

# Focus on the Foundation

Grade  
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Issue #6 October 15, 2018

Unit 3 Lesson 11 and Lesson 12

## Weekly Skills: Phonics & Fluency

Lesson  
**11**

### Lesson 11

**Phonics:** Digraph th

**Base Word Endings:** -s, -es, -ed, and -ing

**Decodables:** “Seth and Beth”, “Zeb Yak”, “The Duck Nest”, “Animal Moms”

**Fluency:** Phrasing – Punctuation

## Content

**Digraph:** The digraph “th” represents two consonants side by side that make a new single sound or phoneme.

<https://www.youtube.com/watch?v=E9lOn7esHxw>

<https://www.youtube.com/watch?v=7b6w0uqtO2U>

**Inflected endings** are a subcategory of suffixes that indicate tense (walked, walking, walks) and numbers (cats, foxes). To apply the rules across a variety of words, students will need an understanding of consonant and vowel patterns in the base word.

<http://www.mybreakfastreadingprogram.com/3ClicksSpelling/Morphing%20-%20Inflectional%20Endings.pdf>

**Phrased reading** should sound like oral language, and it involves pausing at punctuation to read more expressively.

## Instructional Strategies

*Voiced or Unvoiced ‘th’ Sound Sort*

[https://www.superteacherworksheets.com/phonics/wordswith/sort-th\\_WFRZB.pdf?up=1466611200](https://www.superteacherworksheets.com/phonics/wordswith/sort-th_WFRZB.pdf?up=1466611200)

*Inflection Toss*

[http://www.fcrr.org/studentactivities/P\\_058a.pdf](http://www.fcrr.org/studentactivities/P_058a.pdf)

*Digraph Roll a Word*

[http://www.fcrr.org/FAIR\\_Search\\_Tool/PDFs/2-3P\\_003.pdf](http://www.fcrr.org/FAIR_Search_Tool/PDFs/2-3P_003.pdf)

## Work Stations/Small Groups

**Digraph Bundle**

[https://schoolweb.dysart.org/iplan/publicresources/00513\\_201006011000\\_th%20worksheet.pdf](https://schoolweb.dysart.org/iplan/publicresources/00513_201006011000_th%20worksheet.pdf)

**Inflectional Endings**

<http://www.theteachersguide.com/filefoldergames/inflectionalendingsoresapplegame.pdf>

## Weekly Skills: Phonics & Fluency

Lesson  
**12**

### Lesson 12

**Phonics:** Digraphs ch, tch and Possessives with ‘s

**Phonogram:** -atch

**Decodables:** “Scratch Chomp”, “Rich Gets a Dog”, “Champs”, and “Kits, Chicks, and Pups”

**Fluency:** Rate

**Grammar:** Possessive nouns

## Content

When the **vowel** before the digraph is **short** and there is no other letter following it, use **tch**. When the vowel is followed by a **consonant** only use **ch**.

<https://www.youtube.com/watch?v=yCoRebM5kus>

A **phonogram**, or rime, is a spelling pattern or word family.

The **possessive** form is used with nouns referring to people, groups of people, animals, countries, and animals. It shows a relationship of belonging between one thing and another.

<https://www.youtube.com/watch?v=8dY2SE1G900>

## Instructional Strategies

**Brainstorming T Chart**

Brainstorm words with the “ch” sound and model the spelling of the words on a T Chart under the “ch” or “tch” heading. This video helps!

[https://www.youtube.com/watch?v=PW7\\_tssT1XU](https://www.youtube.com/watch?v=PW7_tssT1XU)

**Word Family Hat**

<http://simpleplayideas.com/word-family-games-with-the-cat-in-the-hat>

**Grammar:** Possessive Nouns (click [video](#))

## Work Stations/Small Groups

**Word Wheel**

[https://www.superteacherworksheets.com/word-wheels/wordwheel-digraph-ch\\_WRBRB.pdf?up=1466611](https://www.superteacherworksheets.com/word-wheels/wordwheel-digraph-ch_WRBRB.pdf?up=1466611)

**Grammar:** Writing with Possessive Nouns

Encourage students to write a journal entry with possessive nouns. For example, find a student who has a pet. Model the writing. Sue’s dog is brown. Sue’s dog is fast. Sue’s dog is small.