

# Focus on the Foundation

Grade  
K

Issue #6 October 14, 2019

Unit 3 Lesson 11 and Lesson 12

## Weekly Skills: Phonological Awareness Phonics

Lesson  
**11**

**Phonological Awareness:** Blend Phonemes & Final Sounds  
**Phonics:** Letter /Sound: Review Aa, short /a/, short /a/ words  
**Fluency:** Pause for Punctuation  
**Grammar:** Sentence Parts: Subject  
**Decodable:** “Come and See Me” and “Pam and Me”

## Content

**NEW! Journeys Foundational Skills PPT** [Lesson 11](#)  
**NEW! Decodable Reader** [Lesson 11](#)

**Sound It Out Loud:** Short a Video  
<https://www.youtube.com/watch?v=jLNzap0s-ZY>  
**Pause for Punctuation:** Pausing refers to the way the reader’s voice is guided by punctuation (short breath at a comma; full stop with voice going down at periods and up at question marks; full stop at dashes).  
**Grammar:** Sentence Parts-Subject  
<https://www.youtube.com/watch?v=0rF8O2UntNg>  
**Blend Phonemes:** Continuous blending is recommended for phonological awareness and reading decodable word activities. Words are sounded out with no stopping or pausing between letters; this is continuous blending.

## Instructional Strategy

**Blending Words with the Letter a!**  
<https://www.youtube.com/watch?v=xvZKP62sf5A>  
**The Human Sentence!**  
Write simple sentences on index cards. Give each student a word and have them line up to form a sentence. The class must identify the subject of each sentence. These cards can be added to a workstation for additional practice.  
**Phoneme Blending Chant!**  
<https://www.youtube.com/watch?v=ma29BoCHIXM>

## Work Stations/Small Groups

[Short /a/ Mini Book!](#)

[Short /a/ Blend and Write!](#)

**Highlighted Subjects:** Print a copy of decodable sentences (about five) and insert each page into a sheet protector. Students will highlight the subject in each sentence, and then write the sentences on their paper.

## Weekly Skills: Phonological Awareness Phonics

Lesson  
**12**

**Phonological Awareness:** Blend Phonemes and Final Sounds  
**Phonics:** Letter/Sound: Nn, Blending Words, Words with Nn  
**Fluency:** Read with Expression  
**Grammar:** Sentence Parts: Verb  
**Decodable:** “I Can Nap” and “Tap with Me”

## Content

**NEW! Journeys Foundational Skills PPT** [Lesson 12](#)  
**NEW! Decodable Reader** [Lesson 12](#)

**Teaching the Letter N:** Show your students how to pronounce the letter N. Get your students to press their tongue on the upper portion of their mouth, and then make the letter N sound by blowing air out of their nose.  
**Blend Phonemes:** If a student can blend sounds, he will eventually be able to see letters in a word, think about the sounds the letters make, and blend the sounds to say the word.  
**Final Sounds:** It is more difficult for a child to hear and notice ending sounds than beginning sounds.  
**Reading with Expression:** The ability to change your voice to show feeling when reading.

## Instructional Strategy

**Letter /n/ Sound - Phonics by Turtle Diary:**  
<https://www.youtube.com/watch?v=MIY-QWHXxzg>  
**Which Final Sound:** Interactive Learning Activity  
<https://www.spellingcity.com/which-final-sound-game.html?listId=18535883>  
**Robot Talk:** Blending Phonemes  
[http://www.readingrockets.org/content/pdfs/Blending\\_Robot\\_Talk.pdf](http://www.readingrockets.org/content/pdfs/Blending_Robot_Talk.pdf)  
**Construct A Word:** Create a word list and print the word list to add to your workstation as an activity.  
<http://www.readwritethink.org/files/resources/interactives/construct/>

## Work Stations/Small Groups

**Phoneme Matching: Final Sounds**  
[http://www.fcrr.org/studentactivities/PA\\_003b.pdf](http://www.fcrr.org/studentactivities/PA_003b.pdf)  
**Building Words:** The student will blend sounds of letters to make words.  
[http://www.fcrr.org/studentactivities/P\\_039a.pdf](http://www.fcrr.org/studentactivities/P_039a.pdf)  
**Say It Now:** Blend onset and rime to make words:  
[http://www.fcrr.org/FAIR\\_Search\\_Tool/PDFs/K-1P\\_028.pdf](http://www.fcrr.org/FAIR_Search_Tool/PDFs/K-1P_028.pdf)  
**Print and cut out the pictures for students to sort.**  
[Buzz Kids Action Verb Sort](#)