

# First Grade Scope and Sequence

## Sound and Spelling Development

---

The instructional components of ***Phonics in Motion (PIM)*** are the **Kinesthetics Motions for the Phonemes (KMPs)**, the **Reading & Writing Monster**, the **Language Calendar**, and the **Vowel House**. The Scope & Sequence delineates the introduction and ongoing exposure to sounds with the KMPs through poetry, songs, and learning experiences. The daily modeled entries on the classroom Language Calendar provide opportunities to review sounds continually throughout the year. The monthly online Literacy Routines provide a guide for the use of the KMPs, Language Calendar, Reading & Writing Monster, and the Vowel House. Through the Literacy Routines, the components are integrated and provide ongoing learning experiences which spiral to support all learners.



# Phonemic Awareness Developed With KMPs and Poetry

---

The "Focus" column offers opportunities for learners to isolate new sounds and provides needed practice with previously introduced sounds. In the "Optional Exposure" column, we provide opportunities to expose learners to sounds that will be in the "Focus" column in later months. When working with poetry, focus on **hearing** the sounds. If the sound has an alternate spelling in the Literacy Routine poetry, you will see it underlined in the KMP Scope & Sequence.

Delivered in a weekly format in the KMP tab of the Literacy Routines.

# Phonemic Awareness Developed With KMPs and Poetry

Month	Focus	Optional Exposure	Month	Focus	Optional Exposure
August/September	<u>/h/</u> , <u>/b/</u> , <u>/l/</u> , <u>/g/</u> <u>/ch/</u> <u>/ă/</u> , <u>/î/</u> , <u>/û/</u>	<u>/y/</u> <u>/aw/</u> , <u>/ě/</u> , <u>/ōō/</u> , <u>/er/</u> <u>/ing/</u>	February	<u>/th/</u> , <u>/y/</u> , <u>/k/</u> <u>/aw/</u> , <u>/er/</u>	Initial blends
October	<u>/j/</u> , <u>/v/</u> <u>/ō/</u> , <u>/ōō/</u> , <u>/ou/</u>	<u>/th/</u> , <u>/sh/</u> <u>/ō/</u> , <u>/er/</u> , <u>/or/</u>	March	<u>/ā/</u> , <u>/ee/</u> , <u>/or/</u>	<u>/f/</u> (gopher) <u>/aw/</u> , <u>/oi/</u> Initial blends Final blends
November	<u>/n/</u> , <u>/r/</u> , <u>/d/</u> , <u>/w/</u> , <u>/qu/</u>	<u>/y/</u> <u>/th/</u> <u>/er/</u> , <u>/or/</u> <u>/ing/</u>	April	<u>/ū/</u>	<u>/f/</u> (sphere) <u>/aw/</u> , <u>/ang/</u> , <u>/unk/</u> Initial blends Final blends
December	<u>/f/</u> <u>/sh/</u> <u>/ě/</u> , <u>/ar/</u>	<u>/ā/</u> , <u>/ī/</u> , <u>/er/</u> <u>/ink/</u> , <u>/ing/</u>	May	<u>/z/</u> , <u>/x/</u>	<u>/ung/</u>
January	<u>/ī/</u> , <u>/ō/</u> , <u>/ōō/</u> <u>/ing/</u> , <u>/ong/</u>	<u>/th/</u> <u>/or/</u> , <u>/î/</u> Initial blends	June	Sounds reviewed in summer activities.	

# Handwriting Scope and Sequence with the Reading & Writing Monster

The introduction of the letters correlates with the introduction of the KMPs throughout the year. The handwriting stories strengthen letter ID. Some letters are intentionally repeated to provide targeted practice with left to right directionality. In some cases, handwriting is intentionally practiced in a different month than it appears in the KMP Scope & Sequence.

Delivered in a weekly format in the Reading & Writing Monster tab of the Literacy Routines.

