

Fundations Pacing Guide



Level 2

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1	10 days	10 days
MP1	Unit 2	10 days	20 days
MP1	Unit 3	5 days	25 days
MP1	Unit 4	10 days	35 days
MP1	Unit 5	10 days	45 days
MP1	FLEX DAYS	7 days	52 days
MP2	Unit 6	10 days	62 days
MP2	Unit 7	15 days	77 days
MP2	Unit 8	5 days	82 days
MP2	Unit 9	10 days	92 days
MP2	FLEX DAYS	6 days	98 days
MP2-3	Unit 10	10 days	108 days
MP3	Unit 11	10 days	118 days
MP3	Unit 12	5 days	123 days
MP3	Unit 13	10 days	133 days
MP3	Unit 14	10 days	143 days
MP3	FLEX DAYS	6 days	149 days
MP3-4	Unit 15	10 days	159 days
MP4	Unit 16	5 days	164 days
MP4	Unit 17	10 days	174 days
MP4	FLEX DAYS	6 days	180 days

Unit Total is inclusive of introduction, instruction, unit assessments, etc. for that particular unit.

** Cumulative Total is a running total, inclusive of prior and current units.

Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 1 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3

RF.2.4

NJSLS Technology

8.1.2.A.2

8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4

CRP12

Pemberton Township School District

Second Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Segment syllables into sounds.
- Identify word structures (vowels, consonants, blends, digraphs, digraph blends).
- Identify closed syllables
- Read and spell words with short vowels.
- Read and spell high-frequency words.
- Use correct writing position and pencil grip.
- Write clear, legible manuscript at an appropriate rate.

Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?

Pemberton Township School District

Second Grade – Foundational Skills

Content:

- **Big Idea:** Builds on the basic skills that were learned in Kindergarten and Level 1 and progresses further into the study of word structure.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
 4. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 5. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
 6. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.

Skills(Objectives):

- Letter-keyword sound for consonants and vowels
- Concept of consonant digraphs
- Letter-keyword sound for digraphs
- Concept of consonant blends
- Concept of digraph blends
- Spelling of /k/ sound
- Closed syllable type
- Sample words: **quilt, elf, shred, kick, crush**

Pemberton Township School District Second Grade – Foundational Skills

- 7. Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
- 8. Trick Words:** Students learn non-phonetic words using gross motor memory.
- 9. Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
- 10. Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.
- 11. Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.

Stage 2: Assessment Evidence

Performance Task(s):

Other Evidence:

Pemberton Township School District

Second Grade – Foundational Skills

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - Letter-Keyword-Sounds
 - Tapping
 - Student Work on Dry Erase Board
 - Student Work on Letter Board
 - Student Work on Gel Board
 - Marking
 - Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

- Assessment of Student Mastery
 - Unit Tests
 - Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Orientation Day 1 in Foundations

Resources:

Orientation Day 1 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

- **Review Echo –**
Introduce Echo and Baby Echo, and explain that they will help students learn new sounds this year.
- **Drill Sounds/Warm-Up –**
Arrange Standard Sound Cards on chart as displayed on page T63. Complete the following Learning Activity procedures.
- **Standard Sound Cards:** Say letter-keyword-sound for all consonants and vowels, student repeat. T64
- **Distribute Student Materials –**
Hand out Level 2 student consumable and durable materials to students. T65
- **Alphabetical Order –**
Students place magnetic letter tiles randomly on their letter boards. Students sequentially place letter tiles onto their letter boards in four rows, referring to Standard Sound Card display. T65
- **Echo/Find Letters –**
Say a sound. Students echo and find the letter on their letter board. (*a, e, l, o, u, j, y, x, qu, w*)
T65

Learning Opportunities/Strategies:

Orientation Day 2 in Foundations

- **Drill Sounds/Warm-Up –** Complete the following Learning Activity procedures.

- Echo
- Baby Echo
 - used throughout lesson
- Standard Sound Cards
- Level 2 Student Consumable and Durable Materials
- Magnetic Letter Board and Tiles
- Magnetic Letter Board and Tiles
- Unit Sound Resource List

Resources:

Orientation Day 2 in Foundations

- Standard Sound Cards

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Second Grade – Foundational Skills

Standard Sound Cards

All consonants and vowels. T66

- **Review Large Writing Grip and Pencil Grip –**
Review line names and usage. T66
- **Review Pencil Grip –**
Using the 1-2-3 Right/Let's Write posters, review pencil grip. T67
- **Echo/Letter Formation –** Students echo and follow verbalizations to practice writing letters in one group at a time. T67

- Echo and/or Baby Echo
 - used throughout lesson
- Large writing grid poster
- 1-2-3 Right/Let's Write Poster (PLC)
- Pencil Grip Pictures (PLC)
- Letter Formation Guides (PLC)
- Large writing grid
- Dry Erase Writing Tablets, Markers, Erasers

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

- **Drill Sounds/Warm-Up –**
Arrange Standard Sound Cards on chart as

Resources:

Week 1 Day 1 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

displayed on page T71. Complete the following Learning Activity procedures.

Large Sound Cards

Practice new or challenging sounds. Show large card and say letter-keyword-sound. Students repeat.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T74

- **Introduce New Concepts –**

Review Tapping to Read Words

Make words with Standard Sound Cards, review tapping words with the primary consonant sounds and short vowel sounds.

Review Digraphs

Review digraphs, and tapping, emphasizing that a digraph gets one tap, since it is one sound. (*sh, ch, th, wh, ck*)

Review Markings of Digraphs

Build real and nonsense words and remind students that digraphs within a word are underlined.

Student Notebook Entry

Students color the pictures of the digraphs and short vowels in the Sound section of their Student Notebooks. T74-75

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Student Notebook

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity

Resources:

Week 1 Day 2 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T76

- **Word of the Day –**

Build Word of the Day and discuss word meaning.

Review Concepts

Reteach the concept of digraphs, student marks digraph.

Make Words

Use Standard Sound Cards, to make several Unit words. Students tap and read.

Student Notebook Entry

Students write the word in the Vocabulary section of their Student Notebook. (*rich*) T76

- **Introduce New Concepts –**

Review Spelling

Students add digraph tiles to their letter boards.

Echo/Find Letters

Say a sound. Students echo and find the letter on their letter board.

Review Tapping for Spelling

Say word. Students tap out sounds and build the word on their letter board.

Review Spelling of /w/ Sound

Dictate **win**. Students tap sounds. Discuss the sounds made by **w** and **wh**. T77

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Student Notebook

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Unit Word Resource List

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.

Resources:

Week 1 Day 3 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T78

- **Introduce New Concepts –**

Review Blends

Using Standard Sound Cards, build words, differentiating between digraphs and blends. Tap, using one finger for digraphs, and two for blends.

Review Marking of Blends

Using Standard Sound Cards, build words and mark, differentiating between digraphs and blends. One line for digraphs, individual lines for blends.

Review Three-Letter Blends

Using Standard Sound Cards, build, tap, and mark words containing three-letter blends.

Review Digraph Blends

Using Standard Sound Cards, build and mark words containing digraph blends.

Review Spelling

Dictate word. Students echo the word and tap out sounds. Students build the word on their letter boards, one builds and marks the word with Standard Sound Cards. T78-79

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Unit Word Resource List

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.

Resources:

Week 1 Day 4 in Foundations

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Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T80

- **Word of the Day –**

Build Word of the Day and discuss word meaning.

Review Concepts

Reteach the concept of digraphs and digraph blends, student marks word.

Make Words

Use Standard Sound Cards, to make several Unit words. Students tap and read.

Student Notebook Entry

Students write the word in the Vocabulary section of their Student Notebook. (*shred*) T80

- **Dictation (Dry Erase) –**

Unit Sounds

Dictate 3 sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.

Unit Words

Dictate 3 current words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets.

Sentence

Say sentence with phrasing, students echo. Student places a blank Sentence Frame for each word, circle frame for trick words, write sentence. Proofread, students write sentence on Dry Erase Boards. T81

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Unit Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Sentence Resource List

Resources:

Week 1 Day 5 in Foundations

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Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T82

- **Make It Fun –**

Pop-Ups

One group comes to the front, while the rest of class taps words. Dictate word, while tapping, students in the group, one at a time, pop up for each sound. Build word with Standard Sound Cards and chorally spell and say. T82

- **Echo/Find Letters and Words –**

Echo/Find Letters

Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)

Echo/Find Words

Dictate word, students tap and find Letter Tiles needed to make the word. One Student builds word with Standard Sound Cards. T83

- **Introduce New Concepts –**

Teach Spelling with Blank Tiles

Students add blank salmon and ivory tiles to their Letter Boards and use blank magnetic tiles to spell words. Dictate a word. Students echo, tap the word, find blank tiles, and name corresponding letters. T83

Learning Opportunities/Strategies:

Week 2 Day 1 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
 - List of Words With Five Sounds

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Unit Word Resource List

- Blank Salmon and Ivory Letter Tiles
- Letter board
- Unit Word Resource List

Resources:

Week 2 Day 1 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T84

- **Introduce New Concepts –**

Teach the Spelling of the /k/ Sound

Dictate **sock**. Students tap out sounds. Using Standard Sound Cards, word. Discuss when to use **c**, **k**, or **ck** for the /k/ sound. Dictate several words, students build on Magnetic Letter Boards. Add to the Spelling Rules section of the Student Notebook. T84-85

- **Word of the Day –**

Build Word of the Day and discuss word meaning.

Review Concepts

Reteach the concept of digraphs and blends, student marks word.

Make Words

Use Standard Sound Cards, to make several Unit words. Students tap and read.

Student Notebook Entry

Students write the word in the Vocabulary section of their Student Notebook. (*flock*) T85

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Word Resource List
- Student Notebook

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

Learning Opportunities/Strategies:

Week 2 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.

Resources:

Week 2 Day 2 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T86

- **Review Trick Words**

Display Level 1 Trick Word Flashcards. Write Trick Word on Large Writing Grid, students discuss the tricky parts, say, sky write (eyes open and closed). Write word on Gel Word Board. (*they, one, said*) T86

- **Make It Fun**

Divide students into groups of 3. Dictate words with the /k/ sound. After word is tapped, students with the correct spelling of the /k/ sound stands up and holds up card. T87

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Dictate 3 sounds from the Unit Sound Resource List.

Unit Words

Dictate 3 current words.

Trick Words

Students write the trick word with 2 fingers on their desktop before writing it on their Dry Erase Writing Tablet. Student Notebooks may be used.

Sentence

Say sentence with phrasing. T87

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Level 1 Trick Word Flashcards
- Large Writing Grid
- Gel Word Board, Magic Pen

- Cards With **c, k, or ck**, One Set per Student
 - Teacher Created
- Unit Word Resource List
 - List of **c, k, or ck** Words

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Learning Opportunities/Strategies:

Week 2 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.

Resources:

Week 2 Day 3 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T88

- **Review Trick Words**

Display Level 1 Trick Word Flashcards. Write Trick Word on Large Writing Grid, students discuss the tricky parts, say, sky write (eyes open and closed). Write word on Gel Word Board. (*your, your, was*) T88

- **Introduce New Concepts –**

Review Closed Syllable Concept

Review the concept of a syllable. Using Standard Sound Cards, build closed syllable words, explain that because the syllable is closed, the vowel is short.

Review Marking Closed Syllables

Explain how to mark closed syllables.

Student Notebook Entry

Refer to the Syllable section of Student Notebooks for definition of a closed syllable. T88-89

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Dictate 3 sounds from the Unit Sound Resource List.

Unit Words

Dictate 3 current words.

Trick Words

Dictate 2 Trick Words

Sentence

Say sentence with phrasing. T89

Learning Opportunities/Strategies:

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Level 1 Trick Word Flashcards
- Large Writing Grid
- Gel Word Board, Magic Pen

- Standard Sound Cards
- Unit Word Resource List
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Resources:

Week 2 Day 4 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T90

- **Trick Word Practice**

Choose current unit Trick Words and 1-2 review Trick Words, selecting words students find most challenging. Display flashcard. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. T90

- **Word of the Day –**

Build Word of the Day and discuss word meaning.

Review Concepts

Reteach the concept of blends, mark word.

Make Words

Make several Unit words, Tap and read.

Student Notebook Entry

Write the word in Student Notebook. (*blend*)
T91

- **Dictation (Composition Book) –**

Unit Sounds

Dictate 4 current sounds, students echo and name letter(s), then write letter(s) in composition book.

Unit Words

Dictate 2 current, and 2 trick words, students echo, tap sounds, spell orally, and write word.

Sentence

Dictate sentence with phrasing, students echo, complete learning activity procedures, then students write word. T91

Learning Opportunities/Strategies:

Week 2 Day 5 in Foundations

- **Drill Sounds/Warm Up –**

Complete the following Learning Activity procedures.

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Trick Word Resource List
- Trick Word Flashcards
- Gel Word Board, Magic Pen

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Resources:

Week 2 Day 5 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

Vowels and 4-5 consonants

Trick Word Drill

Students quickly read introduced Trick Words.
T92

- **Word Talk –**

Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.

Read Word of the Day Cards Practice Pack

Students quickly read the Word of the Day Cards.

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T92

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 1

- **Unit Test**

Have students find the Unit Test pages located at the end of their Composition Books. Dictate

Resources:

Unit 1

Pemberton Township School District Second Grade – Foundational Skills

the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

Dictate Sounds

Dictate sounds. Students repeat, then write the letter individually.

Dictate Words

Dictate words. Students repeat, then write the word individually.

Dictate Trick Words

Dictate words, Students repeat, then write the word individually.

Students Do The Following to Above Words

Mark closed syllables.

Circle the 'buddy letter' and his best buddy.

Underline blends and digraph blends with two separate lines

Underline digraphs with one line.

Dictate Sentences

Dictate words, Students repeat, then write the sentence individually.

Lastly, have students scoop sentences to phrase them. T93

If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

- Composition Book
- Unit Test Tracker (PLC)

Differentiation

Pemberton Township School District Second Grade – Foundational Skills

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)

Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 2 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4.
CRP12.

Pemberton Township School District

Second Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Segment syllables into sounds.
- Identify word structures (vowels, consonants, blends, digraphs, digraph blends).
- Read and spell words with short vowels.
- Read and spell words with r-controlled vowels.
- Read and spell phonetically regular one syllable words.
- Use correct writing position and pencil grip.
- Write clear, legible manuscript at an appropriate rate.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.

Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter patterns help me learn to read words I do not know?
- How will practice help us read and spell better?
- How do I know how to phrase my words when reading?
- What do good readers sound like?

Pemberton Township School District

Second Grade – Foundational Skills

Content:

- **Big Idea:** Quickly review concepts taught in Level 1 Foundations. Review the bonus letter rule, glued sounds, and r-controlled vowels.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 4. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
 5. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
 6. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
 7. **Echo/Find Words (Single Syllable Words):**

Skills(Objectives):

- Bonus letter spelling rule, **ff, ll, ss**, and sometimes **zz**
- Glued sounds: **all, am, an, ang, ing, ong, ung, ank, ink, oak, unk**
- Blending and reading words with glued sounds
- Segmenting and spelling words with bonus letters and glued sounds
- Prosody
- Fluent passage reading **ar, er, ir, or, ur**
- Story retelling
- **ar, er, ir, or, ur**
- Trick Words: **shall, pull, full, both, talk, walk**
- Sample Words: **spill, string, stand, toss**

Pemberton Township School District Second Grade – Foundational Skills

Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.

8. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
9. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
10. **Trick Words:** Students learn non-phonetic words using gross motor memory.
11. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.

Pemberton Township School District

Second Grade – Foundational Skills

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - Letter-Keyword-Sounds
 - Tapping
 - Student Work on Dry Erase Board
 - Student Work on Letter Board
 - Student Work on Gel Board
 - Marking
 - Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - Unit Tests
 - Dictation (Day 5 Check-up)

Pemberton Township School District

Second Grade – Foundational Skills

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

- **Drill Sounds/Warm-Up –**
Arrange Standard Sound Cards on chart as displayed on page T99. Complete the following Learning Activity procedures.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants. T102
- **Introduce New Concepts –**
Teach Bonus Letters (*ff, ll, ss*)
Using Standard Sound Cards, make words and explain the concept of bonus letters
Teach The Glued Sound (*all*)
Using Standard Sound Cards, build ‘all’, explain that this is a glued sound, and replace with the green **all** card.
Teach Tapping For Reading
Tap glued sounds by ‘gluing’ fingers together, with one tap, when tapping the glued letters in a word.
Mark Words
Mark bonus letters with a star over the bonus letter, box **all** glued sounds.
Student Notebook Entry
Add examples to the Student Notebook.
T102-103
- **Trick Word Practice**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*shall, full pull*) T103

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

Resources:

Week 1 Day 1 in Foundations

- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson
- Standard Sound Cards
- Unit Word Resource List
- Student Notebook
- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Resources:

Week 1 Day 2 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T104

- **Word of the Day –**

Build Word of the Day and discuss word meaning.

Review Concepts

Reteach the concept of bonus letters, mark word.

Make Words

Make several unit words, tap and read.

Student Notebook Entry

Write the word in Student Notebook. (toss)
T104

- **Introduce New Concepts –**

Teach Spelling

Echo/Find Letters

Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards.
(/ól/)

Echo/Find Words

Dictate word, students tap and find Letter Tiles needed to make the word. One Students builds word with Standard Sound Cards. (fill) T105

- **Storytime –**

Skip is Sick

Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency, students ‘make a movie’ in their minds. Stop to ask questions and explain vocabulary. Students practice fluently reading the story. T105

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Unit Word Resource List

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Resources:

Week 1 Day 3 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

- **Drill Sounds/Warm Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
Vowels and 4-5 consonants
Trick Word Drill
Introduced, but not mastered, Trick Words.
T106
- **Introduce New Concepts –**
Introduce R-Controlled Vowels
Using R-Controlled Vowel Poster, introduce the first two r-controlled vowels. (*ar, or*)
Teach Letter-Keyword-Sound (*ar, or*)
Use R-Controlled Vowel Poster to review letter-keyword-sound for the first two vowels.
T106-107
- **Word of the Day –**
Build Word of the Day and discuss word meaning.
Review Concepts
Reteach the concepts of glued sounds and bonus letters, student marks word.
Make Words
Use Standard Sound Cards, to make several Unit words. Students tap and read.
Student Notebook Entry
Students write the word in the Vocabulary section of their Student Notebook. (*stall*) T107
- **Dictation (Dry Erase) –**
Complete following the Learning Activity procedures.
Unit Sounds
Unit Words
Trick Words
Sentence T107

[Learning Opportunities/Strategies:](#)

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- R-Controlled Vowel Poster

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

[Resources:](#)

Week 1 Day 4 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

- **Drill Sounds/Warm Up –**

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

Vowels and 4-5 consonants

- **R-Controlled Vowels**

First two rows

- **Trick Word Drill**

Introduced, but not mastered, Trick Words.

T108

- **Storytime –**

- **Skip is Sick**

Read title, students share what they remember about story. Read by paragraph, stopping to encourage students to picture their ‘movie’.

Draw sketches on chart paper, representing the main story events, students use pictures to retell story. T108

- **Dictation (Composition Book) –**

- **Unit Sounds**

Dictate 4 current sounds, students echo and name letter(s), then write letter(s) in composition book.

- **Unit Words**

Dictate 2 current, and 2 review words, students echo, tap sounds, spell orally, and write word.

- **Trick Words**

Dictate 2 trick words, students write the word on desk with 2 fingers, write word.

- **Sentence**

Dictate sentence with phrasing, students echo, complete learning activity procedures, then students write word. T109

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Large Chart Paper

- Sentence Frames
- Unit Resource Lists
- Composition Book

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- **Drill Sounds/Warm Up –**

Resources:

Week 1 Day 5 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

Vowels and 4-5 consonants

R-Controlled Vowels

First two rows T110

- **Trick Word Practice**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T110

- **Make It Fun**

Buy One, Get One Free!

Dictate a word, students repeat and tap sounds. Working in pairs, and sharing Letter Boards, students ask partners for the letters they need to build the word. If it has a bonus letter, say “Buy one, get one free” while giving partner the bonus letter. T111

- **Dictation (Day 5 Check-Up) –**

Complete following the Learning Activity procedures.

Unit Sounds

Review Words

Current Words

Trick Words

Sentence T111

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles

- Sentence Frames
- Unit Resource Lists
- Composition Books

Learning Opportunities/Strategies:

Week 2 Day 1 in Foundations

- **Drill Sounds/Warm Up –**

Complete the following Learning Activity

Resources:

Week 2 Day 1 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

Vowels and 4-5 consonants

R-Controlled Vowels

First two rows T112

- **Introduce New Concepts – Review Other Glued Sounds**
Review **am** and **an** glued sounds. Introduce **ang, ing, ong, ung, ank, ink, onk,** and **unk** glued sounds. Build words with glued sounds, students tap and read.
Mark Words
Students box glued sounds, color the glued sounds page in the Student Notebook. T112-113
- **Teach Trick Words**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*both, talk, walk*) T113
- **Echo/Find Letters and Words – Echo/Find Letters**
Say an introduced glued sound, have students echo and point to the letter(s) on their Magnetic Letter Boards.
Echo/Find Words
Dictate word, students tap and find Letter Tiles needed to make the word. One Students builds word with Standard Sound Cards. T113

Learning Opportunities/Strategies:

Week 2 Day 2 in Foundations

- **Drill Sounds/Warm Up –**
Complete the following Learning Activity

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards
- Unit Word Resource List

Resources:

Week 2 Day 2 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

Vowels and 4-5 consonants

R-Controlled Vowels

First two rows

Trick Word Drill

Introduced, but not mastered, Trick Words.

T114

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Glued sounds

Make Words

Student Notebook Entry

(*chunk*) T114

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T115

- **Storytime –**

Skip is Sick

Students use their 'movie' to retell the story, referring to illustrations, as needed. Ask comprehension questions. Students find words with a blend, digraph, and buddy letter in the first paragraph. Write and mark. T115

Learning Opportunities/Strategies:

Week 2 Day 3 in Foundations

- **Drill Sounds/Warm Up –**

Complete the following Learning Activity

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Student Copies of Phrased Story
- Large Chart Paper with Illustrations

Resources:

Week 2 Day 3 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

Vowels and 4-5 consonants

R-Controlled Vowels

First two rows

T116

- **Trick Word Practice**

Display Trick Word Flashcard, discuss the word.

Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*Current Words, 1-2 Review Words*) T116

- **Make It Fun**

Blank Tile Game

Divide students into groups of 5, each group gets 1 green, 1 salmon, and 3 blank ivory tiles. Each member of the group gets a blank tile. Explain the significance of the colors. Build a word, once using letter cards, then with blank cards. Students build it with blank tiles. T117

- **Storytime –**

Skip is Sick

Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T117

Learning Opportunities/Strategies:

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm Up –**
Complete the following Learning Activity

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles
 - salmon, green, and ivory blank tiles

- Student Copies of Phrased Story

Resources:

Week 2 Day 4 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

Vowels and 4-5 consonants

R-Controlled Vowels

First two rows

Trick Word Drill

Introduced, but not mastered, Trick Words.
T118

- **Introduce New Concepts – Teach Letter-Keyword-Sound (er, ir, ur)**
Review and drill the **ar** and **or** sounds.
Introduce **er**, **ir**, and **ur** sounds. Use the poster to review sounds.
Student Notebook Entry
Color the r-controlled vowels page in the Student Notebook. T118
- **Word of the Day –**
Complete following the Learning Activity procedures.
Review Concepts
Glued sounds
Make Words
Student Notebook Entry
(*stamp*) T119
- **Dictation (Composition Book) –**
Complete following the Learning Activity procedures.
Unit Sounds
Unit Words
Trick Words
Sentence
T119

Learning Opportunities/Strategies:

Week 2 Day 5 in Foundations

- **Drill Sounds/Warm Up –**
Complete the following Learning Activity

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- R-Controlled Vowels Poster
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Resources:

Week 2 Day 5 in Foundations

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Second Grade – Foundational Skills

procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

Vowels and 4-5 consonants

R-Controlled Vowels

First two rows

Trick Word Drill

Introduced, but not mastered, Trick Words.

T120

- **Word Talk –**

Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.

Read Word of the Day Cards Practice Pack

Students quickly read the Word of the Day Cards.

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T120

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 2

- **Unit Test**
Have students find the Unit Test pages located

Resources:

Unit 2

Pemberton Township School District Second Grade – Foundational Skills

<p>at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Star bonus letters. Box glued sounds. Mark closed syllables and vowel sounds.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T121</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., 	<ul style="list-style-type: none"> • Remind students to use visual 	<ul style="list-style-type: none"> • Remind students to use visual

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<p>what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>resources</p> <ul style="list-style-type: none"> • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>resources</p> <ul style="list-style-type: none"> • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 3 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4.
CRP12.

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Second Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Identify syllable types (closed, r-controlled)
- Read and spell words with short vowels.
- Read and spell words with r-controlled vowels
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell phonetically regular one syllable words.
- Know some multiple-meaning words.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.

Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter patterns help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do I know how to phrase my words when reading?

Pemberton Township School District Second Grade – Foundational Skills

Content:

- **Big Idea:** Teach the exceptions to the closed syllable type.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 4. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
 5. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
 6. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
 7. **Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the

Skills(Objectives):

- Concept of closed syllable exceptions
- Glued sounds: **lid, ind, old, olt, ost**
- Story retelling
- Fluent passage reading
- **ai, ay, ea, ee, ey, oi, oy**
- Trick Words: **done, goes, pretty**
- Sample Words: **wild, find, cold, colt, post**

Pemberton Township School District Second Grade – Foundational Skills

letter(s) that go with each segmented sound. Segmenting is done with finger tapping.

8. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
9. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
10. **Trick Words:** Students learn non-phonetic words using gross motor memory.
11. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.

Stage 2: Assessment Evidence

Pemberton Township School District

Second Grade – Foundational Skills

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - Letter-Keyword-Sounds
 - Tapping
 - Student Work on Dry Erase Board
 - Student Work on Letter Board
 - Student Work on Gel Board
 - Marking
 - Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - Unit Tests
 - Dictation (Day 5 Check-up)

Pemberton Township School District

Second Grade – Foundational Skills

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

- **Drill Sounds/Warm-Up –**
Arrange Standard Sound Cards on chart as displayed on page T127. Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants. T130
- **Introduce New Concepts –**
Teach Closed Exceptions
Review the closed syllable concept, emphasizing its effect on the vowel sound. Using Standard Sound Cards, build **cob**, explain that this is not a closed syllable because it doesn't make the /**ō**/ sound. Using Large Sound Cards, introduce the five exceptions to closed syllables (**old, ild, ind, olt, ost**). Build **cold**, demonstrate tapping. Practice with more words. Demonstrate words when those letters are not exceptions by building **lost**, using individual cards.
Teach Marking
Teach how to mark closed exceptions.
Student Notebook Entry
Add examples of closed syllable exceptions.
Teach Spelling
Use Letter Boards and Magnetic Letter Tiles to complete Echo/Find Letters and Words. Practice with other words. T130-131

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Large Sound Cards
- Unit Word Resource List
- Student Notebook
- Letter Boards
- Magnetic Letter Tiles

Resources:

Week 1 Day 2 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

- **Drill Sounds/Warm Up –**
Complete the following Learning Activity procedures.
Standard Sound Cards
Vowels and 4-5 consonants
R-Controlled Vowels and Vowel Teams Poster
Introduced sounds
T132
- **Introduce New Concepts –**
Teach Vowel Teams
Teach Letter-Keyword-Sound (ai, ay)
Practice the first row of the Vowel Teams Poster. Review daily.
Student Notebook
Find Vowel Teams page, and use for reference.
T132-133
- **Teach Trick Words**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*done, goes, pretty*) T133
- **Echo/Find Letters and Words –**
Echo/Find Letters
Say an introduced closed exception sound, have students echo and point to the letter(s) on their Magnetic Letter Boards.
Echo/Find Words
Dictate word, students tap and find Letter Tiles needed to make the word. One Students builds word with Standard Sound Cards. T133

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Sounds Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Vowel Teams Poster
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards
- Unit Word Resource List

Resources:

Week 1 Day 3 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants. T134
- **Introduce New Concepts –**
Teach Letter-Keyword-Sound (ee, ea, ey)
Practice the first row of the Vowel Teams Poster. Drill the new vowel teams, review. T134-135
- **Word of the Day –**
Complete following the Learning Activity procedures.
Review Concepts
Closed exceptions
Make Words
Student Notebook Entry (*mind*) T135
- **Make It Fun**
X Marks The Spot!
Chorally read the lists of words with students. Divide the class into 5 groups, each group lines up at a column. Students relay race to mark the words as closed or closed exceptions. Students check the words to determine the winner. T135
- **Dictation (Dry Erase) –**
Complete following the Learning Activity procedures.
Unit Sounds
Unit Words
Trick Words
Sentence T135

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson
- Vowel Teams Poster
- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook
- Unit Word Resource List
- Five columns of words with five words in each
 - one word in each column is Closed Exc.
 - Include words with other glued sounds
- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Resources:

Week 1 Day 4 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

- **Drill Sounds/Warm Up –**
Complete the following Learning Activity procedures.
Standard Sound Cards
Vowels and 4-5 consonants
R-Controlled Vowels and Vowel Teams Poster
Introduced sounds
T136
- **Introduce New Concepts –**
Teach Letter-Keyword-Sound (oi, oy)
Practice the first two rows of the Vowel Teams Poster. Drill the new vowel teams, review.
T136
- **Trick Word Practice**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*Current Words, 1-2 Review Words*) T137
- **Dictation (Composition Book) –**
Complete following the Learning Activity procedures.
Unit Sounds
Unit Words
Trick Words
Sentence T137
- **Storytime –**
The Lost Colt
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency, students ‘make a movie’ in their minds. Stop to ask questions and explain vocabulary. Students practice fluently reading the story, find and mark closed syllable exceptions. T137

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- Standard Sound Cards
- R-Controlled Sounds Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Vowel Teams Poster

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Resources:

Week 1 Day 5 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants.

