Congratulations on your purchase of this Really Good Stuff® The Only Word Wall Words You’ll Ever Need for First Grade Set. This is a collection of 130 Word Cards to help students learn high-frequency words; it also includes words with the most frequently used word patterns. This Set has been created by Patricia M. Cunningham and Dorothy P. Hall to support their First Grade Word Wall lists (1997, 2008) and the first word wall suggested in What Really Matters in Spelling by Patricia M. Cunningham (Pearson, 2011).

This Really Good Stuff® product includes:
- 130 Word Cards, laminated
- 26 Alphabet Letter Header Cards, laminated
- 26 Alphabet Divider Cards
- Storage Box
- This Really Good Stuff® Teaching Guide

Before introducing the Word Wall First Grade Set, make copies of this Really Good Stuff® Teaching Guide and file a copy for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com.

What Is a Word Wall?
A word wall is a designated place in your classroom where you display words—but not just any words—only truly important words your students read, write, and use daily. Most teachers reserve a bulletin board or the space above the board in front of their classroom for these important words.

Assembling the Word Wall
Arrange the Alphabet Divider Cards in the inside sections of the Storage Box. Arrange all 130 Word Cards alphabetically behind the appropriate Alphabet Divider Cards so it is easy to find the desired Cards when needed. Use poster putty or tape to attach the Alphabet Letter Header Cards to the wall at the desired location to mark the places where the Word Cards will be displayed. Because these words are important for students to know, once they are placed on the word wall they will need to stay up for the remainder of the year. Explain to students that when a word is placed on the word wall, you will expect it to be spelled correctly on everything they write in their schoolwork. Just remind students to look up on the word wall and write words correctly as they work.

As your students constantly write words correctly, they will learn to spell them correctly! High-frequency words are written so often that they need to be written correctly or else the incorrect spelling might become automatic. Practice doesn’t make perfect—only perfect practice! If a word in question is not on the word wall, tell students to write it as best as they can.

Word Wall Words for First Grade
The Word Wall Cards in The Only Word Wall Words You’ll Ever Need for First Grade Set include 130 high-frequency words, words with high-frequency patterns (shown in the list on the following page with asterisks), a few words children like to write, and examples for all the beginning letter sounds. Although the words are listed alphabetically, there is no particular order in which the words are added to your word wall. Whatever works best for your class or school is what you choose. Try to include easier words such as me, go, and in before some of the trickier ones like friend and there. For example, a first-grade teacher doing a shared reading of Brown Bear, Brown Bear, What Do You See? by Bill Martin (Henry Holt and Co., 2010) might choose the words at, do, see, what, and you. Because the word wall words are high-frequency words, they will occur in the selections that students are reading each week. Use the word list and select five words that appear in student reading for the week, being sure to include two high-frequency pattern words from the list.

The word list combines words from The Teacher’s Guide to the Four-Blocks® Literacy Model by Patricia Cunningham and Dorothy Hall (Carson-Dellosa, 1999); and What Really Matters in Spelling by Patricia Cunningham (Pearson, 2011) to create a comprehensive word wall list for your first-grade classroom. In the list that follows, (SP) indicates that the word is from What Really Works in Spelling, and (FB) indicates it is from the First Grade Word Wall list found in The Teacher’s Guide to the Four-Blocks® Literacy Model. By merging both lists, we have come up with one list called “The Only Word Wall Words You’ll Ever Need for First Grade.”
The Only Word Wall Words You’ll Ever Need for First Grade Set

a (SP)
after (FB)
all* (FB) (SP)
am* (FB) (SP)
and* (FB) (SP)
are (FB) (SP)
at* (FB) (SP)
be (FB) (SP)
because (FB)
best* (FB) (SP)
big* (SP)
boy* (FB) (SP)
bright (SP)
brother (FB)
but* (FB) (SP)
can* (FB) (SP)
children (FB) (SP)
clown (SP)
coat (SP)

