




Life Lessons

This document was compiled to help teachers engage students in the performance of the spelling portion of language standard 2:

L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

| Sorts | Examples | | | | Unit Examples |
|---|---|---|---|--|--|
| Phonological Awareness  | RF.1.a. Distinguish long from short vowel sounds in <i>spoken</i> single –syllable words. Work on this skill for a few minutes daily throughout the unit. This skill is <u>hearing</u> the sounds only. | | | | |
| Blends <u>st/sp/sm/sk</u> (introduce with picture sort; then move to word work) | <u>st</u> stem stop still | <u>sp</u> spat spit spot spill | <u>sm</u> smog smell | <u>sk</u> skip skit skill | The poem “Fish” in Unit 2 has many blends to use. stick- poem, “I’m Making a List” |
| Blends (introduce with picture sort; then move to word work) <u>sn/sw/sc</u> | <u>sn</u> snap snout snip | <u>sw</u> swing swim swam | <u>sc</u> scab scum scat scan | | sweetness –poem, “I’m Making a List” |
| Blends (introduce with picture sort; then move to word work) <u>bl/pl/sl</u> | <u>bl</u> blog blip bled blot | <u>pl</u> plug plan plum plot | <u>sl</u> sled slot slip slap | | |
| Blends (introduce with picture sort; then move to word work) <u>fl/fr/cr/cl</u> | <u>fl</u> flag flip flap flop flat | <u>fr</u> frog fret frill | <u>cr</u> crab crib cram | <u>cl</u> clot clip clap clan class | close- poem, “By Myself” |
| Blends (introduce with picture sort; then move to word work) <u>br/bl/gl/gr</u> | <u>br</u> brim brat bran brass | <u>bl</u> blog blip blop bling bland | <u>gl</u> glop glad glass | <u>gr</u> grill grip grim grass | brown, bread- poem, “By Myself” bless- poem, “I’m Making a List” |
| Blends (introduce with picture sort; then move to word work) <u>tr/dr/pr</u> | <u>tr</u> trap trip trim trash | <u>dr</u> drum drip dress | <u>pr</u> prim press | | |

Many resources were utilized in the creation of this document, including, but not limited to:

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th edition) Bear, Templeton, Invernizzi & Johnson, 2012

Common Core Curriculum Maps, www.commoncore.org