AUGUST SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE / JULY
<u>Hh</u>	<u>Oo</u>	<u>Nn</u>	<u>Ee</u>	<u>Oo</u>	<u>Yy</u>	<u>Oo</u>	<u>Pp</u>	<u>Ii</u>	Parents use handwriting stories over the summer.
<u>Aa</u>	<u>Jj</u>	<u>Qq</u>	<u>Aa</u>	<u>Ii</u>	<u>Kk</u>	<u>Cc</u>	<u>Hh</u>	<u>Uu</u>	
<u>Ii</u>	<u>Vv</u>	<u>Dd</u>	<u>Ff</u>	<u>Nn</u>	<u>Tt</u>	<u>Mm</u>	<u>Ss</u>	<u>Zz</u>	
<u>Ll</u>	<u>Uu</u>	<u>Ww</u>	<u>Ss</u>	<u>Gg</u>	<u>Hh</u>	<u>Rr</u>	<u>Ii</u>	<u>Xx</u>	
<u>Gg</u>									
<u>Bb</u>									

# The Language Calendar Scope & Sequence

---

The Language Calendar (LC) gradually unfolds a complete picture of the reading and writing system for students. Students of all levels participate fully in activities that incorporate skills ranging from speech to text matching and concepts of print, language structures, writing conventions, vocabulary, and subject matter content. The LC allows for attention to any concept or skill while integrating all of the components of PIM.

Sample entries and planning resources are provided in the LC tab of the Literacy Routines.

The LC routine provides the platform for introducing, reviewing and exposing learners to specific concepts and skills in an ongoing and authentic manner. The learners' experiences and needs determine the skill focus within each LC entry. Most importantly, each entry maps the sounds in the learners' language from speech to print. Plus, PIM offers the following explicit guides to support and develop confident writers:

1. [\*LC Scope and Sequence of Concepts About Print\*](#): A timeline for developing an understanding of how print works.
2. [\*LC Scope and Sequence of Stories and Markings\*](#): A timeline for presenting fun chants, stories and songs to engage children in the experience of writing and help them sort out the many idiosyncrasies. For example, the letter h changes the sound of c in the digraph, ch. That troublemaker h!
3. First Grade LC Monthly Skill Focus Scope and Sequence: A timeline for developing digraphs, blends and contractions.

# The Language Calendar Scope & Sequence

---

<b>Months</b>	<b>Digraphs</b>	<b>Initial Blends</b>	<b>Final Blends</b>	<b>Contractions</b>	<b>Double Consonants</b>
<b>Aug/Sept</b>	ch			I am - I'm I will - I'll	ll
<b>October</b>	ch th			he is - he's she is - she's	ff
<b>November</b>	th sh	sm tr bl	-st -lp -mp	we are - we're you are - you're they are - they're	ss
<b>December</b>	sh ck	st dr gl	-nt -lk -sk	we will - we'll you will - you'll they will - they'll	zz

# The Language Calendar Scope & Sequence

<b>Months</b>	<b>Digraphs</b>	<b>Initial Blends</b>	<b>Final Blends</b>	<b>Contractions</b>	<b>Double Consonants</b>
<b>January</b>	ck wh	sp gr pl	-lt -ld -sp	it is - it's is not - isn't	ll, ff
<b>February</b>	wh ph	sk br cl	-pt -sp	has not - hasn't have not - haven't	ff, zz
<b>March</b>	ph wh	sl pr bl	-lp mp	had not - hadn't	ss, zz
<b>April</b>	Review	sn cr fl	-lk -sk	I had / I would - I'd	Review
<b>May</b>	Review	sc fr gl	-lf -sp	Review	Review
<b>June</b>	Review	Review	Review	Review	Review

# Phonics and Word Study Developed With The Vowel House

---

The Vowel House monthly scope and sequence presents the development of the short and long vowels with primary and common alternate spellings. PIM offers a daily routine for focusing on vowel sounds in authentic reading and writing via the KMPs in poetry and the writing on the Language Calendar. Poetry and the Language Calendar offer opportunities to hear and isolate the vowel sounds. The sounds are linked with their spelling(s) through the use of the Vowel House.

Other phonics programs lack the tool of Kinesthetic Motions for the Phonemes, and typically rely on the spelling of sounds as their starting point. Phonics in Motion's phonics lessons are organized at the phonemic level. Please note the focus in first grade related to /ō/ is to teach its sound with the KMP along with the primary spelling (moon). Other ways to spell the /ō/ sound, such as -ew (grew), -ue (due) are developed in second grade. In addition, the /ū/ long vowel spelling of u\_e (cute) is also taught in second grade.

Sample entries and planning resources are provided in the LC tab of the Literacy Routines.



