

McRuffy Press
First Grade Phonics and Reading

Scope and Sequence and
Lesson Plan Sample

The lesson plans also display workbook pages and a book in reduced size.

This is a typical week's worth of lesson plans.

Lessons 1-5 of 160 lessons

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Scope and Sequence

Scope refers to the scope of concepts the curriculum teaches.

It answers the question:

“What will the child know as a result of learning what this curriculum has taught?”

Sequence refers to the order in which concepts are taught.

Phonics Scope and Sequence

- 1 short vowel review
- 6 long vowel review cvc-e
- 11 sp, sn
- 16 ai
- 21 review gr & learn br, tr
- 26 dr, fr, cr, pr
- 31 vowel +r, rd, rn, rm, rk
- 36 ing, and other ng ending blends, nd, nt (apostrophe n't)
Note: -ing with unchanged roots
- 41 review, test 1
- 46 cl, gl, pl (doubling consonants rule) -ind words long (i) such as *find*. be- prefix
- 51 bl, fl, sl
- 56 ed
- 61 y (i ending sound-review), blends: sk-, -sk, sc, -lk, -nk
- 66 sw, sm, tw, -all, -ft (adding -ing, dropping the silent e)
- 71 th, o words that have short u: some, come, from, front
- 76 review, test 2
- 81 endings -ld, -lf, -lt, lp, -ow as long o
- 86 ou as in out
- 91 double medial consonants, syllables
- 96 oo- as in moon
- 101 ch, ch-
- 106 long e sound of ea
- 111 two syllable words ending with the long e sound of y
- 116 review, test 3
- 121 two syllable words ending with the letters -le, suffix -er
- 126 oo- as in book
- 131 silent letters
- 136 ow as in clown
- 141 three letter blends scr, shr, spl, spr, str, squ
- 146 oi, oy
- 151 aw
- 156 review, test 4

Language Scope and Sequence

Lesson

- 3 parts of speech, see and do
- 4 alphabetical order, first letter
- 8 alphabetical order, first letter
- 9 apostrophe and possessives
- 12 ways to indicate who is speaking
- 14 apostrophe and possessives
- 17 alphabetical order, first letter
- 18 proofing - capitalizing names
- 19 alphabetical order, first letter
- 22 rhyming sentences
- 23 proofing - spelling
- 27 word building - schwa a
- 28 rhymes
- 32 alphabetical order, first letter
- 33 crossword puzzle - definitions
- 36 terms: suffix and root, adding ing
(unchanged root)
- 37 contractions - n't
- 41-3 Test 1 Review
- 47 be- prefix
- 48 using correct tense
- 49 finding meaning from context
- 52 comprehension skills
- 57 words that indicate placement
- 58 words that help indicate a speaker
- 62 contractions with the word is
- 67 dropping e and adding -ing
- 68 using correct tense
- 69 contractions (review)
- 72 short u sound spelled with o
- 73 parts of the body
- 74 categorizing
- 76-8 Test 2 Review
- 82 choosing tense (review)
- 82 parts of speech (review, see and do)
- 83 categorizing (differences)
- 84 alphabetizing (review)
- 87 compound words -self or -selves
- 88 contractions for are and am
- 89 opposites
- 92 syllables: dividing words
- 92 suffixes: ing, ed
- 93 alphabetical order (review)
- 94 vocabulary development: otter, puffin

Lesson

- 97 contractions: will
- 98 alphabetical order (review)
- 99 vocabulary development: loon, raccoon, coots
- 102 rhyming sentence completion
- 103 categorizing words
- 103 vocabulary development: chipmunk and chinchilla
- 104 solving a code
- 107 rhyming words
- 108 opposites
- 109 vocabulary development: peanuts
- 112 opposites
- 112 alphabetize spelling words
- 113 synonyms
- 113 rhyming words
- 114 vocabulary development: turkey
- 116-8 Test 3 Review
- 122 suffix er
- 122 opposites and synonyms
- 123 riddles
- 123 rhymes
- 124 vocabulary development: turtles
- 127 contractions: wouldn't, couldn't, shouldn't
- 127 parts of speech: see and do
- 128 word meanings
- 128 alphabetize spelling words
- 129 vocabulary development: wool
- 132 homophones
- 133 rhymes
- 134 vocabulary development: knights
- 137 categories
- 137 alphabetize spelling words
- 138 rhymes
- 139 vocabulary development: owls
- 142 parts of speech: see and do
- 142 proofreading
- 143 rhymes
- 144 vocabulary development: squirrels
- 147 categories
- 148 rhymes
- 149 proofreading
- 152 proofreading
- 153 alphabetizing spelling words
- 154 vocabulary development: hawks

