

1st Grade Saxon Phonics White Board Practice

*This practice is meant to be done every day on student white boards.
It should replace the “Spelling with Letter Tiles” section of each phonics lesson.*

Developed by Sarah Smith

White Board Practice

Note: As a way for students to review concepts, assessment games are recommended prior to every assessment. An explanation of how these games are played is found on pages 45 – 46.

† indicates that a spelling sign goes with the lesson.

Lesson 1: Letter N -----

Initial sound practice: “If the word I say starts with /n/, write ‘n’ on your board. If the word does not start with /n/, don’t write anything!”

[echo]: nest, nice, octopus, never, lollipop, no

Final sound practice: “This time, only write an ‘n’ if the word I say ends with /n/.”

[echo]: on, tan, rug, crib, fun, spin, cat

†Lesson 2: Letter O -----

Initial sound practice: “If the word I say starts with /o/, write ‘o’ on your board. If the word does not start with /o/, don’t write anything!”

[echo]: otter, off, shark, pink, olive, on

Medial sound practice: “This time, only write an ‘o’ if the word I say has the /o/ sound in the middle of the word.”

[echo]: mom, slob, him, spot, peck, block

Spelling and Coding:

“Stretch both sounds in the word ‘on.’ [o – n]

“Point to the vowel [o]; point to the consonant [n].

“New rule: A vowel followed by a consonant is short; code it with a breve.” [do it; echo]

†Lesson 3: Letter O -----

Initial sound practice: “If the word I say starts with /o/, write ‘o’ on your board. If the word does not start with /o/, don’t write anything!”

[echo]: open, oval, spoon, moth, okay

Final sound practice: “This time, only write ‘o’ if the word ends with the /o/ sound.”

[echo]: no, grow, sit, crow, crib, snow, show

Spelling and Coding:

“Stretch the word ‘no.’ [n – o] – Spell it!

“Point to the vowel [o]; notice there’s nothing after it.

“New rule: An open vowel is long; code it with a macron.” [do it; echo]

Lesson 4: Letter T -----

Initial sound practice: “If the word I say starts with /t/, write ‘t’ on your board. If the word does not start with /t/, don’t write anything!”

[echo]: tan, tiger, moon, tiny, sock

Final sound practice: “This time, write a ‘t’ if the word I say ends with the /t/ sound.”

[echo]: foot, spit, clam, tree, bite, cake, Sprite

Stretch and Code (students should “stretch” and code each word):

not, no, on

Lesson 5: Letter P -----

Stretch and Code:

top, no, pot, pop

Lesson 6: Letter I -----

Stretch and Code:

it, tip, not, pit, pin

Initial sound practice: “If the word I say starts with /i/, write ‘i’ on your board. If the word does not start with /i/, don’t write anything!”

[echo]: in, if, igloo, now, pig, inch

Medial sound practice: “This time, only write an ‘i’ if the word I say has the /i/ sound in the middle of the word.”

[echo]: hip, tip, hot, sit, fist, step

Lesson 7: Letter L -----

Stretch and Code:

lot, lip, tin, no, top

Final sound practice: “I know a nursery rhyme that ends with lots of /l/ sounds. Listen closely, and every time you hear the /l/ sound at the end of a word, write ‘l’ on your board.

Jack and Jill went up the hill to fetch a pail of water.

Jack fell down and broke his crown,

And Jill came tumbling after.

“Show me with your fingers how many ‘l’s’ you counted. This time, let’s check it together.” (Repeat activity and count each /l/ sound – 5 total.)

Lesson 8: Letter A -----

Stretch and Code:

at, nap, ant, nip, lit, lint, pot

Vowel discrimination practice: “Write the letter ‘a’ on your board. I’ll say a word. If the word starts with the long /a/ sound, code your ‘a’ with a macron. If it starts with the short /a/ sound, code it with a breve:”

[echo] ape, acorn, ants, animals, ask, angel, action

Lesson 9: Letter Z -----

Stretch and Code:

zip, zap, tap, pit, lip, top

“Spell ‘zip’ on your boards again. I’m going to sing a song called ‘Zip-a-dee-doo-dah,’ and each time you hear the word ‘zip’, stand up with your board.” (Do this twice.)

Zip-a-dee-doo-dah, Zip-a-dee-ay

My, oh my, what a wonderful day

Plenty of sunshine headin’ my way

Zip-a-dee-doo-dah, Zip-a-dee-ay!

Lesson 10: Assessment -----

Play Teacher vs Students (see p. 45)

Spell and Code:

zap, ant, lit, not, tin, zip, lap, lint*

“*” by a word indicates that this is a challenge word. As a way to increase motivation, try telling students that you hate to give them this challenge word because it’s so tricky that it might make some of them cry, but you’re going to do it anyway. ☺

Lesson 11: Letter S -----

Stretch and Code:

sip, slip, so, sap, sit, spit, pot, snap

Lesson 12: Suffix -s -----

Practice *just identifying* (NOT spelling) root words: “Choppers out – the root word in dogs is [dog]; kids [kid]; nuts [nut]; hills [hill]; spiders [spider]; cats [cat].”

From now on, when spelling words with suffixes, have students get out their “choppers” and “chop off” the suffix so they can hear the root word first. (They will spell much more accurately if they identify the root word first and *then* add the suffix!)

White boards – “Now you’ll chop off the suffix and spell the root word first”:

pins, (e.g., “The root word in pins is...” [pin – wait a few seconds for kids to write it]; “Now add the suffix to make it say pins”).