However, if you want to develop all /ū/ spellings, see the Word Bank Alternate Lists.

<b>Month</b>	<b>Vowel House</b>
<b>August/September</b>	Introduce the names of the vowel house windows with ‘The Apples and Bananas’ song. Clap out short words daily. <i>/ă/; /ǒ/</i> Contrast <i>/ă/</i> and <i>/ǒ/</i>
<b>October</b>	Reinforce the names of the windows with ‘The Apples and Bananas’ song. <i>/ÿ/; /ĩ/</i> Contrast <i>/ÿ/</i> and <i>/ĩ/</i> . Introduce <i>/ě/</i> .
<b>November</b>	Word families <i>/ee/</i> <i>/ee/</i> window: -e Introduce <i>/ā/</i> , <i>/ō/</i> long vowel windows with Big Mouth: <i>ā_e</i> ; <i>ō_e</i> .
<b>December</b>	Contrast long vowels and short vowels. <i>/ă/</i> and <i>/ā/</i> <i>/ě/</i> and <i>/ee/</i> <i>/ǒ/</i> and <i>/ō/</i>
<b>January</b>	<i>/ĩ/</i> and <i>/ī/</i> <i>/ī/</i> window: -i-e; -igh <i>/ee/</i> window: ea <i>/ā/</i> window: ay; ai; eigh Practice words with er, ir, ur.

<b>Month</b>	<b>Vowel House</b>
<b>February</b>	/ü/ window: a____, _____a /ī/ window: _y, /ee/ window: _____y Contrast /ī/ window _y and /ee/ window: _____y
<b>March</b>	Contrast /ō/ window: oa and ow. Practice words with ō_e; oa; ow.
<b>April</b>	/ou/ window: ow /oi/ window: oy Practice words with ou and oi.
<b>May</b>	/aw/ window: au Contrast two short vowel windows or long vowel windows. Contrast 2 to 3 long vowel windows and alternate spellings.

The accompanying Weekly Word Lists offer weekly Word Work study, aligned to the monthly Scope of Sequence above. The lists present the explicit study of vowel sounds and their alternate spellings. In addition, the Word Lists include the development and review of digraphs, consonant blends, doubled consonant endings and other spellings appropriate for the grade level.

# Learning Expectations for First Grade

---

## Learners will...

- segment words into syllables.
- segment syllables into sounds (t-r-u-n-k).
- blend isolated sounds into syllables.
- name the sound of consonants when shown the letters.
- name the sounds of short and long vowels when shown the letters.
- identify blends and digraphs when shown the corresponding letter with support.
- record the corresponding letter for the sounds of consonants and vowels.
- read and record common alternate spelling for the long vowel sounds.
- read and record words CVC, CCVC, CVCC, CCVCC, and CVCe words.
- use common affixes to read and record words.

# First Grade Vowel House Weekly Focus and Word Lists

---

The following Vowel House Weekly Focus and Word Lists accompany the First Grade Scope and Sequence for the development of the vowels over the school year. The word banks provide a resource for weekly spelling lists. These lists include a progression for the development of both initial and final consonant blends, digraphs and final double consonants. In addition, *Alternate Lists* at the end of the table include a review of final double consonants, a comparison of /ōō/ and /ōō̃/, a comparison of /ing/ and /ink/, and addition of the suffix *-ing* to short vowel words. The *Alternate Lists* can be used for enrichment or as substitute points of word study.

# 1st Grade Vowel Focus --- Weeks 1 - 5

Use pictures especially if a child is struggling to hear and identify any of the vowel sounds.

<b>WEEK 1</b>	<i>/ă/</i>	<b>WORD BANK</b>  act, ask, bat, bad, bag, cat, cap, crab, dad, dab, fat, fad, gap, gab, gal, gas, has, had, hat, jab, jam, lab, lad, lag, lap, man, mad, mat, map, snap, pad, pal, rag, rat, chat sad, sag, sat, sap, tab, tad, tag, flap, vat, zap
<b>WEEK 2</b>		
<b>WEEK 3</b>		
<b>WEEK 4</b>	<i>/ö/</i>	<b>WORD BANK</b>  bop, chop, cot, cop, trot, got, spot hot, jot, lob, slot, slot, mob, mom, mop, nod, not, pod, pot, rod, rot, sod, ton, Tom, flop, stop, prop
<b>WEEK 5</b>		

