

Dates: \_\_\_\_\_



## Kinder: Weekly Phonics Focus Lesson 23

In our classroom this week, we are previewing a first-grade skill. We are learning about a **second sound that the letter e spells**. We will practice **reading sentences and short stories**. We will also practice **writing short sentences**. Here are the letters and patterns to practice this week.

<b>Consonants</b>	b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z y at the beginning of a word
<b>Vowels</b>	a, e, i, o, u
<b>Long e Silent-e Pattern</b>	In this pattern, the vowel <i>e</i> spells the /ē/ sound, as in the keyword <i>equal</i> . The word <i>meme</i> is an example of a long e silent-e word.
<b>High-Frequency Words</b>	High-frequency words are words that we see often when we read. We have not yet learned to sound out these words. We have studied and practiced 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. You may use the activities and questions from the initial **Family Support Letter** to further address your child's success in learning the weekly phonics focus.

### **Identify the Pattern**

Guide your child through identifying the pattern in the boxed words by reading the following steps.

1. Look at the words in the boxes. Circle the words that follow the long e silent-e pattern. What sound does the letter *e* spell in the words you circled? (/ē/, as in *equal*) Read the circled words. (*Pete*, *eve*, *Zeke*)
2. What sound does the letter *e* spell in the words you did not circle? (/ě/, as in *echo*) Read those words. (*hen*, *Ted*)
3. Read all the words. Think about the pattern and the sound that letter *e* spells in each word.

1. Pete	2. eve	3. hen	4. Zeke	5. Ted
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## High-Frequency Words

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

for	look	say	see
the	there	too	what

## Sentence Writing

Guide your child through writing sentences by saying, “Let’s write a sentence. Remember that a sentence has 2 or more words. The first word in a sentence starts with an uppercase letter, and there’s a punctuation mark at the end like a period or question mark. Ready?” Then, read the following steps.

1. Listen to this sentence: **The box is big.**
2. Repeat the sentence with me: **The box is big.**
3. How many words did you hear? (4)
4. What is the first word? (*The*) Write the letters that spell the high-frequency word *The*. Remember that the first word of a sentence starts with an uppercase letter.
5. What is the second word? (*box*) Say the sounds and write the letters.  
(**Note:** If necessary, remind your child that the two sounds /k//s/ are spelled with one letter.)
6. What is the third word? (*is*) Say the sounds and write the letters.
7. What is the fourth word? (*big*) Say the sounds and write the letters.
8. Add a punctuation mark.
9. Read the sentence.

## Story Reading

Ask your child to read the story “The Box” to you. Have your child use an 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.