

Foundational Skills: Bridge to Reading

Pacing Guide: 1st Grade

Unit 1 Bridge to Reading: Weeks 1-4

IB Unit: Who We Are

Next Generation Standards

Foundational Skills:

1RF1: Demonstrate understanding of the organization and basic features of print.

1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1RF3: Know and apply phonics and word analysis skills in decoding words.

1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.

Reading: 1R1: Develop and answer questions about key ideas and details in a text. (RI&RL)

Speaking and Listening:

1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

Language:

1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

Conventions of Academic English/Language for Learning:

-L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

Instructional Supports

[Unit 1 Concepts and Materials Video](#)

[BTR Weekly Parent Newsletter \(English\)](#)

[BTR Weekly Parent Newsletter \(Spanish\)](#)

Unit 1 Learning Objectives

Phonics: I can decode and encode CVC and VC words.

Phonemic Awareness: I can break apart individual sounds (phonemes) of words.

Weekly Assessment: Day 5

Phonics Concepts: Word Dictation, Sentence Dictation, and Red Words

Hempstead SY 2025-26

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Explicit Instruction Phonics</u>	<u>Red Words</u>	<u>Text</u>
9/1/25 Holiday Labor Day		Routines/Procedures/Assessments				
9/8/25		Routines/Procedures/Assessments				
9/15/25	<u>Days 1-5</u> Week 1	Rhyme Recognition Isolate initial sounds Isolate final sounds Blend Syllables Segment words into Syllables Add, Delete, & Substitute Syllables		Review Consonants and Vowels	the to do and was	Sam and Pam Nap
9/22/25 Holiday Rosh Hashanah	<u>Days 1-5</u> Week 2	Rhyme Recognition Isolate initial sounds Isolate final sounds Blend Syllables Segment words into Syllables Add, Delete, & Substitute Syllables		Review Consonants and Vowels	for or is has his of	A Cap for Tim
9/29/25	<u>Days 1-3</u> Week 3	Rhyme Recognition Isolate initial sounds Isolate final sounds Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes		<u>Week 3</u> Short vowels: VC and CVC words Closed Syllables	are, we, me, be, like, look	Be Like Me
10/6/25	<u>Days 3 and 4</u> Week 3 <u>Days 1-3</u> Week 4	Rhyme Recognition Isolate initial sounds Isolate final sounds Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes		<u>Week 4</u> Short vowels: VC and CVC words Closed Syllables; endings ing, s with no spelling changes	<u>Week 4</u> see, my, by, go, no, so	My Dog Pug

Unit 2: Bridge to Reading Weeks: 5-10

IB Unit: How We Organize Ourselves

Next Generation Standards

Foundational Skills:

1RF1: Demonstrate understanding of the organization and basic features of print.

1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1RF3: Know and apply phonics and word analysis skills in decoding words.

1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.

Reading:

1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

Speaking and Listening:

1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

Language:

1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

Conventions of Academic English/Language for Learning:

-L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

Instructional Supports

[Unit 2 Concepts and Materials Video](#)

[BTR Weekly Parent Newsletter \(English\)](#)

[BTR Weekly Parent Newsletter \(Spanish\)](#)

Unit 2 Learning Objectives

Phonics: I can decode and encode consonant digraphs. I can decode and encode words with endings.

Phonemic Awareness: I can break apart individual sounds (phonemes) of words.

Fluency: I can read with accuracy using the appropriate pace, and expression.

Weekly Assessment: Day 5

Phonics Concept: Word Dictation, Sentence Dictation, and Red Words

Fluency: Accuracy, Rate, Tone, Volume/Stress, and Phrasing

[Fluency Norms](#)

Hempstead SY 2025-26

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction Phonemic Awareness</u>	<u>Explicit Instruction Fluency</u>	<u>Explicit Instruction Phonics</u>	<u>Explicit Instruction Red Words</u>	<u>Text</u>
10/13/25 Holiday Columbus Day	<u>Days 4 and 5</u> Week 4 <u>Days 1 and 2</u> Week 5	Rhyme Recognition Isolate initial sounds Isolate final sounds Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes	Rate	<u>Week 5</u> Consonant Digraphs: sh, ch	<u>Week 5</u> said, what, he, she	Chet and Roz
10/20/25	<u>Days 3-5</u> Week 5 <u>Days 1 and 2</u> Week 6	Rhyme Recognition Isolate initial sounds Isolate final sounds Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes	Rate/Accuracy	<u>Week 6</u> Consonant Digraphs: th voiced and unvoiced, wh	<u>Week 6</u> why, they	Why Rush?
10/27/25	<u>Days 3- 5</u> Week 6 <u>Days 1-2</u> Week 7	Rhyme Recognition Isolate initial sounds Isolate final sounds Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes	Accuracy/ Intonation	<u>Week 7</u> Consonant Digraphs: ch, ck; trigraph tch, plural ending -es, inflectional ending ed with no spelling changes	<u>Week 7</u> where, there	The Camping Trip
11/3/25 Holiday Election Day & Professional Development Days	<u>Days 3-5</u> Week 7 <u>Day 1</u> Week 8	Blend Phonemes Isolate Medial Phonemes (Vowels) Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes	Intonation/ Volume and Stress	<u>Week 8</u> -ll, -ss, -ff, -zz; qu	<u>Week 8</u> off, their	Hen and Duck
11/17/25 Holiday Veterans Day	<u>Days 2- 5</u> Week 8	Blend Phonemes Isolate Medial Phonemes (Vowels) Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes	Volume/Stress	<u>Week 8</u> -ll, -ss, -ff, -zz; qu	<u>Week 8</u> off, their	Hen and Duck

