

# Focus on the Foundation

Grade  
K

Issue #14 February 17, 2020

Unit 6 Lesson 27 and Lesson 28

Weekly Skills:  
Phonological Awareness  
Phonics

Lesson

27

Weekly Skills:  
Phonological Awareness  
Phonics

Lesson

28

**Phonological Awareness:** Substitute Phonemes  
**Phonics:** Letter/Sound: Ll /l/, Ww /w/, Blending Words and Word Building  
**Fluency:** Read with Expression  
**Grammar:** Subject-Verb Agreement (Past/Present/Future)  
**Decodables:** “Win a Cup!” and “Wes Can Help”

**Phonological Awareness:** Substitute Phonemes  
**Phonics:** Letter/Sound/Word: Vv/v/, Zz/z/ and Blending Words  
**Fluency:** Pause for Punctuation  
**Grammar:** Subject-Verb Agreement (Past/Present/Future)  
**Decodables:** “Vet on a Job!” and “Roz the Vet”

## Content

**NEW!** Journeys Foundational Skills PPT [Lesson 27](#)  
**NEW!** Decodable Reader [Lesson 27](#)

## Content

**NEW!** Journeys Foundational Skills PPT [Lesson 28](#)  
**NEW!** Decodable Reader [Lesson 28](#)

### Phoneme Substitution

<https://www.youtube.com/watch?v=qLmnj8-lfvM&t=80s>  
The /l/ sound is a voiced alveolar lateral (resonant). To make the sound touch the front of the tongue behind the upper front teeth while allowing vibrating breath to emerge. The /w/ sound is a voiced semivowel (resonant). To make this sound, your lips come together to make a tight round shape, and the /w/ consonant sound is made by the vocal cord.

The 'z sound' /z/ and the 'v sound' /v/ are voiced (the vocal cords vibrate during its production). To create the /z/, the front of the tongue is placed close to the tooth ridge. The tip of the tongue should be close to the upper backside of the top front teeth. To create the /v/, the jaw is held nearly closed. The upper backside of the bottom lip is pressed very lightly into the bottom of the top teeth.  
**Phoneme substitution** tasks take place orally without the written word.

## Instructional Strategy

### Phoneme Swap!

Students use phoneme substitution picture cards to manipulate phonemes in words.

### Blending Words and Building Words!

Segment words such as – lamp, leg, let, lad, lash, lick, lip, log, lump, list, wag, wet, wasp, wax, wig, win, won, wing, and wish – and have students blend and build the words with letter tiles.

### Subject-Verb Agreement Song

## Work Stations/Small Groups

### Decodable Readers

Place the copies of the decodable readers in workstations. Have students read the text and conduct a scavenger hunt of words with l and w. They may write them on a T-Chart. This activity can be modeled during whole group.

### Write Right Now!

Have students compose sentences with subject/verb agreement. Model this first in whole group. For example: Wes wins a prize! The frog and dog sit on a log.

## Instructional Strategy

[The Letter V Song by ABCMouse.com](#)

[Letter /z/ Sound - Phonics by TurtleDiary](#)

### Brainstorm /v/ and /z/ Words

Create an anchor chart for Vv and Zz words separately. As you brainstorm words with your class, write them on the chart. Encourage students to help with segmenting and blending to spell the words.

### Slip and Slide Word Splash Blending Activity

<https://pals.virginia.edu/pdfs/activities/blending/slipandslide.pdf>

## Work Stations/Small Groups

[Blending Cards: Students blend CVC words](#)

[Sentence Blending Practice](#)

[Kidzone Letter Vv and Zz!](#)