

Focus on the Foundation

Grade
K

Issue #12 January 20, 2020

Unit 5 Lesson 23 and Lesson 24

Weekly Skills: Phonological Awareness

Lesson

23

Phonological Awareness: Blend & Segment Phonemes; Substitute Phonemes
Phonics: Letter/Sound: Ee, short /e/ words; Blending Words
Fluency: Pause for Punctuation
Grammar: Proper Nouns for Days and Months
Decodables: *My Pet Dog* and *Ben and Jen*

Content

NEW! Journeys Foundational Skills PPT [Lesson 23](#)
NEW! Decodable Reader [Lesson 23](#)

Blending phonemes involves pulling together individual sounds or syllables within words; **segmenting** involves breaking words down into individual sounds or syllables. Both processes require a student to hold the individual elements in mind as the word is created or taken apart. **Phoneme Substitution** is a strategy that helps develop students' *phonemic* awareness, which is part of phonological awareness. *Phoneme substitution* involves having students manipulate spoken words by substituting certain *phonemes* for others. *Phoneme substitution* tasks take place orally without the written word.

Instructional Strategy

Jump or Step!

After explicitly teaching the long and short e sounds, give students an opportunity to get moving! Use a piece of masking tape or string to divide a space into two sides— label one side as long e and the other side as short e. Say either a long e or short e word aloud. Have students jump or step to the side corresponding to the “e” vowel sound in the spoken word.

Work Stations/Small Groups

Make a New Word- Choose a word to say to students. Demonstrate how to change the final/ending sound to make a new word. Initially, use sounds, not letters. Incorporate letters when students show readiness. For example: Teacher says, “fat.” I can change /t/ to /n/ and make a new word, fan! Say other words to students. Help them substitute the final/ending sounds with the /r/ sound to make new words. Ex. bet-bed, man-map, fig- fit, duck-dug, pop-pox

Weekly Skills: Phonological Awareness

Lesson

24

Phonological Awareness: Blend & Segment Phonemes; Substitute Phonemes
Phonics: Letters/Sounds: Review Hh /h/ & Kk /k/; words with /h/ & /k/; Blending Words
Fluency: Pause for Punctuation
Grammar: Questions (Capitalization and Punctuation)
Decodables: “*Hog in a Hat*” and “*Kid Hid*”

Content

NEW! Journeys Foundational Skills PPT [Lesson 24](#)
NEW! Decodable Reader [Lesson 24](#)

The /h/ sound is voiceless glottal fricative. The sound is simply a breath. The /k/ sound is a voiceless stop. The back part of the tongue is raised and pressed against the front part of the soft palate. Remind students that “k” words are followed by the letters e and i, while c takes a, o, and u.

Pause for Punctuation as the reader’s voice is guided by punctuation (a short breath at a comma; a full stop with voice going down at periods and up at question marks; a full stop at dashes).

Instructional Strategy

Make It, Find It, Keep It

http://www.fcrr.org/Curriculum/PDF/G2-3/2-3PA_3.pdf

How many Hs can you count?

<https://www.youtube.com/watch?v=kfxm1I7Lo7I>

Anchor Chart for Kk

Create an anchor chart for Kk as you brainstorm words with your class. As students provide words, draw them on the chart and label them. Encourage them to help with segmenting and blending to spell the words. Remind them that the letter “k” is followed by e and i as in: kite, king, key, kettle, kiss, kid, kangaroo, kitten, and kit

Work Stations/Small Groups

Encourage students to use the “k” pictures from the anchor chart to write sentences that ask questions. Model! Model! Model!

<https://www.dadsworksheets.com/worksheets/handwriting-paper/one-inch-blank-top-v1.html>

Kidzone Letter Hh!

<https://www.kidzone.ws/kindergarten/letterh.htm>