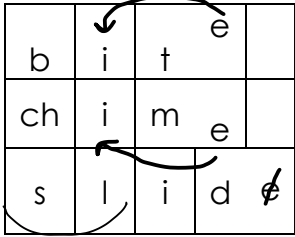
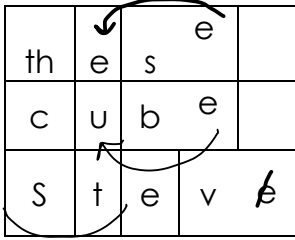


**Unit 6 “Foundations Fact Sheet”
Grade 1**

Week	Skill	Notes	Phoneme Grapheme Mapping Example
Week 1	VC-e Long i	<ul style="list-style-type: none"> - Called “magic e”, “silent e”, “sneaky e” - In VC-e words, the e at the end makes the vowel long. It is a syllable type as well. - It occurs in 37% of words with long i <p>Teaching Tip: It is helpful to show students e’s “job” by having him “sprinkle his magic”. Ex. bit /bīt/ Add ‘e’ and it becomes bite /bīte/ *Great day 1 practice to support short and long vowel differentiation. sit – site lit – lite pip – pipe Tim- time</p>	 <p>*When we graph, the e goes in the same box with the last sound, as it doesn’t have its own sound, but must be in the spelling of the word. *Consistency is key. There are different ways to graph it, be sure you decide on one way and be consistent.</p>
Week 2	VC-e Long e Long u	<ul style="list-style-type: none"> - Called “magic e”, “silent e”, “sneaky e” - In VC-e words, the e at the end makes the vowel long. It is a syllable type as well. - It occurs in <3% of words with long e - It occurs in 21% of words with long u. (long u says /y/ /oo/) 	 <p>*When we graph, the e goes in the same box with the last sound, as it doesn’t have its own sound, but must be in the spelling of the word. *Consistency is key. There are different ways to graph it, be sure you decide on one way and be consistent.</p>
Week 3	Vowel Teams -ay, ai	<p>ai – 9%</p> <ul style="list-style-type: none"> - Found at the beginning or middle of a syllable. - No English words end in -i. - Must be followed by a consonant sound. <p>ay – 6%</p> <ul style="list-style-type: none"> - Found at the end of a syllable. - Must be preceded by a consonant sound. - Most common spelling for /ā/ at the end of words. <p><i>*Note: syllable, not word. crayon, daytime, etc.</i></p>	