

Focus on the Foundation

Grade
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Issue #2 August 19, 2019

Unit 1 Lesson 3 and Lesson 4

Weekly Skills: Phonics & Grammar

Lesson

3

Phonics: Short **o** **Words with Inflection -s**
Consonants: l, x
Grammar: Action Verbs
Decodables: *Lil and Max, Did Dix Dog Do It?, Max Fox and Lon Ox, Is It Funny?*

Content

NEW! Journeys Foundational Skills PPT [Lesson 3](#)
NEW! Decodable Reader [Lesson 3](#)

The letter **o** is a **vowel**. Vowels have **two** sounds, one long and one short. Short **o** makes the /o/ sound.

Letter Oo Song (Short O Only)
<https://www.youtube.com/watch?v=-EgEt0aru90>

Inflected endings change the meaning of words. When **-s** is added to a noun it makes it plural. When **-s** is added to a verb it indicates that the action is happening now.

Whole Group

Stop and Jot! (Words with Short o)
Supply students with pencil and paper. You may even create a phonics folder or notebook. Play the video below. Pause it periodically by saying "Stop and...", chorally the students say, "Jot". They immediately write down the short o word that they see. When the video ends have a single student read their words or have them "Turn and Talk".
<https://www.youtube.com/watch?v=CkgWVcvmua0>

Stop and Jot! (Words with -s)
<https://www.youtube.com/watch?v=jyoGmyx8ipw>

Work Stations/Small Groups

Short o Online Activities!
Make a Word Slider: For example, in the **-op** word family, students learn that *chop*, *hop*, *pop*, and *bop* have different beginning sounds but the same **-op** ending sound and the short vowel sound /o/.
https://www.education.com/activity/article/make_word_slider_k/

WRITING

Choose word(s) from the *Stop and Jot Activity* and write a story with illustrations.

Weekly Skills: Phonics & Grammar

Lesson

4

Phonics: Short **e** **Consonants:** y, w, k, v, j
Phonogram: -et
Grammar: Adjectives
Decodables: *Ned, Ken and Vic, My Pets*

Content

NEW! Journeys Foundational Skills PPT [Lesson 4](#)
NEW! Decodable Reader [Lesson 4](#)

The letter **e** is a **vowel**. Vowels have two sounds, one long and one short. Short **e** makes the /e/ sound.

The short /e/ and /i/ sounds are commonly confused. Use this video to practice the mouth formation when making the /e/ sound. Use visual cues or gestures such as pretending to scratch an itch for /i/. Exaggerate the two vowel sounds. Make sure students focus on your mouth when articulating words with short i/short e.

Whole Group

Short e Chant
<https://www.youtube.com/watch?v=y1VTHOfIO4E>

Chin It with Phonogram -et
Provide students with white boards and dry erase markers. Call out words with the phonogram **-et**, have students write the word changing the first letter only, and Chin-It!. (Students hold their white boards under their chin.) (Ex: pet, net, wet, get, let, bet, met, set, yet, vet, jet)

Work Stations/Small Groups

This resource offers a variety of practice pages for -et and short e.
<http://www.carlscorner.us.com/SF1/Unit%201%20Get%20the%20Egg/Toons%20et.pdf>

Foldable Book for Phonogram -et
Write words or sentences with illustrations for **-et**. The link below demonstrates how to make a foldable.
https://www.youtube.com/watch?v=R7UZ6lv8b_Y

Short Vowel Sorting Mats (Use short e)
<https://www.themeasuredmom.com/wp-content/uploads/2016/10/ShortLongVowSortMats.pdf>