

Grade 1

Phonics Word Study Workshop
Student Activities
Unit 2 Week 1

Day 1

Grade 1

Unit 2 | Week 1 | Day 1

Focus

Read, listen, or view:

- ❑ Heidi song: **Letter E Song**
- ❑ Interactive Learning Game:
Short e



Grade 1

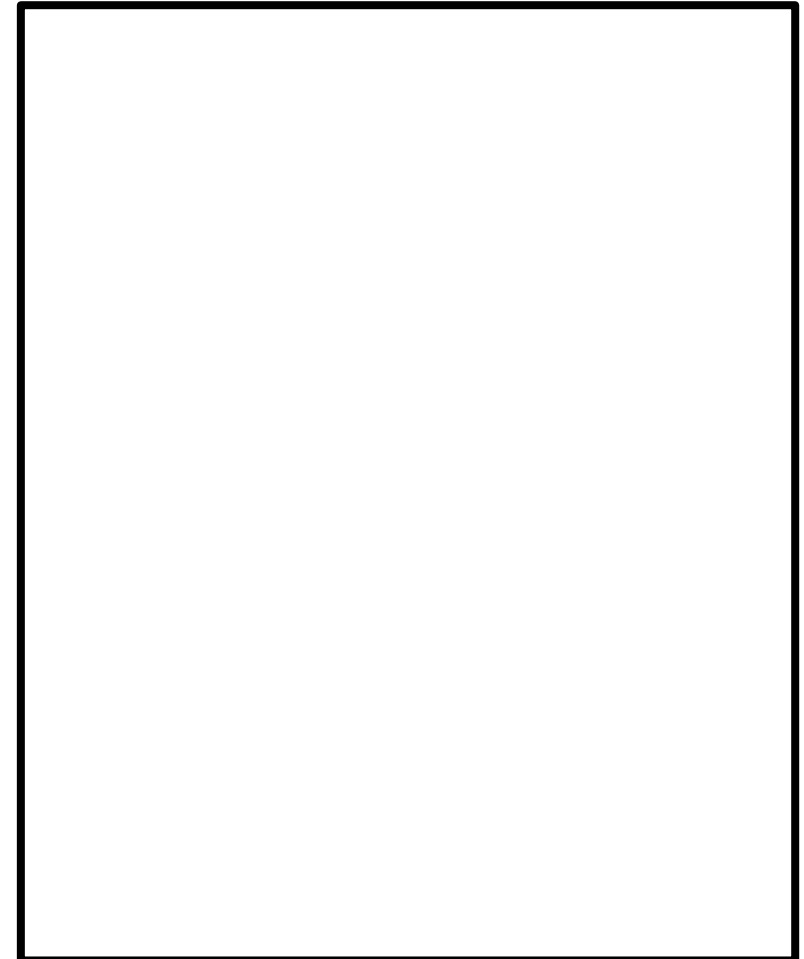
Unit 2 | Week 1 | Day 1

Practice

Listen, think, and write about the following:

- Listen to the **short e** sound in each word: **egg, bed, leg, set, peck, well, pet, wet.**
- Write the letters that stand for the sound **short e** as you say the sound.
- Listen to, sing and dance to the Heidi song.
- Play the interactive game working on the sound that you learned.

**You may capture your thinking below
or in your ebook in Benchmark Universe.*



Great job!

See you tomorrow.

Day 2

Grade 1

Unit 2 | Week 1 | Day 2

Focus

Read, review, and practice:

- Read, review, and practice the High Frequency Word Routine with the following words: **are, said, two, look, my.**

High Frequency Word Routine

STEP 1: Say

Example: Point to the word. This is the word **boy**.

What is the word?

STEP 2: Spell

Example: The word **boy** is spelled **b-o-y**. Spell the word as I point to each letter: **b-o-y**.

STEP 3: Read

Example: Now read and spell the word **boy**.

STEP 4: Write

Example: Write the word **boy** as you spell it aloud.

STEP 5: Practice

Example: Use the word **boy** in an oral sentence.

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Practice

Listen, read, and write about the following:

- Read the High Frequency words: **are, said, two, look, my.**
- Say or write a sentence for each word.
- Listen to the Heidi Song for the words: **are, said.**



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You did it!

