# GR 2 Phonics Trimester 3 (12-17)

Content Area: **Reading**
Course(s): **Reading 2**
Time Period: **March**
Length: **12 weeks**
Status: **Published**

## Unit overview

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

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| 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. |

## Learning Goals

| Fundations Unit | Unit Focus | Primary Standard | Learning Targets |
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| Unit 12 | • Sounds of **oi** and **oy**<br>• Spelling generalization of /oi/ sounds.<br>• Trick words | | **I can..**<br><br>**know and apply grade level phonics and word analysis skills in decoding words**<br><br>**Understand spelling sound correspondence for consonants and vowels**<br><br>**Identify word structures such as vowels, consonants, blends, digraphs, digraph blends**<br><br>**Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le**<br><br>**Segment syllables into sounds (phonemes)**<br><br>**Read and spell trick words and word of the day including irregular words**<br><br>**Read and spell words with glued** |

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| | | | **sounds**<br><br>**Read and spell words with vowel teams.**<br><br>**Read and spell words with prefixes and suffixes and determine new meaning of word**<br><br>**Use knowledge of the meaning of individual words to predict the meaning of compound words**<br><br>**Read and spell phonetically regular one-, two, and three-syllable words.**<br><br>**Identify words with inconsistent but common spelling-sound correspondences** |
| Unit 13 | • The long o sound of **oa, oe,** and **ow**<br>• Using spelling options procedure for long o /o/<br>• Review suffix endings | **L 2.4 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.** | **know and apply grade level phonics and word analysis skills in decoding words**<br><br>**Understand spelling sound correspondence for consonants and vowels**<br><br>**Identify word structures such as vowels, consonants, blends, digraphs, digraph blends**<br><br>**Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le** |

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| | | | **Segment syllables into sounds (phonemes)**<br><br>**Read and spell trick words and word of the day including irregular words**<br><br>**Read and spell words with vowel teams.**<br><br>**Read and spell phonetically regular one-, two, and three-syllable words.**<br><br>**Identify words with inconsistent but common spelling-sound correspondences**<br><br>Determine the meaning of a new word formed when a known prefix or suffix is added to a known word<br><br>-Use a root word as a clue to the meaning of an unknown word with the same root<br><br>-Use the context to confirm or self-correct word recognition and understanding |
| Unit 14 | • The /ou/ sound of **ou** and **ow.**<br>• Flexibility in sound choices for reading | | **know and apply grade level phonics and word analysis skills in decoding words** |

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| | • Spelling generalization of /**ou**/ sound | | **Understand spelling sound correspondence for consonants and vowels**<br><br>**Identify word structures such as vowels, consonants, blends, digraphs, digraph blends**<br><br>**Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le**<br><br>**Segment syllables into sounds (phonemes)**<br><br>**Read and spell trick words and word of the day including irregular words**<br><br>**Read and spell words with glued sounds**<br><br>**Read and spell words with vowel teams.**<br><br>**Read and spell words with prefixes and suffixes and determine new meaning of word**<br><br>**Use knowledge of the meaning of individual words to predict the meaning of compound words** |

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| | | | **Read and spell phonetically regular one-, two, and three-syllable words.**<br><br>**Identify words with inconsistent but common spelling-sound correspondences**<br><br>**Read and spell phonetically regular one-, two, and three-syllable words.** |
| Unit 15 | • The **/u/** sound of **oo, ou, ue**, and **ew**.<br>• The /u/ sound of **ue**.<br>• Use of spelling options procedure for /**u**/ and long u sounds /**u**/. | | **know and apply grade level phonics and word analysis skills in decoding words**<br><br>**Understand spelling sound correspondence for consonants and vowels**<br><br>**Identify word structures such as vowels, consonants, blends, digraphs, digraph blends**<br><br>**Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le**<br><br>**Segment syllables into sounds (phonemes)**<br><br>**Read and spell trick words and word of the day including irregular words**<br><br>**Read and spell words with glued sounds** |

