

Focus on Phonics

Grade
2

Issue #9 November 18, 2019

Unit 4 Lesson 17 and Lesson 18

Weekly Skills: Phonics & Fluency

Lesson

17

Phonics: Long i (i, igh, ie, y)

Fluency: Stress

Grammar: Subject –Verb Agreement

Decodables: *Bright Lights* and *Wild Cats*

Content

NEW! Journeys Foundational Skills PPT

[Lesson 17](#)

NEW! Decodable Reader

[Lesson 17](#)

Long i (i, igh, ie, y)

igh: The vowel i followed by “gh” as in right and high. **ie:** The vowel team “ie” makes the long i sound as in pie. Ex. pie, die, lie, tie. **y:** -y at the end of one-syllable words has the long i sound as in fly.

Fluency- Stress is the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.

Subject-Verb Agreement- A singular subject (*she, Bill, car*) takes a singular verb (*is, goes, shines*), whereas a plural subject takes a plural verb.

Instructional Strategies

IE I-E -IGH -Y Video:

<https://www.youtube.com/watch?v=2BCyvxzdWxE>

Fluency (Stress): Model an example and non-example of stress.

Have the text displayed for students to read along with their eyes. Model the first read with good stress and the second read with poor stress. Engage students in a discussion on reading with stress.

Subject-Verb Agreement Game:

<https://ipadthinker.com/wordGames/subjectVerbSpaceGr1.html>

Work Stations/Small Groups

Check out these links for word lists and more!

For **stations:** Print a few copies; 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.

Lesson 24 (ie):

<http://www.theschoolhouse.us/lessons/lesson24.html>

Lesson 25 (igh, y):

<http://www.theschoolhouse.us/lessons/lesson25.html>

Express it!

http://www.fcrr.org/studentactivities/F_020a.pdf

Subject- Verb Agreement Activities:

<https://wordville.com/subjectVerbGamesWkshts.html>

Weekly Skills: Phonics & Fluency

Lesson

18

Phonics: Long e sound for y; Changing y to i

Fluency: Expression

Grammar: The verb *be*

Decodables: *Puppies* and *Bunny and the Penny*

Content

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Long e sound for y

When ‘y’ stands alone at the end of a word with two or more syllables, it *typically* makes the long e sound, as in happy, empty, family, & memory.

Changing y to i

When you add a suffix to a word ending in a **consonant + y**, change the y to i, unless the suffix starts with i. (Ex. *carry* – *carried*). To add s, change the y to i then add es. (Ex. *carry* – *carries*)

Fluency: Review reading with expression (prosody)

Grammar: State of being verbs (*is, are, am, were, was*) are called linking verbs because they link the subject of the sentence with information about it.

Instructional Strategies

How many long E sound – y words do you see?

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

Spelling Rule Regarding Plural Endings: Changing Y to I; Check out this like for word list and sentence dictation.

<http://www.theschoolhouse.us/lessons/lesson28.html>

Use of Verbs: am, is, are, was, were

<https://www.youtube.com/watch?v=AVzPO1XPCgo>

Fluency (Expression)- Project text and model how to read with expression. Circle punctuation marks to show how they are used to read with expression.

Work Stations/Small Groups

Lesson 21 (-y with long e spelling pattern):

Print a few copies; 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/lesson21.html>

Changing y to i

<https://scsk12.sharepoint.com/:b/s/EarlyLiteracyTeam/EaZi1R47KyNH17dS6Tn83EUBIzcGkew3fTOaBuRDrr18Ig?e=t751j5>

The Verb be

https://scsk12.sharepoint.com/:b/s/EarlyLiteracyTeam/Ebz3WGmh1MpNtjgq3bEPP5YB9bZJ9wDbQG1vQYdfDo_4mA?e=Vb13SS