- **R-Controlled Vowels and Vowel Teams Poster**

Introduced sounds

- **Trick Word Drill**

Introduced, but not mastered, Trick Words.
T138

- **Word of the Day –**

Complete following the Learning Activity procedures.

- **Review Concepts**

Closed exceptions, multiple meanings of word

- **Make Words**

Student Notebook Entry (*bolt*) T138

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

[Learning Opportunities/Strategies:](#)

Unit 3

[Resources:](#)

Unit 3

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. Dictate Sounds Dictate sounds. Students repeat, then write the letter individually. Dictate Words Dictate words. Students repeat, then write the word individually. Dictate Trick Words Dictate words, Students repeat, then write the word individually. Students Do The Following to Above Words Box glued sounds. Mark closed syllables and closed syllable exceptions. Be sure to mark vowel sounds. Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T139 If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill. Track scores with the Unit Test Tracker (PLC). 	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 4 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4.
CRP12.

Pemberton Township School District

Second Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Segment syllables into sounds.
- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, r-controlled)
- Read and spell words with r-controlled vowels
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Know some multiple-meaning words.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.

Essential/Guiding Question:

- How do suffixes change the meanings of words?
- How do letter patterns help me learn to read words I do not know?
- What is a syllable type and how can it help us to read unfamiliar words?
- How will practice help us read and spell better?
- How do I know how to phrase my words when reading?

Pemberton Township School District

Second Grade – Foundational Skills

Content:

- **Big Idea:** Focus on suffixes **–s, –es, –ed,** and **–ing**, categorize suffixes as vowel or consonant suffixes, and learn the procedure for isolating the base word when reading or spelling words with suffixes. Also, vowel teams.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 4. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
 5. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
 6. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
 7. **Storytime:** Involves listening and reading

Skills(Objectives):

- Review suffixes: **-s, -es, -ed, -ing**
- Additional sounds of **–ed** suffix **/d/, /t/**
- Comparison suffixes: **-er, -est**
- Spelling procedure for words with suffixes
- Forming plurals
- Forming present and past tense
- Categorizing vowel and consonant suffixes
- Fluent passage reading
- **oa, oe, ow, ou, oo, ue, ew**
- Trick Words: **again, please, animal, sure, use, used**
- Sample Words: **stronger, tallest, spilled, passed**

Pemberton Township School District Second Grade – Foundational Skills

activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

8. **Trick Words:** Students learn non-phonetic words using gross motor memory.
9. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
10. **Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Pemberton Township School District Second Grade – Foundational Skills

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - Letter-Keyword-Sounds
 - Tapping
 - Student Work on Dry Erase Board
 - Student Work on Letter Board
 - Student Work on Gel Board
 - Marking
 - Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - Unit Tests
 - Dictation (Day 5 Check-up)

Pemberton Township School District

Second Grade – Foundational Skills

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

- **Drill Sounds/Warm-Up –**
Arrange Standard Sound Cards on chart as displayed on page T143. Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants.
R-Controlled Vowels and Vowel Teams Poster
Introduced sounds T146
- **Introduce New Concepts –**
Review Concept of Base Word and Suffixes (-s, -es)
Using Standard Sound Cards and Suffix Frames, build the word **map**, add suffix **-s**. Demonstrate tapping. Repeat with suffix **-es**. Discuss how the suffixes change the meaning of the words, such as plural or action.
Vowel Suffix and Consonant Suffix
Explain that **-es** is a vowel suffix, and **-s** is a consonant suffix.
Review Suffixes (-ing, -ed)
Ask students if these suffixes are vowel or consonant suffixes, discuss how they change words. Using Standard Sound Cards and Suffix Frames, build and discuss several words with these suffixes.
Teach Suffixes (-er, -est)
Ask if these are vowel or consonant suffixes, and explain that they are used to make comparisons. Repeat with several words.
Review Marking Base Word and Suffix
Student Notebook Entry T146-148

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word Resource Lists
- Student Notebook

Resources:

Week 1 Day 2 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants.

- **R-Controlled Vowels and Vowel Teams Poster**

Introduced sounds T150

- **Word of the Day –**

Complete following the Learning Activity procedures.

- **Review Concepts**

Suffixes

- **Make Words**

Student Notebook Entry (*thick(er)*) T150

- **Teach Trick Words**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*again, please, animal*) T151

- **Introduce New Concepts –**

- **Teach Spelling**

Dictate the sound of the suffixes, students echo. Students add two suffix tiles to their Letter Boards and Magnetic Tiles. Complete following the Learning Activity procedures.

- **Echo/Find Letters**

Echo/Find Words T151

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Letter Boards
- Magnetic Letter Tiles
- Suffix Tiles
- Unit Word Resource List

[Learning Opportunities/Strategies:](#)

Week 1 Day 3 in Foundations

[Resources:](#)

Week 1 Day 3 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T152

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Suffixes

Make Words

Student Notebook Entry (*soft(est)*) T152

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T153

- **Storytime –**

Wish Come True

Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency, students ‘make a movie’ in their minds. Stop to ask questions and explain vocabulary. Students practice fluently reading the story. T153

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

Resources:

Week 1 Day 4 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T154

- **Trick Word Practice**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T154

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T155

- **Storytime –**

Wish Come True

Read title, students share what they remember about story. Read by paragraph, stopping to encourage students to picture their 'movie'. Draw sketches on chart paper, representing the main story events, students use pictures to retell story. T155

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Large Chart Paper

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

Resources:

Week 1 Day 5 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

- **Drill Sounds/Warm Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
Vowels and 4-5 consonants
Trick Word Drill
Introduced, but not mastered, Trick Words.
T156
- **Introduce New Concepts –**
Teach Letter-Keyword-Sound (oa, oe, ow)
Practice the first two rows of the Vowel Teams Poster. Drill the new vowel teams, review.
T156
- **Word Talk –**
Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.
Read Word of the Day Cards Practice Pack
Students quickly read the Word of the Day Cards.
Display Words
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T157
- **Dictation (Day 5 Check-Up) –**
Complete following the Learning Activity procedures.
Unit Sounds
Review Words
Current Words
Trick Words
Sentence T157

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Vowel Teams Poster

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Books

[Learning Opportunities/Strategies:](#)

Week 2 Day 1 in Foundations

[Resources:](#)

Week 2 Day 1 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants.

- **R-Controlled Vowels and Vowel Teams Poster**

Introduced sounds T158

- **Introduce New Concepts –**

- **Teach Additional Sounds (-ed)**

Introduce the **-ed** suffix and discuss that it can make two sounds: /d/ and /t/.

- **Review Marking Base Word and Suffix**

Student Notebook Entry T158-159

- **Word of the Day –**

Complete following the Learning Activity procedures.

- **Review Concepts**

Suffixes

- **Make Words**

Student Notebook Entry (*swell(ed)*) T159

- **Teach Trick Words**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*sure, use, used*) T159

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word Resource Lists
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

[Learning Opportunities/Strategies:](#)

Week 2 Day 2 in Foundations

[Resources:](#)

Week 2 Day 2 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants.
R-Controlled Vowels and Vowel Teams Poster
Introduced sounds T160
- **Word of the Day –**
Complete following the Learning Activity procedures.
Review Concepts
Suffixes
Make Words
Student Notebook Entry (*check(ed)*) T160
- **Introduce New Concepts –**
Teach Spelling of Suffix (-ed)
Dictate words with the **-ed** suffix. Students use Letter Boards, Magnetic Letter and Suffix Tiles to build the word. Ask what the suffix should be. T161
- **Dictation (Dry Erase) –**
Complete following the Learning Activity procedures.
Unit Sounds
Unit Words
Trick Words
Sentence T161

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson
- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook
- Letter Boards
- Magnetic Letter Tiles
- Suffix Tiles
- Unit Word Resource List
- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Learning Opportunities/Strategies:

Week 2 Day 3 in Foundations

Resources:

Week 2 Day 3 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants. T162
- **Introduce New Concepts –**
Teach Letter-Keyword-Sound (ou, oo, ue, ew)
Practice the first four rows of the Vowel Teams Poster. Drill the new vowel teams, review. T162
- **Storytime –**
Wish Come True
Students use their ‘movie’ to retell the story, referring to illustrations, as needed. Ask comprehension questions. Students find and list all words with suffixes on their Dry Erase Writing Tablets, mark words. T163
- **Make It Fun –**
Super Suffixes!
Divide students into groups of 3 or 4, each group has a Dry Erase Writing Tablet. Write words on the board. Students form as many real words as they can by adding suffixes to the words on the board, students share lists. T163

- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson
- Vowel Teams Poster
- Student Copies of Phrased Story
- Large Chart Paper with Illustrations
- Dry Erase Writing Tablets, Markers, Erasers
- Unit Word Resource List
- Suffix Frames
- Dry Erase Writing Tablets, Markers, Erasers

Learning Opportunities/Strategies:

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Resources:

Week 2 Day 4 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T 164

- **Trick Word Practice**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T164

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T165

- **Storytime –**

Wish Come True

Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T165

Learning Opportunities/Strategies:

Week 2 Day 5 in Foundations

- **Drill Sounds/Warm Up –**

Complete the following Learning Activity

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

- Student Copies of Phrased Story

Resources:

Week 2 Day 5 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

Vowels and 4-5 consonants

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Trick Word Drill

Introduced, but not mastered, Trick Words.

T166

- **Word Talk –**

Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.

Read Word of the Day Cards Practice Pack

Students quickly read the Word of the Day Cards.

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T166

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 4

- **Unit Test**
Have students find the Unit Test pages located

Resources:

Unit 4

Pemberton Township School District Second Grade – Foundational Skills

<p>at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Mark closed syllables and closed syllable exceptions. Scoop or underline base words and circle suffixes. Indicate the sound of the suffix -ed with /id/, /d/, or /t/.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T167</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., 	<ul style="list-style-type: none"> • Remind students to use visual 	<ul style="list-style-type: none"> • Remind students to use visual

Pemberton Township School District Second Grade – Foundational Skills

<p>what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>resources</p> <ul style="list-style-type: none"> • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>resources</p> <ul style="list-style-type: none"> • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 5 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4.
CRP12.

Pemberton Township School District

Second Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, r-controlled)
- Read and spell words with r-controlled vowels
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Divide multisyllabic words.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.

Essential/ Question:

- How do letter patterns help me learn to read words I do not know?
- How will practice help us read and spell better?
- How do suffixes change the meanings of words?
- How do I know how to phrase my words when reading?
- How do I divide words into syllables?

Pemberton Township School District

Second Grade – Foundational Skills

Content:

- **Big Idea:** Focus on syllables and spelling multisyllabic words. Continue working with vowel teams, and discuss the difference between a narrative and informational text.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 4. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 5. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
 6. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.

Skills(Objectives):

- 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 of **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**
- Trick Words: **against, knew, know, always, often, once**
- Sample Words: **catnip, habit, tonic, mascot, hundred, freshen, boldness**

Pemberton Township School District Second Grade – Foundational Skills

7. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
8. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
9. **Trick Words:** Students learn non-phonetic words using gross motor memory.
10. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
11. **Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

[Performance Task\(s\):](#)

[Other Evidence:](#)

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Student Notebook • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	<ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
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Stage 3: Learning Plan	
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<p><u>Learning Opportunities/Strategies:</u> Week 1 Day 1 in Foundations</p>	<p><u>Resources:</u> Week 1 Day 1 in Foundations</p>
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Pemberton Township School District

Second Grade – Foundational Skills

- **Drill Sounds/Warm-Up –**

Arrange Standard Sound Cards on chart as displayed on page T173. Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants.

- **R-Controlled Vowels and Vowel Teams Poster**

Introduced sounds T176

- **Introduce New Concepts –**

- **Teach Letter-Keyword-Sound (au, aw)**

Practice the first five rows of the Vowel Teams Poster. Drill the new vowel teams, review.

- **Teach Syllable Division**

Explain that words are made up of parts, called syllables, dictate words, students count syllables. Explain that compound words are two words that are put together. Teach breaking multisyllabic words into closed syllables. Remind students that the first syllable needs to be closed. Demonstrate syllabication with various words. T176-178

- **Teach Trick Words**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*against, knew, know*) T179

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Vowel Teams Poster
- Syllable Frames
- Standard Sound Cards

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**

Resources:

Week 1 Day 2 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Trick Word Drill

Introduced, but not mastered, Trick Words.

T180

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Syllable Division

Make Words

Student Notebook Entry (*disrupt*) T180

- **Introduce New Concepts –**

Teach Multisyllabic Spelling

The focus changes from segmenting sounds to segmenting syllables. Individual sounds are only tapped when students are unable to spell the syllable. Dictate two syllable words, students repeat in separate syllables, and build words in syllables. T181

- **Storytime –**

Hopscotch

Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency, students ‘make a movie’ in their minds. Stop to ask questions and explain vocabulary. Students practice fluently reading the story. T181

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Resources:

Week 1 Day 3 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T182

- **Trick Word Practice**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T182

- **Introduce New Concepts – Teach Spelling (ic)**

Build the words **lick** and **public**, explain when each ending is used. T183

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T183

- **Storytime –**

Hopscotch

Read title, students share what they remember about story. Read by paragraph, stopping to encourage students to picture their 'movie'. Draw sketches on chart paper, representing the main story events, students use pictures to retell story. T183

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Large Chart Paper

Resources:

Week 1 Day 4 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T184

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Syllable Division

Make Words

Student Notebook Entry (*mimic*) T184

- **Trick Word Practice**

Display Trick Word Flashcard, discuss the word.

Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T185

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T185

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Resources:

Week 1 Day 5 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

<p>Large Sound Cards New or challenging sounds.</p> <p>Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants.</p> <p>Trick Word Drill Introduced, but not mastered, Trick Words. T186</p> <ul style="list-style-type: none"> • Word Talk – Complete following the Learning Activity procedures. <p>Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards.</p> <p>Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T186</p> <ul style="list-style-type: none"> • Make It Fun Matchmakers Divide students into groups of 3-5, give each group enough index cards to make 5 or 6 words. Students write a syllable from a two syllable word on each card. Students match syllables and write words on Dry Erase Writing Tablet, then read list to the class. T187 <ul style="list-style-type: none"> • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. <p>Unit Sounds Review Words Current Words Trick Words Sentence T187</p> <p><u>Learning Opportunities/Strategies:</u> Week 2 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word of the Day Cards • Word Resource List <ul style="list-style-type: none"> • Index Cards • Unit Word Resource List • Dry Erase Writing Tablet, Markers, Erasers <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Resources:</u> Week 2 Day 1 in Foundations</p>
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Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T188

- **Introduce New Concepts –**

Teach New Suffixes

Review previously taught suffixes. Introduce suffixes **–ful, –less, –ment, –ness, –ish, –en, and –able**, following procedures on T189.

Student Notebook Entry

Students add newly taught suffixes to Student Notebook.

Teach Spelling

Dictate word with suffix, students repeat the base word in syllables. Then use tiles to make each syllable, finally adding the yellow consonant suffix tile and spelling the suffix.

T188-189

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Syllable Frames
- Letter Board
- Magnetic Letter and Suffix Tiles
- Student Notebook

Learning Opportunities/Strategies:

Week 2 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.

