

Focus on the Foundation

Grade
2

Issue #14 February 17,2020

Unit 6 Lesson 27 and Lesson 28

Weekly Skills: Phonics & Fluency

Lesson

27

Lesson 27

Phonics: Words with oo (as in book)

Grammar: Adverbs

Decodables: *Woody Woodchuck and the Mysterious Ball* and *One or More*

Weekly Skills: Phonics & Fluency

Lesson

28

Lesson 26

Phonics: Vowel Diphthongs – ow, ou

Grammar: Possessive Nouns

Decodable: *“Howie’s Big Brown Box”* and *“What a Surprise!”*

Content

NEW! Journeys Foundational Skills PPT [Lesson 27](#)

NEW! Decodable Reader [Lesson 27](#)

Phonics: The spelling pattern “oo” has two sounds, long and short. The “oo” makes the long vowel sound in words like moon, tool, food, and root. The “oo” makes the short vowel sound in words like cook, wool, stood, and hoof.

Fluency: *Intonation* refers to the way the reader varies the voice in tone, pitch, and volume to reflect the meaning of the text—sometimes called “expression.”

Grammar: An adverb can answer the question, “How is the action done?”

Content

NEW! Journeys Foundational Skills PPT [Lesson 28](#)

NEW! Decodable Reader [Lesson 28](#)

Phonics: The sound “ou” is not the long (o) sound heard in snow, although it is spelled exactly the same.

This sound has two spelling patterns, (ow) (**ou**). These vowel combinations (ow, **ou**) are diphthongs when they have the variant vowel sound as heard in cow and house.

Fluency: Phrasing – Natural Pauses is grouping words together as in normal speech, pausing appropriately between phrases, clauses, and sentences.

Grammar: When a noun shows that a person or animal owns or has something, it is called a **possessive noun**. Add an apostrophe and s to show ownership.

Instructional Strategies

Phonics: Incorporate these sentences from Spelling Zone in your morning messages. Have students identify the word with the short vowel digraph “oo” and read the sentence aloud.

https://www.spellzone.com/word_lists/list.cfm?wordlist=14

Long /oo/ Sound - Phonics by Turtle Diary

<https://www.youtube.com/watch?v=TdM2LUkBOzk>

Intonation Role Play: Provide students with a sentence. Assign emotions to each student to add as much emphasis behind their sentence as possible.

Instructional Strategies

Vowel Diphthongs /ow,ou/Sound – by Turtle Diary

<https://www.youtube.com/watch?v=3Uz9U7YhmCw>

On chart paper, write a list of **ow**, **ou** words. Have students to generate examples of words that have the /**ow**, **ou**/ sound and add these to the words on your list.

Fluency: Read aloud fluently pausing at appropriate points.

Grammar: How to use apostrophes to show possession.

<https://www.youtube.com/watch?v=1WCiBzYwTk4>

Work Stations/Small Groups

Lesson 47 (short vowel pattern: /oo/)

For stations: Print a few copies; put them in sheet protectors. Let students complete the tasks with dry erase markers.

<http://www.theschoolhouse.us/lessons/lesson47.html>

Express it! Students read with intonation and expression.

https://www.fcrr.org/FAIR_Search_Tool/PDFs/K-1F_020.pdf

Decodable Readers in Teacher-Led Group: Sample questions are included in the Decodable Reader Protocol:

<https://achievethecore.org/aligned/wp-content/uploads/2018/01/Decodable-Reader-Protocol.pdf>

Work Stations/Small Groups

Lesson 48 (diphthongs: /ow, ou /) For stations: Print a few copies; put them in sheet protectors. Let students complete the tasks with dry erase markers.

<http://www.theschoolhouse.us/lessons/lesson48.html>

Chun-Kin: Students will read with proper phrasing.

http://www.fcrr.org/FAIR_Search_Tool/PDFs/2-3F_016.pdf

Phrase-cued text: Use the **phrase-cued text** generated to create text at students independent reading levels to practice with a partner.

https://www.interventioncentral.org/rti2/phrase_cues