

Focus on the Foundation

Grade
2

Issue #2 August 19, 2019

Unit 1 Lesson 3 and Lesson 4

Weekly Skills: Phonics

Lesson

3

Phonics: Long Vowels *a, i* Sounds for c

Grammar: Types of Sentences

Decodables: *City Ride & Mice Can Ride*

Content

NEW! Journeys Foundational Skills PPT

[Lesson 3](#)

NEW! Decodable Reader

[Lesson 3](#)

Long Vowel Rule: A **pattern** that is true for long vowel sounds is the Vowel-Consonant-**e** (**VCe**) **pattern**. The **VCe pattern** states that when a single vowel is followed by a single consonant, the letter 'e', the first vowel is pronounced as a long vowel sound and the letter 'e' is silent.

Sounds for c: "Soft" C is a hissing sound with the tip of your tongue pushed against the back of your bottom teeth and the air forced between your tongue and the roof of your mouth. "Hard" C, like the letter "K", is made by pressing the back of your tongue against top of your throat opening and releasing it suddenly with a puff of air.

Instructional Strategies

Buddy A/B: Using about six word cards with a_e words, have Buddy A read the first word and tell a sentence using the word to Buddy B. Call on one Buddy A to share their sentence. Then for the next card, Buddy B reads and tells a sentence using the word to Buddy A. Continue until all the word cards have been used.

Chopping Block (Hard C and Soft C): Prepare a list of words that have hard and soft sounds. Students make a chopping motion when they hear the hard sound and make a waving motion when they hear the soft sound.

Work Stations/Small Groups

Making Connections with Text - After reading a text, ask students to find words that match the long a and i with the VCe pattern. Students can write the words on word cards and sort the cards. Words can then be written on a graphic organizer and labeled.

a	C	e	ai	ay	Long A
ate	slate	grainy	layers		
stale	rain	clay			
cupcake	contain	away			
shale	straight	stay			
lake					

Hard C and Soft C Hunt

Ask students to go on a "hard or soft" hunt to find words that contain the hard and soft sounds of C. Give students a clipboard and pencil and ask them to search through a variety of books and record the words they find. More advanced students can use the words from their hunt to write their own story.

Weekly Skills: Phonics

Lesson

4

Phonics: Long Vowels *o, u, e* Sounds for g

Grammar: Nouns

Decodables: *A Bed of Roses & Swim Like a Frog*

Content

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[Lesson 4](#)

NEW! Decodable Reader

[Lesson 4](#)

Long Vowel Rule: Review the long vowel rule and the Vowel-Consonant-**e** (**VCe**) **pattern**.

Sounds for g: To make the "hard" G sound, close the opening at the back of your throat (back of tongue against rear roof of mouth), vibrate your vocal cords and release the pressure of your tongue. To make the "soft" G sound, like the letter "J", press the front third of your tongue against your upper front teeth and gums, vibrate your vocal cords and release your tongue.

Instructional Strategies

Long Vowel Bingo: If possible, laminate bingo cards or place in a protective sheet. Generate several cards so that all cards are not the same. The student who has 5 LONG vowel words correctly on his sheet first, wins. Click the link below for the bingo card generator.

<https://bogglesworldesl.com/longvowelbingo.htm>

Word Sort: Write 'soft g' and 'hard g' on opposite ends of your white board, or hang signs with those terms on opposite ends of your classroom. Pair students up and pass out a word card to each set of partners. Invite students to read the word on their card with their partner, and then stand together underneath the soft g or hard g sign. As a class, read the word cards of the students standing under the soft g sign. Is the soft g sound present in all of them? Are there any words that don't belong?

Work Stations/Small Groups

Write and Draw – Provide students with a list of long vowel o,u,e words with the VCe pattern. Students write a sentence or draw a picture for each word. Students write a sentence that shows the meaning of the word. For words that are illustrated, the picture also should show the meaning of the word.

Feature Analysis – Students analyze words by hard g, soft g, hard c soft c, and silent e. See the example below.

	hard g	soft g	hard c	soft c	silent e
glance	X			X	
dodge		X			X
germ		X			
giant		X			
flag	X				
ounce				X	X
cell				X	