Repeat with:

pots, naps, lips, zips, lots

Lesson 13: Blends -----

For any word with a suffix, continue to “chop off” the suffix and spell root word first:

Stretch and Code:

slap, plan, stop, lost, split, * plans*

Lesson 14: Letter D -----

Tip: Model how to make a ‘d’ on your white board and have students copy you before spelling any words. This will help them make ‘d’ and not ‘b’ for each word:

Spell and Code:

dad, slid, sad, sand, stand, dots, dips

Have students stretch only words with blends from this point forward. Other words should be simple enough that they can spell them without stretching them.

Lesson 15: Assessment -----

Play Boys vs Girls (see p. 45)

Spell and Code:

sad, slid, past, spot, tips, pots, sits, snaps*

Lesson 16: Letter F -----

Spell and Code:

fan, if, soft, sift, pans, flip, fast

Lesson 17: Letter H -----

Spell and Code:

had, hi, hint, hops, flips, fist, hand

Lesson 18: Letter G -----

Spell and Code:

fog, go, glad, flag, hogs, digs, got

Lesson 19: Letter R -----

Spell and Code:

rip, rats, trap, trip, grin, grab, flaps

Lesson 20: Assessment -----

Play Teacher vs. Students (see p. 45)

Round 1 – Spell and Code:

dad, dot, hit, go, no, list, fast, is, as

Recommended mistake: Box the ‘s’ in ‘is’ so that you can “correct yourself” for accidentally boxing something that doesn’t leave a root word. If you don’t explain and non-model this, many students will box the ‘s’ at the end of any word.

Round 2 – Write the Blend (Sketch a picture of each word on the board; kids have to write the first two letters of that word – NOT the whole word. This will help them match blends to pictures on the assessment.):

play, star, spots, slime, snow

Lesson 21: Letter K -----

“Even though letter c says /k/, all of today’s words are spelled with letter k.”

Spell and Code:

kid, kit, skin, skip, ask, kids

Lesson 22: Letter C -----

“Even though letter k says /k/, all of today’s words are spelled with letter c.”

Spell and Code:

cat, can, clap, cops, cost, craft,* crisp*

†Lesson 23: Spelling with *k* and *c* -----

“Copy what I write, and then you’ll decide whether to put ‘k’ or ‘c’ in each word.”

____iss, ____an, ____ot, ____id, s____in

On own: cat, clap, kit, skip

Lesson 24: Letter B -----

Tip: Model how to make a ‘b’ on the white board and have students do the same before spelling any words. This will help them make ‘b’ and not ‘d’ for each word:

bat, bag, rib, crib, crab, stab, blast*

Lesson 25: Assessment -----

Play Partner Relay (see p. 46)

Round 1 – Spell and Code:

gas, hid, hops, list, slip, drips*

Round 2 – Write the Blend (Sketch a pic of each word on the board; kids write the blend):

dream, prince, frosting, trip, frame, present, dragon, trampoline

Secret Message: 1st Graders Rock! (Do “1st” as a single letter/point.)

Lesson 26: Letter M -----

Spell and Code:

mop, maps, film, lamp, rims, clam, stomp*

By now, students likely do not need to continue stretching words. Only have them “stretch the sounds” if it’s an unusual or difficult word.

Lesson 27: Letter E -----

Spell and Code:

pen, nest, elm, he, end, blend,* slept*

Lesson 28: Digraph ck -----

Tell students that every time they hear /k/, they will spell it 'ck.'

Spell and Code:

sick, tack, peck, slick, block, snack, trick

†Lesson 29: Spelling with ck and Final k -----

“Copy what I write, and then you’ll decide whether to put ‘k’ or ‘ck’ in each word.”

mil____, as____, so____, pi____

On own: sick, back, mask, stack

Lesson 30: Assessment -----

Play Boys vs. Girls (see p. 45)

Round 1 – Spell and Code:

beg, hand, so, hits, flag, flaps*

Round 2 – Write the Blend (Sketch a pic of each word on the board; kids write the blend):

glitter, grape, clown, cry, grass, glad

Lesson 31: Digraph th -----

Spell and Code:

thin, that, Smith, this, cloth,* thick,* moths

Lesson 32: Digraph ng and Suffix -ing -----

Spell and Code:

sing, thing, bring, long, resting, sanding

In words with a suffix, remember to have students “chop off” the suffix and spell the root word first.

Lesson 32b: Digraph nk -----

The master worksheet for this lesson (AND ALL OTHER SUPPLEMENTAL LESSONS) can be found at the back of this booklet.

Spell and Code:

sink (change ‘k’ to ‘g’ – what word?)

think (change ‘k’ to ‘g’ – what word?)

ring (change ‘g’ to ‘k’ – what word?)

stink (change ‘k’ to ‘g’ – what word?)

bang (change ‘g’ to ‘k’ – what word?)

sank (change ‘k’ to ‘g’ – what word?)

Lesson 33: Suffix -ed -----

Spell and Code:

helped, stomped, melted, handed, filmed

Review: bring, pink, stink, hang (+ suffix -ing – what word?)

Students should become good at chopping off the suffix and spelling the root word first. This is especially important when -ed says /t/ or /d/ because we can’t add ‘t’ or ‘d’ to the end of a root word (e.g., camped vs campt; filled vs filld).

