

Dates: _____



Kinder: Weekly Phonics Focus Lesson 15

In our classroom this week, we are learning about the **letters u, q, and x**. We are going to learn to write the lowercase letters *u*, *q*, and *x*. and learn about the sounds these letters spell. First, we will learn about the letter *u*. Next, we will learn about the letter *q* and then the letter *x*. By the end of the week, we will practice what we have learned about the sounds that letters *u*, *q*, and *x* spell. Here is the information we will use to help us:

Consonants	Lowercase letter <i>q</i> spells the /k/ /w/ sound, as in the keyword <i>queen</i> . Lowercase letter <i>x</i> spells the /k/ /s/ sound, as in the keyword <i>box</i> . The /k/ /s/ sound is never found at the beginning of a word.
Vowels	Lowercase letter <i>u</i> spells the /ü/ sound, as in the keyword <i>up</i> .
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.

Listen for the Sound

Ask your child to listen for the /ü/ sound, as in up, by saying, "I'm going to say some words. If the /ü/ sound is in the word, show the thumbs-up gesture and say the sound. If you do not hear the /ü/ sound, say 'NO' instead."

/ü/		
1. shut (thumbs up)	3. miss (NO)	5. us (thumbs up)
2. mud (thumbs up)	4. it (NO)	6. hum (thumbs up)

Ask your child to listen for the /k/ /w/ sound, as in queen, by saying, “I’m going to say some words. If the /k/ /w/ sound is in the word, show the thumbs-up gesture and say the sound. If you do not hear the /k/ /w/ sound, say ‘NO’ instead.”

/k/ /w/		
1. quit (thumbs up)	3. math (NO)	5. quake (thumbs up)
2. quite (thumbs up)	4. ramp (NO)	6. quiet (thumbs up)

Ask your child to listen for the /k/ /s/ sound, as in box, by saying, “I’m going to say some words. If the /k/ /s/ sound is in the word, show the thumbs-up gesture and say the sound. If you do not hear the /k/ /s/ sound, say ‘NO’ instead.”

/k/ /s/		
1. six (thumbs up)	3. met (NO)	5. fix (thumbs up)
2. Max (thumbs up)	4. bell (NO)	6. fox (thumbs up)

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.

/ŭ/ and /k/ /w/	
1. up (up, /ŭ/, letter u)	4. quick (quick, /k/ /w/, letter q)
2. quack (quack, /k/ /w/, letter q)	5. under (under, /ŭ/, letter u)
3. us (us, /ŭ/, letter u)	6. quit (quit, /k/ /w/, letter q)

High-Frequency Words

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

are	down	like	must
my	they	went	will

Story Reading

Ask your child to read the story “Mel and Gus” 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.