Wahoooo

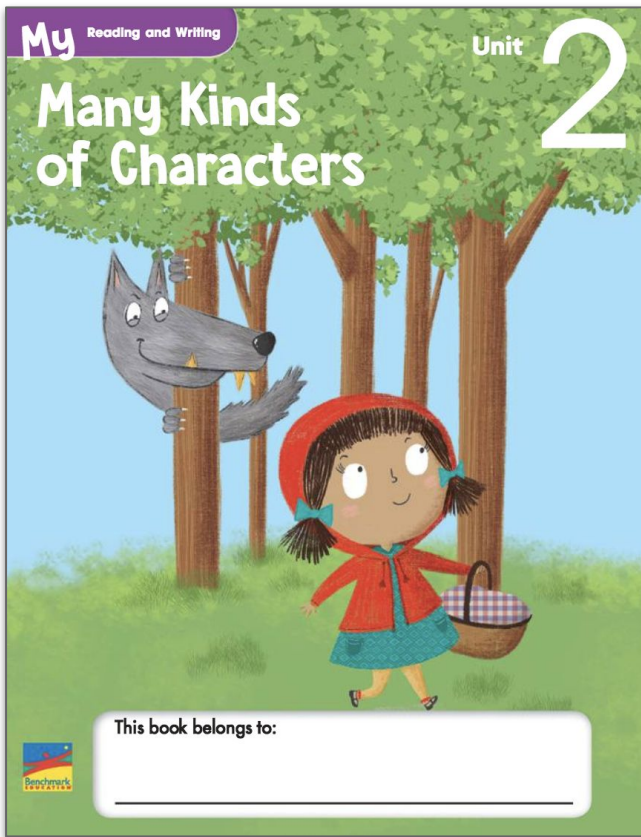
Day 3

Grade 1

Unit 2 | Week 1 | Day 3

Focus

Read *We Read & We Write: Look in a Book!* from *My Reading and Writing*, pages 4–7.



We Read

Look in a Book!

Reading a book is a very big treat. Who knows what will happen or whom you will meet?

You may meet a girl in a little red hood. You may meet a wolf who is up to no good!

You may meet three bears who are out for a walk. You may meet a boy with a giant beanstalk!