Lesson 1

Lesson Objectives

1. Students will review short vowel words. (P)
2. Students will spell five words correctly. (S)
3. Students will read the story The Hen's Egg. (R)
4. Students will copy a sentence neatly and correctly. (H)

Materials

Workbook page 1
Book: The Hen's Egg
Lesson 1 flash cards
Short Vowel Chart

Teaching

1. Use the short vowel chart to review the short vowel sounds. Have students say each clue word and then the sound in isolation. For example: bat, *a*. After saying all five words and sounds, have the students repeat the sounds only (*a, e, i, o, u*). Include this portion of the lesson in the next four lessons. If there are students needing more practice with short vowel sounds, continue this as a daily routine past lesson 5. Use flash cards to drill words randomly or write words on paper or a chalkboard. Assign the work sheet. Students cut out the boxes at the bottom of the sheet (with the words). They fill in the missing vowel and glue the word next to the matching picture.
2. Have the students write the following words on a piece of paper as spelling dictation:

pack, rug, fox, ship, yell

This is the spelling list for the first spelling test given in lesson 5. After giving the spelling dictation, write the words on a chalkboard and have children make any corrections needed to their spelling dictation. Students will use this list to prepare for the test. The teacher should check the student's list since it will be used for learning the words.

3. The Hen's Egg focuses on reviewing short vowel words, although it also contains long vowel words, and words that don't fit either the long vowel or short vowel patterns that were taught in the Step One program. Before starting to read the story, use flash cards to introduce the following words to the children:

or, said, to, was, you

Many of the rules for these words will be taught in later lessons, for now help children learn the words as additional reading vocabulary. Here are some suggestions to help children remember the words:

The word *or*: rhymes with 4.

The word *said*: sounds like it should be spelled *sed*, and rhymes with *red*.

The word *to*: Sounds like the word two. We use *to* when writing or reading about something going to someplace: I want to go to the store.

The word *was*: sounds like it should be spelled *wuz*.

The word *you*: sounds like the letter u











Next, have the children read the word list on the back of the book. Finally, read the book.

Lesson 1











4. Use the handwriting sheet or have the children write the following:

Review A and a, write a line of each.
Write the sentence: The cat sat on a red wig.

Short Vowel Chart T1

	bat	
	hen	
	fish	
	dog	
	duck	

Worksheet T1

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	<input style="width: 50px; height: 30px;" type="text"/>		<input style="width: 50px; height: 30px;" type="text"/>
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h_t	c_p	w_b	d_ck	d_g
p_g	f_sh	h_n	l_g	b_t

The Hen's Egg word list T3

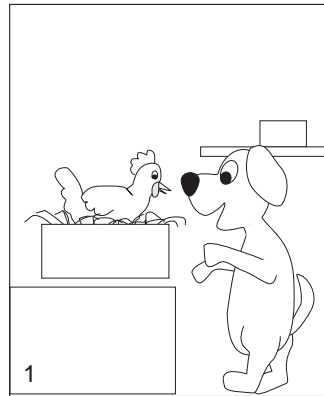
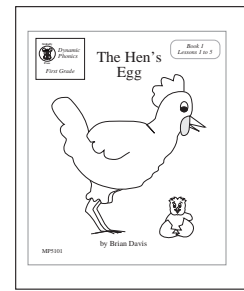
a	hid	peep
an	hill	ran
back	him	red
bad	I	rock
be	in	run
bit	it	said
bone	Jeb	sat
box	last	she
came	left	shed
can	made	still
dish	may	the
dog	nest	to
egg	nip	up
gave	no	was
get	not	will
got	on	won
hen	or	yell
hen's	peck	you

Handwriting Guide T4

Traditional or Modern

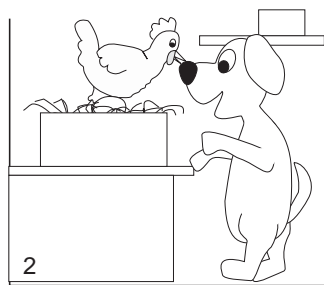
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The Hen's Egg



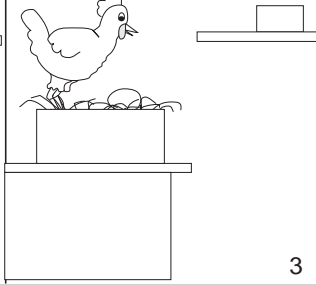
The red hen sat on the nest.
The nest was in a shed.
A bad dog ran to the hen.
The dog was Jeb.
“Can I get an egg?” said the dog.

