

# Speling Notes for Parents 

*Students will study a phonetic element (i.e. short a) and will be given a list of 8 words using this element. They will learn to read and write many words with this element (not just the 8 words on the list). At the end of the week, we will have a spelling check up over the words on the list (and randomly selected words containing previously learned phonetic elements).
*Once we have finished a spelling unit, all future spelling check-ups will contain randomly selected words from these previously studied units. (i.e. Once we finish the short a unit, random short A words will be on the spelling check up. )
*The goal for first grade spelling is mastery of various phonetic elements. Once we study short A chunks, students should be able to spell any word with a short A chunk. This means that the word "sad" could be on the check-up even though it was not on the short A spelling list.
*In addition to the phonetic units, first graders will work to master the spelling of common sight words. Randomly selected sight words will also be included on the spelling check-up after we have studied and chanted them.

*This packet contains all the phonetic spelling lists and the sight words (and the chants to help remember how to spell them). We have already worked on the first page of the sight words and will add 3-4 new sight words each week.

First Grade Spelling Lists


|  |  |
| :---: | :---: |
|  |  |
|  |  |
|  |  |
|  |  |

# Sight Words To Spell 

"capital I, capital I, I starts with a capital I!"
goo "go" goo "go" goo goo goo "go"
"a-n-d, and again, and again"
have "h-a-v, don't forget the $e$ "
" $g$-est, get that e, get that e"
"don't say u-v, you say oof, oof, oof, of"
sOme "s-o-m-e, give some to me!"
yOu "y-o-u, you, you, you!"
do "do, what should we do? What should we do?"
come "c-o-m-e, come to me!"
they
"there is no A in they, there is no A in they, $t-h-e-y$, there is no $A$ in they"
(farmer in the dell is the tune)
went "w-e-n-t, we went to the zoo"
"f-o-r is that for YOU or for ME?

What "w-h-a-t, what is THAT in the HAT?"
OUt "out says out you gop"

WaS "W-a-s, w-a-s, there is no letter $U$ in was, $w-a-s "$
(Three Blind Mice is the tune)
Who "w-h-o, whoop, whoop"
there "where? where? where? t-h-e-r-e, there"
want
" $\mathrm{W}-\mathrm{a}-\mathrm{n}-\mathrm{t}$, I want to go on a picnic but I don't want an ant!"
goes "g-o-e-s, there goes the $-\mathrm{e}-\mathrm{s}$ "
"s-a-i-d, dot that i, dot that i"
could "c-o-u, could not forget the $-1-\mathrm{d}$ "
does "d-o-e-s, she does, he does, she does, he does"
why
" $w-h-y$, why is there a $w, h$ ?"
little "-it (pause), tile, what a little e"
put "p-u-t, pu (plug your nose) -t"
are "a-r-e, ARARAR but don't forget the E"
friend "f-r-i, e-n-d, a friend until the end"
people "p-e-o, p-te, people, people, everywhere"
Would "W-o-u, would not forget the --ld"
school "s-c-ch, o-ol, school, school, school"
think "th, intr, I should think about ti"
work "work, work or else"

when "where, when, when will we kiss a hen?"
give "give, give et an $E$, give it an $E$ "
Were "were, we were at school"
before "b-e-f, ore, before, before, but don't forget the $E$ "
Walk "w-a-k, you walk to the $L$, ई you walk to the $K$ "
because "b-e-c-au-s-e, because, because, because you see!"
should "s-h-o-u, should not forget the --d"
"b-u-y, you buy it, U buy it!"
from "f-r-O-m, Oh, it's from me!"
pretty "p-r-e-tt-y, what a pretty e""
gYm "Y is there a $G, a G, a G$ ? Why is there $a G, a G$ in gym?" orth "o-t-h-er, other, other, other!" "o-f-f, get off, get off, get off!"