Hempstead SY 2025-26

11/24/25 (2 Full Days) Holiday Thanksgiving	<u>Assessments</u> <u>Review</u> Days 1-3	Units 1 and 2				
12/1/25	<u>Days 1-5</u> Week 9	Blend Phonemes Isolate Medial Phonemes (Vowels) Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes	Phrasing	<u>Week 9</u> -nk, -ink, -ank, -unk, -onk	<u>Week 9</u> think, thank, here	Too Much Junk
12/8/25	<u>Days 1-5</u> Week 10	Blend Phonemes Isolate Medial Phonemes (Vowels) Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes	Rate	<u>Week 10</u> -ng, -ing, -ong, -ung, -ang	<u>Week 10</u> have, give, live	Ren Can Sing <u>Decodable Books</u> Socks That Match? When an Egg Hatches Jack's Junk What Is a Dock?

Unit 3: Bridge to Reading Weeks: 11-16

IB Unit: How We Organize Ourselves

Next Generation Standards

Foundational Skills:

1RF1: Demonstrate understanding of the organization and basic features of print.

1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1RF3: Know and apply phonics and word analysis skills in decoding words.

1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.

Reading:

1R9: 1R2: Identify a main topic or central idea in a text and retell important details. (RI&RL)

Speaking and Listening:

1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

Language:

1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

Conventions of Academic English/Language for Learning:

-L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

Instructional Supports

[Unit 3 Concepts and Materials Video](#)

[BTR Weekly Parent Newsletter \(English\)](#)

[BTR Weekly Parent Newsletter \(Spanish\)](#)

Unit 3 Learning Objectives

Phonics: I can decode and encode CVCe words, consonant blends, and consonant clusters. I can decode and encode words with final consonant blends.

Phonemic Awareness: I can break apart individual sounds (phonemes) of words.

Fluency: I can read with accuracy using the appropriate pace, and expression.

Weekly Assessment: Day 5

Phonics Concept: Word Dictation, Sentence Dictation, and Red Words

Fluency: Accuracy, Rate, Tone, Volume/Stress, and Phrasing

Fluency Norms

I can decode and encode complex vowels, contractions, diphthongs and silent letters. I can decode and encode words with suffixes.

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Explicit Instruction Phonics</u>	<u>Red Words</u>	<u>Text</u>
12/15/20 Week Before Holiday	<u>Days 1-5</u> Week 11	Blend Phonemes Isolate Medial Phonemes (Vowels) Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes	Accuracy	<u>Week 11</u> CVCe long a, long i	<u>Week 11</u> your, yours, who, whose	Whose Is This?
Holiday 12/22/25 to 1/2/26						
1/5/26	<u>Days 1-5</u> Week 12	Blend Phonemes Isolate Medial Phonemes (Vowels) Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes	Intonation	<u>Week 12</u> CVCe long o, long u, long e, inflectional ending -ed with spelling changes	<u>Week 12</u> these, those, use, does	June's Day

Hempstead SY 2025-26

1/12/26	<u>Days 1-5</u> Week 13	Blend Phonemes Isolate Medial Phonemes (Vowels) Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes	Volume and Stress	<u>Week 13</u> Consonant Blends: l and s blends	<u>Week 13</u> always, one, once, two	The Foxes and the Shed
1/19/26 Martin Luther King Day	<u>Days 1 -4</u> Week 14	Blend Phonemes Isolate Medial Phonemes (Vowels) Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes	Phrasing	<u>Week 14</u> Consonant Blends: r blends; Hard c, Soft c, Hard g, Soft g	<u>Week 14</u> from, pretty, good	Grace Drives a Truck
1/26/26	<u>Day 5</u> Week 14 <u>Days 1-4</u> Week 15	Blend Phonemes Isolate Medial Phonemes (Vowels) Segment words into Phonemes Add, Delete, & Substitute Initial Phonemes	Rate	<u>Week 15</u> Final Consonant Blends: -nt, -nd, -mp	<u>Week 15</u> want	The Camping Trip
2/2/26 Conference Days	<u>Day 5</u> Week 15 <u>Days 1-3</u> Week 16	Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Final Phonemes	Accuracy	<u>Week 16</u> Consonant Clusters: spl-, spr-, scr	<u>Week 16</u> come, some, done	Scruff the Cat <u>Decodable Book</u> The Cluck Cluck Club

Unit 4 Bridge to Reading: Weeks 17-22

IB Unit: How We Express Ourselves

Next Generation Standards:

Foundational Skills

1RF1: Demonstrate understanding of the organization and basic features of print.