Lesson 34: Digraph ee -----

Spell and Code:

eel, sleep, three, deer, green, meets, screen*

Lesson 34b: Spelling with Final k -----

Spell and Code:

peek, seek, meek – “It’s too easy! I keep using vowel digraphs! Now I’ll switch it up.”

pack, lick, mask, risk, milk, geek

Lesson 35: Assessment -----

Play Teacher vs. Students (see p. 45)

Round 1 – Spell and Code:

hens, pack, sick, lock, mask, silk

Round 2 – Write the Blend (Sketch a pic of each word on the board; kids write the blend):

black, string, splash, breath, stripes

†Lesson 36: Vowel Pattern – vc-cv -----

“Copy what I write, and then let’s code it together to see if you can read it.”

i-n-s-e-c-t

Practice identifying and repeating the first syllable (NOT spelling): “Clap the syllables in:

rabbit [rab-bit]; first syllable is? [rab]

dentist [den-tist]; first syllable is? [den]

basket [bas-ket]; first syllable is? [bas]

plastic [plas-tic]; first syllable is? [plas]”

From now on, when spelling words with two syllables, have students clap each syllable and repeat *just* the first syllable. Students will spell more accurately if you help them hear each part of the word and then *prompt them to start on the first syllable*.

Spell and code:

tablet [tab-let]; first syllable is? [tab]...When most kids have ‘tab,’ prompt them again: “Now make it say tab-*let*.”

upset [up-set]; first syllable is? [up]...When most kids have ‘up,’ prompt them again: “Now make it say up-*set*.”

Lesson 37: Letter U -----

Spell and Code:

us, dump, cup, stuck, thumping, seed, bleeding

Although students should clap 2-syllable words, they should continue to “chop off” suffixes and spell the root word first.

Lesson 38: Letter W -----

Spell and Code:

wet, twig, twins, sweet, sweeping, swing, wink

Lesson 39: Vowel Pattern – vc-cv -----

“Copy what I write, and then let’s code it together to see if you can read it.”

c-a-c-t-u-s

Spell and code:

upset, goblin, frosted, landed, helped, asked, melted

Point out that suffix –ed words may look like vowel patterns but aren’t... They’re coded differently!

Lesson 40: Assessment -----

Play Partner Relay (see p. 46)

Round 1 – Spell and Code:

math, deep, lifted, sick, stuck, bring, singing

Round 2 – Draw the Picture:

ee [sheep]

ng [ring]

th [feather]

th [thimble]

Secret Message: [Student’s name] likes to sing

(I usually pick a confident boy for this because it makes the kids laugh. I also recommend writing the name all at once for the first point so that the kids aren’t overly silly as they begin to recognize who the secret message is about.)

Lesson 41: *a* consonant *e* -----

Spelling with final –ke is not included in this lesson because I have found that it's too many concepts to teach at once. Instead, it is included as its own lesson after lesson 43.

Spell and code:

man (now add 'e' – what word?)

cap (now add 'e' – what word?)

mad (now add 'e' – what word?) “No more walking you through it! Keep spelling...”

hate, plate, ham, plan, came

Lesson 42: *o* consonant *e*; *u* consonant *e* -----

Spell and Code:

not (now add 'e' – what word?)

cub (now add 'e' – what word?) “No more walking you through it! Keep spelling...”

bone, globe, slob, gate, blade, flap

Lesson 43: *i* consonant *e*; *e* consonant *e* -----

Spell and Code:

mine, dime, limes, pride, theme, rope, cute, blame

†Lesson 43b: Spelling with Final *–ke* -----

Spell and Code:

hike, poke, bake – “It’s too easy! I keep using long vowels! Now I’ll switch it up...”

back, stack, lake, spoke, sock, sick, spike

Lesson 43c: Silent *e* Review -----

Students will become proficient more quickly if you spend a day reviewing silent *e* and the final *–ke* rule.

Spell and Code:

bike, smoke, game – “I shouldn’t just use long vowels! Now I’ll switch it up...”

twin, spine, strike, hops, hopes, cute

Lesson 44: Contractions -----

“First let’s just practice reading the contractions. Copy what I write.

“Write **he’ll** – what word?

“Write **it’s** – what word?

“Write **didn’t** – what word?”

“Now let’s practice making the contractions. Copy what I write.

“Write **I am**; erase ‘a;’ trade for an **apostrophe** – what word?

“Write **had not**; erase ‘o,’ trade for an **apostrophe** – what word?

“Write **can not**; erase ‘n’ and ‘o;’ trade for an **apostrophe** – what word?”

Lesson 45: Assessment -----

Play Partner Relay (see p. 46)

Round 1 – Spell and Code:

pack, risk, ask, twins, best, must, sweep, seek

Round 2 – Draw the Picture:

u [umbrella]

u [unicorn]

Secret Message: [Student's name] rides unicorns

(I usually choose a girl for this because it makes the kids laugh. Again, I recommend telling students the entire name for the first point in order to prevent excessive silliness.)

Lesson 46: Letter X -----

Spell and Code:

ox, six, mixing, fixed, side, hose, make, spike

Lesson 47: Letter Y -----

Spell and Code:

yes, yet, yo-yo, yams, hide, made, home, broke

Lesson 48: Digraph sh -----

Spell and Code:

shop, shins, shake (trade 'ke' for 'ck' – what word?), hush, flesh, fished, splashing

Lesson 49: Digraph oo -----

Spell and Code:

roof, tooth, spoons, foot, shook, brook, looking

Lesson 49b: Spelling with Final k -----

Spell and Code:

book, look, peek – “It’s too easy! I keep using vowel digraphs! Now I’ll switch it up.”

flake, brake, smack, mask, risk, silk, crook*

Lesson 50: Assessment -----

Play Teacher vs. Students (see p. 45)

Round 1 – Spell and Code:

shape, take, fine, fuse, home, spoke, cape

Round 2 – Missing Alphabet:

Verbal: “I’ll say some letters in the alphabet, and you say the missing letters.”

c d e f ____; j k l m n ____; t u v w ____; h i j k ____; o p q r ____

Written: “Now, I’ll write some letters on my board, and you write the missing letters.”

b c d e ____; j k l m ____; d ____ f g ____; o p q r ____

Lesson 51: Letter J -----

Spell and Code:

just, joke, Jack, junk, splashed, spoon, hooks

†Lesson 52: Floss Rule -----

Spell and Code:

off, fill, spell, hiss – “It’s too easy! I keep using floss words. Now I’ll switch it up.”

soon, good, shine, shell, yell, shelf

†Lesson 53: Letter V; Spelling with Final ve -----

Spell and Code:

vet, vent, have, live, vote, grave, gives*

†Lesson 54: Spelling with Final c -----

Remember to have students clap each syllable and repeat just the first syllable before spelling two-syllable words.