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| | | | **Read and spell words with vowel teams.**<br><br>**Read and spell words with prefixes and suffixes and determine new meaning of word**<br><br>**Use knowledge of the meaning of individual words to predict the meaning of compound words**<br><br>**Read and spell phonetically regular one-, two, and three-syllable words.**<br><br>**Identify words with inconsistent but common spelling-sound correspondences** |
| Unit 16 | • Sounds of **au** and **aw.**<br>• Spelling generalization for the /o/ sound. | | **know and apply grade level phonics and word analysis skills in decoding words**<br><br>**Understand spelling sound correspondence for consonants and vowels**<br><br>**Identify word structures such as vowels, consonants, blends, digraphs, digraph blends**<br><br>**Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le** |

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| | | | **Segment syllables into sounds (phonemes)**<br><br>**Read and spell trick words and word of the day including irregular words**<br><br>**Read and spell words with glued sounds**<br><br>**Read and spell words with vowel teams.**<br><br>**Read and spell words with prefixes and suffixes and determine new meaning of word**<br><br>**Use knowledge of the meaning of individual words to predict the meaning of compound words**<br><br>**Read and spell phonetically regular one-, two, and three-syllable words.**<br><br>**Identify words with inconsistent but common spelling-sound correspondences** |
| Unit 17 | • Consonant-le syllable type<br>• Spelling consonant-le words<br>• Review of all 6 syllable types | | |

## Learning Targets

- 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 prefixes and suffixes and determine new word meaning of word
- 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 a root word as a clue to the meaning of an unknown word with the same root
- 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

## Essential Questions

- How can we read and spell multisyllabic words?
- How do we categorize suffixes?
- How do we connect letters to sounds and write them properly?
- How do we read and spell unexpected long vowel sounds (glued sounds)?
- When do we double the final consonant? How do we tap out glued sounds?

## Learning Plan (Skills and Activities)

| Fundations Unit | Activities | Students will know (Knowledge) | Students will be able to.. (Application) |
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| Unit 12<br>(1 week) | **Week 1 Day 1** Drill Sounds, Introduce New Concepts, Teach trick words<br>**Day 2** Drill Warm ups, Storytime, Trick words, Introduce New Concepts<br>**Day 3** Drill sounds, Word of the day, Dictation, Make it fun.<br>**Day 4** Drill Sounds, Word of the day, Trick words, Dictation<br>**Day 5** Drill Sounds, Word talk, Unit test. | • Sounds of **oi** and **oy**<br>• Spelling generalization of /oi/ sounds.<br>• Trick words | **I can..**<br>**know and apply grade level phonics and word analysis skills in decoding words**<br><br>**Understand spelling sound correspondence for consonants and vowels**<br><br>**Identify word structures such as vowels, consonants, blends, digraphs, digraph blends**<br><br>**Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le**<br><br>**Segment syllables into sounds (phonemes)**<br><br>**Read and spell trick words and word of the day, including irregular words**<br><br>**Read and spell words with vowel teams.**<br><br>**Read and spell words with prefixes and suffixes and determine new meaning of word**<br><br>**Use knowledge of the meaning of individual words to predict the meaning of compound words**<br><br>**Read and spell phonetically regular one-, two, and three-syllable words.**<br><br>**Identify words with inconsistent but common spelling-sound correspondences** |
| Unit 13<br>(2 weeks) | **Week 1 Day 1** Drill sounds, Introduce new concepts, Storytime, Teach trick words.<br>**Day 2** Drill sounds, Trick Words, Introduce new | • The Long o sound of **oa, oe,** and **ow.**<br>• Use of spelling option procedure for /o/.<br>• Review of suffix | **know and apply grade level phonics and word analysis skills in decoding words**<br><br>**Understand spelling sound correspondence for consonants and vowels** |

