

Dates: _____



Kinder: Weekly Phonics Focus Lesson 21

In our classroom this week, we are previewing a first-grade skill. We are learning about a **second sound that the letter *i* 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.

Consonants	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
Vowels	a, e, i, o, u
Long i Silent-e Pattern	In this pattern, the vowel <i>i</i> spells the /ī/ sound, as in the keyword <i>ice</i> . The word <i>five</i> is an example of a long i silent-e word.
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 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 box 1. What looks different? (*The second word has an e at the end.*)
2. Listen as I read the words in box 1: rid, ride. What sounds different? (*The vowel sound is different. Rid has the short i sound. Ride has the long i sound.*)
3. Now, you read the words in box 1. (*rid, ride*)

Repeat this procedure for the remainder of the boxes. When finished, ask your child to reread all the words in the boxes.

1. rid ride	2. pin pine	3. rip ripe	4. fin fine	5. dim dime
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High-Frequency Words

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

eat	he	help	our
please	saw	soon	want

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: **Meg can dig.**
2. Repeat the sentence with me: **Meg can dig.**
3. How many words did you hear? (3)
4. What is the first word? (*Meg*) Say the sounds and write the letters.
Remember that the first word of a sentence starts with an uppercase letter.
5. What is the second word? (*can*) Say the sounds and write the letters.
6. What is the third word? (*dig*) Say the sounds and write the letters.
7. Add a punctuation mark.
8. Read the sentence.

Story Reading

Ask your child to read the story “The Play Hut” 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.