1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1RF3: Know and apply phonics and word analysis skills in decoding words.

1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.

Reading: 1R9: Make connections between self and text (texts and other people/ world). (RI&RL)

Speaking and Listening:

1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

Language:

1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

Conventions of Academic English/Language for Learning:

-L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

Instructional Supports

[Unit 4 Concepts and Materials Video](#)

[BTR Weekly Parent Newsletter \(English\)](#)

[BTR Weekly Parent Newsletter \(Spanish\)](#)

Unit 4 Learning Objectives

Phonics: I can decode and encode r-controlled vowels. I can decode and encode vowel teams.

Phonemic Awareness: I can break apart individual sounds (phonemes) of words.

Fluency: I can read with accuracy using the appropriate pace, and expression.

Weekly Assessment: Day 5

Phonics Concept: Word Dictation, Sentence Dictation, and Red Words

Fluency: Accuracy, Rate, Tone, Volume/Stress, and Phrasing

Fluency Norms

<u>Date:</u>	<u>Day</u>	<u>Phonemic Awareness</u>	<u>Fluency</u>	<u>Phonics</u>	<u>Red Words</u>	<u>Text</u>
2/9/26 Week before Holiday Recess	<u>Days 4 and 5</u> Week 16 <u>Days 1-3</u> Week 17	Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Final Phonemes	Accuracy/ Intonation	<u>Week 17</u> r-Controlled Vowels: ar, er	<u>Week 17</u> far, start, her, under	Barb's Farm
Holiday 2/16/26						
2/23/26	<u>Days 4 and 5</u> Week 17 <u>Review Days</u> 1-3	Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Final Phonemes	Intonation/ Volume and Stress	<u>Week 17</u> r-Controlled Vowels: ar, er	<u>Week 17</u> far, start, her, under	Barb's Farm
3/2/26	<u>Days 1-5</u> Week 18	Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Final Phonemes	Volume and Stress	<u>Week 18</u> r-Controlled Vowels: or, ir, ur	<u>Week 18</u> first, hurt, after, over	Baby Bird's First Flight

Hempstead SY 2025-26

3/9/26	Days 1-5 Week 19	Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Final Phonemes	Phrasing	Week 19 Vowel Teams: ai, ay, oa, oe	Week 19 been , play, way, say	May We Play?
3/16/26	Days 1-5 Week 20	Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute within Words	Rate	Week 20 Vowel Teams: ee, ea, ey	Week 20 very, every, please, three	A Very Nice Day
3/23/26	Days 1-5 Week 21	Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute within Words	Accuracy	Week 21 Vowel Teams: ie, -igh; y as a vowel	Week 21 put, pull, full	A Sky Full of Kites
3/30/26 Week Before Holiday	Days 1-5 Week 22	Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute within Words	Intonation	Week 22 Vowel Teams: ue, ui	Week 22 old, cold, were, four	A Suit for Sue Decodable Books Life Skills for Kids Road Signs Spring Has Sprung

Unit 5 Bridge to Reading: Weeks 23-28

IB Unit: Where We Are in Place and Time

Next Generation Standards

Foundational Skills:

1RF1: Demonstrate understanding of the organization and basic features of print.

1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1RF3: Know and apply phonics and word analysis skills in decoding words.

1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.

Reading: 1R9: Make connections between self and text (texts and other people/ world). (RI&RL)

Speaking and Listening:

1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

Language:

1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

Conventions of Academic English/Language for Learning:

-L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

Instructional Supports

[Unit 5 Concepts and Materials Video](#)

[BTR Weekly Parent Newsletter \(English\)](#)

[BTR Weekly Parent Newsletter \(Spanish\)](#)

Unit 5 Learning Objectives

Phonics: I can decode and encode complex vowels. I can decode and encode diphthongs. I can decode and encode words with silent letters. I can decode and encode words with prefixes.

Phonemic Awareness: I can break apart individual sounds (phonemes) of words.

Fluency: I can read with accuracy using the appropriate pace, and expression.

