

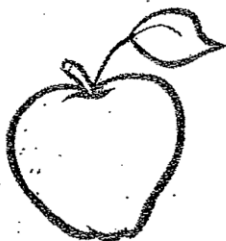
First Grade Foundations Information Packet for Parents



Vocabulary, Rules, &
Unit Overviews

Short Vowels

a



apple

/ă/

e



Ed

/ĕ/

i



itch

/ĭ/

o



octopus

/ŏ/

u

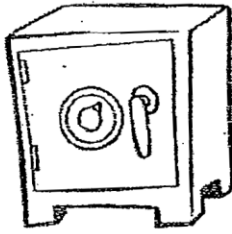


up

/ŭ/

Vowel-Consonant - e (V-C-e)

a



safe

/ā/

e



Pete

/ē/

i



pine

/ī/

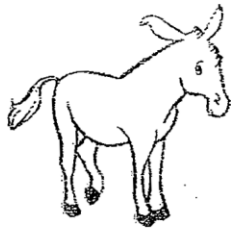
o



home

/ō/

u



mule

/ū/



rule

/ü/

Unit 1

Letter – Keyword – Sound for consonants

G game /g/

Letter – Keyword – Sound for short vowels

E Ed e

Alphabetical Order – In the classroom the letters will be displayed in a certain arrangement that looks like the arrangement below.

a b c d e f

g h I j k l

m n o p qu r s

t u v w x y z

This arrangement is designed to help students learn the alphabet in four quadrants. These four quadrants are used for beginning dictionary skills.

Chicken Letter – q is called the “chicken letter” because it goes nowhere without u

Practice Ideas

- Circle the “chicken letter” in sentences
- Sort words by vowels

Unit 2

Tapping to read words – taps sounds while looking at the letters, the blend the letters to say the word.

Tapping to spell – say word, tap out the sounds, tap out the letters

Sentence dictation - capital at the beginning of a sentence, periods at the end; tap words before spelling and then again to check spelling (proof read)

Practice Ideas

- Practice tapping 3 letter words
- Practice spelling by tapping out words first then writing
- Practice sentence dictation

Unit 3

Digraph – contains two consonants and only makes one sound: wh, sh, ch, th, ck

- Wh is only found in the beginning of words
- Ck is only found at the end of words
- Tapping – use one finger to tap the one sound that a digraph makes
- Mark up digraphs by underlining the two letters that make the digraph

Practice Ideas

- Underline digraphs in sentences or paragraphs

- Sort words – digraphs vs. words without digraph
- Find words with ck at the end
- Find words with wh at the beginning

Unit 4

Bonus Letter Rule – At the end of a one-syllable word, if the word has one vowel, followed immediately by an f, l, or s at the end, double that consonant. (The extra f, l, or s is considered a bonus letter because it is extra. The f, l, or s is doubled only if it immediately follows the vowel. It is not doubled if it is part of a blend, as in the word shelf).

- Mark up a bonus letter word by putting a star above the bonus letter
- Sometimes z wants to be bonus letter (fuzz, buzz, fizz, razz, jazz) but it does not always get doubled (quiz, whiz, Liz). Therefore it is not considered a bonus letter, just keep it in the back of our minds that sometimes it gets doubled.

“Glued” Sounds – letters that keep their individual sound but are glued together.

- “Glued” sound “all” – the bonus ll changes the short /a/ to /o/
- To tap these out, use two or three fingers “glued” to represent the number of sounds working together.

Practice Ideas

- Sort words – bonus letters vs. words without bonus letters
- Find words with the “glued” sound all
- Mark up words with bonus letters and “glued” sounds

Unit 5

“Glued” Sounds – *am* and *an*

- M and n are nasal sounds because the sound comes out of the nose
- Try to say the letter sounds for m and n while holding your nose
- Since m and n are nasal sounds they change the sound of a
- Tap am and an by gluing two fingers together in one tap to represent the two sounds
- Mark the “glued” sounds by boxing the letter together

Practice Ideas

- Find words with the “glued” sounds am, an, and all
- Sort words – words with “glued” sounds and words without “glued” sounds
- Mark up words with “glued” sounds

Unit 6

Baseword – a baseword is a word that can stand alone as a word or have something added to it.

Suffix – A suffix is an ending that can be added to a baseword.

Adding the suffix –s The suffix –s can be added to basewords. This unit has words that are plural nouns and singular verbs. (ex. Hits, pens).

- When tapping out a word with a suffix, students only tap out the baseword. The suffix is NOT tapped. You might say “with an s” after tapping out the baseword to emphasize the suffix, but it is not to be tapped.
- Mark it up – underline the baseword and then circle the suffix
- When reading words with a suffix, students must always say the baseword, then the whole word. This habit helps focus students’ attention on the structure of the word.

Plurals – A plural word is a word that means more than one thing.

- For example the word shop is a baseword. When the suffix –s is added to shop, the word becomes plural (shops).

