Dates: _____

Kinder: Weekly Phonics Focus
Lesson 16

In our classroom this week, we are learning to write the **uppercase letters _E, Z, K, Y, V, U, Q and X_** and review these letters' lowercase partners. We use an uppercase letter to spell the first sound in a name or a special place. We also use an uppercase letter to begin a sentence. Uppercase and lowercase letters spell the same sound. Here is the information we will use to help us.

Consonants	Uppercase _Z_ spells the /z/ sound, as in the keyword _zipper_. Uppercase _K_ spells the /k/ sound, as in the keyword _kite_. Uppercase _Y_ spells the /y/ sound, as in the keyword _yoyo_. Uppercase _V_ spells the /v/ sound, as in the keyword _van_. Uppercase _Q_ spells the /k/ /w/ sound, as in the keyword _queen_. Uppercase _X_ spells the /k/ /s/ sound, as in the keyword _box_. The /k/ /s/ sound is never found at the beginning of a word.
Vowels	Uppercase _E_ spells the /ĕ/ sound, as in the keyword _echo_. Uppercase _U_ spells the /ŭ/ sound, as in the keyword _up_.
High-Frequency Words	High-frequency words are words that we see often when we read. We have not yet learned to sound out these words. We study and practice with a few of these words each week so we can read them when we see them in phrases, sentences, and stories.

(**_Note:_** A letter in slashes, such as /t/, indicates that the letter sound rather than the letter name should be said.)

Below are activities to practice at home this week. In addition, use the activities and questions from the initial **_Family Support Letter_** to further assist your child's success in learning the weekly phonics focus.

Letters and Sounds

Ask your child to identify uppercase and lowercase letters and associate the correct sound with each letter. Have your child to point to each letter, say the letter name, the keyword, and the sound the letter spells.

Z	K	y	e
(Uppercase Z, zipper, /z/)	(Uppercase K, kite, /k/)	(lowercase y, yoyo, /y/)	(lowercase e, echo, /ĕ/)
v	**E**	**Q**	**U**
(lowercase v, van, /v/)	(Uppercase E, echo, /ĕ/)	(Uppercase Q, queen, /k//w/)	(Uppercase U, up, /ŭ/)
Y	**x**	**k**	**V**
(Uppercase Y, yoyo, /y/)	(lowercase x, box, /k//s/)	(lowercase k, kite, /k/)	(Uppercase V, van, /v/)
q	**u**	**X**	**z**
(lowercase q, queen, /k//w/)	(lowercase u, up, /ŭ/)	(Uppercase X, box, /k//s/)	(lowercase z, zipper, /z/)

Listen for the Sound

Ask your child to listen for the first sound in words by saying, "I am going to say a word. After I say the word, you will follow these steps." Then, read the steps.

1. Repeat the word.
2. Say the first sound in the word.
3. Say the letter that spells the first sound.

(*Note:* Modify the directions for item #8, *quit*. Ask your child to say the first 2 sounds in the word *quit* and then say the letters that spell the first two sounds.)

1. **end** (end, /ĕ/, letter e)	5. **etch** (etch, /ĕ/, letter e)
2. **zoo** (zoo, /z/, letter z)	6. **keep** (keep, /k/, letter k)
3. **us** (us, /ŭ/, letter u)	7. **yard** (yard, /y/, letter y)
4. **vine** (vine, /v/, letter v)	8. **quit** (quit, /k/ /w/, letter q)

High-Frequency Words

Moving across each row, ask your child to point to each word and read it.

find	go	have	play
to	two	want	where

Story Reading

Ask your child to read the story "Play at the Lot" to you. Have your child use his/her index finger to track the text. Your child's finger should be under the word being read and move smoothly across the line while reading.