Spell and Code:

fabric, rustic – “It’s too easy! I can’t just keep using 2-syllable words. I’ll mix it up.”

sack, brick, silk, look, rake, spike, plastic

Lesson 55: Assessment -----

Play Boys vs. Girls (see p. 45)

Round 1 – Spell and Code:

zoo, hood, shock, snake, stroke, yep, fixing

Round 2 – Draw the Pictures:

oo [hook, tooth]

†Lesson 56: Final Syllable *-ble* -----

This is the word the lesson recommends demonstrating on the board.

“When I was a kid, sometimes my dad wouldn’t shave, and he would get whiskers on his face called ‘stubble’ [echo]. Let’s spell that together on our boards:

s-t-u-b-l-e

“Uh-oh! If I bracket –ble and cover it up, I’m left with an open vowel, and ‘u’ says /oo/. My word doesn’t say ‘stubble;’ it says ‘stu-ble.’ What letter can I add after my ‘u’ so that the vowel is followed by a consonant and says /uh/?” [b]

Spell and Code:

gobble, pebble, stable, tumble

†Lesson 57: Final Syllables *-fle, -ple, -dle* -----

This is the word the lesson recommends demonstrating on the board.

“When football players need to talk, they gather in a group called a ‘huddle’ [echo]. Let’s spell that together on our boards:

h-u-d-l-e

“Uh-oh! If I bracket –dle and cover it up, I’m left with an open vowel, and ‘u’ says /oo/. My word doesn’t say ‘huddle;’ it says ‘hu-dle.’ What letter can I add after my ‘u’ so that the vowel is followed by a consonant and says /uh/?” [d]

Spell and Code:

raffle, ruffle, staple, handle, candle

†Lesson 58: Final Syllables *-tle, -gle* -----

Spell and Code:

settle, battle, title, wiggle, juggle (trade the first 'g' in juggle for 'n' – what word?)

†Lesson 59: Final Syllables *-cle, -kle, -sle, -zle* -----

Spell and Code:

puzzle, dazzle, missile, kettle, gobble, juggle, maple, rifle

Lesson 60: Assessment -----

Play Boys vs Girls (or Left vs Right, see p. 45)

Round 1 – Spell and Code:

vest, save, stone, spoke, hike, then, hose, use

Students may refer to the spelling rule cards during the game AND during the test. At this age, they are encouraged to reference outside sources for information.

Round 2 – Tell the Rule

Initial /k/ rule: “I’ll say the first part of the rule; you write on your board how to spell /k/ at the beginning of a word:

“In front of e, i, and y, use... [k]

“In front of a, o, u, and any consonant, use...” [c]

Final /k/ rule: “I’ll say the first part of the rule; you write on your board how to spell /k/ at the end of a word:

“After a consonant, use... [k]

“After two vowels, use... [k]

“After a short vowel, use... [ck]

“After two syllables, use a... [c]

“After a long vowel, use...” [ke]

†Lesson 61: Vowel y, Part 1 -----

Spell and Code:

fly, my, cry, frying, spying, flying

Lesson 62: Vowel y, Part 2 -----

Spell and Code:

fishy, frosty, fifty, candy, bumpy, try, tumble

Are you still having students “chop off” the suffix when spelling with suffixes? Are they still clapping the word when spelling 2-syllable words? They should be!

†Lesson 63: Combination er -----

Combination er is most often found at the end of a word. Telling students this will help them become proficient more quickly.

Spell and Code:

mister, tender, number, shelter, silver, lumpy, misty, finger*

Lesson 64: Trigraph igh -----

“Even though the /i/ sound is usually spelled ‘i-e’, today we will spell it ‘igh.’”

Spell and Code:

fight, sigh, flight, sight, right, winter, after, dusty

Lesson 65: Assessment -----

Play Teacher vs. Students (see p. 45)

Round 1 – Spell and Code:

ship, fell, stuff, tattle, bottle, title, puddle, candle, table, staple

Round 2 – Draw the Picture:

ble [bubble]

file [ruffle]

dle [candle]

tle [bottle]

gle [bugle]

Lesson 66: Compound Words -----

Have students identify each word in the compound word and then repeat the first word. (e.g., “Tell me the two words you hear in ‘backpack:’ [back]...[pack].”) This will help students spell each word more accurately.

Spell and Code:

dishpan, bathroom, toothbrush, bedtime, pinecone

Lesson 67: Suffixes -less, -ness, -ly -----

Students will spell more accurately if they practice isolating the suffix first.

Spell ONLY the suffix in each word:

hatless, sadness, manly, stiffly, blackness, homeless

Now spell the entire word (root word first!):

jobless, spotless, sadly, gladly, wetness, goodness, helpless

Lesson 68: Digraph *ai* -----

“Even though the /a/ sound is usually spelled ‘a-e,’ today we will spell it ‘ai.’”

