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Daily Phonics Weekly Lesson Plans and Activities Curriculum Map

1st Grade Phonics - 32 Weeks of Lessons!

32 weekly lessons provide a strong phonetic background. The lessons cover a wide range of skills needed to develop strong reading skills. The teaching plans and activity sheets can be used on a weekly basis or the ideas and worksheets can be used to suit students needs or they could be used for teaching ideas, reinforcing students' phonetic skills, and home study.

Weekly step by step instruction for the teacher with NO PREP worksheets for the students. Everything you need for a new teacher or a seasoned teacher teaching a new grade or looking for new ideas!

Ways to use the weekly plans:

- Each weekly plan contains an Objective, Teacher Information, Daily Planning Ideas containing games, listening activities, stories and riddles.
- A Picture Key is provided for each worksheet so the pictures can be identified.
- Four weekly activity worksheets focus on the concept(s) taught during the week.
- Weekly tests are provided and could be held on the last day of the week or when it is necessary

Each week includes an activity a day:

- Days 1 to 3: Introduce the consonants in the lesson with a story for recognition and the sounds that they make. There is a picture key and activity worksheet for each.
- Day 4: Reviews all of the letters previously taught using riddles. There is a picture key and activity worksheet.
- Day 5: Auditory/Visual Discrimination Test of All Sounds Previously Taught

Teacher Instructions Include:

- List of Sequential Development Skills per week
- Instructions on how to use the lessons.
- Ways to use the weekly lesson plans and weekly activities.
- Teacher Record Sheet
- Phonics Award

Sequential Development of Skills by Week

Week 1: Initial Consonants: Ss, Mm, Tt

Objective: To teach and review the initial consonants Ss, Mm, and Tt

Week 2: Initial Consonants: Pp, Rr, Cc

Objective: To teach and review the initial consonants Pp, Rr, and Cc.

Week 3: Initial Consonants: Gg, Hh, Nn

Objective: To teach and review the initial consonants 'Gg', Hh, and, Nn'

Week 4: Initial Consonants: Bb, Kk, Ll

Objective: To teach and review the initial consonants 'Bb, Kk, and Ll'

Week 5: Initial Consonants: Dd, Ff, Jj

Objective: To teach and review the initial consonants 'Dd, Ff, and Jj'

Week 6: Initial Consonants: Qq, Vv, Ww

Objective: To teach and review the initial consonants 'Qq, Vv, and Ww'

Week 7: Initial Consonants: Xx, Yy, Zz

Objective: To teach and review the initial consonants 'Xx, Yy, and Zz'

Week 8: Final Consonants 'g, l, d, f, p, n, b, m, t'

Objective: To teach and review the final consonants 'g, l, and d'

Week 9: Final Consonants: g, l, d, f, p, n, l, m, t

Objective: To teach and review final consonants 'd, m, t, l, p, s'

Week 10: Final Consonants: d, m, t, l, p, s

Objective: To teach and review the final consonants d, b, n, f, r, l, x, z

Week 11: Short Vowel 'Aa'

Objective: To teach the recognition of the short vowel ä in words

Week 12: Short Vowel 'Ee'

Objective: To teach the recognition of the short vowel 'e' in words.

Week 13: Short Vowel 'li'

Objective: To teach the recognition of the short vowel 'li' in words.

Week 14: Short Vowel 'Oo'

Objective: To teach the recognition of the short vowel 'Oo' in words.

Week 15: Short Vowel 'Uu'

Objective : To teach the recognition of the short vowel 'u' in words.

Week 16: Long Vowel 'Aa'

Objective: To teach the recognition of the long vowel 'o' in words.

Week 17: Long Vowel 'Ee'

Objective: To teach the recognition of the long vowel 'ē' in words.

Week 18: Long Vowel 'Ii'

Objective: To teach the recognition of the long vowel 'i' in words

Week 19: Long Vowel 'Oo'

Objective: To teach the recognition of the long vowel 'Oo' in words

Week 20: Long Vowel 'Uu'

Objective: To teach the recognition of the long vowel 'u' in words

Week 21: S Blends: st, sk, sm, sn, sl, sw, sp, sc

Objective: To teach the recognition of the 's' Blends: st, sk, sm, sn, sl, sw, sp, sc

Week 22: L Blends: bl, cl, fl, gl, pl, sl

Objective: To teach the recognition of the 'l' blends bl, cl, fl, gl, pl, sl

Week 23: R Blends: br, cr, dr, fr, gr, pr

Objective: To teach the recognition of the 'r' blends

Week 24: Final Consonant Blends: st, lt, nk, nt, mp, sk

Objective: To teach the recognition of blends that are found at the end of words.