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| | concepts.<br>**Day 3** Drill sounds, Word of the day, Introduce new concepts, Dictation<br>**Day 4** Drill sounds, Storytime, Word of the day, Dictation.<br>**Day 5** Drill sounds, Word talk, Make it fun, Dictation<br><br>**Week 2 Day 1** Drill sounds, Word of the day, Teach trick words, Storytime.<br>**Day 2** Drill sounds, Trick words, Introduce new concepts, Echo Find<br>**Day 3** Drill sounds, Word of the day, Make it fun, Dictation.<br>**Day 4** Drill sounds, Trick word, Dictation Storytime.<br>**Day 5** Drill sounds, Word talk, Unit Test. | endings. | **Identify word structures such as vowels, consonants, blends, digraphs, digraph blends**<br><br>**Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le**<br><br>**Segment syllables into sounds (phonemes)**<br><br>**Read and spell trick words and word of the day, including irregular words**<br><br>**Read and spell words with vowel teams.**<br><br>**Read and spell words with prefixes and suffixes and determine new meaning of word**<br><br>**Use knowledge of the meaning of individual words to predict the meaning of compound words**<br><br>**Read and spell phonetically regular one-, two, and three-syllable words.**<br><br>Determine the meaning of a new word formed when a known prefix or suffix is added to a known word<br><br>-Use a root word as a clue to the meaning of an unknown word with the same root |

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| | | | -Use the context to confirm or self-correct word recognition and understanding<br><br>**Identify words with inconsistent but common spelling-sound correspondences** |
| Unit 14<br>(2 week) | **Week 1 Day 1** Drill sounds, Introduce new concepts, Teach trick words<br>**Day 2** Drill sounds, Introduce new concepts, Teach trick words<br>**Day 3** Drill sounds, Make it fun, Storytime, Dictation<br>**Day 4** Drill sounds, Word of the day, Dictation, Storytime<br>**Day 5** Drill sounds, Trick words, Word talk, Dictation.<br><br>**Week 2 Day 1** Drill sounds, Word of the day, Teach trick words, Echo find.<br>**Day 2** Drill sounds, Trick words, Storytime, Dictation.<br>**Day 3** Drill sounds, Word of the day, Dictation, Storytime.<br>**Day 4** Drill sounds, Trick word, Dictation, Word talk.<br>**Day 5** Drill sounds, Word talk, Unit Test. | • The /ou/ sound of **ou** and **ow.**<br>• Flexibility in sound choices for reading.<br>• Spelling generalizations of /ou/ sounds. | **know and apply grade level phonics and word analysis skills in decoding words**<br><br>**Understand spelling sound correspondence for consonants and vowels**<br><br>**Identify word structures such as vowels, consonants, blends, digraphs, digraph blends**<br><br>**Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le**<br><br>**Segment syllables into sounds (phonemes)**<br><br>**Read and spell trick words and word of the day, including irregular words**<br><br>**Read and spell words with glued sounds**<br><br>**Read and spell words with vowel teams.**<br><br>**Read and spell words with prefixes and suffixes and determine new meaning of word**<br><br>**Use knowledge of the meaning of individual words to predict the meaning of compound words**<br><br>**Read and spell phonetically regular one-, two, and three-syllable words.**<br><br>**Identify words with** |

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| | | | **inconsistent but common spelling-sound correspondences**<br><br>**Read and spell phonetically regular one-, two, and three-syllable words.** |
| Unit 15 (2 weeks) | **Week 1 Day 1** Drill sound, Introduce new concepts**,**<br>**Day 2** Drill sounds, Word of the day, Introduce new concepts.<br>**Day 3** Drill sound, Word talk, Storytime, Dictation.<br>**Day 4** Drill sounds, Trick words, Word of the day, Dictation.<br>**Day 5** Drill sounds, Storytime, Word Talk, Dictation<br><br>**Week 2 Day 1** Drill sounds, Word of the day, Teach trick words, Storytime.<br>**Day 2** Drill sounds, Trick words, Echo find, Storytime.<br>**Day 3** Drill sounds, Word of the day, dictation, Make it fun.<br>**Day 4** Drill sounds, Tricks words, Dictation, Word talk.<br>**Day 5** Drill sounds, Word talk, Unit Test | • The /u/ sound of **oo, ou, ue,** and **ew.**<br>• The /u/ sound of **ue.**<br>• Use of spelling option procedure for /u/ and /u/ sounds. | **know and apply grade level phonics and word analysis skills in decoding words**<br><br>**Understand spelling sound correspondence for consonants and vowels**<br><br>**Identify word structures such as vowels, consonants, blends, digraphs, digraph blends**<br><br>**Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le**<br><br>**Segment syllables into sounds (phonemes)**<br><br>**Read and spell trick words and word of the day, including irregular words**<br><br>**Read and spell words with glued sounds**<br><br>**Read and spell words with vowel teams.**<br><br>**Read and spell words with prefixes and suffixes and determine new meaning of word**<br><br>**Use knowledge of the meaning of individual words to predict the meaning of compound words**<br><br>**Read and spell phonetically regular one-, two, and three-syllable words.**<br><br>**Identify words with inconsistent but common spelling-sound correspondences** |
| Unit 16 (1 week) | **Week 1 Day 1** Drill sounds, Introduce new concepts, | • Sounds of **au** and **aw** | **know and apply grade level phonics and word analysis skills** |