Resources:

Week 2 Day 2 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

<p>Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants.</p> <p>Suffixes 4-5 Suffixes T 190</p> <ul style="list-style-type: none">• Word of the Day – Complete following the Learning Activity procedures. Review Concepts Base Word and Suffix Make Words Student Notebook Entry (<i>hand(ful)</i>) T190• Teach Trick Words Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>always, often, once</i>) T191• Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T191• Storytime – Hopscotch Students use their ‘movie’ to retell the story, referring to illustrations, as needed. Ask comprehension questions. Students find and list all words with suffixes on their Dry Erase Writing Tablets, mark words. T191 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 2 Day 3 in Foundations</p> <ul style="list-style-type: none">• Drill Sounds/Warm-Up – Complete the following Learning Activity procedures.	<ul style="list-style-type: none">• Standard Sound Cards• Suffix Frames• Echo and/or Baby Echo<ul style="list-style-type: none">○ used throughout lesson <ul style="list-style-type: none">• Unit Word of the Day Cards• Unit Word Resource List• Large Writing Grid• Student Notebook <ul style="list-style-type: none">• Trick Word Flashcards• Large Writing Grid• Gel Board with Magic Pen• Student Notebook <ul style="list-style-type: none">• Unit Resource Lists• Large Writing Grid• Dry Erase Writing Tablets, Markers, Erasers• Sentence Frames• Student Notebook <ul style="list-style-type: none">• Student Copies of Phrased Story• Large Chart Paper with Illustrations• Dry Erase Writing Tablets, Markers, Erasers <p><u>Resources:</u></p> <p>Week 2 Day 3 in Foundations</p>
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Pemberton Township School District

Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T 192

- **Trick Word Practice**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T192

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Base Word and Suffix

Make Words

Student Notebook Entry (*kind(ness)*) T193

- **Make It Fun –**

Write prefixes and definitions on chart paper. Give the class either a prefix or definition on a strip of paper. Students match up prefixes and definitions. T193

Learning Opportunities/Strategies:

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Suffix Frames
- Large Writing Grid
- Student Notebook

- Word an definition page (PLC)
- Chart Paper

Resources:

Week 2 Day 4 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Trick Word Drill

Introduced, but not mastered, Trick Words.
T194

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T194-195

- **Storytime –**

Hopscotch

Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T195

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Sentence Frames
- Unit Resource Lists
- Composition Book

- Student Copies of Phrased Story

Learning Opportunities/Strategies:

Week 2 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

Resources:

Week 2 Day 5 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Trick Word Drill

Introduced, but not mastered, Trick Words.
T196

Word Talk –

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Students quickly read the Word of the Day Cards.

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T196

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 5

- **Unit Test**
Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have

Resources:

Unit 5

Pemberton Township School District Second Grade – Foundational Skills

<p>students repeat and then write independently. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllables and circle suffixes.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T196</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound?) 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound?) 	<ul style="list-style-type: none"> • Remind students to use visual resources 	<ul style="list-style-type: none"> • Remind students to use visual resources

Pemberton Township School District Second Grade – Foundational Skills

<p>What is a word that begins with that sound? Etc.)</p> <ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>What is a word that begins with that sound? Etc.)</p> <ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 6 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4.
CRP12.

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Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, r-controlled).
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Read and spell words with short vowels.
- Read and spell words with long vowels in vowel-consonant-e syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three-syllable words.
- Divide multisyllabic words.
- Produce complete sentences.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How will practice help us read and spell better?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?
- What role does fluency play in an effort to improve my comprehension?

Pemberton Township School District Second Grade – Foundational Skills

- Use knowledge of the meaning of individual words to predict the meaning of a compound word.

- Describe how characters in a story respond to major events and challenges.

- Determine the central message of a story.

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Second Grade – Foundational Skills

Content:

- **Big Idea:** Focus on vowel-consonant-e, and exceptions, different sounds for –s, spelling option procedure for words with more than one possible spelling. Reading and spelling procedures for multisyllabic words.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 4. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
 5. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
 6. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
 7. **Storytime:** Involves listening and reading

Skills(Objectives):

- Review vowel-consonant-e syllables
- **s - /s/ and /z/**
- Spelling option procedure
- Two-syllable words with closed and vowel-consonant-e syllables
- Compound words
- Vowel-consonant-e exception (-ive)
- Suffix -ive
- Trick Words: **only, house, move, right, place, together**
- Sample Words: **hope, confuse, reptile, olive, inventive**

Pemberton Township School District Second Grade – Foundational Skills

activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

8. **Trick Words:** Students learn non-phonetic words using gross motor memory.
9. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
10. **Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> Week 1 Day 1 in Foundations	<u>Resources:</u> Week 1 Day 1 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

- **Drill Sounds/Warm-Up –**

Arrange Standard Sound Cards on chart as displayed on page T203. Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants. T206

- **Introduce New Concepts –**

- **Review Vowel-Consonant-E Syllable**

Using Standard Sound Cards, build the word **hop**, then **hope**, explaining that the final **e** makes the vowel long. Repeat with several words.

- **Review Long Vowel Sounds**

Using Large Sound Cards, review letter-keyword-sound for long vowels. Review by reviewing both long and short vowel sounds on the Large Sound Cards.

- **Teach Students To Mark Words**

Demonstrate marking the v-e syllable.

- **Student Notebook Entry**

Students color the v-e picture in the Student Notebook. T207

- **Teach Trick Words**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*only, house, move*) T207

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Large Sound Cards
- Unit Word Resource List
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity

Resources:

Week 1 Day 2 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

procedures.

Large Sound Cards

New or challenging sounds, short and long vowels

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T208

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

V-e Syllable

Make Words

Student Notebook Entry (*doze*) T208

- **Introduce New Concepts –**

Review Echo/Find Letters

Using Standard Sound Cards, review that the **e** makes the vowel long. Use blank Standard Sound Cards to illustrate this idea.

Review Spelling of V-E Syllables

Build and tap the words **hop** and **hope**. Repeat with several words.

Teach Spelling Of /k/ Sound in V-E Syllables

Using Standard Sound Cards, build words to explain when the various spellings of /k/ are used. Practice tapping.

T208-209

- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity

Resources:

Week 1 Day 3 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.
T210

- **Introduce New Concepts –**

Teach Reading of V-E Words With Suffixes

Use the Standard Sound Cards and –s to demonstrate words with this suffix. Repeat with 5-6 words.

Teach Spelling Of V-E Words With Suffixes

Dictate a word, student builds it with Standard Sound Cards, using Suffix Frame, add suffix. Repeat with 3-4 words. T210

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T211

- **Storytime –**

Babe Ruth

Students read scooped story silently, discuss title and make predictions. Teacher reads story, students ‘make a movie’ in their minds. Stop to ask questions and explain vocabulary. Draw sketches on chart paper, representing the main story events, students use pictures to retell story. Students practice fluent reading. T211

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Large Chart Paper

Resources:

Week 1 Day 4 in Foundations

- Large Sound Cards

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Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T212

- **Introduce New Concepts –**

Review The Sound /z/

Using Standard Sound Cards, build the word **bugs**, explaining that the **s** makes the /z/ sound. Explain when this occurs.

Teach Spelling Options For /z/

Teach procedure for spelling /z/, explain that both **z** and **s** both can make the /z/ sound. Review with several words. Use blank Letter Tiles to illustrate the rule. Complete by following the Learning Activity procedures. T212-213

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T213

- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Resource Word List

- Sentence Frames
- Unit Resource Lists
- Composition Book

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.

Resources:

Week 1 Day 5 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

Large Sound Cards
Standard Sound Cards
R-Controlled Vowels and Vowel Teams Poster
Trick Word Drill T214

- **Make It Fun – Stand Up**
Select words with introduced syllable types, students echo the words and stand up when they hear the v-e syllable. T214
- **Word of the Day –**
Complete following the Learning Activity procedures.
Review Concepts
V-e Syllable
Make Words
Student Notebook Entry (*doze*) T215
- **Trick Word Practice –**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T215
- **Dictation (Day 5 Check-Up) –**
Complete following the Learning Activity procedures.
Unit Sounds
Review Words
Current Words
Trick Words
Sentence T215

Learning Opportunities/Strategies:

Week 2 Day 1 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards

- Standard Sound Cards
- R-Controlled Vowels poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word Resource List

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Books

Resources:

Week 2 Day 1 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T216

- **Introduce New Concepts –
Teach Reading Of Two-Syllable Word With V-E Suffix**
Explain that the v-e and closed syllables can be combined to make longer words. Review how these words are divided. Build several words to practice, mark. T216-217
- **Teach Trick Words –**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*right, place, together*) T217
- **Storytime –
Babe Ruth**
Students use their ‘movie’ to retell the story, referring to illustrations, as needed. Ask comprehension questions. Students find v-e words, write, and mark words. T217

Learning Opportunities/Strategies:

Week 2 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Student Copies of Phrased Story
- Large Chart Paper with Illustrations
- Dry Erase Writing Tablets, Markers, Erasers

Resources:

Week 2 Day 2 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

New or challenging sounds, short and long vowels

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.
T218

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Syllable Division

Make Words

Student Notebook Entry (*reptile*) T218

- **Introduce New Concepts –**

Teach Vowel-Consonant-E Exception (ive)

Using Standard Sound Cards, review closed syllable exceptions –**ind, -ild, -old, -olt, ost**). Discuss the concept of v-e exceptions, and introduce –**ive** exceptions, teach marking. Make several words.

Teach Suffix (-ive)

Explain that –**ive** can also be a suffix and give examples using Standard Sound Cards and Suffix Frame.

Teach Spelling

Dictate –**ive** words and have students build them, discerning if they are used as a v-e syllable, or as a suffix.

Student Notebook Entry

Add to Student Notebook. T219

Learning Opportunities/Strategies:

Week 2 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List
- Student Notebook

Resources:

Week 2 Day 3 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

New or challenging sounds, short and long vowels

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T220

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Syllable Division with v-e

Make Words

Student Notebook Entry (*adjective*) T220

- **Make It Fun –**

Syllable Marker

Dictate word, students repeat in syllables, then identify syllable types using syllable markers.

Student writes the word on White Syllable Frames and marks. T221

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T221

- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Syllable Marker Activity Sheet (PLC)
- Unit Word Resource List
- White Syllable Frames
- Word List for Dictation (T221)

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Learning Opportunities/Strategies:

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

Resources:

Week 2 Day 4 in Foundations

- Large Sound Cards

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<p>New or challenging sounds. Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. R-Controlled Vowels and Vowel Teams Poster Introduced sounds Suffixes 4-5 Suffixes T222</p> <ul style="list-style-type: none"> • Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T222 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T223 • Storytime – <u>Babe Ruth</u> Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T223 <p><u>Learning Opportunities/Strategies:</u> Week 2 Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards New or challenging sounds. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowels Poster • Vowel Teams Poster • Suffix Frames • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Book <ul style="list-style-type: none"> • Student Copies of Phrased Story <p><u>Resources:</u> Week 1 Day 5 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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Second Grade – Foundational Skills

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Trick Word Drill

Introduced, but not mastered, Trick Words.

T224

Word Talk –

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Students quickly read the Word of the Day Cards.

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T224

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 6

- **Unit Test**
Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently.

Resources:

Unit 6

- Composition Book

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<p>Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T225</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a

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<p>that begins with that sound? Etc.)</p> <ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>begins with that sound? Etc.)</p> <ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>student’s trouble spots</p> <ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>student’s trouble spots</p> <ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 7 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4
CRP12

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Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with short vowels.
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Produce complete sentences.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell facts from informational text.
- Locate facts and details in narrative and informational writing.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do we make sure we understand what we read?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?
- What role does fluency play in an effort to improve my comprehension?

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- Make judgments and predictions from given facts.
- Identify the main topic/purpose of an informational text as well as the focus of specific paragraphs.

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Content:

- **Big Idea:** Introduce the open syllable and **y** as a vowel.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 4. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
 5. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
 6. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
 7. **Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables

Skills(Objectives):

- Open syllable type
- **y** as a vowel
- Combining open syllables with closed and vowel-consonant-e syllables
- Additional syllable division rules
- **y, ly, ty** suffixes
- Trick Words: **eight, large, change, city, every, family, night, carry, something**
- Sample Words: **no, music, relate, cry, baby, chilly**

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and spell one syllable at a time helping them with the task of spelling longer words.

8. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
9. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
10. **Trick Words:** Students learn non-phonetic words using gross motor memory.
11. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
12. **Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

[Performance Task\(s\):](#)

[Other Evidence:](#)

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Student Notebook • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	<ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u> Week 1 Day 1 in Foundations</p>	<p><u>Resources:</u> Week 1 Day 1 in Foundations</p>

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- **Drill Sounds/Warm-Up –**

Arrange Standard Sound Cards on chart as displayed on page T231. Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T234

- **Introduce New Concepts –**

Teach Open Syllable

Using Standard Sound Cards, build the words **got** and **go** to illustrate the difference between closed and open syllables. Build more words (real and nonsense) to practice.

Teach Y Saying /ī/ At the End Of A One-Syllable Word

Introduce the rule, build words for practice.

Teach Marking Open Syllables

Follow instructions in TE.

Teach Keywords

Use the Large Sound Cards to introduce keywords. Complete Student Notebook entry. T234-235

- **Teach Trick Words –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*eight, large, change*) T235

[Learning Opportunities/Strategies:](#)

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Large Sound Cards
- Unit Word Resource List
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

[Resources:](#)

Week 1 Day 2 in Foundations

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procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T236

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Open Syllable and Y as a Vowel

Make Words

Student Notebook Entry (*shy*) T236

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T237

- **Introduce New Concepts –**

Teach Echo/Find Letters

Dictate long vowel sounds, students place appropriate tiles on board, along with tiles to represent syllable rule.

Teach Spelling

Dictate word, discuss vowel sound, student builds word, other students build words on Letter Boards. T237

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles

Resources:

Week 1 Day 3 in Foundations

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Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T238

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T238

- **Make It Fun –**

That’s Nonsense!

