unit 4: Readers Have Big Jobs to Do: Fluency, Phonics, & Comprehension
- Unit 5: Meeting Characters and Learning Lessons: A Study of Story Elements

** Please see A Year in the Life document for more information about each unit **

Parents as Reading Partners

Home Reading

- Phonics readers come home weekly.
- Circle words with the weekly phonics pattern.
- Read the passage.
- Talk about what happened in the passage.
- Review tricky words.
- Practice writing circled words.



Ways to Help Your Reader at Home

- ❑ Read aloud to your child every day
- ❑ Listen to your child read and be okay with mistakes
- ❑ Practice Irregular Words at home
 - ❑ Choose a few words each week
 - ❑ Read it, Chant it, Write it
 - ❑ Search for high frequency words in books and places you go!



Questions that Target Reading Comprehension

When Reading to Your Child

Understanding the Story and Drawing Inferences Across a Text

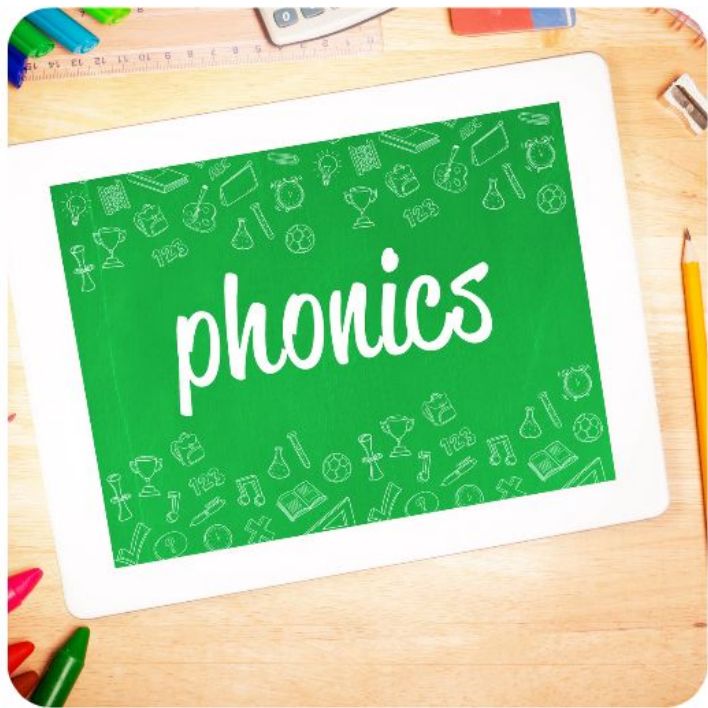
- Who is the character(s)?
- What problem are they having?
- Where is the story taking place?
- How is the problem getting solved?
- How is the character feeling? Why?
- What does the character want? Why?
- What problem does the character face? How does she/he overcome the problem? What does this reveal about the character?
- How do characters evolve over time?
- How do the secondary characters impact the main characters (pay attention to the dialogue between characters and their actions)
- How are you alike or different from the character?
(personal connections – always connect it back to the text)
- What lesson did the character learn?
- What was the author trying to teach you?

***** Students should provide evidence from the text that supports their ideas.**



CURRICULUM NIGHT SCIENCE OF READING & PHONICS AT PS 11

Welcome Back Students & Parents!



AGENDA

Welcome to a new school year. In this presentation you will learn:

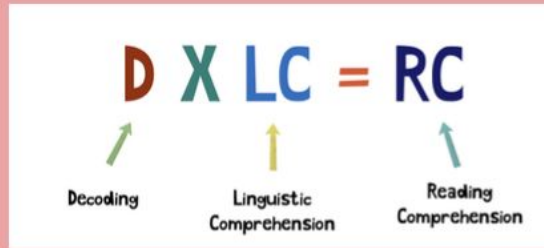
1. Our new Phonics Program- UFLI
2. School-wide changes
3. What lessons will look like at school
4. Parent Resources
5. Tips for reading at home



Developed for teachers, by teachers, with teachers

What is UFLI Foundations?