come (FB) (SP)
crash (SP)
day* (FB)
did* (FB) (SP)
do (FB) (SP)
down* (FB)
drink (SP)
each (SP)
eat* (FB)
favorite* (FB)
flag (SP)
flew (SP)
for (FB) (SP)
friend (FB) (SP)
from (FB) (SP)
fun* (FB)
get* (FB)
girl (FB) (SP)
give (FB)
go (FB) (SP)
good (FB) (SP)
grow (SP)
had* (FB) (SP)
has (FB) (SP)
have (FB) (SP)
he (FB) (SP)
her (FB) (SP)
here (FB) (SP)
him* (FB)
his (FB) (SP)
house (FB)
how (FB) (SP)
i (FB) (SP)
in* (FB) (SP)
is (FB) (SP)
it* (FB) (SP)
jump* (FB) (SP)
kick* (FB)
kind (SP)
like* (FB) (SP)
Little (FB) (SP)
look* (FB) (SP)
made* (FB) (SP)
make* (FB) (SP)
me (FB) (SP)
my* (FB)
new (FB)
nice* (FB)
night* (FB)
not* (FB) (SP)
of (FB) (SP)
off (FB)
old (FB) (SP)
on (FB) (SP)
out* (FB) (SP)
over (FB)
people (FB)
pet* (SP)
play* (FB) (SP)
pretty (FB)
price* (SP)
quick (SP)
quit* (FB)
rain* (FB)
ride* (FB) (SP)
run* (SP)
said (FB) (SP)
saw* (FB) (SP)
school* (FB)
see* (FB) (SP)
she (FB) (SP)
sister (FB)
skate (SP)
sleep (SP)
smart (SP)
shop (SP)
so (SP)
some (FB)
spell (SP)
stop (SP)
swim (SP)
talk (FB) (SP)
teacher (FB)
tell* (FB)
that* (FB)
the (FB) (SP)
them (FB)
there (FB) (SP)
they (FB) (SP)
thing (FB) (SP)
this (FB) (SP)
to (FB) (SP)
train (SP)
up (FB) (SP)
us (FB)
very (FB) (SP)
want (FB) (SP)
was (FB) (SP)
we (FB) (SP)
went* (FB) (SP)
what (FB) (SP)
when* (FB) (SP)
where (FB) (SP)
who (FB)
why (SP)
will* (FB) (SP)
with (FB) (SP)
won’t (FB)
you (FB) (SP)
your (FB) (SP)
zoo (FB) (SP)
Beginning a Word Wall
Many first grade teachers start the year and their word wall with the students’ names. Make copies of the Student Name Cards Reproducible on colored paper, cut them apart, label a card with each student’s name, and store them in a zippered plastic bag until ready for use. Introduce a student to the class each day and attach the child’s name under the appropriate Alphabet Letter Header Card on the word wall. Have students clap and cheer the letters in the name.

Adding High-Frequency Words and High-Frequency Word Patterns
Once all of the students’ names are on the word wall, begin to add high-frequency words, usually five per week. Each week, choose five new Word Cards from the Storage Box to introduce to your students. Cut handwriting paper in half (vertically), distribute the sheets to students, have them write their names at the top, and number the first five lines (1–5). Hold up the first Word Card, say the word, and spell it for the class. Next, lead the students to clap the letters in the word and cheer the letters in the word. Finally, have the students write the letters of the word in their best handwriting on the lined paper beside the number 1. Ask students where the Word Card will need to be placed on the word wall. After hearing the appropriate answer, place poster putty or tape on the back of the Card and add it to the word wall. Each new word follows the same procedure: Say it, spell it, clap it, cheer it, write it, and add it to the word wall. To begin, allow around 10 minutes for students to clap, cheer, and write each of the 5 words. Once the routine is established, five minutes should do it. Think of a minute to clap, cheer, and write each word!

After the first month, when your word wall has 20 high-frequency words, begin to introduce more words. Introduce and practice five new words on Monday, Wednesday, and Friday of each week or any three days that suit your schedule. Then use the remaining two days of the week to practice (clap, cheer, and write) any five words already on the word wall. This gives your students a chance to practice all of the words on the word wall each week and gives them extra practice for troublesome words.

On-the-Back Extension
Extend the lesson by using another five minutes to work with one word from the weekly list of five words “on the back” of the paper students used to write the words. For example, if at was one of the high-frequency words, have the students write five at words such as bat, hat, pat, flat, and chat on the back of their papers, then review the words together, pointing out that these are rhyming words. To make the lessons even more multilevel (something for everyone even the best readers and spellers in your first grade class) include scat or splat.

You can also use the “on the back” activity to introduce and practice word endings. For example, if play is one of the word wall words, you might have them add endings to the word. Show students how a word can change meaning by adding an ending. Begin by introducing the word plays and using it in a sentence. He plays football for the peewee league. Then introduce the word played. He played in the game last week on Saturday morning. Next, introduce the word playing. Are you playing next year? Finally, introduce the word player. I am practicing every day to be a good baseball player.

When to Stop Adding Words
Stop adding words when all 130 words are on the wall! Here are some helpful hints: Review the words on the word wall and don’t add new ones during the week of Thanksgiving, the week before the winter holidays, and any other week when you are in school less than three days. Try to place all your words on the wall by April or May, depending on where you live and when the school year ends for you. During the last month of school, review and make sure students over-learn all these words (learn so well that they won’t forget them). Since 100 of these words make up 50 percent of all the words people read and write, it makes sense that teachers help all students to over-learn these words at the end of first grade. Over the summer, some students forget the words they have not had enough practice with. The more often these important words are reviewed, the more this can be avoided.
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