Weekly Assessment: Day 5

Phonics Concept: Word Dictation, Sentence Dictation, and Red Words

Fluency: Accuracy, Rate, Tone, Volume/Stress, and Phrasing

Fluency Norms

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction Phonemic Awareness</u>	<u>Explicit Instruction Fluency</u>	<u>Explicit Instruction Phonics</u>	<u>Explicit Instruction Red Words</u>	<u>Text</u>
4/6/26 Holiday						
4/13/26	<u>Days 1-5</u> Week 23	Blend Phonemes Segment words into Phonemes Add & Delete Final Phonemes Substitute Phonemes within Words	Volume and Stress	<u>Week 23</u> Complex Vowels: ew, oo	<u>Week 23</u> new, soon, because	New Boots
4/20/26 Assessment Week	<u>Days 1-5</u> Week 24	Blend Phonemes Segment words into Phonemes Add & Delete Final Phonemes Substitute Phonemes within Words	Intonation	<u>Week 24</u> Complex Vowels: oo, ou Contractions: n't, 's, 'm, 'll	<u>Week 24</u> could, would, should	A Good Book
4/27/26	<u>Days 1-5</u> Week 25	Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Accuracy	<u>Week 25</u> Complex Vowels: au, aw, all, alk Suffixes: -less, -ful	<u>Week 25</u> walk, talk, work	Our Walks Together

Hempstead SY 2025-26

5/4/26 Conference Days and Math Assessment Week	<u>Days 1-5</u> Week 26	Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Phrasing	<u>Week 26</u> Diphthongs: oi, oy	<u>Week 26</u> any, many, only	The Boy Next Door
5/11/26	<u>Days 1-5</u> Week 27	Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Rate	<u>Week 27</u> Diphthongs: ou, ow	<u>Week 27</u> don't, little, laugh, again	Don't Make Me Laugh
5/18/26	<u>Days 1-5</u> Week 28	Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Volume and Stress	<u>Week 28</u> Silent letters: gn, wr, kn, mb Prefixes un-, re	<u>Week 28</u> know, knew, write	Wren and Cow

Unit 6 Bridge to Reading: Weeks 29-34

IB Unit: How the World Works

Next Generation Standards:

Foundational Skills

1RF1: Demonstrate understanding of the organization and basic features of print.

1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1RF3: Know and apply phonics and word analysis skills in decoding words.

1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.

Reading: 1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

Speaking and Listening:

1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

Language:

1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

Conventions of Academic English/Language for Learning:

-L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*

Instructional Supports

[Unit 6 Concepts and Materials Video](#)

[BTR Weekly Parent Newsletter \(English\)](#)

[BTR Weekly Parent Newsletter \(Spanish\)](#)

Unit 6 Learning Objectives

Phonics: I can decode and encode compound words. I can use syllable division to decode words.

Phonemic Awareness: I can break apart individual sounds (phonemes) of words.

Fluency: I can read with accuracy using the appropriate pace, and expression.

Weekly Assessment: Day 5

Phonics Concept: Word Dictation, Sentence Dictation, and Red Words

Fluency: Accuracy, Rate, Tone, Volume/Stress, and Phrasing

[Fluency Norms](#)

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction Phonemic Awareness</u>	<u>Explicit Instruction Fluency</u>	<u>Explicit Instruction Phonics</u>	<u>Explicit Instruction Red Words</u>	<u>Text</u>
5/25/26 Holiday Memorial Day	<u>Days 1-4</u> Week 29	Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Phrasing	<u>Week 29</u> -ge, -dge; Compound Words	<u>Week 29</u> Review	The Afternoon Storm
6/1/26	<u>Days 1-5</u> Week 30	Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Rate	<u>Week 30</u> Syllable Division: Closed Syllables	<u>Week 30</u> Review	Picnic Plans
6/8/26	<u>Days 1-4</u> Week 31	Intervention Instruction: Blend Phonemes Segment words into Phonemes Add, Delete, & Substitute Phonemes	Rate/Accuracy	<u>Week 31</u> Syllable Division: Consonant +le (Closed Syllable)	<u>Week 31</u> Review	Uncle Ted's Visit

Hempstead SY 2025-26

6/15/26 Holiday Juneteenth	<u>Day 5</u> Week 31 <u>Days 1-3</u> Week 32		Accuracy/ Intonation	<u>Week 32 Review</u> Syllable Division: Closed and Open Syllables; Consonant + le	<u>Week 32</u> Review	The Little Magpie
6/22/26 Last Week of School	<u>Day 5</u> Week 33 and 34		Volume and Stress	<u>Week 33 Review</u> Review: Short and long vowels, Consonant Digraphs Review: Vowel teams, r- Controlled Vowels, Complex Vowels, Diphthongs	<u>Week 33</u> Review	Thank you, Granddad The New Kid <u>Decodable Books</u> Hedgehog Tastes a Rainbow Lil Dreams of Music Knit Frog, Tink The Moon is Missing