

Focus on the Foundation

Grade
K

Issue #15 March 2, 2020

Unit 6 Lesson 29 and Lesson 30

Weekly Skills:
Phonological Awareness
Phonics

Lesson

29

Phonological Awareness: Track Syllables
Phonics: Letter/Sound/Word: Yy /y/, Qq (qu) /kw/, and Blending Words
Fluency: Reading Rate
Grammar: Prepositions – for, to, with, from, of
Decodables: “Not Yet” and “Can Not Quit Yet”

Content

NEW! Journeys Foundational Skills PPT [Lesson 29](#)
NEW! Decodable Reader [Lesson 29](#)

When **clapping out syllables**, hold your hands wide apart when you are saying the **syllables**. Making a “**big clap**” helps students to see and hear the number of **syllables**. Try to have your students **clap** and **say** the **syllables** at the same time. [See here.](#)

NOTE: When y comes at the beginning of a word it is a consonant. The letter q is always paired with u to make the digraph qu which makes the sound /kw/.

Instructional Strategy

Syllable Wall

Cold call individual students to take a **syllable walk**. Students take giant steps to count the number of syllables in words. Provide the students with these y and q words and let them walk. (Quiet, question, yesterday, yellow, yo-yo, youngster, quarter, qualify, quilt, yacht, yard, quicksand, quiver, quail, yack, and quack).

Stand Up, Sit Down

Use word list from above and have students stand up if the word has the /y/ sound, and sit down if it has the q /kw/ sound.

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 y and q. They may write them on a T-Chart. This activity can be modeled during whole group.

Write Right Now!

Have students compose stories using y and q. Model this first in whole group. For example: The yellow yack is quiet. The yack sleeps on a quilt. The yack is quiet. It is not sleep yet.

Weekly Skills:
Phonological Awareness
Phonics

Lesson

30

Phonological Awareness: Track Syllables
Phonics: Letter/Sound: Review short vowels; Blending review: all letters; Words with –s, –ing; Long vowel /yoo/, u_e
Fluency: Reading with expression
Grammar: Prepositions: in, on, out, off, by
Decodables: “Max is Up” and “A Fun Job”

Content

NEW! Journeys Foundational Skills PPT [Lesson 30](#)
NEW! Decodable Reader [Lesson 30](#)

The VCe **pattern** states that when a single **vowel** is followed by a single consonant, then the letter 'e', the first **vowel** is pronounced as a **long vowel** sound and the letter 'e' is silent (also called “magic e”).

Reading with expression refers to the ability to change your voice to show feeling when reading.

Instructional Strategy

[U E | Fun Phonics | How to Read | Magic E | Made by Kids vs Phonics](#)

[Be the Sound: Back to Blending](#)

Build words with letter cards adding s. Model how to read the word. Give the word in a sentence. Have students read the word. Replace the –s ending with –ing. Follow the same process.

Work Stations/Small Groups

[Preposition Practice](#)

Provide students with a list of words with –s and –ing added to the end. Have students write sentences containing a word with the –s or –ing ending. Students read their sentence to their partner.

[Kindergarten Letter Sounds: Short Vowels](#)

Click [here](#) to make long vowel u_e word cards. Students practice reading words with long u_e.