“No,” she said.
The hen gave Jeb a peck.



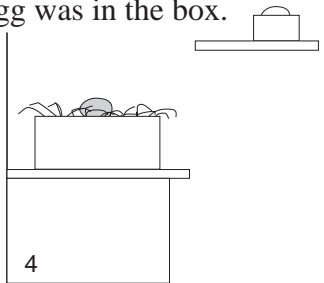
2

The dog left the shed.
“Jeb may be back,” said the hen.



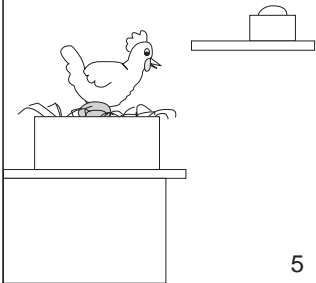
3

The red hen got a rock.
The hen hid the egg.
The egg was in the box.



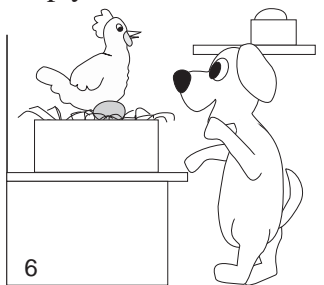
4

The hen sat on the rock.
The rock was in the nest.

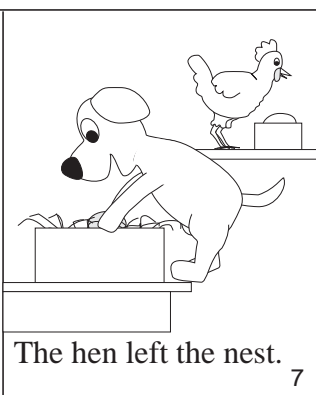


5

The dog came back.
“Run, or I will nip you,” said Jeb.



6

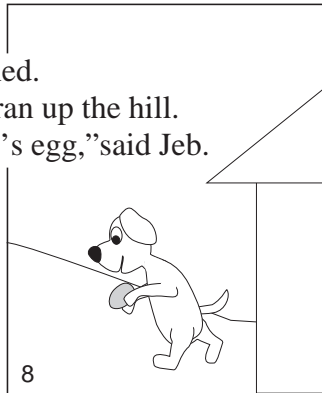


The hen left the nest.

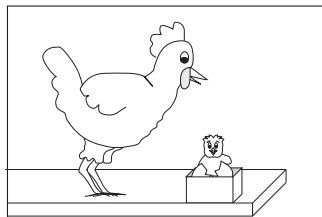
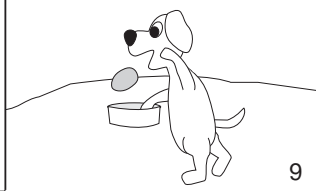
7

The Hen's Egg

Jeb left the shed.
The bad dog ran up the hill.
"I got the hen's egg," said Jeb.



The dog got his dish.
Jeb bit the rock
It made the dog yell.
"It is the last egg I will get," said Jeb.
"I will get a bone."



The red hen won.
The egg was still in the box.
The dog did not get the egg.
"Peep, peep!"

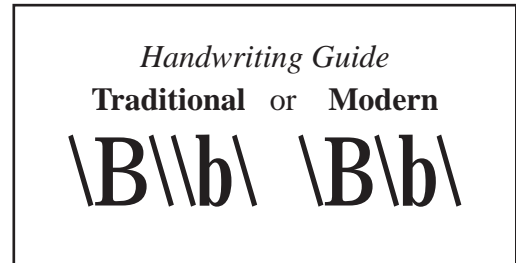
Lesson 2

Lesson Objectives

1. Students will review short vowel sounds. (P)
2. Students will read the story The Hen's Egg. (R)
3. Students will review their spelling list. (S)
4. Students will write a sentence neatly and correctly. (H)

Materials

Short Vowel Chart
Book: The Hen's Egg
Workbook page 2



Teaching

1. Review using the chart activity as outlined in lesson one. Next, have students look at the back of the reading book The Hen's Egg. Have them find words for each short vowel sound.