Spell and Code:

rain, faint, painting, maids, softly, spotless, flatness, drain

†Lesson 69: Digraph *ay* -----

Spell and Code:

way, spray, paying, lays – “I keep using /ay/ at the end of a word! I’ll mix it up so you have to decide whether to use ‘ai’ or ‘ay.’”

pain, sprain, hay, saint, may, aim

Lesson 70: Assessment -----

Play Partner Relay (see p. 46)

Round 1 – Spell and Code:

silver, under, mister, by, spying, flying, fifty, bumpy, need, creepy

Round 2 – Draw the Picture:

y [cry]

y [candy]

Secret Message: 1st grade boys like bottles! (Do “1st” as a single letter/point.)

†Lesson 71: Combination *ar* -----

Spell and Code:

jar, star, cars, scarf, party, started,* marble*

Lesson 72: Digraph *ch* -----

Spell and Code:

lunch, chick, cheep, bench, march, smart, farmer,* charts*

†Lesson 73: Combination *or* -----

Spell and Code:

for, thorn, sports (trade ‘p’ for ‘n’ – what word?), forget, jar, hard, start, forty*

†Lesson 74: Combination *qu* -----

Spell and Code:

queen, quit (can you make ‘quit’ say ‘quite?’ [e]), quiver, quake, squid,* squint*

Lesson 75: Assessment -----

Play Teacher vs Students (see p. 45)

Round 1 – Spell ONLY the suffix:

hatless, safely, hotness, sleepless, madly, blackness, jobless

Round 2 – Spell the entire word (root word first!):

sadness, gladly, spotless, sickness, safely, beltless

Round 3 – Draw the Picture:

ai [rain] ay [hay]

†Lesson 76: Combination *ir* -----

Combination *ir* is most often found in the middle of a word. Telling students this will help them become proficient more quickly.

Spell and Code:

sir, third, first, dirty, shirts – “I keep using ‘ir!’ I’ll make it trickier...”

porch, forty, sharp, army

†Lesson 77: Combination *ur* -----

Combination *ur* is also most often found in the middle of a word. Tell students that today when they hear /r/, they will spell it ‘ur’ (not ‘ir’ or ‘er’).

Spell and Code:

burn, hurts, purple, turtle, turning – “I keep using ‘ur!’ I’ll make it trickier...”

short, cord, farms, yard

†Lesson 78: Cedilla *c* -----

This lesson is more manageable if it’s split into two lessons. In this first lesson, I only teach ‘c’ says /s/ in front of ‘e, i, and y.’

Spell and Code:

cinch, cell, center, city, Cindy,* fancy*

†Lesson 78b: Final *ss*; Final *ce* -----

In this lesson, I teach ‘ss’ after a short vowel (floss rule) and ‘ce’ after a long vowel. I don’t teach ‘se’ because it’s such an irregular spelling pattern at this age.

Spell and Code:

face, space, nice, rice – “I keep using long vowels! I’ll start making it trickier...”

pass, mess, lace, stress, trace, spice

†Lesson 79: Digraph *ow* -----

Spell and Code:

snow, glow (how can we make it say glowing? [ing]); flowing; window, slowly;
elbow

if time: horns, barnyard, mister, under

Lesson 80: Assessment -----

Play Boys vs Girls (see p. 45)

Round 1 – Spell and Code:

quit, quack, horn, stormy, chart, marble, barnyard,* bunkbed*

Round 2 – Draw the Picture:

ar [star]

or [horse]

†Lesson 81: Vowel Pattern *v-cv* with *a* -----

“Copy what I write, and then let’s code it together to see if you can read it.”

b-a-b-y

Spell and Code:

paper, lady, navy, crater, crazy

Lesson 82: Vowel Pattern v-cv with *i* and *e* -----

“Copy what I write, and then let’s code it together to see if you can read it.”

m-e-t-e-r

Spell and Code:

even, tiger, silent, tidy, relax, spider

Lesson 83: Vowel Pattern v-cv with *o* and *u* -----

“Copy what I write, and then let’s code it together to see if you can read it.”

r-o-d-e-n-t

p-u-p-i-l

Spell and Code:

unit, frozen, robot, bonus, fiber, crazy

Lesson 84: Vowel Pattern v-cv with Schwa *a* -----

“I’ll spell a word, you copy it, and let’s see if it makes more sense to code it with a macron or a schwa.”

a-d-o-p-t

a-w-a-y

a-c-o-r-n

Spell and Code:

along, abide, awoke

Lesson 85: Assessment -----

Play Teacher vs Students (see p. 45)

Round 1 – Spell and Code:

show, glowing, quit, quack, shake, sport, scorn, arch, sharply, winter, under

Round 2 – Draw the Picture:

ur [turtle]

ir [bird]

Lesson 86: Digraph *ea*, Part 1 -----

“Even though the /e/ sound is usually spelled ‘ee’, today we will spell it ‘ea’.”

Spell and Code:

eat, beach, feasted, dreaming, clean, leash, speak*

Lesson 87: Digraph *ea*, Part 2 -----

“Even though the /e/ sound is usually spelled ‘e’, today we will spell it ‘ea.’”

Spell and Code:

deaf, thread, breath, sweat – “What if I change the digraph’s sound? Can you do it?”

reach, heap, speak,* please*

†Lesson 88: Dropping Rule -----

“Copy the root word and suffix as I write it, but then you’ll have to figure out how to spell the whole word.”

☐ ☐ → Continue using boxes above words.

tape + ing = (students spell whole word)

rope + ing = _____

flake + y = _____

rake + ed = _____

spot + less = _____

sad + ness = _____

†Lesson 89: Diphthongs *oi, oy* -----

Spell and Code:

foil, boil, spoiled, points – “I keep using ‘oi’ in the middle! I better mix it up!”

joy, soy, moist, enjoy,* tomboy*

Lesson 90: Assessment -----

Play Partner Relay (see p. 46)

Round 1 – Spell and Code:

rover, frozen, silent, rider, gravy, lazy, meter, music, claps, crest, music

(Even though ‘music’ is on the actual assessment, it is included twice in the game because students will likely struggle to use long ‘u’ and final ‘c.’)

