

# Focus on the Foundation

Grade  
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Issue #14 February 17, 2020

Unit 6 Lesson 27 and Lesson 28

## Weekly Skills: Phonics & Grammar

Lesson

27

**Phonics:** Base Words with Inflections –er, –est (change y to i); Syllable -le

**Grammar:** Kinds of Sentences

**Decodables:** *The Three Races, Seed Sisters, The Fox and the Grapes, and Jingle, Jangle, and Jiggle*

## Content

**NEW!** Journeys Foundational Skills PPT

[Lesson 27](#)

**NEW!** Decodable Reader Lesson

[Lesson 27](#)

When you add a vowel suffix to a word ending in a consonant +y, change the y to i, unless the suffix starts with i (Ex: happy – happier, happiest).

When short vowel words end with –le double the consonants before the –le. Long vowel words have one consonant before –le and are not doubled.

[Posters: Kinds of Sentences](#)

[Posters: -er and -est](#)

## Whole Group

[-er and -est Bingo Game](#)

[Explicit Instruction – An Introduction](#)

Access the link below for an explicit phonics lessons for final stable syllable consonants +le. The lessons include phonemic awareness, decoding, and encoding activities.

[Kinds of Sentences Video: Telling and Asking](#)

[Kinds of Sentences Video: Commands and Exclamatory](#)

## Work Stations/Small Groups

[-er and -est Word Sort](#) Students sort words and then create sentences using their words. Students switch sentences with their partner, identify the word with ending -er or -est, and read the word aloud.

[Kinds of Sentences Word Sort](#) After students sort kinds of sentences, tell them to add the punctuation mark and expand on their sentences by adding more details such as when, where, why, and how details.

[-er and -est Word Building](#) Students use letter tiles to build words with inflectional endings and then create sentences on their white boards.

[-er and -est Board Game](#) Students read and spell words with inflectional endings. Ask students to create an oral sentence with the words they land on.

## Weekly Skills: Phonics & Grammar

Lesson

28

**Phonics:** Long i Spelling Patterns igh, y, ie; Inflections –ed, -ing, -er, -est, -es

**Grammar:** Adjectives

**Decodable:** *Sally Jane and Beth Ann, Ty and Big Gilly, Bird Watching, and Benches*

## Content

**NEW!** Journeys Foundational Skills PPT

[Lesson 28](#)

**NEW!** Decodable Reader Lesson

[Lesson 28](#)

The inflections –ed and –ing are also known as vowel suffixes. When adding –ed or –ing to CVCe words, drop the final “e”. When adding –ed or –ing to CVC words, double the last letter. Remember the 1 1 1 Doubling Rule

<https://www.youtube.com/watch?v=uGrxatzgoZk&t=251s>

[This link](#) provides spelling patterns for long /i/, along with the rules and word lists.

[Long i Poster](#)

[Adjectives Poster](#)

## Whole Group

[Game: Against the Clock – Spelling Words with Long i](#)

[Long i Bingo Game](#)

## Work Stations/Small Groups

[Inflection Toss!](#)

Students blend base words and inflections to make words with this bean bag toss game.

[Write Right Now!](#)

Create a list of adjectives and place them in a workstation along with a variety of objects for students to write about.

[Inflectional Ending T-Chart](#)

Place the decodable readers for this lesson in a workstation with a graphic organizer labeled –ed and –ing or y and ie. Have students conduct a scavenger hunt for the words. The students should write the word in the appropriate category. Use the **decodable readers** to practice reading (in context) sound and spelling patterns and high-frequency words taught in the phonics lesson. Ask literal comprehension questions to help students make meaning from text.