

# Focus on the Foundation

Grade  
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Issue #10 January 07, 2019

Unit 4 Lesson 19 and Lesson 20

## Weekly Skills: Phonics & Fluency

Lesson

19

### Lesson 19

**Phonics:** Vowel Pairs: -oa, -ow

**Phonograms:** -ow, -oat

**Fluency:** Intonation

**Decodables:** “*It Was Snow Fun*”, “*Boat Rides*”, “*Fun with Gram*”, and “*Rex Knows*”

## Content

Vowel pairs and vowel teams are synonymous terms. The vowel pairs/teams “oa” and “ow” make the long o sound. Use “oa” mostly in the middle and sometimes at the beginning of a word. Use “ow” mostly at the end and sometimes in the beginning or middle of a word.

<https://www.youtube.com/watch?v=Im8nz8P-yi4>

**Intonation** refers to how the pitch of your voice rises and falls and becomes louder or softer when speaking or reading. Watch this short video on **intonation**.

<https://www.youtube.com/watch?v=tzh3Owutf5Y>

## Instructional Strategies

### Phonics Story Chant – (-ow, -oa)

<https://www.youtube.com/watch?v=JnhvjZLN4r0>

Play the video three times. First, students listen. Next, they choral read and practice intonation. Last, they look at the ow/oa words and create a whole class T-chart.

### Spell Words with ow and oa

Provide students with dry erase boards and markers.

Remind students of the rule for using ow and oa. Call out one syllable words with oa and ow. Students write the word and hold up the board when cued. Challenge students to write the words in sentences.

## Work Stations/Small Groups

### Vowel Team “oa” and “ow” Bundle!

<https://topnotchteaching.com/wp-content/uploads/2017/02/LongOo-ow-o-e-oeV1.0.pdf>

### Word Family House for -ow and -oat Phonograms

<https://www.scholastic.com/content/dam/teachers/migrated-assets-not-associated-with-content/migrated-pdfs-and-other-files/the-word-family-house-reading-response.pdf>

## Weekly Skills: Phonics & Fluency

Lesson

20

### Lesson 20

**Phonics:** Short Vowel e (ea) and Compound Words

**Fluency:** Rate

**Decodable:** “*Bedtime for Ray*”, “*Pancake Ran*”, “*A Springtime Rain*”, and “*Rosebud*”

## Content

The short “ea” digraph is the most common representation of the short /e/ sound. The short /e/ sound is represented with the letters *ea* as in *breath*. The *ea* digraph representing the short /e/ sound only appears in the medial position. There are times when the *ea* digraph does not make a short e sound, as in *eat* and *sea*.

**Rate** is quite simply the words read per minute. Rate involves the automaticity of reading.

## Instructional Strategies

### Circle Map of “ea” Words

<https://www.youtube.com/watch?v=E1geKnhoN3g> or <http://www.theschoolhouse.us/lessons/lesson6.html>

Play the video and have students create a circle map of “ea” words with pictures.

[https://buildingrti.utexas.org/sites/default/files/documents/Circle\\_Map.pdf](https://buildingrti.utexas.org/sites/default/files/documents/Circle_Map.pdf)

### Compound Word Picture Game

<https://www.youtube.com/watch?v=N8uMGPAWIw>

Students can view the video and record the compound words to write sentences during workstations.

## Work Stations/Small Groups

### Word Works – Long and Short ea Word Sort

[http://mariareginaavalon.weebly.com/uploads/1/1/4/3/11430697/word\\_detectives.pdf](http://mariareginaavalon.weebly.com/uploads/1/1/4/3/11430697/word_detectives.pdf)

Write the following words on a board or chart paper: (Head, seat, cheap, ready, wheat, wealth, dead, instead, and bread) Have students sort the words on the mat for letter e.

### Compound Words Activity Bundle!

<http://files.havfunteaching.com/activities/language-arts/compound-words-activity.pdf>

### Writing

Use the “ea” words from the circle map and write sentences.