

Focus on the Foundation

Grade
2

Issue #5 September 30, 2019

Unit 2 Lesson 9 and Lesson 10

Weekly Skills: Phonics

Lesson

9

Phonics: Base Words and Endings -ed, -ing
CV Syllable Pattern

Grammar: Verbs in the Present

Decodables: *Maybe So* and *Racing Away*

Content

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Base Words and Ending -ed, -ing: If the **base word** ends in a **silent e**, drop the **e** before adding -ed or -ing (the **silent e** rule). For example, when the vowel suffix -ing is added to the **word** make, the **silent e** is dropped and the **word** becomes making (make + ing = making).

CV Syllable Pattern: If a **syllable** ends with a vowel, it is called an open **syllable**. In an open syllable, the vowel sound is usually long.

Patterns of syllables can be shown with C and V (C for 'consonant', V for 'vowel').

Phrasing: Punctuation: Phrasing punctuation involves pausing at punctuation as well as at places in the text that do not have punctuation.

Instructional Strategies

Base Words and Endings -ed, -ing: Fish 'Em Up!

Students engage in the silent e rule by adding -ed and -ing to words.

http://www.missmaggie.org/scholastic/fishemup2_eng_la_uncher.html.

Jumping Syllables: This activity teaches student to separate words into syllables. Students move syllables around to create new "silly" words, which give them practice manipulating different sounds.

http://www.readingrockets.org/pdfs/jumping_syllables.pdf

Work Stations/Small Groups

Syllable Patterns: Students will blend syllables into words.

http://www.fcrr.org/FAIR_Search_Tool/PDFs/2-3P_029.pdf

Fluency: Phrasing (Punctuation): Working in pairs, students read sentences using proper phrasing, intonation, and expression.

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

Verbs in the Present:

<https://scsk12.sharepoint.com/:b:/s/EarlyLiteracyTeam/EWImDwPKfkRMsvd5g64ktMoB2ZZwxBLgGe0-UwKR36IFdA?e=t4pDVK>

Weekly Skills: Phonics

Lesson

10

Phonics: Contractions

Grammar: Verbs Present, Past, Future

Decodables: *Let's Have Fun* and *I'm Going to Win*

Content

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Contractions: A contraction is a shortened form of a group of words. Contractions are used in both **written** and **oral communication**. When a contraction is **written in English**, the omitted letters are replaced by an **apostrophe**.

Fluency: Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning of the text as speakers would do in oral language. One of the challenges of oral reading is adding back the prosodic cues that are largely absent from written language.

Instructional Strategies

Common Contractions:

<https://www.youtube.com/watch?v=elG6zImmFFE>

Fluency Practice: Reader's Theatre – *The Three Little Bears*

http://www.fcrr.org/studentactivities/F_021a.pdf

Work Stations/Small Groups

Contraction Match: Students play by matching the word with the contraction (as in a concentration game).

http://www.busyteacherscafe.com/worksheets/contraction_match.pdf

Contraction Surgery: You and your students will love performing "surgery" on these words to make them into contractions.

<https://scsk12.sharepoint.com/:b:/s/EarlyLiteracyTeam/EUMIMsXbUKFMtlVZda8ufxkBLWH1jMU7HranWbIsMZ-4Gg?e=LS0n2J>

Fluency (Stress): Choose paragraphs within instructional-independent reading level that may be read with expression (e.g., dialogue, mood). Copy on card stock, laminate, and cut apart.

http://www.fcrr.org/FAIR_Search_Tool/PDFs/2-3F_027.pdf

Verbs Present, Past, Future:

<https://scsk12.sharepoint.com/:b:/s/EarlyLiteracyTeam/EcPfhAvjse1AhX5pJgSQeuABYvCgoBS9cNkaaw3LpxDN2g?e=f6OXBU>