## 1st Grade Vowel Focus --- Weeks 6 - 10

<b>WEEK 6</b>	<b>Comparing:</b> <i>/ă/ and /ō/</i>	<b>WORD BANK</b>  See weeks 1 - 5
<b>WEEK 7</b>	<i>/ű/</i>	<b>WORD BANK</b> bun, bus, buzz, but, cut, cup, dug, fun, gum, snug, hut, jug, lug, mug, nut, puff, rub, run, rug, sub, sun, sum, tug, jump
<b>WEEK 8</b>	<i>/ĩ/</i>	<b>WORD BANK</b> bin, big, bit, dim, did, dig, ship, fin, fig, fit, hill, his, hid, hit, kid, slit, lid, lip, pin, pig, pit, rip, sit, tip, win, zip, lift
<b>WEEK 9</b>	<b>Comparing:</b> <i>/ĩ/ and /ű/</i>	<b>WORD BANK</b>  See weeks 7 - 8
<b>WEEK 10</b>	<i>/ě/</i>	<b>WORD BANK</b> sled, beg, bet, bend, fed, gem, get, gel, hen, jet, led, leg, let, then, melt, net, pen, peg, pet, red, set, ten, yet, wet, when, belt, mess

# 1st Grade Vowel Focus --- Weeks 11 - 15

1st Grade Vowel Focus --- Weeks 11 - 15		
<b>WEEK 11</b>	<b>Comparing:</b>  <i>/ē/</i> spelled <u>e</u> (we), <u>ee</u> (tree)	<b>WORD BANK</b>  we, me, be, she, he,  week, sleep, knee, tree, free, queen, three, bee,
<b>WEEKS 12 &amp; 13</b>	<i>/ā/</i> spelled <u>a</u> _e (made)	<b>WORD BANK</b>  ate, grade, made, tape, game, bake, gate, plane, scrape
<b>WEEKS 14 &amp; 15</b>	<i>/ō/</i> spelled <u>o</u> _e (home)	<b>WORD BANK</b>  robe, home, globe, slope, rode, smoke, nose, hose, those, vote, drove

# 1st Grade Vowel Focus --- Weeks 16 - 20

WEEK 16	<b>Comparing:</b> <i>/ā/ and /ă/</i>	<b>WORD BANK</b> snake, cape, face, space, shade, blade cat, snap, band, jacket, man, sad, bag, snack, fast, fact
WEEK 17	<b>Comparing:</b> <i>/ĕ/ and /ē/ spelled <u>ee</u></i> (beet)	<b>WORD BANK</b> bed, pen, net, nest, pet, leg, jet, vest, ten, help, next bee, tree, feet, jeep, teeth sheep
WEEK 18	<b>Comparing:</b> <i>/ŏ/ and /ō/ spelled <u>o_e</u></i> (nose)	<b>WORD BANK</b> hot, mop, pot, sock, box, hop, pond robe, home, globe, slope, rode, smoke, nose, hose, those, vote, drove
WEEK 19	<b>Comparing:</b> <i>/ī/ and /î/ spelled <u>i_e</u></i> (bike)	<b>WORD BANK</b> it, snip, spin, tin, pig, milk bike, bite, dime, kite, ride
WEEK 20	<b>Comparing:</b> <i>/ī/ spelled <u>igh</u></i> (night)	<b>WORD BANK</b> night, right, light, high, fight, sigh



# 1st Grade Vowel Focus --- Weeks 21-25

1st Grade Vowel Focus --- Weeks 21-25		
WEEK 21	/ē/ spelled <u>ea</u> (team)	<b>WORD BANK</b> beach, beak, each, eat, read, beak, team, meat
WEEK 22	/ā/ spelled <u>ay</u> (day), <u>ai</u> , (rain) <u>eigh</u> (eight)	<b>WORD BANK</b> gray, may, play mail, paint, pail, paid, sail eight, sleigh, weigh
WEEK 23	/er/, /ir/, /ur/	<b>WORD BANK</b> her, fern, germ, perch bird, dirt, third, fi, burn, fur, purse, turn
WEEK 24	/ū/ spelled <u>a-</u> (about), <u>-a</u> (Ma)	<b>WORD BANK</b> about, again, around, against above, along umbrella, Maria, Anna, banana
WEEK 25	/ī/ spelled <u>y</u> (my)	<b>WORD BANK</b> by, cry, fly, fry, my, sky, shy, spy