Secret Message: You wear smarty pants!

Lesson 91: Spelling with *oi* and *oy* -----

“Let’s write these words together on our white boards, but you decide to use ‘oi’ or ‘oy.’”

b___l, c___led, b___s

Spell and Code:

soil, joy, joint, pointed, Roy

Lesson 92: Vowel Pattern *vc-cvc-cv* -----

“Copy what I write, and then let’s code it together to see if you can read it.”

S-e-p-t-e-m-b-e-r

“Try spelling and coding this word on your own.” (Remember to have students clap each syllable and repeat the first syllable before they start spelling):

fantastic

Spell and Code:

boy, point, spoil, bake, making

†Lesson 93: Final Syllable *-tion* -----

Spell and Code:

lotion, station, potion, portion, section,* fraction*

Lesson 94: Digraph *ue* -----

Spell and Code:

blue, true, clue, glue, gluing,* argue*

Lesson 95: Assessment -----

Play Boys vs Girls (or Left vs Right, see p. 45)

Round 1 – Spell and Code:

soy, spoil, joint, rake, poke, shaking, poking, glow, slow, lark, sparked,*
jumped*

Round 2 – Draw the Picture:

ea [leaf]

ea [thread]

ea [steak]

†Lesson 96: Suffix -es -----

Spell and Code:

wishes, lunches, mixes, foxes – “This is too easy! I’m going to start mixing up suffix
–s and suffix –es!”

boils, fixes, smashes, farms, crunches

†Lesson 97: Diphthongs *ou, ow* -----

Spell and Code:

mouth, round, sprout, now, cow (add “boy” – what word? [cowboy]), plowing,
south, about*

Lesson 98: Spelling with *ou* and *ow* -----

“Let’s write these words together on white boards, but you decide to use ‘ou’ or ‘ow.’”

b____, p____ch, am____nt

Spell and Code:

grouchy, counting, wow, sounds, rounded

Lesson 99: Vowel Patterns *vc-ccv* and *vcc-cv* -----

“Copy what I write, and then let’s code it together to see if you can read it.”

f-a-r-t-h-e-r

“Try spelling and coding this word on your own.” (Remember to have students clap each syllable and repeat the first syllable before they start spelling):

partner, monster, hamster, lobster, subtract*

Lesson 100: Assessment -----

Play Teacher vs Students (see p. 45)

Round 1 – Spell and Code:

harp, charm, rescue, value, potion, nation, fill, spill, expert, fumble, expert

(Even though ‘expert’ is on the actual assessment, it is included twice in the game because students will likely struggle with ‘x’ and ‘er’ in the middle.)

Lesson 101: Digraph *au* -----

“Even though the /o/ sound is usually spelled ‘o’, today we will spell it ‘au.’”

Spell and Code:

vault, haunt (add suffix –ed; what word?), August, caution, laundry*

Lesson 102: Digraph *aw* -----

“Even though the /o/ sound is usually spelled ‘o,’ today we will spell it ‘aw.’”

Spell and Code:

jaw, law, straws, claw – “Let’s take a break from ‘aw’ and see how well you do...”
shout, couch, foil, toys

Lesson 103: “Wild Colt” Words -----

Spell and Code:

gold, scold, folding, mostly, mind, child, winding, blindness

Lesson 104: Digraph *oa* -----

“Even though the /o/ sound is usually spelled ‘o – e’, today we will spell it ‘oa.’”

Spell and Code:

boat, toast, throat, coach, roads, roaches, soapy

Lesson 105: Assessment -----

Play Partner Relay (see p. 46)

Round 1 – Spell and Code:

started, farmer, how, sprout, roping, make, making, hiked

Round 2 – Draw the Picture:

ou [mouse]

ow [cow]

Secret Message: Girls can ride cows 😊

Lesson 106: Digraph *ey* -----

“Even though the /e/ sound is usually spelled ‘ee’, today we will spell it ‘ey.’”

Spell and Code:

key, donkey, kidney, barley, holding, mostly, proud

†Lesson 107: Vowel Pattern *vc-v* -----

“Copy what I write, and then let’s code the word together to see if you can read it.”

s-l-i-v-e-r

“This time, I’ll spell the word, and you see if you can code it and read it by yourself.”

v-i-s-i-t

s-h-i-v-e-r

g-r-a-v-y (“Did I trick you? This one is split after the first vowel!”)

c-a-b-i-n

“Now, I’ll tell you the word, and you spell and code it.”

never, finish, clover, habit

Lesson 108: Digraph *ph* -----

“Even though the /f/ sound is usually spelled with ‘f’, today we will spell it ‘ph.’”

Spell and Code:

gopher, dolphin, graph, round, plow, soil, joy

†Lesson 109: Soft g -----

Spell and Code:

gem, digest, margin – “I keep using ‘g!’ I’ll make it trickier by mixing up ‘j’ and ‘g.’”

jog, just, gel, jumping, jade

Lesson 110: Assessment -----

Play Teacher vs Students (see p. 45)

Round 1 – Spell and Code:

lake, raking, smoking, foil, coiled, value, argue, nation, potion, spill, smelling

Round 2 – Draw the Picture:

au [faucet]

aw [straw]

†Lesson 111: Doubling Rule -----

“Copy the root word and suffix as I write it, but then you’ll have to figure out how to spell the whole word.”