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| | Teach trick words.<br>**Day 2** Drill sounds, Word of the day, Introduce new concepts, Storytime<br>**Day 3** Drill sounds, Word of the day, Dictation, Storytime<br>**Day 4** Drill sounds, Trick word practice, Dictation<br>**Day 5** Drill sounds, Word talk, Unit test. | • Spelling generalization for the /o/ sounds | **in decoding words**<br><br>**Understand spelling sound correspondence for consonants and vowels**<br><br>**Identify word structures such as vowels, consonants, blends, digraphs, digraph blends**<br><br>**Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le**<br><br>**Segment syllables into sounds (phonemes)**<br><br>**Read and spell trick words and word of the day, including irregular words**<br><br>**Read and spell words with vowel teams.**<br><br>**Read and spell words with prefixes and suffixes and determine new meaning of word**<br><br>**Use knowledge of the meaning of individual words to predict the meaning of compound words**<br><br>**Read and spell phonetically regular one-, two, and three-syllable words.**<br><br>**Identify words with inconsistent but common spelling-sound correspondences** |
| Unit 17 (2 Weeks) | **Week 1 Day 1** Drill sounds, Introduce new concepts, Teach trick words.<br>**Day 2** Drill sounds, Word of the day, Introduce new concepts, Storytime<br>**Day 3** Drill sounds, Word of the day, Make it fun, Dictation.<br>**Day 4** Drill sounds, Storytime, Dictation | • Consonant-le syllable type<br>• Spelling consonant-le words<br>• Review all 6 syllable types | **know and apply grade level phonics and word analysis skills in decoding words**<br><br>**Understand spelling sound correspondence for consonants and vowels**<br><br>**Identify word structures such as vowels, consonants, blends, digraphs, digraph blends** |

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| | **Day 5** Drill sounds, Word talk, Trick words, Dictation<br><br>**Week 2 Day 1** Drill sounds, Introduce new concepts, Dictation, Storytime.<br>**Day 2** Drill sounds, Word of the day, Teach trick words, Dictation, Storytime.<br>**Day 3** Drill sounds, Trick word practice, Make it fun, Echo find, Storytime.<br>**Day 4** Drill sounds, Word of the day, Trick words, Dictation.<br>**Day 5** Drill sounds, Word talk, Unit Test | | **Identify syllable types: closed syllables, vowel-consonant-e, open, r controlled, vowel digraph/diphthong, consonant - le**<br><br>**Segment syllables into sounds (phonemes)**<br><br>**Read and spell trick words and word of the day, including irregular words**<br><br>**Read and spell words with vowel teams.**<br><br>**Read and spell words with prefixes and suffixes and determine new meaning of word**<br><br>**Use knowledge of the meaning of individual words to predict the meaning of compound words**<br><br>**Read and spell phonetically regular one-, two, and three-syllable words.**<br><br>**Identify words with inconsistent but common spelling-sound correspondences** |

## Materials and Resources

- Dry Erase Boards
- Fundation Posters
- Gel Boards
- large sound card pack
- Letter Boards magnetic tiles
- Level 2 Fundations Teacher Manual
- standard sound cards

- Student Composition Book
- Student Journal
- Student Notebook
- suffix frames
- Syllable Frames
- Trick Word Flashcards
- Wilson Learning Center
- Word of the Day Pack

## Technology Integration

- Bright link Projector
- chromebook
- document camera
- promethean board
- www.wilsonlanguage.com

## 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
- Small group instruction based on levels/abilities
- Use of charts with key words
- Use of manipulatives
- Use of visual aids