Student circles a nonsense word from list. Student builds and marks word while other students do the same on Letter Boards. Student then changes a letter to make it a different syllable type, and changes marking. T239

- **Storytime –**

Adjectives Are Handy

Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Students visualize and practice reading fluently. T239

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Letter Boards
- Magnetic Letter Tiles
- List of Pseudo-words (TE 239)
- Standard Sound Cards
- Unit Word Resource List

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Resources:

Week 1 Day 4 in Foundations

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Second Grade – Foundational Skills

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Trick Word Drill

Introduced, but not mastered, Trick Words.
T240

- **Introduce New Concepts –
Teach Open Syllables At The End Of Words**
Build words with open syllables at the end.
Discuss the syllable types, and the effect of the open syllable on the vowel. Students write and mark word on Dry Erase Writing Tablet. Repeat with several words. T241
- **Echo/Find Letters and Words –
Echo/Find Letters**
Dictate a sound and hold up Echo, students repeat. Students point to the letter, saying the name.
Echo/Find Words
Dictate words. Follow procedures for words with a suffix, multisyllabic words, and words with spelling options. T241

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Syllable Frames
- Unit Word Resource List
- Dry Erase Writing Tablets, Markers, Erasers

- Standard Sound Cards
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles
- Suffix Frames
- Syllable Frames

Resources:

Week 1 Day 5 in Foundations

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<p>Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants.</p> <p>R-Controlled Vowels and Vowel Teams Poster Introduced sounds</p> <p>Suffixes 4-5 Suffixes T242</p> <ul style="list-style-type: none"> • Word of the Day – Complete following the Learning Activity procedures. Review Concepts Syllable Division Make Words Student Notebook Entry (<i>predict</i>) T242 • Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T243 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T243 <p><u>Learning Opportunities/Strategies:</u> Week 2 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards New or challenging sounds. Standard Sound Cards 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • R-Controlled Vowels Poster • Vowel Teams Poster • Suffix Frames • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Unit Word of the Day Cards • Unit Word Resource List • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 2 Day 1 in Foundations</p>
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Second Grade – Foundational Skills

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T244

- **Teach Trick Words –**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*city, every, family*) T244
- **Introduce New Concepts –**
Explain that a two-syllable word that ends with the /ē/ sound, use a vowel **y**. Expand to discuss double consonants before the **y**. Use Standard Sound Cards to build several words for practice. Complete Student Notebook entry. T245
- **Storytime –**
Adjectives Are Handy
Students use their ‘movie’ to retell some facts. Ask comprehension questions that require students to read closely, telling the words in text they used to answer question. Give students words and have them reply with adjectives to describe the words. T245

Learning Opportunities/Strategies:

Week 2 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List
- Student Notebook

- Student Copies of Phrased Story

Resources:

Week 2 Day 2 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

All vowels, new or challenging sounds, 4-5 other consonants. T246

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Y sound at the end of a word, z sound

Make Words

Student Notebook Entry (*cozy*) T246

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T247

- **Echo/Find Letters and Words –**

Echo/Find Letters

Dictate long vowel sounds, students place appropriate tiles on board, along with tiles to represent syllable rule. (*3-5 sounds*)

Echo/Find Words

Dictate word, discuss taught syllables, exceptions, and other rules, student builds word, other students build words on Letter Boards. T247

[Learning Opportunities/Strategies:](#)

Week 2 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles

[Resources:](#)

Week 2 Day 3 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

consonants. T248

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Y sound at the end of a two-syllable word

Make Words

Student Notebook Entry (*duty*) T248

- **Make It Fun –**

Prefix Puzzle

Write prefixes on chart paper and discuss meaning, give examples. Students work on the Prefix Puzzle in pairs. Use word list on chart paper for reference. T249

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T249

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Prefix Puzzle (PLC)
- Word List on Chart Paper (T249)

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

[Learning Opportunities/Strategies:](#)

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other

[Resources:](#)

Week 2 Day 4 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.
T250

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Students quickly read the Word of the Day Cards.

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T250

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T251

- **Storytime –**

Adjectives Are Handy

Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T251

Learning Opportunities/Strategies:

Week 2 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Book

- Student Copies of Phrased Story

Resources:

Week 2 Day 5 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T252

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T252

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T253

- **Dictation (Day 5 Check-Up) –**

Complete following the Learning Activity procedures.

Unit Sounds

Review Words

Current Words

Trick Words

Sentence T253

Learning Opportunities/Strategies:

Week 3 Day 1 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Books

Resources:

Week 3 Day 1 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

Suffixes

4-5 Suffixes T254

- **Teach Trick Words –**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*night, carry, something*) T254
- **Introduce New Concepts –
Teach Suffixes (-y, -ly, -ty)**
Using Standard Sound Cards, build words with the above suffixes. Discuss how the suffixes change the word. Build several words for practice. Complete Student Notebook entry. T255
- **Echo/Find Letters and Words –
Echo/Find Letters**
Dictate a sound and hold up Echo, students repeat. Students point to the letter, saying the name.
Echo/Find Words
Dictate words. Follow procedures for words with a suffix, multisyllabic words, and words with spelling options. T255

Learning Opportunities/Strategies:

Week 3 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants.

- Large Sound Cards
- Standard Sound Cards
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson
- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook
- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List
- Student Notebook
- Standard Sound Cards
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles
- Suffix Frames
- Syllable Frames

Resources:

Week 3 Day 2 in Foundations

Pemberton Township School District

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R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T256

- **Trick Word Practice**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T256

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Base word and suffix

Make Words

Student Notebook Entry (*safe(ty)*) T257

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T257

[Learning Opportunities/Strategies:](#)

Week 3 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Suffixes

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

[Resources:](#)

Week 3 Day 3 in Foundations

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4-5 Suffixes T258

- **Word of the Day –**
Complete following the Learning Activity procedures.
Review Concepts
Base word and suffix
Make Words
Student Notebook Entry (*brave(ly)*) T258
- **Trick Word Practice –**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T259
- **Make It Fun –**
Add The Suffix
Divide students into groups of 3 or 4. Students use Dry Erase Writing Tablets to add suffixes to the words on the board. Groups share words. T259

Learning Opportunities/Strategies:

Week 3 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
Vowels, challenging sounds, 4-5 other consonants.
R-Controlled Vowels and Vowel Teams Poster
Introduced sounds

- Large Sound Cards
- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Dry Erase Writing Tablets
- Word List Written On Index Cards (T259)
- Suffix Frames (-y, -ly, -ty)

Resources:

Week 3 Day 4 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

<p>Suffixes 4-5 Suffixes T260</p> <ul style="list-style-type: none"> • Word Talk – Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T260 • Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T261 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T261 <p><u>Learning Opportunities/Strategies:</u> Week 3 Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards New or challenging sounds. Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. R-Controlled Vowels and Vowel Teams Poster Introduced sounds Trick Word Drill 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • R-Controlled Vowels Poster • Vowel Teams Poster • Suffix Frame • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word of the Day Cards • Word Resource List <ul style="list-style-type: none"> • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 3 Day 5 in Foundations</p>
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Pemberton Township School District Second Grade – Foundational Skills

Introduced, but not mastered, Trick Words.
T262

- **Word Talk –**

Complete following the Learning Activity procedures.

**Read Word of the Day Cards Practice Pack
Display Words**

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T262

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 7

- **Unit Test**

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

Dictate Sounds

Dictate sounds. Students repeat, then write the

Resources:

Unit 7

Pemberton Township School District Second Grade – Foundational Skills

<p>letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle Suffixes Indicate the sound of the y with /ī/ or /ē/</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T263</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) • Students think of synonyms, antonyms, or 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) • Students think of synonyms, antonyms, or 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping

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<p>multiple meanings for a word</p> <ul style="list-style-type: none"> • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>multiple meanings for a word</p> <ul style="list-style-type: none"> • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>fingers on table</p> <ul style="list-style-type: none"> • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>fingers on table</p> <ul style="list-style-type: none"> • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 8 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4.
CRP12.

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Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with r-controlled vowels.
- Read and spell words with suffixes.
- Divide multisyllabic words.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we make sure we understand what we read?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

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Content:

- **Big Idea:** Focus on the r-controlled syllable, and combining it with other syllable types to make multisyllabic words.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 4. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
 5. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
 6. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
 7. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness

Skills(Objectives):

- R-controlled syllable type
- Sounds of **ar** and **or**
- Combining r-controlled syllables with other syllable types
- Trick Words: **world, answer, different**
- Sample Words: **fort, part, orbit, party**

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of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

8. **Trick Words:** Students learn non-phonetic words using gross motor memory.
9. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
10. **Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

Pemberton Township School District Second Grade – Foundational Skills

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - Letter-Keyword-Sounds
 - Tapping
 - Student Work on Dry Erase Board
 - Student Work on Letter Board
 - Student Work on Gel Board
 - Marking
 - Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - Unit Tests
 - Dictation (Day 5 Check-up)

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Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

- **Drill Sounds/Warm-Up –**
Arrange Standard Sound Cards on chart as displayed on page T269. Complete the following Learning Activity procedures.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants.
R-Controlled Vowels and Vowel Teams Poster
Introduced sounds T272
- **Introduce New Concepts –**
Teach R-Controlled Sounds (ar, or)
Using Large Sound Cards, drill the sounds for **ar** and **or**. Using Standard Sound Cards, build the words **car** and **horn**, using the **ar** and **or** cards, demonstrate tapping. Explain that this is not a closed syllable because the **r** controls the sound or the vowel.
Teach Marking R-Controlled Syllables
Demonstrate marking the R-Controlled syllable
Teach Combining R-Controlled Syllables With Other Syllable Types
Demonstrate combining different syllable types.
Teach Syllable Division
Demonstrate and explain where the division occurs when a word contains an R-Controlled syllable. Complete Student Notebook entry. T272-273
- **Teach Trick Words –**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*world, answer, different*) T273

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

Resources:

Week 1 Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson
- Large Sound Cards
- Standard Sound Cards
- Student Notebook

Resources:

Week 1 Day 2 in Foundations

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

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- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants.
Suffixes
4-5 Suffixes T274
- **Word of the Day –**
Complete following the Learning Activity procedures.
Review Concepts
R-Controlled Syllable
Make Words
Student Notebook Entry (*harm*) T274
- **Make It Fun –**
Sound Switch
Write words on board, students build words one at a time. After building the word, replace the r-controlled tile with another r-controlled tile, tap and read the new word. If it is a real word, write it on paper. When ten words are completed, share word lists. T275
- **Introduce New Concepts –**
Teach Spelling
Teach Echo/Find Letters and Words
Dictate sounds **ar** and **or**, students locate tiles. Dictate **ar** and **or** words, students tap, spell, and build. Repeat with words with suffixes.
Teach Spellings of /or/
Demonstrate that both **or** and **ore** make the /**or**/ sound. Build several words to review the /**ar**/ and /**or**/ sounds. T275

- Large Sound Cards
- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Letter Board
- Magnetic Letter Tiles
- Word List (T275)

- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Suffix Frame

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

Resources:

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- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants.
R-Controlled Vowels and Vowel Teams Poster
Introduced sounds
Trick Word Drill
Introduced, but not mastered, Trick Words.
T276
- **Storytime –**
Changing Places
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Students visualize and practice reading fluently. Students find and list 5 words with r-controlled syllables. T276
- **Trick Word Practice –**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T277
- **Dictation (Dry Erase) –**
Complete following the Learning Activity procedures.
Unit Sounds
Unit Words
Trick Words
Sentence T277

[Learning Opportunities/Strategies:](#)

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

[Resources:](#)

Pemberton Township School District

Second Grade – Foundational Skills

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T278

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

R-Controlled Syllable

Make Words

Student Notebook Entry (*forbid*) T278

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T279

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T279

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Resources:

Pemberton Township School District

Second Grade – Foundational Skills

procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Trick Word Drill

Introduced, but not mastered, Trick Words.
T280

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Students quickly read the Word of the Day Cards.

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T280

Learning Opportunities/Strategies:

Unit 8

- **Unit Test**

Have students find the Unit Test pages located

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Resources:

Unit 8

Pemberton Township School District Second Grade – Foundational Skills

<p>at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T281</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., 	<ul style="list-style-type: none"> • Remind students to use visual 	<ul style="list-style-type: none"> • Remind students to use visual

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<p>what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>resources</p> <ul style="list-style-type: none"> • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>resources</p> <ul style="list-style-type: none"> • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 9 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4
CRP12

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Second Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Produce complete sentences.
- Know some multiple-meaning words.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.
- Locate facts and details in narrative and informational writing.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

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Second Grade – Foundational Skills**

- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.

Pemberton Township School District Second Grade – Foundational Skills

Content:

- **Big Idea:** Introduce the remaining r-controlled sound combinations, in isolation and when combined with other syllable types, spelling option procedures.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
 4. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 5. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
 6. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
 7. **Echo/Find Letters:** Students reinforce their

Skills(Objectives):

- Sound of **er, ir, and ur**
- Spelling option procedure for /**ər**/ sound
- Combining r-controlled syllables with **er, ir, and ur** with other syllable types
- Dictionary skills
- Trick Words: **picture, learn, earth, father, brother, mother**
- Sample Words: **burst, termite, dirty**

Pemberton Township School District Second Grade – Foundational Skills

skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.

- 8. Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
- 9. Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
- 10. Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
- 11. Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
- 12. Trick Words:** Students learn non-phonetic words using gross motor memory.
- 13. Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
- 14. Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

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Second Grade – Foundational Skills**

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

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<ul style="list-style-type: none"> • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
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Stage 3: Learning Plan	
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<p><u>Learning Opportunities/Strategies:</u> Week 1 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Arrange Standard Sound Cards on chart as 	<p><u>Resources:</u> Week 1 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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Pemberton Township School District

Second Grade – Foundational Skills

displayed on page T287. Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T290

- **Teach Trick Words –**
Complete following the Learning Activity procedures. (*picture, learn, earth*) T290
- **Introduce New Concepts –**
Teach R-Controlled Sounds (er, ir, ur)
Using Large Sound Cards, drill the sounds for **er**, **ir**, and **ur**. Make sure students understand that all three letter combinations have the same sound. Build several words to tap and read.
Teach Spelling /ər/
Say the /ər/ sound, students echo, then find the three tiles that represent the sound. Explain spelling option procedure to determine which tile to use. T291
- **Dictation (Dry Erase) –**
Complete following the Learning Activity procedures.
Unit Sounds
Unit Words
Trick Words
Sentence T291

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Large Sound Cards
- Standard Sound Cards
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Resources:

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards

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Second Grade – Foundational Skills

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Trick Word Drill

Introduced, but not mastered, Trick Words.
292

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

R-Controlled Syllable

Make Words

Student Notebook Entry (*verb*) T292

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T293

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T293

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Resources:

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards

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Second Grade – Foundational Skills

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

Suffixes

4-5 Suffixes T294

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

R-Controlled Syllable

Make Words

Student Notebook Entry (*squirm*) T294

- **Make It Fun –**

Spelling Vote

Divide class in groups of 3. Each student gets either an **er**, **ir**, or **ur** tile. Give each group a set of cards, each student builds the word on the card using his/her tile in the blank spot. The group votes on which option is correct. The group repeats the process with the next word. T295

- **Storytime –**

The Red Planet

Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Students visualize and practice reading fluently. T295

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Letter Board
- Magnetic Letter Tiles
- Spelling Vote activity sheets (PLC)

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Resources:

Week 1 Day 4 in Foundations

- Standard Sound Cards
- Trick Word Flashcards

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Second Grade – Foundational Skills

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T296

- **Storytime –**

The Red Planet

Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students ‘make a movie’ in their heads.

Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T296

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T297

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T297

- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other

Resources:

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards

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<p>consonants. R-Controlled Vowels and Vowel Teams Poster Introduced sounds Suffixes 4-5 Suffixes T298</p> <ul style="list-style-type: none"> • Word Talk – Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T298 • Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T299 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T299 <p><u>Learning Opportunities/Strategies:</u> Week 2 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards New or challenging sounds. Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. 	<ul style="list-style-type: none"> • R-Controlled Vowels Poster • Vowel Teams Poster • Suffix Frame • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Word of the Day Cards • Word Resource List • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Resources:</u> Week 2 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards
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Pemberton Township School District

Second Grade – Foundational Skills

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T300

- **Storytime –**
The Red Planet
Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely. T300
- **Introduce New Concepts –**
Combining ER, IR, and UR With Other Syllable Types
Using the Syllable Frames, build words for students to read and identify syllable types, and mark. Explain when the sounds **er**, **ir**, and **ur** are used.
Spelling Multisyllabic Words With The /ər/ sound
Dictate the word **termite**, have students echo and break it into syllables. Explain how to divide syllables with the /ər/ sound. Students try different options and decide on the letters. Build several words and repeat. T301
- **Teach Trick Words –**
Complete following the Learning Activity procedures. (*father, brother, mother*) T301

Learning Opportunities/Strategies:

Week 2 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants.

