

Focus on the Foundation

Grade
1

Issue #1 August 6, 2018

Unit 1 Lesson 1 and Lesson 2

Weekly Skills: Phonics & Fluency

Lesson
1

Lesson 1

Phonics: Short **a**

Consonants: n, d, p, f

Content

The letter **a** is a **vowel**. Vowels have **two** sounds, one long and one short. Short **a** makes the /a/ sound.

Explain: Vowel sounds give words their **volume**, the consonant sounds are the quieter sounds. Think about the volume on a television and how it helps you to hear what's happening. Practice segmenting the word /d/-/a/-/sh/ with your students. Ask them which is the vowel. Once the /a/ sound has been identified practice saying /d/-/sh/ with your students as loud as you can. This helps students understand the importance of vowels in making words.

Letter Aa Song

<https://www.youtube.com/watch?v=hBAuIzZtP4>

Instructional Strategies

Blending Short /a/ Words

Create an anchor chart list of short **a** words. Color code the short **a** in each word and stress its sounds. Also, highlight the other consonant letters for the week. Use words that students will encounter in the decodable readers. Model how to blend short **a** words on paper sliding your finger from left to right. Next model how to blend words using your arm and then your full body. Call on students to model blending words for the class and allow them to brainstorm other short **a** words.

Blending Short a Words Video

<https://www.youtube.com/watch?v=ix0gbabEKcI>

Work Stations/Small Groups

Short a Activities and Resources

<https://missgiraffesclass.blogspot.com/2015/09/short-activities-and-resources.html>

Writing

During small groups use the decodable readers and highlight short **a** words. Continue to practice blending short **a** words. Have students write a list of short **a** words as they read. Write sentences using those words.

Weekly Skills: Phonics & Fluency

Lesson
2

Lesson 2

Phonics: Short **i**

Consonants: r, h, /z/s, b, g

Phonogram: -it

Content

The letter **i** is a **vowel**. Vowels have two sounds, one long and one short. Short **i** makes the /i/ sound.

Explain: Remember, vowel sounds give words their **volume**, the consonant sounds are quieter.

Letter Ii Song

<https://www.youtube.com/watch?v=tGxaEdXOSk8> **Explain** that a phonogram is a combination of letters which represent a sound. They have the same ending and are called a word family.

Phonogram -it Video

<https://www.youtube.com/watch?v=IIXOqvax2Gc>

Instructional Strategies

Blending Short /i/ Words – Bio CVC Word Builder

Distribute multiple laminated alphabet sound cards (commercial or teacher-made) to students featuring short **i**, as well as the consonant letters r, h, z, b, and g. (The cards can be worn around students' necks.) Call out the sounds /b/-/i/-/g/. The students should line up to make the word "big". Model blending this word articulating each letter sound clearly. Continue with zip, zig, rib, and rig. Chart a list as you go.

Blending Short i Words Videos

<https://www.youtube.com/watch?v=a5MSv7R9d9A>

<https://www.youtube.com/watch?v=GWrOPsJZHj4>

Work Stations/Small Groups

Short i Interactive Game

<http://more2.starfall.com/n/make-a-word/ig/load.htm?f>

Short Vowel Sorting Mats (Use short i)

<https://www.themeasuredmom.com/wp-content/uploads/2016/10/ShrtLongVowSrtMats.pdf>

Writing

Include a list of short **i** words in your writing workstation and allow students to write and draw pictures for the words. (Ex: The pig is pink and big. The pig has a wig.) You must model writing daily.