

Focus on the Foundation

Grade
2

Issue #8 November 18, 2019

Unit 3 Lesson 15 and Lesson 16

Weekly Skills: Phonics

Lesson

15

Phonics: Compound Words & The Schwa Vowel Sound

Fluency: Accuracy: Connected Text

Grammar: Abbreviations

Decodables: *What Does It Say?* and *In the Grave*

Content

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Compound Words: A compound word is when two words are combined to form a new word. The closed compound word is when two words are combined to form a new word. For example: bullfrog, snowball and mailbox.

The SCHWA Vowel Sound: The schwa is only found in unstressed syllables. The schwa is the muffled /uh/ sound that is heard in words such as about, amazed, again.

Fluency: Accuracy: Connected Text- Accuracy refers to reading text and decoding words accurately and effortlessly.

Grammar: An abbreviation is a shortened form of a word.

Instructional Strategies

Compound Word Lesson Video

<https://www.youtube.com/watch?v=tOASe7OI2hE>

SCHWA Sound Video 2nd Grade

<https://www.youtube.com/watch?v=jsCpgGBT-Ko>

Fluency: Accuracy: Connected Text: Model accuracy through read alouds.

Abbreviation Quiz

http://www.softschools.com/quizzes/language_arts/common_abbreviations/quiz3694.html

Work Stations/Small Groups

Compound Word Hunt:

http://www.fcrr.org/FAIR_Search_Tool/PDFs/K-1V_009.pdf

Fluency Speed Practice:

http://www.fcrr.org/studentactivities/F_014b.pdf

Make an Abbreviation Book:

<https://www.education.com/download-pdf/activity/16575/>

Weekly Skills: Phonics

Lesson

16

Phonics: Base words and Endings -ed & -ing

Fluency: Rate

Grammar: Pronouns

Decodables: *We Helped* and *Beep! Beep!*

Content

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1-1-1 Doubling Rule

The 1-1-1 Doubling Rule says: 1 syllable words ending in 1 consonant after 1 vowel double the final consonant before a vowel suffix, such as -ed or -ing.

Rate: Rate is words read per minute. It involves the automaticity of reading. The more automatic reading is, the higher the rate will be. Rate is measured by counting the number of words in a specific passage and timing the reader.

Instructional Strategies

Rules for three sounds of -ed (/t/, /ed/, /d/): During whole group, draw lines to divide chart paper into 3 columns. Label columns with each of the three sounds of -ed. Show students a variety of base words and tell them that they are going to help you determine the sound that -ed makes when added to each word. (*Do not share the rules.*) After a number of words have been added under each column, ask students to make generalizations about the rule for each -ed sound.

Pronouncing -ed at the end of words:

<http://www.5minuteenglish.com/apr18.htm>

1-1-1 Doubling Rule

<https://www.youtube.com/watch?v=uGrxatzgoZk>

Pronouns

https://scsk12.sharepoint.com/:b/s/EarlyLiteracyTeam/EUOCCPz_naziDkxK8EIp9HiIBv05Qdt0gC1cYhIKq-cMmFQ?e=pH19qN

Work Stations/Small Groups

Fluency Speed Practice:

http://www.fcrr.org/studentactivities/F_014b.pdf

Doubling Rule Cards

https://scsk12.sharepoint.com/:b/s/EarlyLiteracyTeam/ERbu7Qz-_QdCmR6uURCYidoBXYRAs9mxo-KioUQvu_LNxA?e=jLguzR

Pronouns

<https://create.kahoot.it/share/pronouns-basic/99311c72-93e2-491c-a927-be55c8b128b0>