

# Focus on the Foundation

Grade  
2

Issue #7 October 21, 2019

Unit 3 Lesson 13 and Lesson 14

## Weekly Skills: Phonics

Lesson  
13

### Lesson 13

**Phonics:** Vowel Digraphs ee, ea

**Decodable:** *The Shell Sheep*

**Grammar:** Quotation Marks

## Content

**NEW!** Journeys Foundational Skills PP [Lesson 13](#)

**NEW!** Decodable Reader [Lesson 13](#)

**Vowel Digraphs “ee” and “ea”** can both be in the middle ([read](#) or [feet](#)) or at the end ([tree](#) and [flea](#)) of a word.

**Fluency- Self-Lesson:** When students are reading aloud to us we are able to draw their attention to their mistakes, but what happens when they are reading by themselves? Are the students self-correcting or are they just reading on? To address this, focus more instruction on students identifying the mistakes they have made while reading and reading accurately the first time.

**Grammar- Quotation Marks:** Use quotation marks to show dialogue.

## Instructional Strategies

**Vowel Digraphs:** Words with ee, ea ([click here](#))

**Fluency- Self-Correction:** Write phrases and sentences on notecards. The students each get one notecard and read it aloud. If they read it correctly the first time, they get to keep the card. If they do not read it correctly, then the teacher gets the card. Their goal as a class is to get more cards than the teacher.

**Grammar- Quotation Marks Song:**

<https://www.youtube.com/watch?v=wTChUiV9rCg>

## Work Stations/Small Groups

**Fluent Reflection:**

[http://www.fcrr.org/studentactivities/F\\_024c.pdf](http://www.fcrr.org/studentactivities/F_024c.pdf)

**Words with “ee” and “ea”** ([click here](#))

**Grammar- Quotation Marks: Dialogue Tags**

[https://www.superteacherworksheets.com/quotation-marks/quotation-dialog-tags\\_DIALO.pdf?up=1508307139](https://www.superteacherworksheets.com/quotation-marks/quotation-dialog-tags_DIALO.pdf?up=1508307139)

## Weekly Skills: Phonics

Lesson  
14

### Lesson 14

**Phonics:** Long o, oa, ow

**Decodables:** *Mud Bugs and Bill E. Goat & Wise Crow*

**Grammar:** Using Proper Nouns

## Content

**NEW!** Journeys Foundational Skills PP [Lesson 14](#)

**NEW!** Decodable Reader [Lesson 14](#)

**Long “oa” and “ow”** can both be in the middle ([bowl](#) or [boat](#)) and ow can be at the end like [bow](#) of a word.

**Fluency- Natural Pauses:** By pointing to each word as you are reading (using either a pointer or your finger), you can show students where and how you are pausing and how the text shows you when to raise or lower your voice.

**Grammar- Using Proper Nouns:** A proper noun has two distinctive features: 1) it will name a specific item, and 2) it will begin with a capital letter no matter where it occurs in a sentence.

## Instructional Strategies

**Video “oa” vowel digraph, long “o”:**

<https://www.kizphonics.com/phonics/oa-vowel-digraph-long-o-video/>

**Shared Reading/Modeling**

Read aloud while students follow along in their own books, model fluency, pausing occasionally to demonstrate comprehension strategies.

**Grammar- Using Proper Nouns:** Make a proper noun pizza. Students write a proper noun under the pepperoni labels (person, place or thing)

<http://thefirstgradefairytales.blogspot.com/2012/09/proper-noun-pizzas-freebie.html>

## Work Stations/Small Groups

**Read and Stick “ow” Family Mat:**

<https://www.themeasuredmom.com/wp-content/uploads/2014/02/Read-n-Stick-OW-family-mat-and-cards.pdf>

**Read and Stick “oa” Family Mat:**

<https://www.themeasuredmom.com/wp-content/uploads/2014/02/Read-n-Stick-OAT-family-mat-and-cards.pdf>

**Fluency-Natural Phases**

[http://www.fcrr.org/FAIR\\_Search\\_Tool/PDFs/K-1F\\_020.pdf](http://www.fcrr.org/FAIR_Search_Tool/PDFs/K-1F_020.pdf)