

Focus on the Foundation

Grade
K

Issue #11 February 4, 2019

Unit 5 Lesson 21 and Lesson 22

Weekly Skills:
Phonological Awareness
Phonics

Lesson

21

Phonological Awareness: Blend & Segment Phonemes

Phonics: Letter/Sound: Short o /o/ & Blending Words

Fluency: Read with Expression

Grammar: Pronouns – he, she, we

Decodables: “Make It Pop” and “My Dog Tom”

Content

NEW! Journeys Foundational Skills PPT

[Lesson 21](#)

NEW! Decodable Reader

[Lesson 21](#)

Your mouth is in the shape of a small circle when making the **short o sound**, as if the doctor is checking your tonsils and you are saying “ah”. The back part of the tongue is mid-height in the mouth when making the **long o sound**. The lips are rounded and facial muscles are relatively tense.

Students must have the ability to hold sounds or syllables on a “thinking counter space”. This is facilitated by the students’ active working memory. In order to match the **proper expression** to each word phrase, you have to understand both the meaning of the words and the grammar of each sentence.

Pronouns replace nouns. A different pronoun is required depending on two elements: the noun being replaced and the function that noun has in the sentence.

Instructional Strategy

Sound Sort!

After explicitly teaching the long and short o sounds, place two hula hoops labeled long o and short o on the floor. Say a series of long and short o words as you call on students to move to the corresponding hula hoop. Students must explain why they chose their hula hoop.

Pronouns

<https://youtu.be/YsSkgxSEC9k>

Letter O

<https://youtu.be/RWbvHZBmrqk>

Phoneme Segmentation

https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/72/Phoneme_Segmentation_Games-1.pdf

Work Stations/Small Groups

Short o Picture Match!

https://scsk12.sharepoint.com/:b:/s/EarlyLiteracyTeam/EZvRf_ZC5bNEhoEiY40Qz1QBQX19d2FkWRwmIey8D_D7EQ?e=EF3ol6

Pronouns: he, she, we

https://scsk12.sharepoint.com/:b:/s/EarlyLiteracyTeam/EZkj_5qb4b9Ao8XiVUKAhHEBgSdAbZdIBASEI_2BAkbB6g?e=oX1zGU

Phoneme Segmentation and Blending

<https://www.themeasuredmom.com/wp-content/uploads/2018/10/BlnSndsMtCrds.pdf>

Weekly Skills:
Phonological Awareness
Phonics

Lesson

22

Phonological Awareness: Blend, Segment, and Substitute Phonemes

Phonics: Letters/Sounds Xx /ks/and Jj /j/; Blending Words

Fluency: Reading Rate

Grammar: Pronouns – they, it, I

Decodables: “A Good Job” and “Fix It”

Content

NEW! Journeys Foundational Skills PPT

[Lesson 22](#)

NEW! Decodable Reader

[Lesson 22](#)

The **letter x** is the only consonant in the alphabet that actually has two parts to the sound it makes. The /k/ and /s/ sounds linked together (/ks/). The **j sound** is made through the mouth and is Voiced, which means you **vibrate** your vocal chords to make the sound.

Phoneme Awareness: Blending involves pulling together individual sounds or syllables within words; **segmenting** involves breaking words down into individual sounds or syllables. **Phoneme substitution** involves having students manipulate spoken words by substituting certain phonemes for others. This is done orally.

Reading Rate: Rate is quite simply words read per minute. It involves the automaticity of reading.

Grammar: A pronoun is a word that replaces a noun in a sentence.

Instructional Strategy

Implementation of the Strategy (Phoneme Substitution)

Tell students you are going to say some words out loud and ask them to replace certain sounds with others and then say the new word. Say the word out loud and prompt students to replace a specific sound with another sound (e.g., “What word do we have if we change the /r/ in run to /b/?”) *Practice substituting beginning, middle, and ending sounds.*

Letter J

<https://youtu.be/8wNIYNyG37g>

Letter X

<https://youtu.be/3AQUDbEhTm8>

Blending

<https://scsk12.sharepoint.com/:p:/s/EarlyLiteracyTeam/EVaETHDtSdNIm1UClii-acsBv.Ihiho17R5h376mQVHG0Ag?e=1IRmWW>

Work Stations/Small Groups

Treasure Chest: Phoneme Segmenting and Blending

https://www.fcr.org/curriculum/pdf/GK-1/PA_Final_Part5.pdf

Letter Sound Mix-up- Speed in recognizing letters sounds.

http://www.fcr.org/documents/sca/G2-3/2-3Fluency_1_Letter_Sound_Correspondence.pdf