UFLI Foundations is an **explicit** and **systematic** program created by the team at the University of Florida Literacy Institute (UFLI—pronounced “you fly”). The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.



Is UFLI Foundations research-based? Is UFLI Foundations evidence-based?

UFLI Foundations is research-based. This means it was developed to align with what decades of reading research has shown to be effective. We incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for teaching children to read and spell words.

UFLI Foundations is also evidence-based. Before releasing the program, we spent two full years developing and piloting each component. We observed lessons, and we got feedback from teachers who were using the program. Most importantly, we assessed student progress, and we found that students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency.

K

Suggested Plan

Scope & Sequence At-a-Glance: All Concepts (K-2)

Alphabet

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /i/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ô/
13. d /d/
14. c /k/
15. u /û/
16. g /g/
17. b /b/
18. e /ê/
19. VC & CVC Practice (all)
20. -s /s/
21. -z /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

Alphabet Review & Longer Words

- (incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review (incl. Nasalized A)
 36. Short I Review
 37. Short O Review
 38. Short A, I, O Review
 39. Short U Review
 40. Short E Review
 41. Short Vowels Review (all)

Digraphs

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk /ŋk/
53. Digraphs Review 2 (incl. CCCVC)

VCe

54. a_e /â/
55. i_e /î/
56. o_e /ô/
57. VCe Review 1, e_e /ê/
58. u_e /û/, /yû/
59. VCe Review 2 (all)
60. _ce /s/
61. _ge /j/
62. VCe Review 3, VCe Exceptions

Reading Longer Words

63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

Ending Spelling Patterns

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-ild, -old, -ind, -olt, -ost)
73. y /î/
74. y /ê/
75. -le
76. Ending Patterns Review

R-Controlled Vowels

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

Long Vowel Teams

84. ai, ay /â/
85. ee, ea, ey /ê/
86. oa, ow, oe /ô/
87. ie, igh /î/
88. Vowel Teams Review 1

Other Vowel Teams

89. oo, u /oo/
90. oo /û/
91. ew, ui, ue /û/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ê/, a /ô/

Diphthongs

95. oi, oy /oi/
96. ou, ow /ow/
97. Vowel Teams & Diphthongs Review

Silent Letters

98. kn /n/, wr /r/, mb /m/

Suffixes & Prefixes

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

Suffix Spelling Changes

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

Low Frequency Spellings

111. -ar, -or /er/
112. air, are, ear /air/
113. ear /ear/
114. Alternate /â/ (ei, ey, eigh, aigh, ea)
115. Alternate Long U (ew, eu, ue /yû/: ou /û/)
116. ough /aw/, /ô/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/: gn /n/, gh /g/: silent t

Additional Affixes

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2

1

Suggested
Plan

Scope & Sequence At-a-Glance: All Concepts (K-2)

Alphabet

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /i/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ô/
13. d /d/
14. c /k/
15. u /û/
16. g /g/
17. b /b/
18. e /ê/
19. VC & CVC Practice (all)
20. -s /s/
21. -s /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

Alphabet Review & Longer Words

- (incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review (incl. Nasalized A)
 36. Short I Review
 37. Short O Review
 38. Short A, I, O Review
 39. Short U Review
 40. Short E Review
 41. Short Vowels Review (all)

Digraphs

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk/nk/
53. Digraphs Review 2 (incl. CCCVC)

VCe

54. a_e /ă/
55. i_e /î/
56. o_e /ô/
57. VCe Review 1, e_e /ê/
58. u_e /û/, /yû/
59. VCe Review 2 (all)
60. _ce /s/
61. _ge /j/
62. VCe Review 3, VCe Exceptions

Reading Longer Words

63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

Ending Spelling Patterns

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-ild, -old, -ind, -olt, -ost)
73. y /î/
74. y /ê/
75. -le
76. Ending Patterns Review

R-Controlled Vowels

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

Long Vowel Teams

84. ai, ay /â/
85. ee, ea, ey /ê/
86. oa, ow, oe /ô/
87. ie, igh /î/
88. Vowel Teams Review 1

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120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2

