

Focus on the Foundation

Grade
2

Issue #1 August 5, 2019

Unit 1 Lesson 1 and Lesson 2

Weekly Skills: Phonics

Lesson
1

Phonics: Short Vowels *a, i* CVC Syllable Patterns

Grammar: Subjects and Predicates

Decodables: *We Camp; The Picnic Ants*

Content

NEW! Journeys Foundational Skills PPT

[Lesson 1](#)

NEW! Decodable Reader

[Lesson 1](#)

Short Vowels *a, i*

Short Vowel Rule: If a word or syllable has only one vowel and it comes between two consonants, the vowel is usually short. These are called CVC words.

Closed Syllable: CVC words have a closed syllable. In a closed syllable, the vowel is followed by a consonant.

Explain to your students that the vowel is “closed in” by the consonant.

For example: short *a* in *fast, bat, cap, rack, hand*
short *i* in *sit, mitt, milk, lips, sink*

Weekly Skills: Phonics

Lesson
2

Phonics: Short Vowels *o, u, e* CVC Syllable Patterns

Grammar: Simple Sentences

Decodables: *Bud, Ben, and Roz; The Funny Hat Contest*

Content

NEW! Journeys Foundational Skills PPT

[Lesson 2](#)

NEW! Decodable Reader

[Lesson 2](#)

Short Vowels *o, u, e*

Short Vowel Rule: Review the short vowel rule--the single vowel can also come at the beginning of a word.

Closed Syllable: Words that end with a consonant(s) that “closes in” the vowel, making the vowel say the SHORT sound. These words have a closed syllable and are known as CVC words.

For example: short *e* in *jet, men, web, tent, belt*
short *o* in *pop, box, lock, hot, rock*
short *u* in *run, lunch, bus, duck, tub*

Instructional Strategies

CVC Word Chart

Write CVC words on the board, but leave out the vowel sound. For example, write *b__t*. Then say the word, making each sound clear and distinct. Have students fill in the missing sound. Also, start a CVC word chart on your wall. As you introduce new CVC words or students recognize them, add the word to your wall.

Use the link below to build an extensive CVC word list and to engage students in reading a list of CVC words.

Short a - <http://www.theschoolhouse.us/lessons/lesson1.html>

Short i - <http://www.theschoolhouse.us/lessons/lesson2.html>

Short u - <http://www.theschoolhouse.us/lessons/lesson3.html>

Short o - <http://www.theschoolhouse.us/lessons/lesson4.html>

Short e - <http://www.theschoolhouse.us/lessons/lesson5.html>

Instructional Strategies

Human CVC Words

Make laminated letter cards with at least three of each letter and six of more common letters and vowels. Punch holes in the top of each card and put string through the holes so that students can wear their letters around their necks. Give a small group of students several letter cards and ask them to make a word to show to the rest of the class by organizing themselves in the proper order.

For a more advanced version, ask the class if anyone has a letter that can change the word to become a new word.

Work Stations/Small Groups

Consonant Vowel Consonant Cupcake Match

For this activity, students match the beginning consonant cupcake half to the word family half to create words. A recording sheet is included.

<https://csk12.sharepoint.com/:b:/s/EarlyLiteracyTeam/Ee90SaIq4BpE uSyAk8EpeQOBBM3PsZygO8uu9W3xnRaV5w7e=w9Kq2C>

Work Stations/Small Groups

Create a Story using a CVC Word Chart

During the writing workstation, students will use the words from the CVC word chart and create a story with illustrations. Base the story on a topic that the students know about such as a pet, a family member, a friend, a special event or a special place.