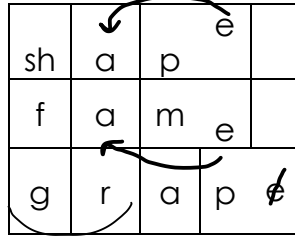
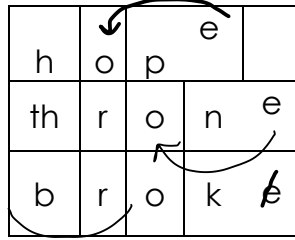


Unit 5 "Foundations Fact Sheet"

Grade 1

Week	Skill	Notes	Phoneme Grapheme Mapping Example
Week 1	VC-e Long a	<ul style="list-style-type: none"> - Called "magic e", "silent e", "sneaky e" - In VC-e words, the e at the end makes the vowel long. It is a syllable type as well. - It occurs in 35% of words with long a <p>Teaching Tip: It is helpful to show students e's "job" by having him "sprinkle his magic". Ex. mat /măt/ Add 'e' and it becomes mate /măt/ *Great day 1 practice to support short and long vowel differentiation. fat – fate mat – mate tap – tape Sam – same</p>	 <p>*When we graph, the e goes in the same box with the last sound, as it doesn't have its own sound, but must be in the spelling of the word. *Consistency is key. There are different ways to graph it, be sure you decide on one way and be consistent.</p>
Week 2	VC-e Long o	<ul style="list-style-type: none"> - Called "magic e", "silent e", "sneaky e" - In VC-e words, the e at the end makes the vowel long. It is a syllable type as well. - It occurs in 14% of words with long o <p>*Great day 1 practice to support short and long vowel differentiation. hop – hope slop – slope</p>	 <p>*When we graph, the e goes in the same box with the last sound, as it doesn't have its own sound, but must be in the spelling of the word. *Consistency is key. There are different ways to graph it, be sure you decide on one way and be consistent.</p>
Week 3	Soft C & G	<ul style="list-style-type: none"> - When an e, i, or y comes after a c or g, the sound will be "soft". c - /s/ g - /j/ *When c or g is followed by an a, o, u or a consonant, it will say the "hard" sound. c - /k/ g - /g/ <p>When using your Sound Focused Blending for these words, you want to use 2 fingers and touch the c/g and the vowel that follows it. When you say "Sound?", you are asking for the sound of c/g.</p> <p>Ex... Cent (point to the ce) Say, "Sound?" /s/ Say, "Blend" /s/ /ě/ /n/ /t/ Say, "Word?" sent</p>	