2

Suggested Plan

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12. o /ô/
13. d /d/
14. c /k/
15. u /û/
16. g /g/
17. b /b/
18. e /ê/
19. VC & CVC Practice (all)
20. -s /s/
21. -z /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
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31. x /ks/
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49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk /ŋk/
53. Digraphs Review 2 (incl. CCCVC)

VCE

54. a_e /ă/
55. i_e /î/
56. o_e /ô/
57. VCe Review 1, e_e /ê/
58. u_e /û/, /yû/
59. VCe Review 2 (all)
60. _ce /s/
61. _ge /j/
62. VCe Review 3, VCe Exceptions

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64. -ed
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73. y /j/
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123. -y
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125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2

WHAT DOES EACH LESSON LOOK LIKE?

Suggested Pacing of UFLI Foundations Lesson Implementation				
Monday	Tuesday	Wednesday	Thursday	Friday
Concept 1 Day 1	Concept 1 Day 2	Concept 2 Day 1	Concept 2 Day 2	Review Assessment

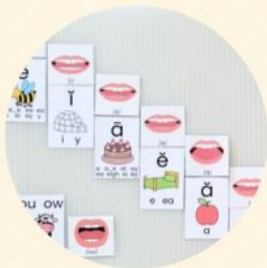
1. Phonemic Awareness
2. Visual Drill
3. Auditory Drill
4. Blending Drill
5. New Concept
6. Word Work
7. Irregular Words
8. Connected Text

Lesson Number	Lesson Focus	Number of times /r/ is practiced
8	i /i/	41
9	n /n/	59
10	CVC	64
11	am/an	25
12	o /o/	14
13	d /d/	42
14	c /k/	17
15	u /u/	26
16	g /g/	21
17	b /b/	31
Total across 10 lessons:		338

Name: _____

	Fall (BOY Baseline)	Winter (January)	Spring (June)
A. Letter names - uppercase	___ / 26	___ / 26	___ / 26
B. Letter names - lowercase	___ / 26	___ / 26	___ / 26
C. Consonant sounds	___ / 21	___ / 21	___ / 21
D. Long vowel sounds	___ / 5	___ / 5	___ / 5
D. Short vowel sounds	___ / 5	___ / 5	___ / 5
E. Short vowels in CVC words	___ / 15	___ / 15	___ / 15
F. Consonant Blends with Short Vowels	___ / 15	___ / 15	___ / 15
G. Magic E	___ / 15	___ / 15	___ / 15
H. Digraphs and Trigraphs	___ / 15	___ / 15	___ / 15
I. Long vowel spellings	___ / 15	___ / 15	___ / 15
J. Bossy R	___ / 15	___ / 15	___ / 15
K. Variant Vowels	___ / 15	___ / 15	___ / 15
L. Low Frequency Vowel and Consonant Spellings	___ / 15	___ / 15	___ / 15
M. Multisyllabic words	___ / 24	___ / 24	___ / 24

Changes at PS 11 Part 2



SOUND WALL

In place of a “word wall” in your child’s classroom and writing folder, students will be using a “sound wall.” This is a visual and sound based tool that helps maps sounds to letters.

said



HEART WORDS

We will be using the “heart word” method to teach irregular words. This method involves talking about the number of sounds in the word and identifying which part is a “rule breaker” that has to be memorized by “heart”- example here:

<https://vimeo.com/368147184>



WEEKLY PROGRESS MONITORING

Students will have a weekly “spelling test” that asks them to spell 4-5 words using the phonics patterns they were taught that week, and the irregular words they were taught. This is solely for teacher purposes and the results will not be sent home.

Listening to Your Child Read

Handling Errors

Use these prompts:

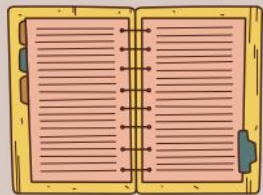
1. Look at **all** of the letters
2. Tap out each sound. What does it say?

If they don't know the sounds, tell them the sounds /c/ /a/ /t/ , what does that say?

*Try to use connected phonation, holding the sounds out for them.

