

Focus on the Foundation

Grade
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Issue #15 April 29, 2019

Unit 6 Lesson 29 and Lesson 30

Weekly Skills: Phonics & Grammar

Lesson

29

Phonics: Suffixes –ful, -ly, -y; Long Vowel Spelling Patterns – a, e, i, o, u

Grammar: Adverbs

Decodables: *Quiz Game, Jack and the Beans, Ruth’s Day, and Stew for Peg*

Content

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Phonics: A **suffix** is a letter or group of letters, which is added to the end of a base word that changes the meaning of the base word. The suffix **–ful** means full of, as in **joyful**. The suffix **–ly** means in a certain way. The suffix **–y** means having or being.

Phonics: Getting first graders to learn how to **spell words with long vowel** sounds hinges on getting them to recognize spelling patterns that dictate those sounds, such as vowel-consonant vowel and double vowel patterns.

Grammar: An adverb is a word that describes a verb. Adverbs can tell how, where, when, or how much is something.

Instructional Strategy

Suffixes –ful, -ly, -y Activity: Students practice -ful, -ly, and -y understanding the meanings by engaging in words and sentences.

Suffix Sort: Create a three-column chart with the headings –ful, -ly, and –y. Provide students with the following words. (joy, glad, shine, rain, sun, brain, fear, like, dim, pain, quiet, exact, near, cloud, and hope) Cold call students to determine which suffix should be attached to the word. Have the students write the new word and attach under the appropriate heading. Help students with spelling, explaining how y at the end of a word changes to i.

Long Vowel Sort: Have students brainstorm words for the long vowels and place them on a prepared five-column chart.

Workstations/Small Groups

Suffixes -ful, -ly, and -y: Students identify and understand how suffixes -ful, -ly, and -y influence the meaning of a word.

Roll and Write Long Vowels! With this game, students practice reading and writing words with long vowels (a, e, i, o, u). Place these activities in sheet protectors and students can use dry eraser markers to complete them. Have students write sentences or a story using the words 7 to 10 words from the activities.

Weekly Skills: Phonics & Grammar

Lesson

30

Phonics: Syllable Pattern CV; Prefixes un- and re-

Grammar: Adjectives that Compare

Decodables: *Julie and Jason, Amy Ant, Home at Last, and Soccer*

Content

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Phonics: When there is a **CV pattern**, the word can be divided into syllables after each consonant and vowel. The CV pattern usually indicates a long vowel sound such as la/dy.

Students can figure out how many syllables in a word by counting the vowel sounds in the word and knowing that each syllable has a vowel.

Phonics: A prefix is a group of letters that is placed before a word. A prefix changes the meaning of a word. For example, undo – to take a part or redo – to do something again.

Grammar: When adding -er and -est to the end of an adjective,

Instructional Strategy

Adjectives That Compare! Use this video to help students understand how adjectives can be used for compare things.

Syllable Pattern CV

Write word parts (ho/tel, mon/key, a/bout, ta/ble, cam/pus, un/do, re/mix, win/dow) down on separate index cards and mix them up. Give the cards to the students and at your signal have them locate their partner to create the words. Students must explain how each syllable has a vowel and clap out the syllables.

Prefixes for Kids: This is going to Rock! Students learn about prefixes in this language arts video for kids! Students will what prefixes are, how they work and how to use them!

Workstations/Small Groups

Prefix T-Chart

Create a T-Chart with the headings un- and re-. Provide students with the following base words (mix, tie, set, do, happy, start, write, play, fill, wrap, and make) and have them write the new word under the correct heading. Discuss the new meaning.

Syllable Pattern CV

Provide students with the decodables and have them locate two syllable words in the text. Student should write the words, divide them by syllables and write a C over the consonant and a V over the verb.

Adjectives – Trifold paper for students and have them draw and compare objects in each section. Students should write about their drawings. (For example: Tall, Taller, Tallest)