



PRACTICE - ASSESS - DIAGNOSE

Level  
**1**

# 180 Days of Spelling & Word Study for First Grade

# U



# Introduction *(cont.)*

## Goals of the Series *(cont.)*

Vocabulary development is the third, and perhaps most critical, goal of the series. Tasks are meaning-based, so students cannot complete them successfully without some knowledge of the words' definitions or parts of speech. Additionally, activities are designed to deepen students' knowledge of targeted words by requiring them to manipulate synonyms, antonyms, and multiple meanings.

## Structured Practice

To be successful in spelling, students must focus on the words, word parts, patterns, and definitions. For that reason, this series uses structured practice. Rather than changing the activities week-to-week, the daily activities are repeated throughout the 36 units. That way, students can focus on the words instead of learning how to complete the activities.

The following activities are used throughout this book:

| Title of Activity        | Description   |
|--------------------------|---|
| Analogies                | Students use a word bank to complete analogies.                         |
| Categories               | Students sort words into categories.                                    |
| Change a Letter          | Students change a letter to create a new word.                          |
| Homophones               | Students choose the correct homophones to complete sentences.           |
| Inflectional Endings     | Students add inflectional endings to given words.                       |
| Picture Match            | Students match pictures to words.                                       |
| Plural Practice          | Students practice adding <i>-s</i> and <i>-es</i> to make words plural. |
| Sentence Completions     | Students use a word bank to complete sentences.                         |
| Sentence Practice        | Students practice writing sentences with spelling words.                |
| Sentence Types           | Students use given words to write statements and questions.             |
| Synonyms and Antonyms    | Students use a word bank to list synonyms or antonyms of given words.   |
| Tapping Sounds           | Students tap sounds out and write the letters they hear.                |
| Turn the Question Around | Students use given words to answer questions in complete sentences.     |
| Verb Tenses              | Students practice present and past tense.                               |
| Word Sorts               | Students sort words into categories.                                    |



# UNIT 1

## Short A Words



### WEEK 1

### Focus

This week's focus is consonant-vowel-consonant (CVC) words with short *a*.

### Helpful Hint

Short *a* sounds a little different when it comes before *m* or *n*. Notice the nasal /*a*/ in words like *fan* and *jam*.

- bag
- cap
- fan
- jam
- nap
- pad
- pan
- rag
- wax
- yam



See page 7 for additional spelling activities.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use the Word Bank to write a word for each picture.**Word Bank**

bag

cap

fan

jam

nap

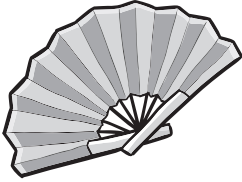
pad

pan

wax

yam

1.

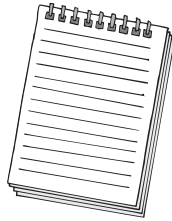


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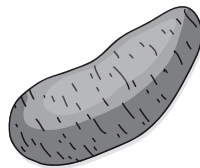


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8.



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9.



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Say the word that names each picture. Tap out the sounds in the word. Write the letter that matches each sound in a separate box.

1.



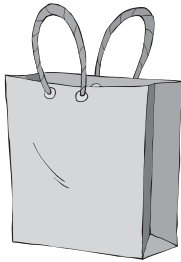
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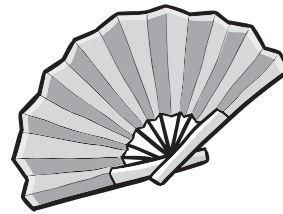
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3.



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4.



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**Directions:** Write one of the words two times.

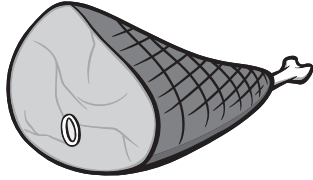
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Look at both pictures. Say both words. Cross out the letter that changes. Write the second word.

1.



h a m



\_\_\_\_\_

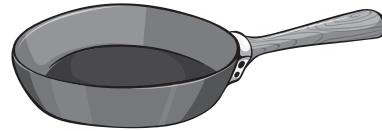
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\_\_\_\_\_

2.



m a n



\_\_\_\_\_

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\_\_\_\_\_

3.



b a t

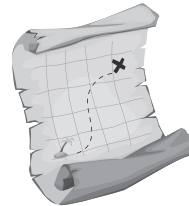


\_\_\_\_\_

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\_\_\_\_\_

4.



m a p



\_\_\_\_\_

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\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Adding *-s* to the end of a word changes the word to mean *more than one*. The word becomes a plural. Write the plural words.



1.

cap



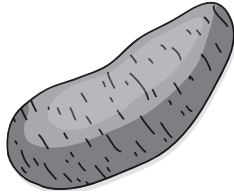

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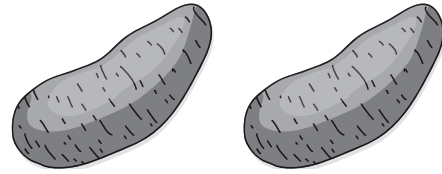


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2.

yam



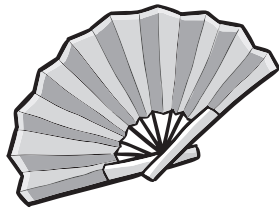

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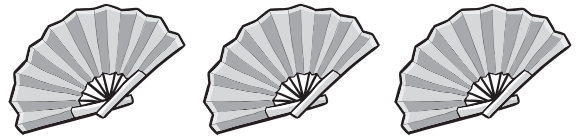


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3.

fan




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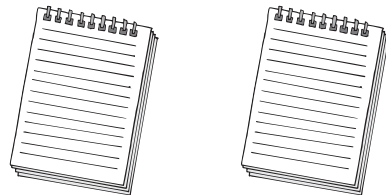


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4.

pad




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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write a sentence using each word.



**Example:** *cat:* My cat has black fur.

1. *rag:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. *cap:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. *wax:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_