# 1st Grade Vowel Focus --- Weeks 26-30

WEEK 26	/ē/ spelled _____y (happy)	<b>WORD BANK</b>  happy, bumpy, family, berry mommy, daddy, angry, crazy, silly
WEEK 27	<b>Comparing:</b> /ī/ spelled _y (my) /ē/ spelled _____y (happy)	<b>WORD BANK</b>  See list above.
WEEK 28	<b>Review:</b>  /ō/ spelled <u>o</u> _e (nose)	<b>WORD BANK</b>  globe, hole, hose, joke, phone, nose, smoke, stone
WEEK 29	/ō/ spelled <u>oa</u> (road)	<b>WORD BANK</b>  boat, float, goat, loaf, oak, road, soap, throat, toast
WEEK 30	/ō/ spelled <u>ow</u> (grow)	<b>WORD BANK</b>  below, blow, grow, know, mow, slow, snow, window

# 1st Grade Vowel Focus --- Weeks 31-35

WEEK 31	<b>Review:</b> <i>/ō/</i> spelled o_e (spoke), <b><u>oa</u></b> (road), <b><u>ow</u></b> (grow)	<b>WORD BANK</b>  See lists above.
WEEK 32	<i>/ou/</i>	<b>WORD BANK</b> about, cloud, count, flour, ground, house ,loud, mouth, ouch, our, round
WEEK 33	<i>/ou/</i> spelled <b><u>ow</u></b> (town)	<b>WORD BANK</b> brown, cow, crown, down, flower, owl, shower, town
WEEK 34	<b>Comparing:</b> <i>/oi/</i> (join) <i>/oi/</i> spelled <b><u>oy</u></b> (joy)	<b>WORD BANK</b> boy, enjoy, joyful, royal, toy  boil, coil, coin, foil, noise, point
WEEK 35	<b>Review:</b> <i>/ou/</i> (out) <i>/ou/</i> spelled <b><u>ow</u></b> (town)  <i>/oi/</i> (join) <i>/oi/</i> spelled <b><u>oy</u></b> (joy)	<b>WORD BANK</b>  See lists above

# 1st Grade Vowel Focus --- Weeks 36-40 / ALTERNATIVE LISTS

1st Grade Vowel Focus --- Weeks 36-40 / ALTERNATIVE LISTS		
WEEK 36	<i>/aw/</i>	<b>WORD BANK</b> crawl, dawn, draw ,fawn, hawk, jaw, lawn, saw, straw, yawn
WEEK 37	<i>/aw/</i> spelled <b><u>au</u></b> (author)	<b>WORD BANK</b> August, author, caught, launch, laundry, sauce
WEEK 38	<b>Comparing:</b> Long vowels and short vowels <i>or</i> 2 short vowels	<b>WORD BANK</b> <b>See lists above</b>
WEEK 39	<b>Comparing:</b> 2 to 3 long vowel vowels <i>and their</i> alternate spellings	<b>WORD BANK</b> <b>See lists above</b>

<p><b>Alternate List1</b></p>	<p><b>Comparing:</b> <i>/ō/ and /oo/</i></p>	<p><b>WORD BANK</b> book, crook, look, shook, took booth, mood, smooth, snooze, tooth</p>
<p><b>Alternate List</b></p>	<p><b>Comparing:</b> <i>/ing/ and /ink/</i></p>	<p><b>WORD BANK</b> ring, sting, spring, string, zing rink, sink, stink, think, drink</p>
<p><b>Alternate List</b></p>	<p><b>Adding -ing</b> <i>/ing/</i></p>	<p><b>WORD BANK</b> tapping, setting, tripping, hopping, puffing</p>
<p><b>Alternate List</b></p>	<p><b>Final Double Letters</b></p>	<p><b>WORD BANK</b> fell, mill, spell, smell dress, less, mess, press, huff, puff, gruff buzz, fizz, jazz</p>
<p><b>Alternate List</b></p>	<p><i>/ū/ spelled</i> <b>u_e</b> (cute), <b><u>ue</u></b> (sue)</p>	<p><b>WORD BANK</b> use, cute, rude, June, huge, cube blue, glue, true, due, clue</p>