

Focus on the Foundation

Grade
2

Issue #15 March 2, 2020

Unit 6 Lesson 29 and Lesson 30

Weekly Skills: Phonics & Fluency

Lesson

29

Phonics: Reading longer words with Long Vowels a and i; Vowel Diphthongs oi, oy

Fluency: Expression

Grammar: Possessive Pronouns

Decodables: *Not So Alike and Corduroy and Will*

Content

NEW! Journeys Foundational Skills PPT

[Lesson 29](#)

NEW! Decodable Reader

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Phonics: Digraphs that spell **vowel** sounds include the letter pairs **ai** and **ay**. The important thing to remember is that a **digraph** is made of two letters that make one sound. The letter combinations “**oi**” and “**oy**” are diphthongs and sound alike. The “**oi**” spelling is usually found in the middle of words, and the “**oy**” spelling typically occurs at the end.

Fluency: Expression refers to the ability to change your voice to show feeling when reading.

Grammar: Use the pronouns *my*, *yours*, *his*, and *her* to show who owns something.

Instructional Strategies

Phonics: Nesy: When To Use ai Or ay

<https://www.youtube.com/watch?v=BGrIyCT7nK0>

Digraph /oy, oi/ Sound - Phonics by TurtleDiary

<https://www.youtube.com/watch?v=Hbt0Thvs1GE>

Add the missing oi, oy

http://www.softschools.com/language_arts/phonics/games/oi_oy_sounds.jsp

Fluency (Expression): Pass out copies of a text, then read the entire passage with expression. Read the passage again, but one line at a time; call attention to specific words and phrases that carry the most expression.

Grammar: Identify possessive pronouns.

<https://www.ixl.com/ela/grade-2/identify-possessive-pronouns>

Work Stations/Small Groups

Vowel Diphthongs oi, oy

https://www.fcrr.org/studentactivities/P_024b.pdf

Students in engage in activities with ai and ay

<https://www.themeasuredmom.com/wp-content/uploads/2017/01/aiaywkshtpack2.pdf>

Follow My Lead: Use a previous decodable reader for this task. http://fcrr.org/studentactivities/F_018c.pdf

Weekly Skills: Phonics & Fluency

Lesson

30

Phonics: Reading longer words with Long Vowels o and e; Final Stable syllable - le

Fluency: Rate: Adjust Rate to Purpose

Grammar: Choose between Adjectives and Adverbs

Decodables: *A Picnic Problem and Polly Poodle*

Content

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Phonics: There are several ways to form the **long o** sound in words (o-e, oa, ow, oe). There are several ways to form **long e** (e_e, ee, ea, ie, ey, c (ei). If a C-le syllable is combined with an open syllable — as in **cable**, **bugle**, or **title** — there is no doubled consonant. If one is combined with a closed syllable — as in **dabble**, **topple**, or **little** — a double consonant results.

Fluency: Adjust Rate to Purpose. Good readers vary how quickly or slowly they read a passage or text according to the type of writing it is and their purpose for reading it.

Grammar: Adjectives and adverbs are words that tell more about, or describe (adjectives describe nouns and adverbs describe verbs).

Instructional Strategies

Spellzone: Spell the long vowel sound /o/

<https://www.spellzone.com/unit07/page18.cfm>

Spellzone: Spell the long vowel sound /e/

<https://www.spellzone.com/unit07/page8.cfm>

Fluency: Demonstrate to students how you change your rate for different types of reading materials.

Grammar: Choose between adjectives and adverbs

<https://www.ixl.com/ela/grade-2/choose-between-adjectives-and-adverbs>

Work Stations/Small Groups

Same but Different: Students identify and sort different spelling patterns for long vowels.

http://www.fcrr.org/studentactivities/P_017b.pdf

Final Stable Syllables

<https://cdn.thisreadingmama.com/wp-content/uploads/2019/03/FSSWR-TRM.pdf>

Partner Reading: Provide students with an informational passage and a narrative passage. Students take turns reading the passage aloud to a partner (narrative – quick to maintain interest and informative - slowly for details).