Week 25: Initial Consonant Digraphs: sh, ch, wh, wh

Objective: To teach the recognition of the initial consonant digraphs and the sound each one makes.

Week 26: Final Consonant Digraphs: sh, ch, th

Objective: To teach the recognition of the final consonant digraphs sh, ch, and th and the sound each one makes.

Week 27: Vowel Pairs: ai, ay, ee, ea

Objective: Teach the recognition of vowel pairs 'ai, ay, ee, ea, their sounds, and their placement in words.

Week 28: Vowel Pairs: oa, ou

Objective: To teach the recognition of the vowel pairs 'oa' and 'ow', their sounds, and their placement in words.

Week 29: Double Vowel Combinations: oo, oa, ow

Objective: To teach the long and short sounds of 'oo' as in school' and in 'hook'.

Week 30: Y as a consonant and as a vowel

Objective: To introduce the letter 'y' as a vowel and a consonant and its three sounds.

Week 31: Final Consonant Blends: nt, nd, ng, nk

Objective: To introduce the final consonant pairs 'ng, nd, ng, and nk

Week 32: Singular and Plural Words

Objective: To teach adding 's' and 'es' to make singular words plural.

Week 1: Initial Consonants ‘Ss, Mm, Tt’

Objective: To teach and review the initial consonants **Ss, Mm,** and **Tt**

Teacher Information: **A.** The initial consonant ‘**Ss**’ is a voiceless continuant. The sound is issued from the front of the mouth instead of the throat. I call this sound the ‘hissing’ sound made by Sammy Snake. **B.** The initial consonant ‘**Mm**’ is a nasal consonant. Nasal consonants are sounds made by the breath passing through the nostrils of the nose. When issuing this sound the lips are pressed together and a ‘m-m-m’ sound is issued. I call this the ‘tastes good’ sound. **C.** The initial consonant ‘**Tt**’ is a voiceless stopped consonant. When issuing this sound the tongue touches the inside of the mouth above the front teeth to make a ‘tih’ sound. I call this the clock ticking sound ‘tih, tih, tih’.

Day 1: Introduce the initial consonant ‘**Ss**’ using the following groups of words. 1. seal, snow, seven 2. sun, soap, sail 3. sap, seem, soup What sound do you hear at the beginning of each word? ‘**Ss**’ The tongue rests behind our teeth and blows out air. Can you think of something that makes the same sound. (snake, steam) I call this the Sammy Snake sound. Distribue the worksheet on page 7 and work with the students to complete it or instruct them to work independently.

Picture Key: Row 1: saddle, saw, cookie, hand Row 2: key, soap, soup, hammer Row 3: seal, pot, sandwich, mouse Row 4: mitten, six, pig, salad

Activity Sheet: Page 7: Students are to circle and name all the pictures that begin with the letter ‘**Ss**.’

Day 2: Introduce the initial consonant ‘**Mm**’ using the following names. Listen carefully to each animal’s name: Mike Mouse, Marie Muskrat, Murray Monkey, Marty Mole. What sound do you hear at the beginning of each animal’s name. (Mm) How do you make this sound. Our lips are pressed together and an ‘m-m-m’ sound is made. Have your students complete the worksheet on page 8.

Picture Key: Row 1: milk, match, ladder, pot Row 2: mitten, sun, tail, map Row 3: magnet, sun, mountain, rake, Row 4: monkey, mask, top, soap

Activity Worksheet: Page 8 Students are to circle and name all the pictures that begin with the letter ‘**Mm**.’

Day 3: Introduce the initial consonant ‘**Tt**’ and its sound by using the following riddles. Record student answers on a white board, chalkboard, or chart paper. Riddles: 1. I live at the bottom of a pond and walk slowly. (turtle) 2. I can spin round and round. (top) 3. You eat me at special meals with your family. (turkey) 4. I am a large black and yellow striped jungle cat. (tiger) 5. I make bread warm and brown. (toaster) Have the students note how all the words are the same. (They all begin with the letter ‘**Tt**.’) Discuss the sound that it makes and where it is issued.

Picture Key: Row 1: tail, match, tent, goat Row 2: pig, top, duck, ten Row 3: net, toaster, kite, tape Row 4: television, raccoon, butterfly, toys

Activity Worksheet: Page 9 Students are to circle and name all of the pictures that begin with the letter ‘**Tt**.’

Day 4: Reiew the initial consonants and their sounds that were previously taught. **Auditory Game:** What letter makes the sound at the beginning of each of the following words: 1. tornado (Tt) 2. mother (Mm) 3. soon (Ss) 4. tulip (Tt) 5. moose (Mm) 6. soldier (Ss) 7. tar (Tt) 8. ten (Tt)

Picture Key: Row 1: tiger, sandwich, moon, man Row 2: tomato, saw, top, turtle Row 3: monkey, soap, mouse, towel Row 4: tire, mitten, seal, sink

Activity Worksheet: Page 10. Students will circle the letter heard at the beginning of each picture.

