GR 2 Phonics Trimester 1 (Units 1-5)

Content Area: **Reading**
Course(s): **Reading 2**
Time Period: **September**
Length: **60 Days**
Status: **Published**

Unit overview

You should get started on Fundations Unit 1 the first full week of school in September. You will teach units 1-5 in Trimester 1. Each lesson will take approximately 30-40 minutes. The first 6 units are considered a review of what was taught in first grade. Remember as you are teaching to continually ask your students why or how they know.

Fundations instructs students in phonemic awareness and word study, both phonetic and high frequency words and contributes greatly to fluency, vocabulary development and the applications of strategies for understanding text. Additionally Fundations sets the foundation for writing with the direct teaching of handwriting, study of spelling as well as basic skills for capitalization and punctuation.

Fundation activities address all **five areas** of instruction in an integrated approach:

Phonemic Awareness: Echo/Find letters and words, make it fun, word play, word talk

Phonics: Sky writing, echol /etter formation, drill sounds warm up, echo/find letters & words, Word of the day, word talk, dictation

Fluency: Fluency kits, word play, trick words, dictation/sentence, storytime

Vocabulary: Echo/find words, word of the day, word play, word talk, trick words, storytime

Comprehension: storytime

Additional Skills

Spelling: echo/find letters and words, dictation/sounds, dictation/trick words, dictation sentences

Handwriting: Echol/letter formation, skywrite/letter formation, student notebook

- Explicit - learning through modeling and doing
- Metacognition - knowing the why, make sure students know how and they can decode and spell words
- Multisensory - card, tile manipulation, tapping, see-say-write, scopping, sky writing
- Repetition - multiple opportunities to practice
- Systematic - Sequential and cummulative

Priority standards

L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.WF.2.1	Demonstrate command of the conventions of writing.
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Learning Goals

Fundations Unit	Unit Focus		Learning Targets
Unit 1	• Letter key sounds for consonants and vowels • Concept of consonant digraphs • letter-key sound for dgraphs • concept of consonant blends • Spelling of /k/ sound • closed syllable type		**I can..** **know and apply grade level phonics and word analysis skills in decoding words** **Understand spelling sound correspondence for consonants and vowels** **Identify word structures such as vowels, consonants, blends, digraphs, digraph blends** **Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le** **Segment syllables into sounds (phonemes)** **Read and spell trick words and word of the day including irregular words** **Read and spell words with glued sounds** **Read and spell words with vowel teams.** **Use knowledge of the meaning of individual words to predict the meaning of compound words** **Read and spell phonetically regular one-, two, and three-syllable words.** **Identify words with inconsistent but common spelling-sound correspondences** Determine the meaning of a new word formed when a known prefix or suffix is added to a

			known word -Use a root word as a clue to the meaning of an unknown word with the same root -Use the context to confirm or self-correct word recognition and understanding
Unit 2	• Bonus letter spelling rules • Glued sounds • Blending and reading words with glued sounds • segmenting and spelling words with bonus letters		**know and apply grade level phonics and word analysis skills in decoding words** **Understand spelling sound correspondence for consonants and vowels** **Identify word structures such as vowels, consonants, blends, digraphs, digraph blends** **Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le** **Segment syllables into sounds (phonemes)** **Read and spell trick words and word of the day including irregular words** **Read and spell words with glued sounds** **Read and spell words with vowel teams.** **Use knowledge of the meaning of individual words to predict the meaning of compound words** **Read and spell phonetically regular one-, two, and three-syllable words.** **Identify words with inconsistent but common spelling-sound correspondences** Determine the meaning of a new word formed when a known prefix or suffix is added to a known word -Use a root word as a clue to the meaning of an

			unknown word with the same root -Use the context to confirm or self-correct word recognition and understanding
Unit 3	• Concept of closed syllable exceptions • glued sounds		**know and apply grade level phonics and word analysis skills in decoding words** **Understand spelling sound correspondence for consonants and vowels** **Identify word structures such as vowels, consonants, blends, digraphs, digraph blends** **Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le** **Segment syllables into sounds (phonemes)** **Read and spell trick words and word of the day including irregular words** **Read and spell words with glued sounds** **Read and spell words with vowel teams.** **Use knowledge of the meaning of individual words to predict the meaning of compound words** **Read and spell phonetically regular one-, two, and three-syllable words.** **Identify words with inconsistent but common spelling-sound correspondences** **Read and spell phonetically regular one-, two, and three-syllable words.** Determine the meaning of a new word formed when a known prefix or suffix is added to a known word -Use a root word as a clue to the meaning of an unknown word with the same root