→ Continue using boxes above words.

run + ing = (students spell whole word)

stop + ed = _____

fun + y = _____

stomp + ing = _____

hat + less = _____

rip + ed = _____

†Lesson 112: “Ghost Letter” Digraphs -----

Spell and Code:

“First let’s try a couple of ‘wr’ words:”

write, wrong

“Now let’s try a ‘gn’ word:”

gnash

“Now let’s try a couple of ‘kn’ words:”

knot, knit, knobs

“Let’s take a break from ghost digraphs and try some review words!”

spinning, tapping, robbed, hatless, sadness

Lesson 113: Spelling with the Doubling and Dropping Rules -----

These are the words the lesson recommends demonstrating on the board.

“Copy the root word and suffix as I write it, but then you’ll have to figure out how to spell the whole word.”

☐ ☐ → Continue using boxes above words.

drip + ed = (students spell whole word)

trade + ing = _____

melt + ed = _____

hide + ing = _____

sleep + less = _____

fun + y = _____

Lesson 114: Vowel Pattern v-cv, Part 2 -----

These are the words the lesson recommends demonstrating on the board.

“Copy what I write, and then let’s code the word together to see if you can read it.”

p-r-o-t-e-c-t

J-u-l-y

d-i-v-i-d-e

“Now, I’ll tell you the word and you spell and code it.”

pretend, hotel, patting, setting, sounds, wow

Lesson 115: Assessment -----

Play Boys vs Girls (see p. 45)

Round 1 – Spell and Code:

battle, riddle, cry, spying, trying, shake, baked, making, swift, spoons,
looped, spill, shell

†Lesson 116: Trigraph tch; Spelling with Final ch and tch -----

Spell and Code:

batch, ditch, munch, crunches (trade ‘n’ for ‘t’ – what word?), catching, pinched,
chips

†Lesson 117: Trigraph dge; Spelling with Final dge and ge -----

Spell and Code:

nudge, pledge, stage, rage, ledge, dodge, badges*

Lesson 118: Spelling with /ch/ and /j/ -----

These are [most of] the words the lesson recommends demonstrating on the board.

“Copy what I write, and then let’s see if you know whether to put ‘ch’ or ‘tch.’”

Du____, pun____, ba____, pea____, ran____, dren____, ma____, in____

“This time, let’s see if you know whether to put ‘ge’ or ‘dge.’”

gru____, ple____, hu____, ca____, hin____, bul____, pa____, ju____

Lesson 119: Digraph ie -----

Spell and Code:

chief, priest, shield, die, pies, large, edge, smudge, stretch

Lesson 120: Assessment -----

Play Teacher vs Students (see p. 45)

Round 1 – Spell and Code:

tapping, stopping, dropped, fishes, spell, spilled, passed, round, crouch,
cowboy

Round 2 – Draw the Picture:

gn [gnat]

kn [knot]

wr [wreath]

Lesson 121: Combination *wh* -----

Spell and Code:

whip, whisper, whine, whale, mouth, couch, coin, joint

†Lesson 122: Letter *A*, Part 2 -----

Spell and Code:

want, wander, squat, call, halls, wallet, swaps

Lesson 123: Digraph *ei* -----

Spell and Code:

weird, either, wanted, squashed, hatch, crutch, bunch

Lesson 124: Digraph *ew* -----

Spell and Code:

flew, threw, drew, screw, cashew, fudge, lodge, sage

Lesson 125: Assessment -----

Play Partner Relay (see p. 46)

Round 1 – Spell and Code:

bridge, sledge, page, nudge, rage, pitch, match, bunch, hopping, stepping

Round 2 – Draw the Picture:

ie [pie]

ie [shield]

Secret Message: Me want more fudge!

Lesson 126: Suffixes *-er, -est* -----

Spell and Code:

longer (trade 'l' for 'str' – what word?), shorter, smoothest, loudest, hardest, sweeter

Lesson 127: Suffix *-ful* -----

Spell and Code:

handful, harmful, playful, trunkful, louder, saddest, wettest, joyful

Lesson 128: Prefix *un-* -----

Spell and Code:

unfit, unlike, unpack (add '-ed' – what word?), helpful (add prefix 'un' – what word?), thankful, thickest, shortest, singer, rancher

Lesson 129: Prefixes *pre-, dis-*, -----

Spell and Code:

premix, preteen, dislike, dismount (add '-ed' – what word?), unripe, untidy, trustful, disinfect*

Lesson 130: Assessment -----

Play Left vs Right (see p. 45)

Round 1 – Spell and Code:

patch, scratch, crunch, fetch, lodge, badge, page, fluff, mess, still, sitting, flipping, jumping, hopping

Round 2 – Draw the Picture:

ei [receipt] ei [veil]

Lesson 131: Review of Consonant Digraphs -----

“Let’s see if we can use a consonant digraph in each word. Code it when you find it!”

trick, think, spring, shell, punch

These words are irregular; *tell* students the digraph that will be used:

gopher, gnome, knob, wrist

Lesson 132: Review of Vowel Digraphs -----

“Let’s see if we can use a vowel digraph in each word. Code it when you find it!”

sleep, peach [tell them peach has ‘ea’], brooms, spray, throw, draw

Lesson 133: Review of Combinations -----

“Let’s see if we can use a combination in each word. Code it when you find it!”

under, start, former, quiver, whips

These words are irregular; *tell* students the combination that will be used:

third, burn

Lesson 134: Review of Affixes -----

“Let’s see if we can use a suffix or prefix in each word. Code it when you find it!”

ships, stomping, filled, hatless, hardness, madly, unripe, prepay

Lesson 135: Assessment -----

Play Teacher vs Students (see p. 45)

Round 1 – Spell and Code:

steel, steepest, cape, stale, pale, stiff, gruff, whisper, thunder, by, my

Round 2 – Coding:

“Copy what I write and let’s see who’s better at coding these words!”

h-a-l-l-w-a-y

s-q-u-i-s-h

w-a-l-l-e-t

Lesson 136: Review of Diphthongs -----

“Let’s see if we can use a diphthong in each word. Code it when you find it!”

moist, joy, spoiled, soy, crouch, how, now, mouths

Lesson 137: Review of Final Syllables -----

“Let’s see if we can use a final syllable in each word. Code it when you find it!”

stable, simple, sniffle, juggle, rattle, potion

Lesson 138: Review of Trigraphs -----

“Let’s see if we can use a trigraph in each word.” [‘igh’ is irregular; *tell* students to use it for the /i/ sound today]:

sight, flight, catch, witches, punch, pledge, fudge, cage

Lesson 139: Review of Spelling Rules -----

Rather than doing white board practice, I just discuss each spelling rule and then have students spell the relevant word on the worksheet immediately following.

Example:

“Get ready to tell me the floss letters. They are:” [ff, ll, ss]

“By #11, spell ‘stuff.’”

Lesson 140: Assessment -----

Play Partner Relay (see p. 46)

Round 1 – Spell and Code:

mane, tune [tell them it’s ‘vowel-consonant-e,’ *not* digraph ‘oo,’ saying /oo/], dune, super, slipping, spinner, shaking, poking, careful*, boxful, careful,* try

(Even though ‘careful’ is on the actual assessment, it is included twice in the game because students will likely struggle to use ‘a-consonant-e’ with ‘r.’)

Secret Message: I love 1st grade stinkers! (Do ‘1st’ as a single letter/point.)

Assessment Games

These games are meant to review the spelling and phonics skills students have learned. They should take place immediately before an assessment during the normal block of “Phonics” time.

Teacher vs Students

- 1) The teacher and each student need a white board.
- 2) The teacher says a word, and the students *and* the teacher must SPELL AND CODE the word on their white boards (without showing each other!).
- 3) When [most] students are done, the teacher checks to see who has spelled and coded the word correctly.
- 4) The team with the correct answer gets a point. (If both teams are correct, then both teams get a point.)
- 5) The team with the most points at the end wins.*

* The purpose of this game is for the teacher to model correct and incorrect use of the spelling rules. This means that although the teacher may initially spell the word “bubble” correctly, she might spell “pebble” incorrectly [e.g., “peble”] so that the students have a chance to correct her errors and discriminate between accurate and inaccurate spelling patterns. *This is most effective if the teacher make those mistakes that the students are likely to make.* Students will be most motivated to play this game if the points are close throughout the game but then they take the win on the final word. 😊

Boys vs Girls (variation: Left Side of the Room vs Right)

- 1) Each student needs a white board, with girls sitting on one side and boys on the other.
- 2) The teacher says a word, and the students must SPELL AND CODE the word on their white boards.
- 3) When [most] students are done, the teacher checks to see which team has spelled and coded the word correctly.
- 4) The team with the correct answer gets a point. (If both teams are correct, then both teams get a point.)
- 5) The team with the most points at the end wins.*

* The purpose of this game is for the students to help their teammates spell and code the words correctly. Students must let each other finish spelling and coding the word, but then they can “look around” and help each other correct any errors. Students will be most motivated to play this game if the points are close throughout the game but then they tie on the final word.

Tip: As a female teacher, I always tell the girls that I want them to win, and then from the front of the room, I occasionally whisper clues to help correct errors. Of course the boys can also hear me, but whispering as though I don’t want them to hear only increases the chance that both teams listen!

Partner Relay

- 1) Students sit in pairs. They each need their own marker/eraser, but they share a white board.
- 2) The teacher says a word, and the students take turns with their partner to spell and code the word.

Each person may only write ONE LETTER or do ONE CODING MARK at a time. For example, the word “nest” would go:

Partner A: **n**; Partner B: **e**; Partner A: **S**; Partner B: **t**; Partner A: **breve** above the “e”

- 3) When [most] students are done, the teacher draws a student stick.
- 4) If that student and his/her partner have spelled and coded the word correctly, they earn a letter toward the “secret message” on the board.

Partners should alternate who starts first (e.g., if Partner A went first in the word “nest,” Partner B goes first for the word “bump”).

- 5) As soon as the secret message is spelled, the game is over.

(Since it’s difficult to find messages with exactly the right number of letters, I usually choose a phrase that’s too long. Then, when we have finished both rounds, I tell students that they’ve done such a great job that I’ll give them the rest of the message.)

* The purpose of this game is for the students to prompt and help each other. This means that students must be paired with someone of similar ability, with struggling students sitting close to the teacher so she can prompt them during the game.

Supplemental Worksheets

Some of the Saxon Phonics lessons cover too much content to be effectively taught in a single lesson. The supplemental worksheets are meant to allow the teacher to split such lessons into 2-3 days.

A script is not included with these lessons because they should follow the same general outline that all other Saxon lessons follow (see below). Explaining the content associated with each supplemental lesson is left to the skill and discretion of the teacher.

Saxon Phonics – Master Outline

Letter / Picture / Affix cards

Worksheet

#1 – 10 (spelling sounds)

#11 – 12 (review words)

_____ put worksheet aside _____

New Increment

White Board Practice

New Letter / Picture / Affix cards

_____ finish worksheet _____

Worksheet

#13 (new spelling sound)

#14 – 16 (new-skill words)

#17 – 21 (code as class; read as class)

#22 – 26 (code as class; raise hand when know it)

Note: It is recommended that **phonemic awareness** and **sight words** practice are done outside of this lesson time in order to prevent students having mental fatigue for the new increment.