There's so much to see, if you know where to look. So make some new friends

We Write

Favorite Character

My favorite character from the story is _____

Vocabulary Word Bank

book	read	boy
girl	wolf	eyes

Dictation Model

	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

Apply

1. _____

2. _____

3. _____ 4. _____

5. _____

6. _____

7. _____

Grade 1

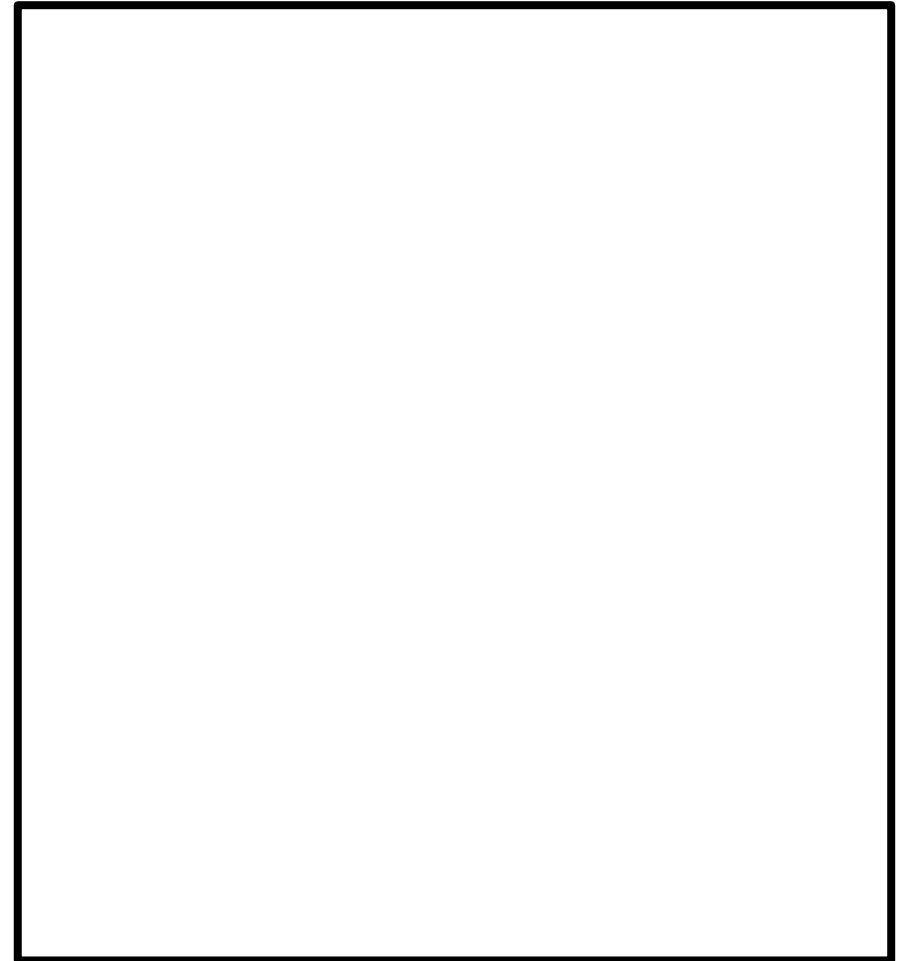
Unit 2 | Week 1 | Day 3

Practice

Think, talk, and write about the following:

- ❑ **Pages 4–5** Circle words with **short e**.
- ❑ **Pages 4–5** Underline the name of one character.
- ❑ **Page 6** Write about your favorite character from the story. Use the word bank to help you.
- ❑ **Page 7** Write the words **red** and **bed**, one letter per box and on the lines.
- ❑ **Page 7** Write a sentence for the word **red** or **bed**.

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Awesome!

Nice work today.

Day 4

Grade 1

Unit 2 | Week 1 | Day 4

Focus

Read the Decodable Text: *When Red Hen Fell*.



Grade 1

Unit 2 | Week 1 | Day 4

Practice

Think, talk, and write about the following:

- Page 9** Read the **short e** words.
- Page 9** Find the words **look**, **my**, **said**, and **two** in the book.



Short e		
bed	Jed	Ted
bell	leg	vet
Ben	Meg	well
fell	met	wet
get	Nell	
Hen	Red	

Can you find these words in the book?

look	my	said	two
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Looking good!

Keep up the great work.

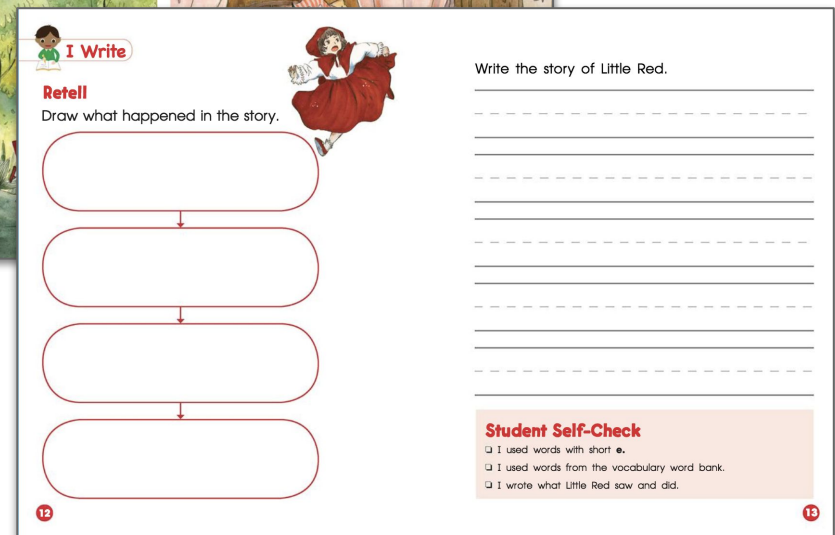
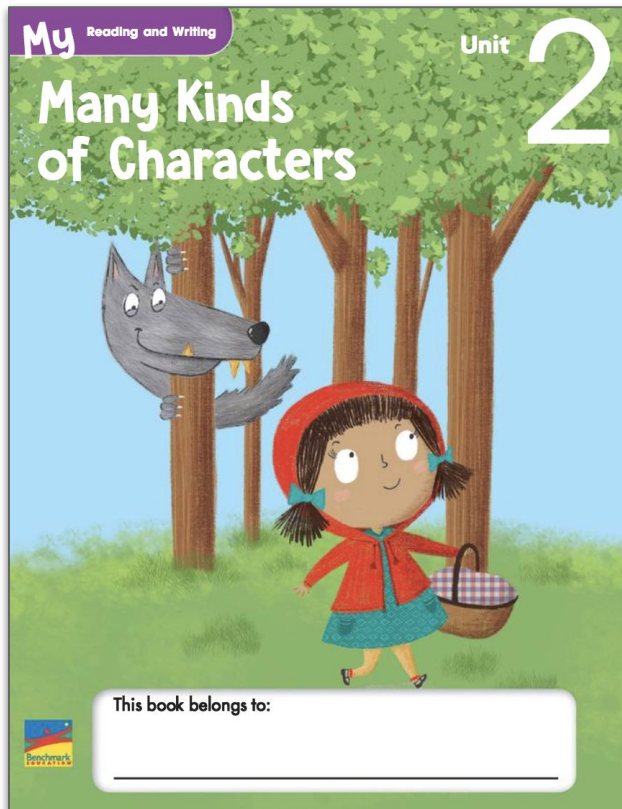
Day 5