Next, assign the workbook page. Read the sentences to the students and have them fill in the missing vowels. Underneath each sentence is a list of the vowels used. They are in alphabetical order, not necessarily the order they are used.

Dad bit the red hot dog and the bun.
Did Josh step on the tack in the mud?
The bug on the log fell in the grass.
The fish had fun in the big shell.

(You may have the students try the last sentence without you reading it)

The pup got the stick and ran to Deb.

2. Review the following word list before reading the story: or, said, to, was, you. Have students find the words on the back of the book.

Have them read the word that comes before and after it in the list (except the word *you*). After reading the book ask the following questions from pages 1 to 4:

What was the name of the dog? (Jeb)
What did the dog want from the hen? (an egg)
Why did the dog leave the shed the first time?
(It got pecked by the hen)
Where did the hen put the rock? (in the nest)
Where did the hen put the egg? (in a box)
Why do you think the hen didn't give Jeb the egg?
What do you think will happen next? Why?

T1

D__d b__t the r__d h__t d__g and the b__n.
a, e, i, o, u

D__d J__sh st__p on the t__ck in the m__d?
a, e, i, o, u

The b__g on the l__g f__ll in the gr__ss.
a, e, o, u

The f__sh h__d f__n in the b__g sh__ll.
a, e, i, i, u

The p__p g__t the st__ck and r__n to D__b.
a, e, i, o, u

The Hen's Egg word list T2

a	hid	peep
an	hill	ran
back	him	red
bad	I	rock
be	in	run
bit	it	said
bone	Jeb	sat
box	last	she
came	left	shed
can	made	still
dish	may	the
dog	nest	to
egg	nip	up
gave	no	was
get	not	will
got	on	won
hen	or	yell
hen's	peck	you

3. Have the students copy the spelling words on a piece of paper: pack, rug, fox, ship, yell
4. Use the handwriting sheet or have the children write the following:

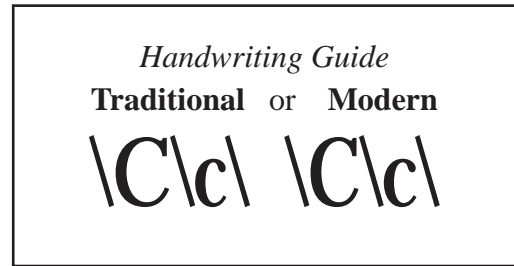
Review B and b, write a line of each. Write the sentence: The bug fell in the big box.

Lesson Objectives

1. Students will review short vowel sounds. (P)
2. Students will read the story *The Hen's Egg*. (R)
3. Students will categorize words based on things they can see or things they can do. (L)
4. Students will write a sentence neatly and correctly. (H)

Materials

Short Vowel Chart
 Book: *The Hen's Egg*
 Workbook page 3



Teaching

1. Review using the chart activity as outlined in lesson one. Next, have the children look at their spelling word list. Ask which word has the *u* sound (rug). Have them identify the short vowel sound as short u. Repeat for the other four words in random order.
2. Have the students read the story again. Ask the following questions from pages 5 to 10:

On page 5, what did the hen sit on? (a rock)

Why did the hen leave the nest on page 7? (Because the dog had threatened to nip her.)

Did the dog get the hen's egg? (No) **What did he get?** (the rock)

How did the hen trick the dog? (It switched the egg and the rock)

Why did the dog yell? (He bit the rock)

What happened to the egg at the end of the story? (It hatched)

Do you think the dog will try to get the chick?

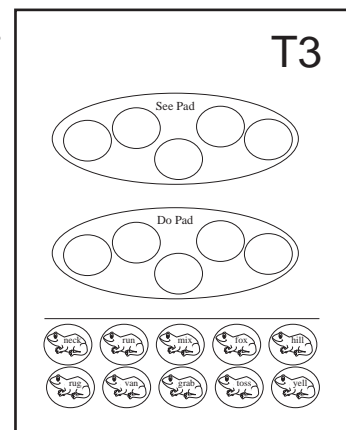
3. Grammar instruction will begin in this lesson, although grammatical terms are not used. Basically, students are categorizing words as nouns or verbs. Have students look at the back of the reading book. Tell students that words have different uses.

Some words are things, people, or places. Some words are things we can do. Have students find a word on the back of the book that is something they can do. Next, have students find words that are things.