Day 5: Use the following instructions for an auditory and visual discrimination test for the consonants ‘**Ss, Mm,** and **Tt**.’ The first section is an auditory test in which students follow the teacher’s instructions. The second section is a visual discrimination test in which students record the initial sound.

Auditory Instructions: Use the following instructions to test the auditory recognition of ‘**Mm, Ss,** and **Tt**.’

Instructions: Point to Box 1. Circle the letter that 1. monster (m) begins with. 2. sick (s) 3. tune (t) 4. munch (m) 5. tickle (t) 6. sap (s) 7. tank (t) 8. mess (m)

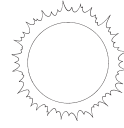
Visual Discrimination Instructions: Pictures: moon, sink, tape, meat, tap, snake, turnip, snowman The students will complete this part of the test independently. Letters to be circled: 1. m 2. s 3. t 4. m 5. t 6. s 7. t 8. m

Name: _____

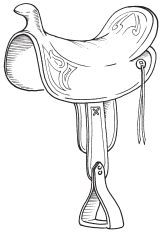
Day 1

Week 1

Skill: The sound at the beginning of 'sun' is made by the letter 'Ss'.

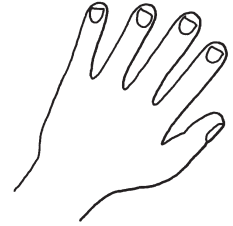


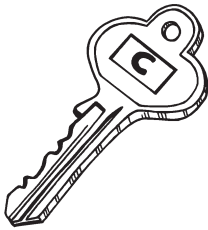
Say the name of each picture. **Circle** and **name** each picture that begins with the sound that 'Ss' makes in each row.







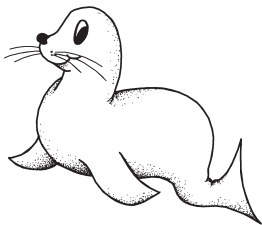




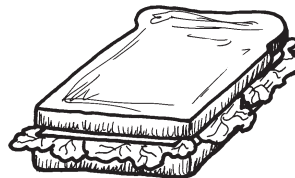




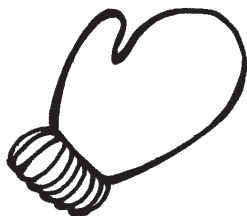






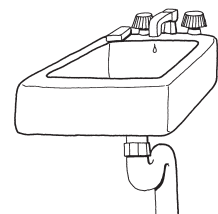














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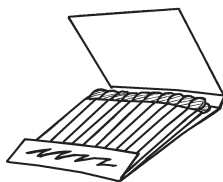
Day 2 Week 1

Skill: The sound at the beginning of mouse is made by the letter **Mm**



Say the name of each picture. **Circle** and name each picture that begins with the sound that **Mm** makes

