

# Focus on the Foundation

Grade  
2

Issue #12 January 20, 2020

Unit 5 Lesson 23 and Lesson 24

## Weekly Skills: Phonics & Fluency

Lesson  
**23**

**Phonics:** Suffixes -y, -ly, -ful  
Final Stable Syllables -tion, -ture  
**Fluency:** Rate: Adjust Rate to Purpose  
**Grammar:** Irregular Verbs  
**Decodables:** *Fraidy Cat* and *Bugs in Action*

## Content

**NEW!** Journeys Foundational Skills PPT [Lesson 23](#)  
**NEW!** Decodable Reader [Lesson 23](#)

**Phonics:** The syllables -tion and -ture are the **final syllables** in a lot of words and always make the same sound-hence they are **stable**. When -tion is added to the end of a word, it makes that word a noun. A **suffix** can be a letter or group of letters added to the ending of words to change their meaning or function. Such as **-ful:** full of or notable of. **-y:** made up of or characterized by, and **-ly** in what manner something is being done  
**Fluency:** Explain to students that good readers **adjust their rate** according to their purpose for reading. They may read slowly when they need to better understand text. They may speed up when they are looking for information or reviewing text.  
**Grammar:** Have, has, or had match the time that the sentence tells about. Have or has tell about present time. Had tells about past time.

## Instructional Strategies

**Fluency: Adjust Rate to Purpose** - Be certain to model this process by reading aloud and adjusting your reading rate as you go.  
**Final Stable Syllables Bingo**  
[https://scsk12.sharepoint.com/:b:/s/EarlyLiteracyTeam/ESfYqZGPF31Cn2P\\_AdoY7toBagafTsn6P7SvZkliN2m9xw?e=DacS8u](https://scsk12.sharepoint.com/:b:/s/EarlyLiteracyTeam/ESfYqZGPF31Cn2P_AdoY7toBagafTsn6P7SvZkliN2m9xw?e=DacS8u)  
**Grammar:** Has and Have  
<https://youtu.be/zJASHLh7VIA>  
**Matching Suffixes:**  
<http://bigbrownbear.co.uk/demo/suffix.htm>

## Work Stations/Small Groups

**Lesson 60 (final stable syllable -tion):** Print a few copies of the task and put them in sheet protectors. Let students complete the tasks with dry erase markers. After completion, students can erase their work, and the sheets are ready for the next group.  
<http://www.theschoolhouse.us/lessons/lesson60.html>  
**Words with -y, -ly, -ful:**  
<http://www.tlsbooks.com/wordswithlyandful.pdf>

## Weekly Skills: Phonics & Fluency

Lesson  
**24**

**Phonics:** Prefixes re-, un-, pre-, over-, mis-  
Silent Consonants kn-, -mb, wr-, gn-  
**Fluency:** Accuracy: Expression  
**Grammar:** Irregular Action Verbs  
**Decodables:** *The Unreal Party* and *Knick and Knack*

## Content

**NEW!** Journeys Foundational Skills PPT [Lesson 24](#)  
**NEW!** Decodable Reader [Lesson 24](#)

**Phonics: Prefixes** are word parts that can be added to the beginning of a base word. A prefix changes the meaning of a base word. The **silent 'k' and 'g'** in words such as *gnaw*, *gnat*, *knee* and *knife* are Viking words with letters that used to be pronounced, so they are still spelled the same way, but the pronunciation has changed. Although these letters are silent, they remain so that you can see their history and origin.  
**Fluency:** Expression refers to the ability to change your voice to show feeling when reading.  
**Grammar:** An **irregular action verb** is a verb in which the past tense is not formed by adding the usual -ed ending. **Examples of irregular verbs** are come (past tense came); run (ran); and go (went).

## Instructional Strategies

**Nessy Reading Strategy: Silent Letters:**  
<https://www.youtube.com/watch?v=6p4hRbPQC2w>  
**Matching Prefixes:**  
<http://www.bigbrownbear.co.uk/demo/prefix.htm>  
**Grammar:** Quizlet Irregular Verbs:  
<https://quizlet.com/86756243/past-tense-regular-and-irregular-verbs-2nd-grade-flash-cards/>

## Work Stations/Small Groups

**Lesson 61 (Silent letter combinations: wr, kn, mn, mb):** Print a few copies of the task and put them in sheet protectors. Let students complete the tasks with dry erase markers.  
<http://www.theschoolhouse.us/lessons/lesson61.html>  
**Prefix-O**  
[http://www.fcrr.org/studentactivities/v\\_011a.pdf](http://www.fcrr.org/studentactivities/v_011a.pdf)