The letter s sometimes sounds lie /z/ when it is added to words as a suffix. For example if you add the suffix –s to the word bug, the letter s makes the /z/ sound in the new word bugs.

Practice Ideas

- Sort words – basewords and basewords with suffix
- Sort words – suffix –s makes the /s/ sound and the suffix –z makes the /z/ sound
- Mark up words with suffixes

Unit 7

New “glued” sounds – ang, ing, ong, ung, ank, ink, onk, unk,

- Tap using three fingers “glued” together
- Mark up words by boxing the “glued” letters

Practice Ideas

- Find words with the new “glued” sounds in words or sentences
- Sort words – with “glued” sounds and words without “glued” sounds
- Mark up words with “glued” sounds

Unit 8

Digraph – contains two consonants and only makes one sound: wh, sh, ch, th, ck

- Tapping – use one finger to tap the one sound that a digraph makes
- Mark up digraphs by underlining the two letters that make the digraph

Blend – contains two or more consonants together each, but each making its own sound such as /s/ and /l/; /sl/

- Tapping – use one finger per sound.
- Mark up by underlining each letter in the blend separately.

Digraph Blend – contains a digraph blended with another consonant, such as n and ch in the word lunch or sh and r in the word shred.

- **Tapping** – use one finger for the digraph and then separately the consonant.
- Mark up by underlining the digraph and then separately the consonant.

Practice Ideas

- Sort words – digraphs vs. blends vs. digraph blends
- Look for blends in words or sentences
- Mark up words with digraphs, blends, or digraph blends

Unit 9

Syllables – Words have parts that go together called syllables. A syllable is part of a word that can be pushed out in one breath. A syllable must have at least one vowel.

Closed Syllable Type –

- closed syllable can only have one vowel
- The vowel is followed by one or more consonants (closed in)
- The vowel sound is short. To indicate the short sound, the vowel is marked with a **breve**.
a e i o u
- All of the words the students have words with so far are closed syllables.
- It is important to teach students how to visually recognize a closed syllable so that they can apply the short vowel sound to decode the word.
- Mark up the syllable by underlining the syllable, place a c below the line, and then putting a breve above the vowel.

Practice Ideas

- Find closed syllables in words or sentences
- Sort words – words that are closed syllables and words that are not
- Mark up closed syllable words

Unit 10

Closed Syllables with blends – for example blimp & **Segmenting and blending up to 5 sounds**

Practice Ideas

- Sort words – closed syllables with blends vs. closed syllables without blends
- Practice tapping words with 5 sounds
- Practice writing word with 5 sounds
- Mark up words

Unit 11

Review that words are made up of parts called syllables. A **syllable** is a word or part of a word made by one push of breath. A syllable must have one vowel.

Compound words – two one syllable words put together to make up one word

Syllable Division – whenever vowels are separated, the word must be split into parts or syllables somewhere between the two separated vowels.

- If the word is a compound word separate the smaller word
- If there are two consonants between the vowels, divide between the two consonants.

Spelling of –ic

- Any multisyllabic word ending with –ic is spelled with the letter c (not ck or k).

Practice Ideas

- Sort words – one syllable vs. multi-syllable words
- Practice dividing multisyllabic words
- Find multi-syllable words in sentences and paragraphs

Unit 12

Two kinds of suffixes

- Consonant suffixes begin with consonants
- Vowel suffixes begin with vowels

Suffixes –es

- Another suffix that might make a word mean more than one thing (plural)
- Words that end in **ch, sh, s, x,** and **z** need to use the suffix –es instead of s

Practice Ideas

- Sort words – words with suffix –es vs. words with suffix -s
- Find words with the suffix –es in sentences or paragraphs
- Practice underlining basewords and circling suffixes

Unit 13

Suffix –ed

- At this point students will add this suffix to closed syllable words that **do not change** when a suffix is added.
- Also at this point, students will only use one sound for the suffix –ed (/ed/).
- Vowel suffix

Suffix –ing

- At this point students will add this suffix to closed syllable words that **do not change** when a suffix is added.
- Vowel suffix

Practice Ideas

- Sort words – -ed suffix vs. -ing suffix
- Underline basewords and circle the suffix
- Find words using the suffix -ed or -ing in sentences or paragraphs

Unit 14

Letter – keyword – Long Vowel Sounds

Vowel-Consonant-e Syllable

- Has the vowel-consonant-e combination
- The e is silent
- The first vowel has a long sound
- Mark up by underlining the syllable, place a *v-e* underneath, mark the vowel with a macron, a e i o u , and then cross out the final e to indicate it is silent

The letter sometimes sounds like /z/ when it is between two vowels as in the word wise.

Practice Ideas

- Sort words – closed syllable vs. vowel-consonant-e syllable
- Mark up vowel-consonant-e syllables
- Find vowel-consonant-e syllables in sentences or paragraphs