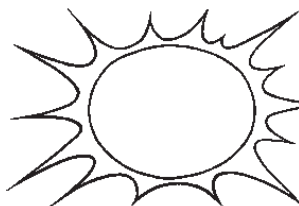








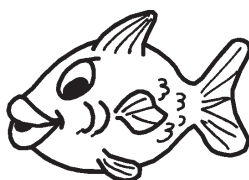


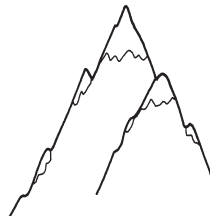


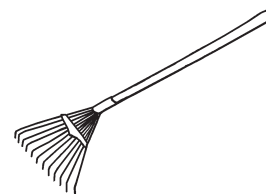


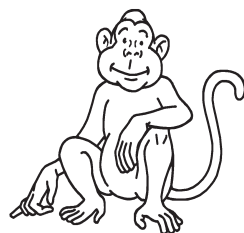
















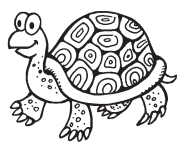




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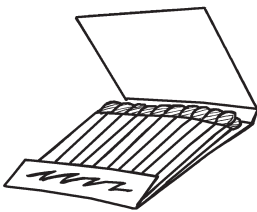
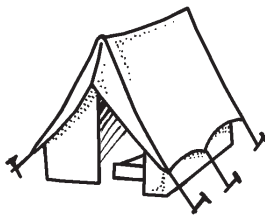
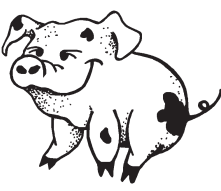
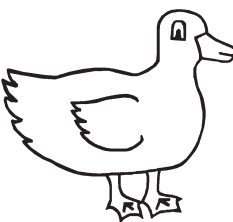
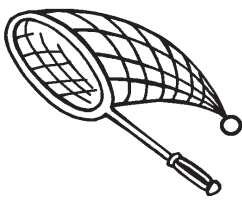
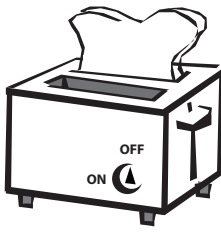
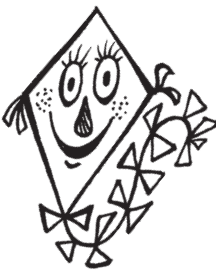
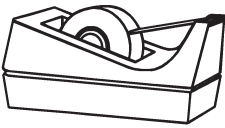
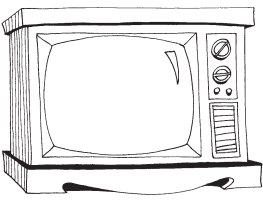
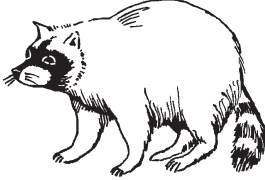
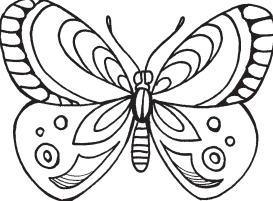
Day 3 | Week 1

Skill: The sound at the beginning of 'turtle' is made by the letters 'Tt'.



turtle

Say the name of each picture. Circle and name each picture that begins with the sound that 'Tt' makes.

 _____	 _____	 _____	 _____
 _____	 _____	 _____	10 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____



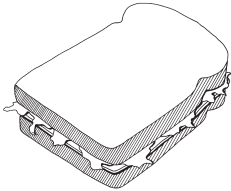
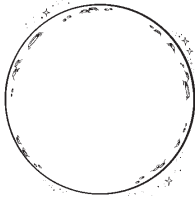
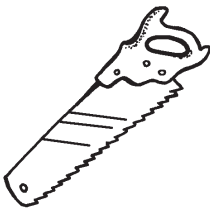
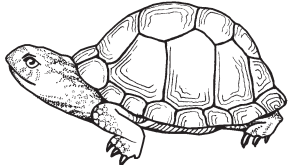
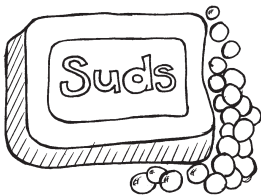
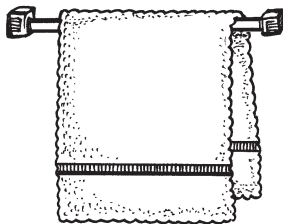
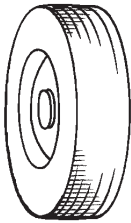
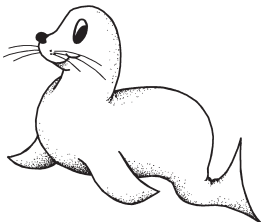
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Day 4

Week1

Skill: Auditory and visual recognition of the sounds made by the initial consonants 's, m, and t.'

Circle the letter that each sound is heard at the beginning of each picture.

 s m t	 t s m	 m s t	 t s m
 s t m	 t s m	 m s t	 t m s
 t m s	 m s t	 s m t	 m s t
 m s t	 s t m	 s t m	 t s m

Name: _____

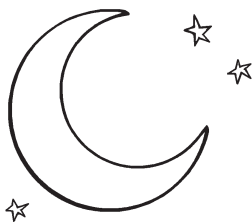
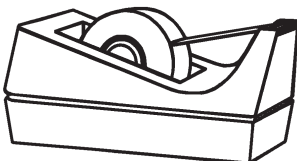
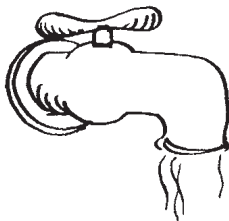
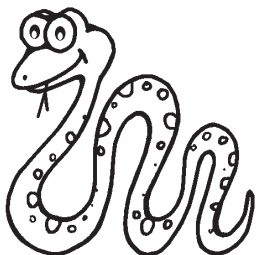
Day 5

Week 1

Skill: Auditory/Visual Discrimination Test

A. 1.	2.	3.	4.
M S T	m s t	s m t	T M S
5.	6.	7.	8.
m T s	S m t	M S T	S T M

B. Does the picture begin with 'Ss', 'Mm', or 'Tt'?

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