Grade 1

Unit 2 | Week 1 | Day 5

Focus

Read I Read & I Write: **Little Red** from My Reading and Writing, pages 8–13.



Grade 1

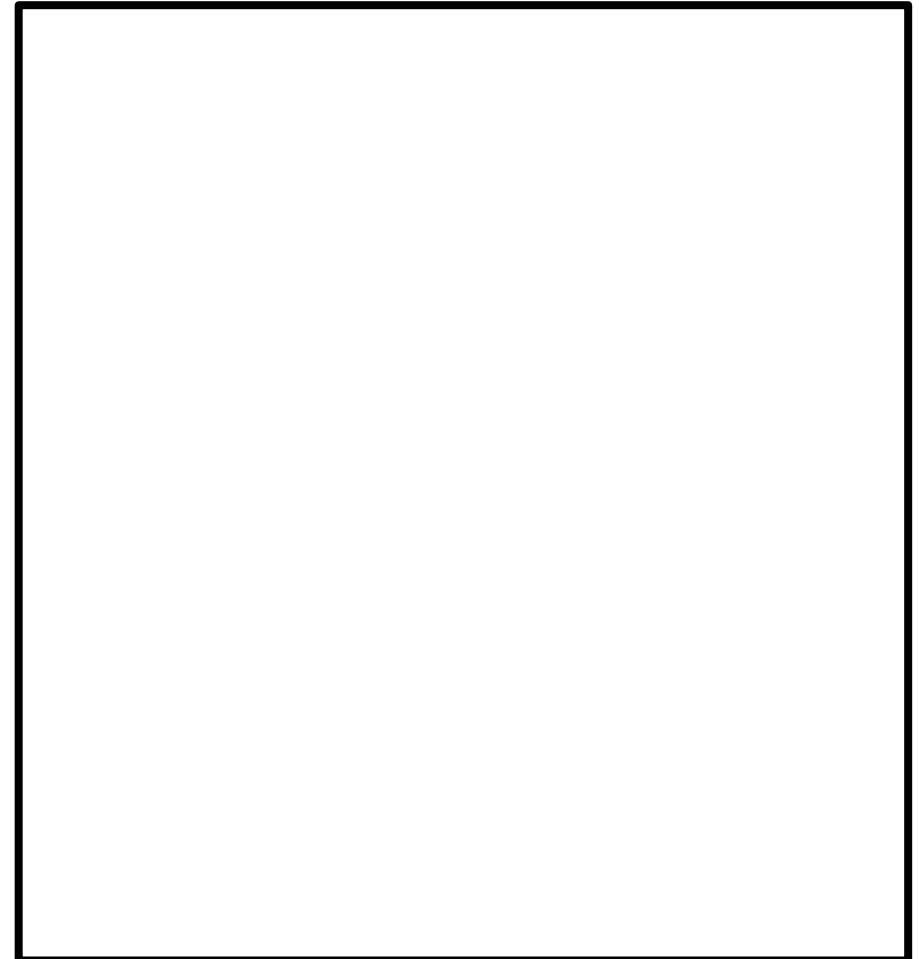
Unit 2 | Week 1 | Day 5

Practice

Think, talk, and write about the following:

- Read the text aloud.
- Pages 8–11** Circle words with short e.
- Retell what Little Red did.
- Page 12** Draw what happened in the story.
- Page 13** Write what happened in the story.

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Great week!

See you soon.