

Focus on the Foundation

Grade
K

Issue #13 February 3, 2020

Unit 5 Lesson 25 & Unit 6 Lesson 26

Weekly Skills: Phonological Awareness

Lesson

25

Phonological Awareness: Blend & Segment Phonemes; Substitute Phonemes
Phonics: Letter/Sound: Review Ee (short e), Xx, Jj, Oo (long & short o), Hh, Kk; words with short /e/ & /o/ e, o, x, j, h, k; Blending Review
Fluency: Read with Expression
Grammar: Exclamations (Capitalization and Punctuation)
Decodables: “Six Pigs Hop” and “Play, Kid, Play”

Content

NEW! Journeys Foundational Skills PPT [Lesson 25](#)
NEW! Decodable Reader [Lesson 25](#)

Phoneme Substitution requires students to be able to switch or substitute one phoneme (sound) for another to make a new word. Phoneme substitution is an **ORAL** activity. Refrain from showing students the new word, especially when it represents incorrect spelling. Create an Anchor Chart, with labeled pictures, of the letters being reviewed. Create a T-Chart for Long /o/ and Long /e/.

Instructional Strategy

Easy Segmenting and Blending Activities!
Practice segmenting words with a designated MOTION for a short time as a daily routine with your entire class.

Make **Segmentation Sliders** by giving students beads to slide down a pipe cleaner as they segment the word. Have your students blast off for blends! Students squat on the floor and as they hear each sound they inch up. Once they have blended the sounds into words they blast into the air and say the word. Try this sight with other fun strategies.
<http://www.bemidji.k12.mn.us/wp-content/uploads/2014/03/Phoneme-Blending-Activities2.pdf>

Work Stations/Small Groups

Letter Review Books – Lesson 25

Students make their own books by drawing and labeling pictures for the review letters using the anchor chart.

https://www.youtube.com/watch?v=R7UZ6Iv8b_Y
Writing with Long /o/ and Long /e/

Students write sentences with exclamation marks using long /o/ and long /e/ words from the T-Chart on [story paper](#).

Weekly Skills: Phonological Awareness

Lesson

26

Phonological Awareness: Substitute Phonemes
Phonics: Letters/Sound Uu, long & short /u/; Words with short /u/; Blending Words
Fluency: Pause for Punctuation
Grammar: Singular and Plural Nouns
Decodables: “Fun, Fun, Fun” and “Bug and Cat”

Content

NEW! Journeys Foundational Skills PPT [Lesson 26](#)
NEW! Decodable Reader [Lesson 26](#)

Phoneme substitution tasks take place orally without the written word. **Blending** involves pulling together individual sounds or syllables within words.
Pause for Punctuation as the reader’s voice is guided by punctuation take a short breath at a comma to pause before continuing.
Grammar: Add /s/, or /es/ to some nouns to make them plural.

Instructional Strategy

Jump or Step!

After explicitly teaching the short and long u 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 short u and the other side as long u. Say a series of words with short u and long u. Have students jump or step to the side corresponding to the “u” vowel sound in the spoken word.

Fluency: Write a sentence on a sentence strip or display a sentence on the SMART board. Model reading a sentence with a comma and without a comma. Demonstrate how to take a short breath at the comma as a way to pause.

Singular and Plural Nouns: Talking Flashcards

<https://www.youtube.com/watch?v=1JdRn2HdAx8>

Work Stations/Small Groups

Long and Short Vowel Sorts

After sorting the vowel u, have students write sentences (or tell a partner) using some of the pictures.

<http://www.playdoughtoplato.com/wp-content/uploads/2016/05/KShortLongVowelPictureSort.pdf>

[Short u CVC Word Families](#)