General Reading Tips

1. Encourage looking at the words, NOT the pictures
2. Remind them to say each sound in the word.
3. After a difficult word is decoded, have them go back to the beginning of the sentence and read it again. This will help to promote fluency.
4. Never encourage guessing or looking at the picture for help.

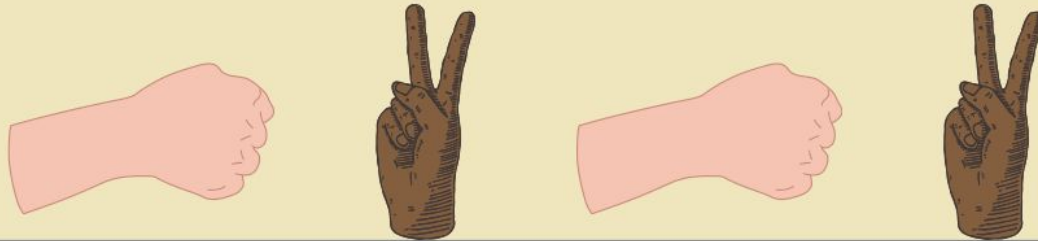




When children practice building and changing words, they are strengthening their word reading and spelling skills.



To spell words, children can use the “Pound and Sound” strategy. First, children pound a fist to represent the word (e.g., fish). Then, they use their fingers to tap out each of the individual sounds in the word (e.g., f-i-sh) to spell the word.








Weekly Reading and Spelling Home Practice Guide

This school year, your child's teacher will be using the UFLI Foundations program for reading and spelling instruction. Your child will be learning **new concepts** (sounds and letter patterns) to build their skills in **reading and spelling words**. The UFLI Foundations program includes Home Practice sheets to help families support their child's learning at home. This is a guide for how to use these UFLI Foundations Home Practice sheets.

New Concept and Sample Words	The Home Practice sheet will have the new concept listed at the top with a list of sample words for each concept. Instead of having your child memorize these words, use them to help your child practice applying what they have learned about letters and sounds. To read words , your child should say the sound for each letter or letter combination (d-i-sh) and then blend the sounds to read the word (dish). To spell words , your child should break the word into sounds and write the letter or letter combination for each sound.
sh	
shop shin dish lash crush	

Word Work Chains	When children practice building and changing words using word work chains , they are strengthening their reading and spelling skills.
1. shin → ship → shop → shot 2. rash → dash → dish → wish	
Sample Word Work Chain Script	You can guide your child's practice by asking them to spell or read a new word. The Sample Word Work Chain Script shows how to alternate reading and spelling practice.
shin → ship → shop → shot	<i>Resources for Word Work:</i>
1. Make the word shin . [spelling] 2. Change the n to p. What word is this? [reading] 3. Change ship to shop . [spelling] 4. Change the p to t. What word is this? [reading]	  

New Irregular Words	Your child will also learn to read and spell irregular words . These words have a tricky part, and that part needs to be learned "by heart." The rest of the word can be sounded out. An asterisk* next to a word indicates that the word is temporarily irregular. This just means your child hasn't yet learned all the letter-sound connections in the word.
said, we*	

Sentences	It is important for children to have opportunities to practice applying new letter-sound connections in connected text (sentences and books). Have your child practice both reading and spelling the sentences provided.
1. We go to the shop. 2. She said to pick up the trash.	



Home Practice

New Concept and Sample Words
sh
shop shin shed dish lash crush

New Irregular Words
she*, we*

Word Work Chains
1. shin → ship → shop → shot 2. rash → dash → dish → wish
Sample Word Work Chain Script
shin → ship → shop → shot
1. Make the word shin . [spelling] 2. Change the n to p. What word is this? [reading] 3. Change ship to shop . [spelling] 4. Change the p to t. What word is this? [reading]

Sentences
1. She has a fish. 2. We go get the trash.

EXTRA RESOURCES



UFLI PARENT RESOURCES

Save the Date: October 24, 2023

Additional Phonics Meeting:
Science of Reading Background
More UFLI Information
Q&A For Parents