

Focus on the Foundation

Grade
K

Issue #10 January 7, 2019

Unit 4 Lesson 19 and Lesson 20

Weekly Skills: Phonological Awareness

Lesson

19

Lesson 19

Letter /Sound: g /g/

Phonological Awareness: Blend Phonemes & Segment Phonemes

Fluency: Reading with Expression

Decodable: "Can You Find It?" and "Pam Pig"

Content

Two important abilities that students must develop are blending and segmenting. **Blending** involves pulling together individual sounds or syllables within words. (Ex. /b/ /a/ /t/ makes what word?) **Segmenting** involves breaking words down into individual sounds or syllables. (Ex. What sounds do you hear in the word bat?)

The /g/ sound is a stop sound, so remember NOT to add the /uh/ sound at the end, like /guh/. The /g / sound is made by positioning the back of the tongue up to touch the back portion of the roof of your mouth. To hear all 44 phonemes, access this link:

<https://www.youtube.com/watch?v=wBuA589kfMg>

Reading with Expression refers to the ability to change your voice to show feelings when reading.

Instructional Strategy

Learn the Letter Gg – Air Write Gg!

<https://www.youtube.com/watch?v=39prtfpkRkU>

Blending Machine!

<https://www.youtube.com/watch?v=3ovJlXTQpsU>

Proper Noun Song!

<https://www.youtube.com/watch?v=XfkHRgqCn0M>

Blending Activities!

<https://www.ateachableteacher.com/beginning-phonemic-awareness-activities-2/>

Work Stations/Small Groups

Kid Zone Letter Gg Activities!

<https://www.kidzone.ws/kindergarten/letterg.htm>

Getting Down with Proper Nouns!

<http://files.havefunteaching.com/activities/language-arts/getting-down-with-proper-nouns-activity.pdf>

Weekly Skills: Phonological Awareness

Lesson

20

Lesson 20

Phonemic Awareness: Add Phonemes

Phonics: Blending Words; Word Building

Long vowel /i/: i and i_e

Fluency: Reading Rate

Decodables: "The Big Dig" and "We Fit"

Content

The concept of **adding phonemes** is to teach students that by adding a sound (or multiple sounds) new words can be formed. This helps a student discover that words are made up of smaller units of sound, and that changing these sound units also changes the word.

Example #1: Use the word bus. Add a /t/ sound at the end, and the new word is bust.

Example #2: Use the word pin. Add an /s/ sound at the beginning, and the new word is spin.

Reading Rate: Good readers read at a speed that makes it easy to understand what they are reading.

Grammar: Verbs (Past, Present, Future): Verbs tell about things that happened in the past, things that are happening now, or things that will happen in the future.

Instructional Strategy

The Long I Sound

<https://www.youtube.com/watch?v=YEVPVf5jptI>

Adding Phonemes

Provide students with a word. Ask them to add a sound (phoneme) to the beginning or end of the word to make a new word. Create a list of the new words to read with the class chorally.

Grammar: Past, Present, Future Song for Kids

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

Work Stations/Small Groups

Teacher-Led Small Group – Add Phonemes

Students make a new word by adding a phoneme to an existing word. Teacher: What word do you have if you add /d/ to ip? Students: dip! Teacher: What word do you have if you add /r/ to ig? Students: rig! Initially, use sounds, not letters. Incorporate letters when students show readiness.

Long I Word Cards

<https://www.eslflashcards.com/set/phonics-long-vowel-sounds/>