			-Use the context to confirm or self-correct word recognition and understanding
Unit 4	• Review suffixes • Comparison suffixes • Spelling procedure for words with suffixes • Forming Plurals • Forming present and past tense •		**know and apply grade level phonics and word analysis skills in decoding words** **Understand spelling sound correspondence for consonants and vowels** **Identify word structures such as vowels, consonants, blends, digraphs, digraph blends** **Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le** **Segment syllables into sounds (phonemes)** **Read and spell trick words and word of the day including irregular words** **Read and spell words with glued sounds** **Read and spell words with vowel teams.** **Use knowledge of the meaning of individual words to predict the meaning of compound words** **Read and spell phonetically regular one-, two, and three-syllable words.** **Identify words with inconsistent but common spelling-sound correspondences** Determine the meaning of a new word formed when a known prefix or suffix is added to a known word -Use a root word as a clue to the meaning of an unknown word with the same root -Use the context to confirm or self-correct word recognition and understanding

Unit 5	• Reading and spelling two-syllable words • Review syllable concept with multisyllabic words • Compound words • Syllable division • Procedure for spelling words with more than one syllable • Spelling of ic at the end of multisyllabic words • Suffixes and prefixes •		**know and apply grade level phonics and word analysis skills in decoding words** **Understand spelling sound correspondence for consonants and vowels** **Identify word structures such as vowels, consonants, blends, digraphs, digraph blends** **Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le** **Segment syllables into sounds (phonemes)** **Read and spell trick words and word of the day including irregular words** **Read and spell words with glued sounds** **Read and spell words with vowel teams.** **Use knowledge of the meaning of individual words to predict the meaning of compound words** **Read and spell phonetically regular one-, two, and three-syllable words.** **Identify words with inconsistent but common spelling-sound correspondences** Determine the meaning of a new word formed when a known prefix or suffix is added to a known word -Use a root word as a clue to the meaning of an unknown word with the same root -Use the context to confirm or self-correct word recognition and understanding

Learning Targets

- -Use a root word as a clue to the meaning of an unknown word with the same root
- Determine the meaning of a new word formed when a known prefix or suffix is added to a known word
- divide multisyllabic words
- divide multisyllablic words
- identify all 6 syllable types: closed syllables, vowel-consonant e, open, r controlled, vowel digraph/dithong, consonant -le
- identify word structures such as vowels, consonants, blends, digraphs, digraph blends
- identify words with inconsistent but common spelling sound correspondences
- know and apply grade level phonics and word analysis skills in decoding words
- know some multiple meaning words
- read abd spell words with long vowels in vowel consonant e and open syllables
- read and spell phonetically regular one, two and three syllable words
- read and spell trick words and word of the day including irregular words
- read and spell words with glued sounds
- read and spell words with r controlled vowels
- read and spell words with vowel teams
- segment syllables into sounds (phonemes)
- understand spelling sound correspondence for consonants and vowels
- use knowledge of the meaning of individual words to predict the meaning of compound words
- Use the context to confirm or self-correct word recognition and understanding

Unit Assessment

- Unit check ups
- Unit Test

Learning Plan (Skills and Activities)

Fundations Unit	Activities	Students will know (Knowledge)	Studer (Applic
Unit 1 (2 weeks) Review of First Grade)	**Week 1 Day 1** Drill Sounds, Word of the day, Introduce New Concepts. **Day 2** Drill Warm ups, Introduce New Concepts **Day 3** Drill sounds, Introduce New concepts,	• **Letter-keyword sound for consonant and vowels.** • **Concept of consonant digraphs** • **Concepts of consonant blends** • **Letter keyword sound for digraph**	**I can..** **know a** **skills in** **Unders** **conson**

	Day 4 Drill Sounds, Word of the day, Dictation. **Day 5** Drill Sounds, Make it fun, Echo find letters and words, Introduce new concepts. **Week 2 Day 1** Drill Sounds, Introduce New Concepts, Word of the day **Day 2** Drill Sounds, Review trick words, Make it fun, Dictation. **Day 3** Drill Sounds, Review trick words, Introduce New Concepts, Dictation. **Day 4** Drill sounds, Trick word practice, Word of the day, Dictation **Day 5** Drill sounds, Word Talk, Unit test.	• **Spelling of /k/** • **closed syllable type**	**Identif blends** **Identif conson digrapl** **Segme** **Read a includi** **Read a** **Read a** **Use kn predict** **Read a three-s** **Identif sound** Deter when know -Use a unkno -Use t word
Unit 2 (2 weeks review of First Grade)	**Week 1 Day 1** Drill sounds, Introduce new concepts, Teach trick words. **Day 2** Drill sounds, Word of the day, Introduce new concepts, Storytime **Day 3** Drill sounds, Introduce new concepts, Word of the day, dictation	• Bonus letters • glued sounds • Blending and reading words with glues sounds • Segmenting and spelling words with bonus letters	**know a skills in** **Unders conson** **Identif**

