

Focus on the Foundation

Grade
1

Issue #8 November 26, 2018

Unit 3 Lesson 15 and Lesson 16

Weekly Skills: Phonics & Fluency

Lesson
15

Lesson

15

Phonics: Long i (CVCe) **Digraphs** kn, wr, gn, mb

Phonograms: -ine, -ite

Fluency: Intonation

Content

Adding silent -e to the end of a CVC word with short -i, turns the short -i into long -i. As you read the word, start from the beginning and remember that the vowel in the middle (i) is long and the “e” at the end is silent!

Digraphs are two consonant letters that represent a single sound when joined together. They can be found at the beginning or end of a word.

Intonation refers to how the pitch of your voice rises and falls and gets louder or softer when speaking/reading.

Instructional Strategies

Use magnetic letters to create words with long “i”. If you don’t have magnetic letters use dry erase boards and have students practice making words. First, model a word such as mice, erase the “m” and create the word dice by substituting it with the letter “d”. This strategy can be used with other phonograms like -ite and -ine.

Work Stations/Small Groups

Digraph Doodles

Supply students with a four column graphic organizer and have them draw pictures and write sentences for each digraph – kn, wr, gn, and mb. Teachers can supply students with a word collage or word list, which they have reviewed prior to this activity.

Silly Sentences/Stories

Have small groups or pairs of students work together to write and illustrate silly sentences or stories using a digraph word collage or word list. (Silly sentence example: *The gnat knocked on the gnome’s limb.*)

kn: knight, knock, know, knee, knob, knit, knot, knuckle
wr: write, wreath, wrist, wrong, wrap, wreck, wrestle, wring
gn: gnat, gnome, sign, gnaw, reign, gnash, gnarl, gnu
mb: lamb, limb, comb, climb, crumb, numb, thumb

Weekly Skills: Phonics & Fluency

Lesson
16

Lesson 16

Phonics: Long o and Long u

Spelling with Long o (CV, CVCe)

Fluency: Stress

Decodable: “Go, Jones!”, “So Much Fun”, “June’s Picture”,

Content

A long vowel is pronounced the same way you say the name of the particular vowel. For example, long o says “oh”, as if you are surprised. Long u sounds like the word “you”. The symbol - is used to indicate a long vowel sound. The Sneaky E or Silent E at the end of a CVC word changes that word from a short vowel to a long vowel. Every word contains a vowel, even if it only has two letters. For example: go and no **Stress** is the emphasis readers place on particular words by utilizing a louder tone to show the meaning of the text.

Instructional Strategies

Stand Up and Sit Down

Say a series of words and have students listen for the long o and long u sound. For example, “*Students if you hear long o in the word nose, stand up.*” Students will sit when there is no long vowel sound. Next, create an anchor chart using both pictures and words long o and long u.

<https://www.kizphonics.com/phonics/long-o-silent-e>

<http://www.firststepreading.com/free-video-lesson/long-vowel-u-vowel-vowel/>

Work Stations/Small Groups

Long o and Long u (CVC) e

Provide students with a list of words (long o) rope, code, vote, joke, role (long u) June, mule, rude, cute, tube, and use. Tier I students can write rhyming words for each of the words such as hope, rode, note, poke, pole, tune, rule, dude, mute, cube, and fuse. They can write sentences or a journal entry using some of the words. Tier II students can practice building the words with letter tiles and observing how Magic “E” changes the word from a short vowel to a long vowel sound. Work with Tier III students in a small group with onset and rime by changing the first letter and chunking sounds to make new words.

Check out this resource!

<https://www.playdoughtoplato.com/wp-content/uploads/2016/05/KShortLongVowelPictureSort.pdf>