

# Focus on the Foundation

Grade  
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Issue #6 October 7, 2019

Unit 3 Lesson 11 and Lesson 12

## Weekly Skills: Phonics

Lesson

11

### Lesson 11

**Phonics:** Base Words and Endings –s, -es

**Grammar:** Compound Sentences

**Decodables:** “Jess Makes Gifts”, “Cooking with Mom Fox”

## Content

**NEW!** Journeys Foundational Skills PP [Lesson 11](#)

**NEW!** Decodable Reader [Lesson 11](#)

**Base Words and Ending –s, -es:** Add –es to words that end in ch, sh, x, z, ss, s and tch to make the words plural.

\*Adding –es to make a word plural adds the syllable /ez/ to the word. If the word does not end with ch, sh, x, z, ss, s and tch add –s to make it plural.

\*Sometimes adding –s to the end of a word can stand for the sound /z/ as in clams.

**Fluency: Expression-**Reading with expression refers to the ability to

## Instructional Strategies

**Base Words and Endings –s, -es:** What is a plural? Why do some plurals end in –s and others in -es? The Plural-a-tor has the answers!

<https://www.youtube.com/watch?v=ID1OaD4FBqM>

**Sort the Words into Singular and Plural.** Match the singular with its plural and choose presents for Lucy.

<https://www.roythezebra.com/reading-games/singular-or-plural-1.html>

**Expression:** *Don't Read Like a Robot - Blazer Fresh | GoNoodle.* Drop the robot act and read with expression.

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

## Work Stations/Small Groups

**Grammar:** *Penguin Sentences* ([click here](#))

Students pick a penguin card and combine the two simple sentences to make a compound sentence.

**Base Words and Ending –s, -es:** *Making Singular Nouns*

*Plural.* Students read a word, make it plural and place it under the correct label on the chart. They then identify those words in this week's decodable. ([click here](#))

**Fluency: Expression-**Working in pairs, students read fluently by echo reading paragraphs. ([click here](#))

## Weekly Skills: Phonics

Lesson

12

### Lesson 12

**Phonics:** Vowel Digraphs: ai, ay

**Grammar:** Compound Sentences

**Decodables:** “Trains”, “The Waiting Game”

## Content

**NEW!** Journeys Foundational Skills PP [Lesson 12](#)

**NEW!** Decodable Reader [Lesson 12](#)

**Vowel Digraphs:** A combination of two different vowel letters that together represent a single sound, such as *ai* in *rain*, and *ay* as in *pray*.

**Fluency: Rate (Adjust Rate to Purpose)** - Students with slow reading rates are often not aware that good readers adjust their rate depending on the purpose of reading. Some students have not learned how to adjust their reading rates. To help develop increased reading speed, encourage students to adjust their rate depending on the purpose of reading. Demonstrate to students how you change your rate for different types of reading materials.

## Instructional Strategies

**ai/ay Phonics Digraph Song:** A phonics digraph song about the ai and ay letter combinations. Ai and Ay make the same sound.

<https://www.youtube.com/watch?v=V5rSw9mATGo>

**When to use ai and ay:**

<https://www.youtube.com/watch?v=xRya5K6kSTE>

**Books for Building Fluency for Beginning Readers:**

Books that contain repetitive text, decodable, and high frequency words are good choices for building fluency.

<http://www.literacyhow.com/wp-content/uploads/2013/12/Books.Fluency.pdf>

## Work Stations/Small Groups

**Fishing for Vowel Digraphs:** Students will identify variant correspondences in words.

[http://www.fcrr.org/studentactivities/P\\_018b.pdf](http://www.fcrr.org/studentactivities/P_018b.pdf)

**Rain, Rain Go Away: Sorting Long a Patterned Words** (ai & ay) – click [here for the sort](#)

**Fluency: Rate (Adjust Rate to Purpose)** - Students time repeated readings and graph words correct per minute.

[http://www.fcrr.org/FAIR\\_Search\\_Tool/PDFs/2-3F\\_025.pdf](http://www.fcrr.org/FAIR_Search_Tool/PDFs/2-3F_025.pdf)