

Focus on the Foundation

Grade
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Issue 2 August 20, 2018

Unit 1 Lesson 3 and Lesson 4

Weekly Skills: Phonics & Fluency

Lesson
3

Lesson 3

Phonics: Short **o** **Words with Inflection -s**

Consonants: l, x

Decodables: “Lil and Max”, “Did Dix Dog Do It?”, “Max

Weekly Skills: Phonics & Fluency

Lesson
4

Lesson 4

Phonics: Short **e** **Consonants:** y, w, k, v, j

Phonogram: -et

Decodables: “Ned”, “Ken and Vic”, “My Pets”

Content

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

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

Letter Oo Song (Short O Only)

<https://www.youtube.com/watch?v=-EgEt0aru90>

Inflected endings change the meaning of words. When **-s** is added to a noun it makes it plural. When **-s** is added to a verb it indicates that the action is happening now.

Instructional Strategies

Stop and Jot! (Words with Short o)

Supply students with pencil and paper. You may even create a phonics folder or notebook. Play the video below. Pause it periodically by saying “Stop and...”, chorally the students say, “Jot”. They immediately write down the short o word that they see. When the video ends have a single student read their words or have them “Turn and Talk”.

<https://www.youtube.com/watch?v=CkgWVcvmua4>

Stop and Jot! (Words with -s)

<https://www.youtube.com/watch?v=jyoGmyx8ipw>

Work Stations/Small Groups

Short o Online Activities!

These links can be used as a workstation rotation or shared with parents as a homework activity!

The link below demonstrates how to make a foldable.

<https://www.youtube.com/watch?v=OUmpCWOvCm4>

<https://www.education.com/game/short-o-match-up/>

WRITING

Choose word(s) from the *Stop and Jot Activity* and write a story with illustrations.

Content

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

The short /e/ and /i/ sounds are commonly confused. Use this video to practice the mouth formation when making the /e/ sound. Use visual cues or gestures such as pretending to scratch an itch for /i/. Exaggerate the two vowel sounds. Make sure students focus on your mouth when articulating words with short i/short e.

Remember that a phonogram is a combination of letters that represent a sound. They have the same ending and are called a

Instructional Strategies

Short e Chant

<https://www.youtube.com/watch?v=y1VTHOfIO4E>

Chin It with Phonogram -et

Provide students with white boards and dry erase markers. Call out words with the phonogram **-et**, have students write the word changing the first letter only, and Chin-It!. (Students hold their white boards under their chin.) (Ex: pet, net, wet, get, let, bet, met, set, yet, vet, jet)

Work Stations/Small Groups

This resource offers a variety of practice pages for -et and short e.

<http://www.carlscorner.us.com/SF1/Unit%201%20Get%20the%20Egg/Toons%20et.pdf>

Foldable Book for Phonogram -et

Write words or sentences with illustrations for **-et**. The link below demonstrates how to make a foldable.

https://www.youtube.com/watch?v=R7UZ6Iv8b_Y

Short Vowel Sorting Mats (Use short e)

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