	Day 4 Drill sounds, Storytime, Dictation. **Day 5** Drill sounds, Trick word practice, Make it fun, Dictation **Week 2 Day 1** Drill sounds, Introduce new concepts, Teach trick words, Echo find letters and words. **Day 2** Drill sounds, Word of the day, Dictation, Storytime. **Day 3** Drill sounds, Trick word practice, Make it fun, Storytime. **Day 4** Drill sounds, Introduce new concepts, Word of the day, Dictation. **Day 5** Drill sounds, Word talk, Unit Test.	• Prosody • Fluent passage reading • Story telling • ar, er, ir, or, ur	**blends** **Identif** **conson** **digrapl** **Segme** **Read a** **includi** **Read a** **Read a** **Use kn** **predict** **Read a** **three-s** **Identif** **sound** Deter when know -Use a unkno -Use t word
Unit 3 (1 week review of First grade)	**Week 1 Day 1** Drill sounds, Introduce new concepts **Day 2** Drill sounds, Introduce new concepts, Teach trick words, Echo find letter and words **Day 3** Drill sounds, Introduce new concepts, Word of the day, Make it fun, Dictation	• Concept of closed syllable exceptions • Glued sounds • Story retelling • Fluent passage reading • Vowel teams for reading ai, ay,	**know a** **skills in** **Unders** **conson**

	Day 4 Drill sounds, Introduce new concepts, Trick word practice, Dictation, Storytime **Day 5** Drill sounds, Word of the day, Unit Test	ea, ee, ey, oi, oy	**Identif** **blends** **Identif** **conson** **digrapl** **Segme** **Read a** **includi** **Read a** **Read a** **Read a** **determ** **Use kn** **predict** **Read a** **three-s** **Identif** **sound** **Read a** **three-s** Deter when know -Use a unkno

			-Use t word
Unit 4	**Week 1 Day 1** Drill sound, Introduce new concepts**,** **Day 2** Drill sounds, Word of the day, Introduce new concepts, Dictation, **Day 3** Drill sound, Trick word practice, dictation, Storytime **Day 4** Drill sounds,? Trick words, dictation, Dictation, Storytime **Day 5** Drill sounds, Introduce new concepts, Word Talk, Dictation **Week 2 Day 1** Drill sounds, Introduce new concepts, Word of the day, Teach trick words **Day 2** Drill sounds, Word of the day, Introduce new concept, Dictation **Day 3** Drill sounds, Introduce new concepts, Storytime, Make it fun. **Day 4** Drill sounds, Tricks words,Dictation, Storytime. **Day 5** Drill sounds, Word talk, Unit Test	• Review suffixes -s,-es,-ed, -ing • Additional sounds -ed suffix /d/, /t/ • Comparison suffixes -er, -est • Spelling procedure for words • Forming plurals • Forming present and past tense • Categorizing vowel and consonant suffixes • FLuent reading passage • oa, oe, ow, ou, oo, ue, ew	**know a** **skills in** **Unders** **conson** **Identif** **blends** **Identif** **conson** **digrapl** **Segme** **Read a** **includi** **Read a** **Read a** **Read a** **determ** **Use kn** **predict** **Read a** **three-s** **Identif** **sound** Deter when know

			-Use a unkno -Use t word
Unit 5 (2 weeks Review of First grade)	**Week 1 Day 1** Drill sounds, Introduce new concepts, Teach trick words. **Day 2** Drill sounds, Word of the day, Introduce new concepts, Storytime **Day 3** Drill sounds, Trick words, Introduce new concepts, Dictation, Storytime **Day 4** Drill sounds, Word of the day, Trick word practice, Dictation **Day 5** Drill sounds, Word talk, Make it fun, Dictation **Week 2 Day 1** Drill sounds, Introduce new concepts, **Day 2** Drill sounds, Word of the day, Teach trick words, DIctation, Storytime. **Day 3** Drill sounds, Trick word practice, WOrd of the day, Make it fun. **Day 4** Drill sounds, Dictation, Storytime **Day 5** Drill sounds, Word talk, Unit Test	• Reading and spelling two syllable words • Review syllable concept in multisyllabic words • Compound words • Syllable division rules for dividing between closed syllables • Procedure for spelling words with more than one syllable • Spelling if **ic** at the end of multisyllabic words. • New suffixes: ful, ment, ness, less, able, en, ish • Prefixes: mis, un, non, dis, and trans • au and aw	**know a** **skills in** **Unders** **conson** **Identif** **blends** **Identif** **conson** **digrapl** **Segme** **Read a** **includi** **Read a** **Read a**

			Read a **determ** **Use kn** **predict** **Read a** **three-s** **Identif** **sound** Deter when know -Use a unkno -Use t word

Cross Curricular Connections

- Unit 5 Story Time "HopScotch" Social Studies comparing now and long ago

21st Century Life & Career Ready Practices

- CRP1 Act as a responsible and contributing citizen and employee
- CRP4 Communicate clearly and effectively and with reason
- CRP6 Demonstrate creativity and innovation
- CRP9 Model integrity, ethical leadership and effective managment

Strategies for Differentiating Instruction

- Extended pacing of lesson
- Shortened assessments
- Small group instruction based on levels/abilities
- Use of charts with key words
- Use of manipulatives
- Use of visual aids