Use Workbook page 3. Have students cut out the ovals with the frogs and glue them on the correct pads. On the see pad, glue the frogs that have word on them that are things we can see. On the do pad have students glue the frogs that are things we can do.

See Pad: neck, fox, hill, rug, van

Do Pad: run, mix, grab, toss, yell



4. Use the handwriting sheet or have the children write the following:

Review C and c, write a line of each. Write the sentence: Can Ken cut the cob?

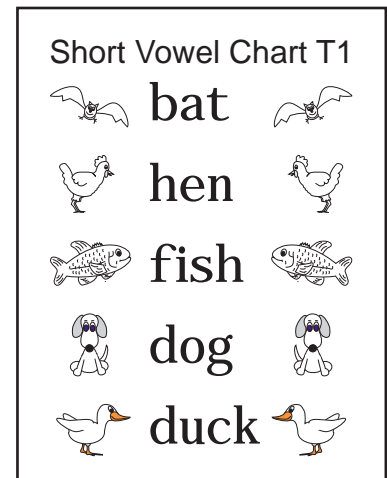
Lesson 4

Lesson Objectives

1. Students will review short vowel sounds. (P)
2. Students will read the story The Hen's Egg. (R)
3. Students will alphabetize words. (L)
4. Students will write a story. (CW)
5. Students will write a sentence neatly and correctly. (H)

Materials

Short Vowel Chart
Book: The Hen's Egg
Workbook page 4
Spelling word list: pack, rug, fox, ship, yell



Teaching

1. Review using the chart activity as outlined in lesson one. Play the following game. Tell the students to listen to the instructions and the words in each list:

I will say some words. Clap once when I say a word that has the short i sound:
red, rid, rod, big, bag, bug

I will say some words. Put your hand on your head when I say a word that has the short o sound. **rock, rid, rod, nut, not, bag, bog**

I will say some words. Put your finger on your nose when I say a word that has the short u sound. **sack, buck, let, sock, pup, rub, rob**

I will say some words. Tug on your ear when I say a word that has the short e sound:
met, fin, red, fox, peck, lag

I will say some words. Meow like a cat when I say a word that has the short a sound:
cat, dog, sad, fan, fun, tag, wet

2. Have the students read the word list on the back of the book. Next, read the story. After reading the story, have the students find the page numbers for the following sentences:

The hen hid the egg. (4)

“I will get a bone.” (9)

The nest was in the shed. (1)

“Run or I will nip you,” said Jeb. (6)

The hen gave Jeb a peck. (2)

Lesson 5

Lesson Objectives

1. Students will take a test on short vowel sounds.(P)
2. Students will color the story The Hen's Egg. (R)
3. Students will read stories they have written. (CW)
4. Students will take a spelling test. (S)






Materials

Workbook page 5
Book: The Hen's Egg
Spelling word list: pack, rug, fox, ship, yell

Teaching

1. Use workbook page 5 as a phonics test. For lines 1 to 5 say a word and have the students circle it:

Line 1: **bud**
Line 2: **peck**
Line 3: **miss**
Line 4: **log**
Line 5: **pan**

Circle the word the teacher says.						T1
1	bad	bed	bid	bod	bud	
2	pack	peck	pick	pock	puck	
3	mass	mess	miss	moss	muss	
4	lag	leg	lig	log	lug	
5	pan	pen	pin	pon	pun	
Circle the word that has the same vowel sound as the picture:						
	hid	sat	step	got	run	
	cash	fed	shop	sun	hit	
	stamp	dump	cog	egg	quit	
	limp	quack	bug	boss	met	
	rock	shut	zip	damp	well	

For the bottom section, have the students circle the word that has the same vowel sound as the picture:

hen - step, fish - hit, cat - stamp, dog - boss, duck - shut

2. Students may color the pictures in the story The Hen's Egg. Ask the students the following questions about the story (answers may vary):

Do you think this is a true story? Why do you think that?

How do you think the hen got the egg in the box?

What do you think the dog learned in the story?

Do you think the dog will try to get the hen's egg again?

Why do you think that?

Why wouldn't the chicken give the dog an egg?

3. Students may continue working on stories from lesson 4. Have students read their stories even if they are not completed.
4. Have students number their paper from 1 to 5. Give the following words as dictation.

Spelling word list: 1. **rug**, 2. **ship**, 3. **pack**, 4. **yell**, 5. **fox**