- R-Controlled Vowels Poster
 - Vowel Teams Poster
 - Suffix Frame
 - Echo and/or Baby Echo
 - used throughout lesson
 - Projected Phrased Story (PLC)
 - Student Copies of Phrased Story
 - Chart Paper With Illustrations
 - Syllable Frames
 - Unit Word Resource List
 - Letter Boards
 - Magnetic Letter Tiles
 - Trick Word Flashcards
 - Large Writing Grid
 - Gel Board with Magic Pen
 - Student Notebook
- Resources:**
- #### **Week 2 Day 2 in Foundations**
- Large Sound Cards
 - Standard Sound Cards

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Second Grade – Foundational Skills

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T302

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

R-Controlled Syllable

Make Words

Student Notebook Entry (*thirst(y)*) T302

- **Echo/Find Letters and Words –**

Echo/Find Letters

Dictate a sound and hold up Echo, students repeat. Students point to the letter, saying the name.

Echo/Find Words

Dictate words. Follow procedures for words with a suffix, multisyllabic words, and words with spelling options. T303

- **Storytime –**

The Red Planet

Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T303

Learning Opportunities/Strategies:

Week 2 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles
- Suffix Frames
- Syllable Frames

- Student Copies of Phrased Story

Resources:

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards

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Second Grade – Foundational Skills

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T304

- **Trick Word Practice –**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T304
- **Make It Fun – That’s Nonsense!**
Student circles a nonsense word from list. Student builds and marks word while other students do the same on Letter Boards. Student then changes a letter to make it a different syllable type, and changes marking. T305
- **Dictation (Dry Erase) –**
Complete following the Learning Activity procedures.
Unit Sounds
Unit Words
Trick Words
Sentence T305

Learning Opportunities/Strategies:

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants.
Trick Word Drill
Introduced, but not mastered, Trick Words.

- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Letter Boards
- Magnetic Letter Tiles
- List of Pseudo-words (TE 239)
- Standard Sound Cards
- Unit Word Resource List

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Resources:

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards

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Second Grade – Foundational Skills

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T306

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

R-Controlled Syllable

Make Words

Student Notebook Entry (*return*) T306

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T307

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T307

Learning Opportunities/Strategies:

Week 2 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Resources:

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District Second Grade – Foundational Skills

Introduced sounds T308

- **Word Talk –**

Complete following the Learning Activity procedures.

**Read Word of the Day Cards Practice Pack
Display Words**

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T308

- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 9

- **Unit Test**

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

Dictate Sounds

Dictate sounds. Students repeat, then write the

Resources:

Unit 9

- Composition Book

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<p>letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T309</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) • Students think of synonyms, antonyms, or 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) • Students think of synonyms, antonyms, or 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots • Assist by helping students tap or modify by tapping

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<p>multiple meanings for a word</p> <ul style="list-style-type: none"> • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>multiple meanings for a word</p> <ul style="list-style-type: none"> • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>fingers on table</p> <ul style="list-style-type: none"> • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>fingers on table</p> <ul style="list-style-type: none"> • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 10 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4
CRP12

Pemberton Township School District

Second Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with short vowels.
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three-syllable words.
- Divide multisyllabic words.
- Produce complete sentences.
- Know some multiple-meaning words.
- Apply dictionary skills.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

**Pemberton Township School District
Second Grade – Foundational Skills**

- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.
- Determine the central message of a story.

Pemberton Township School District

Second Grade – Foundational Skills

Content:

- **Big Idea:** Introduce the double vowel syllable, spelling options, homophones.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 4. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
 5. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 6. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.

Skills(Objectives):

- Double vowel syllable type
- Sounds of **ai** and **ay**
- Use of spelling option procedure for **/ā/** sound
- Combining all types of syllables
- Homophones
- Trick Words: **great, country, away, America, school, thought**
- Sample Words: **paint, display**

Pemberton Township School District Second Grade – Foundational Skills

- 7. Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
- 8. Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
- 9. Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
- 10. Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
- 11. Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
- 12. Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
- 13. Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
- 14. Trick Words:** Students learn non-phonetic words using gross motor memory.

Pemberton Township School District Second Grade – Foundational Skills

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| <p>15. Word of the Day: Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.</p> <p>16. Word Talk: Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.</p> | |
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Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
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Stage 3: Learning Plan	
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<p><u>Learning Opportunities/Strategies:</u> Week 1 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Arrange Standard Sound Cards on chart as 	<p><u>Resources:</u> Week 1 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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Pemberton Township School District Second Grade – Foundational Skills

displayed on page T315. Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T318

- **Introduce New Concepts – Review Sounds (ai, ay)**
Review the **ai** and **ay** sounds in order to use them for both reading and spelling.
Teach Double Vowel Syllable Type
Discuss how to divide syllables in words with Double Vowel Syllables.
Teach Marking Of Double Vowel Syllable
Demonstrate how to mark a Double Vowel Syllable. Complete Student Notebook entry. T318-319
- **Teach Trick Words –**
Complete following the Learning Activity procedures. (*great, country, away*) T319
- **Storytime –**
Cursive Letters
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Students visualize and practice reading fluently. T319

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Resources:

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Trick Word Drill

Introduced, but not mastered, Trick Words.
T320

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **ai** sound

Make Words

Student Notebook Entry (*drain*) T320

- **Introduce New Concepts –**

Teach Spelling

Teach Echo/Find Letters and Words

Dictate sounds **ai** and **ay**, students locate tiles.

Dictate **ai** and **ay** words, students tap, spell, and build. Repeat with words with suffixes.

Teach Echo/Find Words

Discuss when **ay** is used for the /ā/ sound.

Using Standard Sound Cards, build words with blank cards representing the vowel team. Build several words for practice. T321

- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

Resources:

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T322

- **Introduce New Concepts – Teach Homophones**

Build the words **main** and **mane**, explain that the words are homophones. Teach that they are spelling options, and a dictionary may be consulted to determine the correct usage of each word. Dictate and discuss other homophones. Complete Student Notebook entry. T322

- **Make It Fun – Sentence Challenge**

Divide students into pairs. Write the homophone list on the board. Students form sentences, using both words in the pair, using a dictionary, if needed. Groups share their sentences. T323

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T323

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Dictionary
- Student Notebook

- Dry Erase Writing Tablets
- Homophone Word List (T323)
- Dictionary

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Resources:

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District Second Grade – Foundational Skills

<p>New or challenging sounds. Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. R-Controlled Vowels and Vowel Teams Poster Introduced sounds Suffixes 4-5 Suffixes T324</p> <ul style="list-style-type: none"> • Word of the Day – Complete following the Learning Activity procedures. Review Concepts Double Vowel Syllable, ay sound Make Words Student Notebook Entry (<i>sway</i>) T324 • Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T325 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T325 <p><u>Learning Opportunities/Strategies:</u> Week 1 Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards New or challenging sounds. 	<ul style="list-style-type: none"> • R-Controlled Vowels Poster • Vowel Teams Poster • Suffix Frame • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Unit Word Resource List • Large Writing Grid • Student Notebook • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 1 Day 5 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards
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Pemberton Township School District

Second Grade – Foundational Skills

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T326

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T326

- **Storytime –**

Cursive Letters

Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students ‘make a movie’ in their heads. Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T326

- **Dictation (Day 5 Check-Up) –**

Complete following the Learning Activity procedures.

Unit Sounds

Review Words

Current Words

Trick Words

Sentence T327

Learning Opportunities/Strategies:

Week 2 Day 1 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

- Sentence Frames
- Unit Resource Lists
- Composition Books

Resources:

Week 2 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T328

- **Storytime –**

Cursive Letters

Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely. T328

- **Teach Trick Words –**

Complete following the Learning Activity procedures. (*America, school, thought*) T329

- **Introduce New Concepts –**

Combining Double Vowel Syllables With Other Syllable Types

Using the Syllable Frames, build words for students to read and identify syllable types, and mark. Explain where the syllables are divided.

Spelling Multisyllabic Words With Spelling Options

Dictate the word **complain**, have students echo and break it into syllables. Explain how to divide syllables with the /ā/ sound. Students try different options and consult a dictionary if needed. Build several words and repeat. T329

Learning Opportunities/Strategies:

Week 2 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Syllable Frames
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles

Resources:

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T330

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, ai sound

Make Words

Student Notebook Entry (*complain*) T330

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T331

- **Echo/Find Letters and Words –**

Echo/Find Letters

Dictate a sound and hold up Echo, students repeat. Students point to the letter, saying the name.

Echo/Find Words

Dictate words. Follow procedures for words with a suffix, multisyllabic words, and words with spelling options. T331

Learning Opportunities/Strategies:

Week 2 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other

- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles
- Suffix Frames
- Syllable Frames

Resources:

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T332

- **Make It Fun – Syllable Hunt**

Write a variety of words with different syllable types on the board. Students come to the board and hunt for a word with a specific syllable type, then marks it. Repeat with other students. T332

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T333

- **Storytime –**

Cursive Letters

Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T333

Learning Opportunities/Strategies:

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other

- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word Resource List

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Student Copies of Phrased Story

Resources:

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T334

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **ay** sound

Make Words

Student Notebook Entry (*delay*) T334

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T335

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T335

Learning Opportunities/Strategies:

Week 2 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Resources:

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District Second Grade – Foundational Skills

Trick Word Drill

Introduced, but not mastered, Trick Words.

Suffixes

4-5 Suffixes T336

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T336

- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 10

- **Unit Test**

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

Resources:

Unit 10

- Composition Book

Pemberton Township School District Second Grade – Foundational Skills

<p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T337</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 11 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4
CRP12

Pemberton Township School District

Second Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Produce complete sentences.
- Know some multiple-meaning words.
- Apply dictionary skills.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Pemberton Township School District Second Grade – Foundational Skills

- Retell short narrative stories, recounting key ideas and details.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Use knowledge of the meaning of individual words to predict the meaning of a compound word.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.
- Identify the main topic/purpose of an informational text as well as the focus of specific paragraphs.

Pemberton Township School District Second Grade – Foundational Skills

Content:

- **Big Idea:** Focus on vowel teams **ee**, **ea**, and **ey**, and how to use the spelling option procedure.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 4. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
 5. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 6. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.

Skills(Objectives):

- Sounds of **ee**, **ea**, and **ey**
- Use of spelling option procedure for /ē/ sound
- Trick Words: **whose**, **won**, **son**, **breakfast**, **head**, **ready**
- Sample Words: **cheap**, **keep**, **chimney**

Pemberton Township School District Second Grade – Foundational Skills

- 7. Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
- 8. Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
- 9. Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
- 10. Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
- 11. Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
- 12. Trick Words:** Students learn non-phonetic words using gross motor memory.
- 13. Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
- 14. Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

**Pemberton Township School District
Second Grade – Foundational Skills**

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u> Week 1 Day 1 in Foundations</p>	<p><u>Resources:</u> Week 1 Day 1 in Foundations</p>

Pemberton Township School District

Second Grade – Foundational Skills

- **Drill Sounds/Warm-Up –**

Arrange Standard Sound Cards on chart as displayed on page T343. Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Suffixes

4-5 Suffixes T346

- **Introduce New Concepts –**

Review Sounds (ee, ea, ey)

Review the **ee**, **ea**, and **ey**; explain that they all have the /ē/ sound, and that syllables with these letters will be double vowel syllables. Use Standard Sound Cards to build several words to practice. Complete Student Notebook entry.

T346

- **Storytime –**

Winter Daydream

Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Refer to the wording of text to explain vocabulary. T347

- **Teach Trick Words –**

Complete following the Learning Activity procedures. (*whose, won, son*) T347

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity

Resources:

Week 1 Day 2 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T348

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **ea** sound

Make Words

Student Notebook Entry (*heal*) T348

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T349

- **Introduce New Concepts –**

Teach Echo/Find Letters

Dictate sounds /ē/, students echo, display Standard Sound Cards for the 6 possible spelling of the sound, students do the same with Magnetic Letter Tiles.

Teach Spelling (ē)

Dictate **feed**, students tap, spell, and build, using a dictionary to determine the correct spelling option. T349

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Dictionary
- Unit Word Resource List

Resources:

Week 1 Day 3 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T350

- **Introduce New Concepts –**

Reteach Homophones

Dictate the word **week**, students echo and tap.

Build **week**, **weke**, and **weak**, say that 2

spellings are correct, and discuss homophones.

Students look up the words in a dictionary to determine the correct usage of each word.

Dictate and discuss other homophones.

Complete Student Notebook entry. T350

- **Storytime –**

Winter Daydream –

Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students ‘make a movie’ in their heads.

Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T351

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T351

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Dictionary
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Resources:

Week 1 Day 4 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

<p>New or challenging sounds. Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. R-Controlled Vowels and Vowel Teams Poster Introduced sounds Suffixes 4-5 Suffixes T352</p> <ul style="list-style-type: none"> • Word of the Day – Complete following the Learning Activity procedures. Review Concepts Double Vowel Syllable, ee sound Make Words Student Notebook Entry (<i>speech</i>) T352 • Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T353 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T353 <p><u>Learning Opportunities/Strategies:</u> Week 1 Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards New or challenging sounds. 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • R-Controlled Vowels Poster • Vowel Teams Poster • Suffix Frame • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Unit Word Resource List • Large Writing Grid • Student Notebook • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 1 Day 5 in Foundations</p>
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Pemberton Township School District Second Grade – Foundational Skills

<p>Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants.</p> <p>Trick Word Drill Introduced, but not mastered, Trick Words.</p> <p>R-Controlled Vowels and Vowel Teams Poster Introduced sounds T354</p> <ul style="list-style-type: none"> • Word Talk – Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T354 • Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T355 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T355 <p><u>Learning Opportunities/Strategies:</u> Week 2 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards New or challenging sounds. Standard Sound Cards 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • R-Controlled Vowels Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word of the Day Cards • Word Resource List <ul style="list-style-type: none"> • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Resources:</u> Week 2 Day 1 in Foundations</p>
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Pemberton Township School District Second Grade – Foundational Skills

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T356

- **Introduce New Concepts –
Teach Multisyllabic Reading and Spelling**
Explain that ‘D’ Syllables can be combined with other syllable types to make longer words. Use Standard Sound Cards to build **chimney** on Syllable Frames, students read it. Discuss the different ways to spell /ē/, and have students consult a dictionary for the correct spelling option. Repeat with several words to practice. Complete Student Notebook entry. T356-357
- **Storytime –
Winter Daydream**
Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. Find and list 10 words with the /ē/ sound, put in alphabetical order, and mark. T357
- **Teach Trick Words –**
Complete following the Learning Activity procedures. (*breakfast, head, ready*) T357

Learning Opportunities/Strategies:

Week 2 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Dictionary
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Resources:

Week 2 Day 2 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

<p>All vowels, new or challenging sounds, 4-5 other consonants. R-Controlled Vowels and Vowel Teams Poster Introduced sounds Suffixes 4-5 Suffixes T358</p> <ul style="list-style-type: none"> • Introduce New Concepts – Syllable Review Thoroughly review all introduced syllable types. Build several real and nonsense words, students mark, and discuss the syllable type and vowel sound. T358 • Word of the Day – Complete following the Learning Activity procedures. Review Concepts Double Vowel Syllable, ey sound Make Words Student Notebook Entry (<i>valley</i>) T358 • Trick Word Practice – Complete following the Learning Activity procedures. (<i>current trick word, 1-2 review trick words</i>) T359 • Storytime – Winter Daydream Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T359 <p><u>Learning Opportunities/Strategies:</u> Week 2 Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards New or challenging sounds. Standard Sound Cards 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • R-Controlled Vowels Poster • Vowel Teams Poster • Suffix Frame • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Unit Word Resource List <ul style="list-style-type: none"> • Unit Word of the Day Cards • Unit Word Resource List • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook <ul style="list-style-type: none"> • Student Copies of Phrased Story <p><u>Resources:</u> Week 2 Day 3 in Foundations</p>
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Pemberton Township School District

Second Grade – Foundational Skills

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T360

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, ee sound

Make Words

Student Notebook Entry (*greed(y)*) T360

- **Make It Fun –**

Hangman

Write a list of words on the board. Choose a word and build it with blank Standard Sound Cards and Suffix Frames, if needed, scoop and mark the syllable(s). Students take turns guessing the letters in the word. Repeat. T361

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T361

Learning Opportunities/Strategies:

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Suffix Frames
- Word List (T361)
- Hangman Activity Sheet (PLC)

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Resources:

Week 2 Day 4 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T362

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T362

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T363

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T363

Learning Opportunities/Strategies:

Week 2 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Resources:

Week 2 Day 5 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T364

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T364

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 11

- **Unit Test**

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

Resources:

Unit 11

Pemberton Township School District Second Grade – Foundational Skills

<p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T365</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 12 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4
CRP12

Pemberton Township School District

Second Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Know some multiple-meaning words.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?
-

Pemberton Township School District Second Grade – Foundational Skills

- Locate facts and details in narrative and informational writing.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Use knowledge of the meaning of individual words to predict the meaning of a compound word.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.
- Use words and phrases acquired through conversations, reading, and being read to and responding to texts including using adjectives and adverbs to describe.

Pemberton Township School District Second Grade – Foundational Skills

Content:

- **Big Idea:** Focus on two more vowel teams, **oi** and **oy**.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
 4. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 5. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
 6. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
 7. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol

Skills(Objectives):

- Sounds of **oi** and **oy**
- Spelling generalizations of **/oi/** sound
- Trick Words: **favorite, early, ocean**
- Sample Words: **moist, toys, paperboy**

Pemberton Township School District Second Grade – Foundational Skills

correspondence and sets the foundation for spelling.

- 8. Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
- 9. Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
- 10. Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
- 11. Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
- 12. Trick Words:** Students learn non-phonetic words using gross motor memory.
- 13. Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
- 14. Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

**Pemberton Township School District
Second Grade – Foundational Skills**

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
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Stage 3: Learning Plan	
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<p><u>Learning Opportunities/Strategies:</u> Week 1 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Arrange Standard Sound Cards on chart as 	<p><u>Resources:</u> Week 1 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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Pemberton Township School District

Second Grade – Foundational Skills

displayed on page T371. Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T374

- **Introduce New Concepts – Introduce Sounds (oi, oy)**
Introduce the **oi** and **oy** Large Sound Cards as new vowel combinations, which will be used in double vowel syllables. Build several words, tap, read, and mark. T374
- **Teach Trick Words –**
Complete following the Learning Activity procedures. (*favorite, early, ocean*) T375
- **Storytime – Surprise!**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Refer to the wording of text to explain vocabulary. Students mark closed syllable exceptions, and list words from the story with a 'D' Syllable. T375

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames
- Suffix Frames

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Resources:

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T376

- **Storytime –**

Surprise!

Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. T376

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T377

- **Introduce New Concepts –**

Teach Echo/Find Letters

Dictate the **oi** and **oy** sounds. Explain that there is no spelling option for words with these sounds.

Teach Echo/Find Words

Explain where they are each used, dictate several words and have students build.

Complete Student Notebook entry. T377

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Resources:

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T378

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, oi sound

Make Words

Student Notebook Entry (*spoil*) T378

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T379

- **Make It Fun –**

Go Fish

Divide the class into groups of 3 or 4. Follow rules for the game, 'Go Fish'. Students are fishing for words with the same vowel sound to make a match. The game is over when all cards are gone, the player with the most matches wins. T379

- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Standard Sound Cards
- Suffix Frames
- Word List (T361)
- Hangman Activity Sheet (PLC)

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

Resources:

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T380

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **oy** sound

Make Words

Student Notebook Entry (*destroy*) T380

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T381

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T381

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other

- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Resources:

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T382

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T382

- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 12

- **Unit Test**

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop

Resources:

Unit 12

- Composition Book

Pemberton Township School District Second Grade – Foundational Skills

<p>sentences to phrase them.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T383</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 13 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4
CRP12

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Second Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Know some multiple-meaning words.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Pemberton Township School District Second Grade – Foundational Skills

- Locate facts and details in narrative and informational writing.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Use knowledge of the meaning of individual words to predict the meaning of a compound word.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.
- Use words and phrases acquired through conversations, reading, and being read to and responding to texts including using adjectives and adverbs to describe.

Pemberton Township School District

Second Grade – Foundational Skills

Content:

- **Big Idea:** Focus on vowel teams of **oa**, **oe**, and **ow**, use spelling option procedures, review suffix endings.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 4. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
 5. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 6. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.

Skills(Objectives):

- The long o sound of **oa**, **oe**, and **ow**
- Use of spelling option procedure for /ō/ sound
- Review of suffix endings
- Trick Words: **Monday, Tuesday, cousin, lose, tomorrow, beautiful**
- Sample Words: **road, doe, grown**

Pemberton Township School District Second Grade – Foundational Skills

- 7. Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
- 8. Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
- 9. Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
- 10. Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
- 11. Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
- 12. Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
- 13. Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
- 14. Trick Words:** Students learn non-phonetic words using gross motor memory.

Pemberton Township School District Second Grade – Foundational Skills

- 15. Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
- 16. Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
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Stage 3: Learning Plan	
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<p><u>Learning Opportunities/Strategies:</u> Week 1 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – 	<p><u>Resources:</u> Week 1 Day 1 in Foundations</p>
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Pemberton Township School District

Second Grade – Foundational Skills

Arrange Standard Sound Cards on chart as displayed on page T389. Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T392

- **Introduce New Concepts – Introduce Sounds (oa, oe, ow)**
Introduce the **oa**, **oe**, and **ow** Large Sound Cards as new vowel combinations, which will be used in double vowel syllables. Build several words, tap, read, and mark. T392
- **Storytime – Kelly's Speed Quiz**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Refer to the wording of text to explain vocabulary. T393
- **Teach Trick Words –**
Complete following the Learning Activity procedures. (*Monday, Tuesday, cousin*) T393

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames
- Suffix Frames

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Resources:

Week 1 Day 2 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T394

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T394

- **Introduce New Concepts –**

Teach Echo/Find Letters

Dictate the /ō/ sound, students echo. Ask what makes the sound, students should reply with the 5 spelling options for the sound.

Teach Echo/Find Words

Explain when each spelling option is used, dictate several words and have students build, using a dictionary for confirmation. Complete Student Notebook entry. T395

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

Resources:

Week 1 Day 3 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T396

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **oa** sound

Make Words

Student Notebook Entry (*spoil*) T396

- **Introduce New Concepts –**

Teach Homophones

Build **toe** and **tow**, point out that both spellings are correct, they are spelled differently and have different meanings. Students look up the words in a dictionary to determine the correct usage of each word. Dictate and discuss other homophones. Complete Student Notebook entry. T397

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T397

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List
- Dictionary
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Resources:

Week 1 Day 4 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T398

- **Storytime –**

Kelly's Speed Quiz

Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students 'make a movie' in their heads.

Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T398

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **ow** sound

Make Words

Student Notebook Entry (*flow*) T399

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T399

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

Resources:

Week 1 Day 5 in Foundations

- Large Sound Cards

Pemberton Township School District Second Grade – Foundational Skills

<p>New or challenging sounds. Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. Trick Word Drill Introduced, but not mastered, Trick Words. R-Controlled Vowels and Vowel Teams Poster Introduced sounds T400</p> <ul style="list-style-type: none"> • Word Talk – Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T400 • Make It Fun – You Rule! Divide students into groups of 3 or 4. Write a list of words on the board. Students read the words and try to come up with a hint or rule for when ow is used in the middle of a word, share rules/hints. T401 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T401 <p><u>Learning Opportunities/Strategies:</u> Week 2 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards 	<ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • R-Controlled Vowels Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word of the Day Cards • Word Resource List <ul style="list-style-type: none"> • Word List (T401) <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Books
<ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards 	<p><u>Resources:</u> Week 2 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T402

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **ow** sound

Make Words

Student Notebook Entry (*follow*) T402

- **Teach Trick Words –**

Complete following the Learning Activity procedures. (*lose, tomorrow, beautiful*) T403

- **Storytime –**

Kelly's Speed Quiz

Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. Find and list 10 words with the /ē/ sound, put in alphabetical order, and mark. T403

Learning Opportunities/Strategies:

Week 2 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames
- Suffix Frames

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

Resources:

Week 2 Day 2 in Foundations

- Large Sound Cards

Pemberton Township School District Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Suffixes

4-5 Suffixes T404

- **Introduce New Concepts –**

Review Suffixes

Complete a thorough review of suffix endings. Complete following the Learning Activity procedures. T405

- **Echo/Find Letters And Words –**

Dictate a sound, students echo and pull down the appropriate Magnetic Letter Tiles

Echo/Find Words

Dictate several words with /ō/, as well as words with suffix endings. Students say, then build the word. Complete Student Notebook entry.

T405

- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Suffix Frames
- Unit Word Resource List

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Learning Opportunities/Strategies:

Week 2 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards

Resources:

Week 2 Day 3 in Foundations

- Large Sound Cards

Pemberton Township School District Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T406

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **oa** sound

Make Words

Student Notebook Entry (*foam(y)*) T406

- **Make It Fun –**

Beat The Clock

Write ten **ow, oe, oa** words on the board, substituting a box for the **/ō/** sound. Divide students into pairs. Give students 5 minutes to make the list of words, inserting the correct option. Switch with another group to check and finish the list. T407

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T407

- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Word Resource List
- Student Notebooks

- Sentence Frames
- Unit Resource Lists
- Composition Book

[Learning Opportunities/Strategies:](#)

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

[Resources:](#)

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T408

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T408

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T409

- **Storytime –**

Kelly's Speed Quiz

Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T409

Learning Opportunities/Strategies:

Week 2 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Student Copies of Phrased Story

Resources:

Week 2 Day 5 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

Suffixes

4-5 Suffixes T410

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T410

- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 13

- **Unit Test**

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently.

Resources:

Unit 13

- Composition Book

Pemberton Township School District Second Grade – Foundational Skills

<p>Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T411</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a

Pemberton Township School District Second Grade – Foundational Skills

<p>that begins with that sound? Etc.)</p> <ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>begins with that sound? Etc.)</p> <ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<p>student’s trouble spots</p> <ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<p>student’s trouble spots</p> <ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 14 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4
CRP12

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Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Know some multiple-meaning words.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Pemberton Township School District Second Grade – Foundational Skills

- Locate facts and details in narrative and informational writing.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Use knowledge of the meaning of individual words to predict the meaning of a compound word.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.
- Use words and phrases acquired through conversations, reading, and being read to and responding to texts including using adjectives and adverbs to describe.

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Second Grade – Foundational Skills

Content:

- **Big Idea:** Focus on vowel teams **ou** and **ow**, different pronunciations of vowel teams, using context to decide which to use, and spelling generalizations.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 4. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
 5. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 6. **Dictation/Trick Words:** Students practice

Skills(Objectives):

- The /ou/ sound of **ou** and **ow**
- Flexibility in sound choices for reading
- Spelling generalizations of /ou/ sound
- Trick Words: **Wednesday, Thursday, Saturday, bought, brought, piece**
- Sample Words: **sample, drown, plow**

Pemberton Township School District Second Grade – Foundational Skills

the spelling of high-frequency words.

- 7. Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
- 8. Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
- 9. Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
- 10. Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
- 11. Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
- 12. Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
- 13. Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
- 14. Trick Words:** Students learn non-phonetic

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words using gross motor memory.

- 15. Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.

- 16. Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

Performance Task(s):

Other Evidence:

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Student Notebook • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	<ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u> Week 1 Day 1 in Foundations</p>	<p><u>Resources:</u> Week 1 Day 1 in Foundations</p>

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- **Drill Sounds/Warm-Up –**

Arrange Standard Sound Cards on chart as displayed on page T417. Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants.

- **R-Controlled Vowels and Vowel Teams Poster**

Introduced sounds

- **Suffixes**

4-5 Suffixes T420

- **Introduce New Concepts –**

- **Introduce The /ou/ Sound Of ow and Reading Words With Sound Options**

Introduce the /ow/ Large Sound Card. Instruct that if they are not sure of the sound, to try both and see which one makes a real word. Using Standard Sound Cards, build and tap several words for practice. Tell students that sometimes a word can be said either way, such as **bow**, and you must hear them in a sentence to determine the correct pronunciation. Complete Student Notebook entry. T420-421

- **Teach Trick Words –**

Complete following the Learning Activity procedures. (*Wednesday, Thursday, Saturday*) T421

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.

Resources:

Week 1 Day 2 in Foundations

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Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T422

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T422

- **Introduce New Concepts –**

Teach The /ou/ Sound Of ou

Present the **ou** Large Sound Card, explaining that it is another spelling of the /ou/ sound. Build several words for students to tap and read.

Teach Tapping and Marking Of ou and ow

Tap these sounds like the other double vowel syllables.

Teach Echo/Find Letters

Use the spelling option procedure to determine spelling.

Teach Echo/Find Words

Explain where the sounds may be used in words. Complete Student Notebook entry.

T423

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Resources:

Week 1 Day 3 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T424

- **Make It Fun –**

/ou/ Charades

Chorally read list of words. Give student a word card and ask the student to act out one of the words while others try to guess the word.

T424

- **Storytime –**

Ross Gets Help

Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Refer to the wording of text to explain vocabulary. T425

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T425

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word List (T424)
- Index Cards

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

Resources:

Week 1 Day 4 in Foundations

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New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Suffixes

4-5 Suffixes T426

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **ou** sound

Make Words

Student Notebook Entry (*noun*) T426

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T427

- **Storytime –**

Ross Gets Help

Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students ‘make a movie’ in their heads.

Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T427

- Large Sound Cards
- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

Resources:

Week 1 Day 5 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

<p>New or challenging sounds. Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. Trick Word Drill Introduced, but not mastered, Trick Words. Suffixes 4-5 Suffixes T428</p> <ul style="list-style-type: none"> • Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T428 • Word Talk – Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T429 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T429 <p><u>Learning Opportunities/Strategies:</u> Week 2 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – the following Learning Activity procedures. Large Sound Cards New or challenging sounds. Standard Sound Cards 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • Suffix Frames • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook <ul style="list-style-type: none"> • Standard Sound Cards • Word of the Day Cards • Word Resource List <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Resources:</u> Week 2 Day 1 in Foundations</p>
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Pemberton Township School District Second Grade – Foundational Skills

All vowels, new or challenging sounds, 4-5 other consonants. T430

- **Word of the Day –**
Complete following the Learning Activity procedures.
Review Concepts
Double Vowel Syllable, **ow** sound
Make Words
Student Notebook Entry (*tower*) T430
- **Teach Trick Words –**
Complete following the Learning Activity procedures. (*bought, brought, piece*) T431
- **Echo/Find Letters And Words –**
Dictate a sound, students echo and pull down the appropriate Magnetic Letter Tiles
Echo/Find Words
Dictate several words with **/ou/**, as well as words with suffix endings. Students say, then build the word. Complete Student Notebook entry. T431

Learning Opportunities/Strategies:

Week 2 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson
- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames
- Suffix Frames
- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook
- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Resources:

Week 2 Day 2 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Suffixes

4-5 Suffixes T432

- **Storytime –**

Ross Gets Help

Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. Find all the words with the /ou/ sound, circle the double vowel combination that is saying /ou/.

T432

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T433

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T433

Learning Opportunities/Strategies:

Week 2 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

- Large Sound Cards
- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Resources:

Week 2 Day 3 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

Suffixes

4-5 Suffixes T434

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **ou** sound

Make Words

Student Notebook Entry (*compound*) T434

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T435

- **Storytime –**

Ross Gets Help

Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. T435

Learning Opportunities/Strategies:

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

Resources:

Week 2 Day 4 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T436

- **Trick Word Practice –**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T436

- **Word Talk –**
Complete following the Learning Activity procedures.
Read Word of the Day Cards Practice Pack
Display Words
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T437

- **Dictation (Composition Book) –**
Complete following the Learning Activity procedures.
Unit Sounds
Unit Words
Trick Words
Sentence T437

Learning Opportunities/Strategies:

Week 2 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other consonants.

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

Resources:

Week 2 Day 5 in Foundations

Pemberton Township School District

Second Grade – Foundational Skills

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T438

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T438

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 14

- **Unit Test**

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

Resources:

Unit 14

Pemberton Township School District Second Grade – Foundational Skills

<p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T439</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Composition Book • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots

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<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 15 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4
CRP12

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Second Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Know some multiple-meaning words.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Pemberton Township School District Second Grade – Foundational Skills

- Locate facts and details in narrative and informational writing.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Use knowledge of the meaning of individual words to predict the meaning of a compound word.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.
- Use words and phrases acquired through conversations, reading, and being read to and responding to texts including using adjectives and adverbs to describe.

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Second Grade – Foundational Skills

Content:

- **Big Idea:** Focus on four new spellings of /ü/, and one new spelling of /ū/, and the spelling option procedures.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 4. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
 5. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 6. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.

Skills(Objectives):

- The /ü/ sound of **oo, ou, ue, and ew**
- The /ū/ sound of **ue**
- Use of spelling option procedure for /ü/ and /ū/ sounds
- Trick Words: **January, February, July, enough, special, December**
- Sample Words: **spoon, soup, overdue, blew, argue**

Pemberton Township School District Second Grade – Foundational Skills

- 7. Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
- 8. Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
- 9. Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
- 10. Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
- 11. Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
- 12. Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
- 13. Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
- 14. Trick Words:** Students learn non-phonetic words using gross motor memory.

Pemberton Township School District Second Grade – Foundational Skills

- 15. Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
- 16. Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
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Stage 3: Learning Plan	
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<p><u>Learning Opportunities/Strategies:</u> Week 1 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – 	<p><u>Resources:</u> Week 1 Day 1 in Foundations</p>
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Pemberton Township School District

Second Grade – Foundational Skills

Arrange Standard Sound Cards on chart as displayed on page T445. Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T448

- **Introduce New Concepts – Introduce /ü/ Sound (ou, oo, ue, ew)**
Introduce the Large Sound Cards. Instruct that if they are not sure of the sound, to try both and see which one makes a real word. Using Standard Sound Cards, build and tap several words for practice.
Teach Marking Of Sounds
All of these new sounds will be marked like other double vowels: by scooping the syllable, marking it with a **d** and circling the double vowel combination. Complete Student Notebook entry. T448-449
- **Teach Trick Words –**
Complete following the Learning Activity procedures. (*January, February, July*) T449

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Resources:

Week 1 Day 2 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

T450

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, oo sound

Make Words

Student Notebook Entry (*smooth*) T450

- **Introduce New Concepts –**

Teach Echo/Find Letters And Words (ü)

Tell students that there are now 6 ways to spell the /ü/ sound. Use the spelling option procedure to determine spelling.

Teach Echo/Find Letters And Words (ū)

Dictate several words and use spelling options to determine the correct spelling.

Teach Echo/Find Letters And Words (u)

Have students find the Magnetic Tile for the letter sound. Dictate several words and have students echo and tap out the words. T451

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Resources:

Week 1 Day 3 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T452

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T452

- **Storytime –**

The Rescue Team

Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Refer to the wording of text to explain vocabulary. T453

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T453

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Resources:

Week 1 Day 4 in Foundations

- Large Sound Cards

Pemberton Township School District Second Grade – Foundational Skills

<p>Large Sound Cards New or challenging sounds.</p> <p>Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants.</p> <p>R-Controlled Vowels and Vowel Teams Poster Introduced sounds</p> <p>Suffixes 4-5 Suffixes T454</p> <ul style="list-style-type: none"> • Word of the Day – Complete following the Learning Activity procedures. Review Concepts Double Vowel Syllable, ou sound Make Words Student Notebook Entry (<i>group</i>) T454 • Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T455 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T455 <p><u>Learning Opportunities/Strategies:</u> Week 1 Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowels • Vowel Teams Poster • Suffix Frame • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Unit Word of the Day Cards • Unit Word Resource List • Large Writing Grid • Student Notebook • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Resources:</u> Week 1 Day 5 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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Pemberton Township School District

Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

T456

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T456

- **Storytime –**

The Rescue Team

Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students ‘make a movie’ in their heads.

Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T457

- **Dictation (Day 5 Check-Up) –**

Complete following the Learning Activity procedures.

Unit Sounds

Review Words

Current Words

Trick Words

Sentence T457

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

- Sentence Frames
- Unit Resource Lists
- Composition Books

Learning Opportunities/Strategies:

Week 2 Day 1 in Foundations

- **Drill Sounds/Warm-Up –**

Arrange Standard Sound Cards on chart as displayed on page T389. Complete the following Learning Activity procedures.

Resources:

Week 2 Day 1 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Suffixes

4-5 Suffixes T458

- **Teach Trick Words –**

Complete following the Learning Activity procedures. (*enough, special, December*) T458

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **ue** sound

Make Words

Student Notebook Entry (*rescue*) T459

- **Storytime –**

The Rescue Team

Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. List all words with **ou, oo, ue, and ew.** T459

- Standard Sound Cards
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames
- Suffix Frames

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

Learning Opportunities/Strategies:

Week 2 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Resources:

Week 2 Day 2 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T460

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T460

- **Echo/Find Letters And Words –**

Dictate a sound, students echo and pull down the appropriate Magnetic Letter Tiles

Echo/Find Words

Dictate several words with /ü/ or /ū/, as well as words with suffix endings. Students say, then build the word. Complete Student Notebook entry. T461

- **Storytime –**

The Rescue Team

Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T461

Learning Opportunities/Strategies:

Week 2 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

- Student Copies of Phrased Story

Resources:

Week 2 Day 3 in Foundations

- Large Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T462

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **ew** sound

Make Words

Student Notebook Entry (*crew*) T462

- **Make It Fun –**

Syllable Match

Write the first syllable of a word in a left hand column and the second syllable of another in a right hand column to create a match game.

Students work in pairs to match syllables to make words. T463

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T463

Learning Opportunities/Strategies:

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- White Syllable Frames
- Unit Word Research List
- Dry Erase Writing Tablets, Markers, Erasers

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Resources:

Week 2 Day 4 in Foundations

Pemberton Township School District Second Grade – Foundational Skills

<p>All vowels, new or challenging sounds, 4-5 other consonants.</p> <p>Suffixes 4-5 Suffixes T464</p> <ul style="list-style-type: none"> • Word Talk – Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T464 • Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T465 • Dictation (Composition Book) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T465 <p><u>Learning Opportunities/Strategies:</u> Week 2 Day 5 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards New or challenging sounds. Standard Sound Cards All vowels, new or challenging sounds, 4-5 other 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Suffix Frame • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson • Standard Sound Cards • Word of the Day Cards • Word Resource List • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook • Unit Word of the Day Cards • Unit Word Resource List • Large Writing Grid • Student Notebook <p><u>Resources:</u> Week 2 Day 5 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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Pemberton Township School District

Second Grade – Foundational Skills

consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

Suffixes

4-5 Suffixes T466

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T466

- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 15

- **Unit Test**

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop

Resources:

Unit 15

- Composition Book

Pemberton Township School District Second Grade – Foundational Skills

<p>sentences to phrase them.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T467</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Pemberton Township School District

Second Grade – Foundational Skills

Unit Title: Unit 16 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4
CRP12

Pemberton Township School District

Second Grade – Foundational Skills

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Know some multiple-meaning words.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Pemberton Township School District Second Grade – Foundational Skills

- Locate facts and details in narrative and informational writing.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Use knowledge of the meaning of individual words to predict the meaning of a compound word.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.
- Use words and phrases acquired through conversations, reading, and being read to and responding to texts including using adjectives and adverbs to describe.

Pemberton Township School District Second Grade – Foundational Skills

Content:

- **Big Idea:** Focus on the double vowel combinations of **au** and **aw**.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 4. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
 5. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 6. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.

Skills(Objectives):

- Sounds of **au** and **aw**
- Spelling generalizations for the /**ô**/ sound
- Trick Words: **August, laugh, daughter**
- Sample Words: **claw, aunt**

Pemberton Township School District Second Grade – Foundational Skills

- 7. Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
- 8. Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
- 9. Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
- 10. Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
- 11. Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
- 12. Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
- 13. Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
- 14. Trick Words:** Students learn non-phonetic words using gross motor memory.

Pemberton Township School District Second Grade – Foundational Skills

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| <p>15. Word of the Day: Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.</p> <p>16. Word Talk: Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.</p> | |
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Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

Pemberton Township School District Second Grade – Foundational Skills

<ul style="list-style-type: none"> • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
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Stage 3: Learning Plan	
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<p><u>Learning Opportunities/Strategies:</u> Week 1 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Arrange Standard Sound Cards on chart as 	<p><u>Resources:</u> Week 1 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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Pemberton Township School District

Second Grade – Foundational Skills

displayed on page T473. Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T476

- **Introduce New Concepts – Introduce /ô/ Sound (au, aw)**
Introduce the Large Sound Cards, and explain that these vowel combinations will be in double vowel syllables. Using Standard Sound Cards, build and tap several words for practice.
T476
- **Teach Trick Words –**
Complete following the Learning Activity procedures. (*August, laugh, daughter*) T477
- **Storytime – The Sock Mystery**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Read paragraph by paragraph, stopping to help students ‘make a movie’ in their heads. Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story.
T477

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

Resources:

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards

Pemberton Township School District

Second Grade – Foundational Skills

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Suffixes

4-5 Suffixes T478

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **au** sound

Make Words

Student Notebook Entry (*launch*) T478

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T479

- **Introduce New Concepts –**

Teach Echo/Find Words

When there are spelling options, use a blank card to represent the unknown letter(s). Use a dictionary to check for correctness. Dictate several other words for students to spell. T479

Learning Opportunities/Strategies:

Week 1 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Resources:

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards

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Second Grade – Foundational Skills

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T480

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Double Vowel Syllable, **aw** sound

Make Words

Student Notebook Entry (*dawn*) T480

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T481

- **Storytime –**

The Sock Mystery

Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. T481

Learning Opportunities/Strategies:

Week 1 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

- Trick Word Flashcards
- R-Controlled Vowels
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

Resources:

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards

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All vowels, new or challenging sounds, 4-5 other consonants.

Suffixes

4-5 Suffixes T482

- **Trick Word Practice –**
Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T482

- **Dictation (Composition Book) –**
Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T483

- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.
Standard Sound Cards
All vowels, new or challenging sounds, 4-5 other

Resources:

Week 1 Day 5 in Foundations

- Large Sound Cards

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consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.
T484

- **Word Talk –**

Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Display Words

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T484

- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 16

- **Unit Test**

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop

Resources:

Unit 16

- Composition Book

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<p>sentences to phrase them.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T485</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots

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<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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Second Grade – Foundational Skills

Unit Title: Unit 17 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS Grade 2 English Language Arts

RF.2.3
RF.2.4
RL.2.10

NJSLS Technology

8.1.2.A.2
8.1.5.A.2

NJSLS 21st Century Life and Careers

CRP4
CRP12

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Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify all six syllable types (closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le).
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Read and spell words with short vowels.
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell words with common prefixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Read and spell the first 200 high-frequency words including irregular words.
- Divide multisyllabic words.
- Produce complete sentences.
- Know some multiple-meaning words.
- Apply dictionary skills.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?
-

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- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Read approximately 90 words per minute with fluency and understanding.
- Retell short narrative stories, recounting key ideas and details.
- Make judgments and predictions from given facts.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Use knowledge of the meaning of individual words to predict the meaning of a compound word.
- Identify real life connections between words and their use (e.g., Answer who, what, where, when, why and how questions with narrative and informational texts).
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.
- Identify the main topic/purpose of an informational text as well as the focus of specific paragraphs.

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Second Grade – Foundational Skills

Content:

- **Big Idea:** Focus on the consonant-le syllable.
- **Learning Activity Overview:**
 1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 4. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
 5. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
 6. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
 7. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must

Skills(Objectives):

- Consonant-le syllable type
- Spelling consonant-le words
- Review of all 6 syllable types
- Trick Words: **trouble, couple, young**
- Sample Words: **gobble, tumble, noble**

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memorize the letter-keyword sound. It also includes flashcard reading of trick words.

- 8. Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
- 9. Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
- 10. Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
- 11. Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
- 12. Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
- 13. Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
- 14. Trick Words:** Students learn non-phonetic words using gross motor memory.
- 15. Word of the Day:** Helps students to review word structure taught in the current unit

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and to discuss a vocabulary word from the unit.

- 16. Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook

Other Evidence:

- Assessment of Student Mastery

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<ul style="list-style-type: none"> • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	<ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
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Stage 3: Learning Plan	
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<p><u>Learning Opportunities/Strategies:</u> Week 1 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – 	<p><u>Resources:</u> Week 1 Day 1 in Foundations</p>
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Second Grade – Foundational Skills

Arrange Standard Sound Cards on chart as displayed on page T491. Complete the following Learning Activity procedures.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

4-5 Suffixes T494

- **Introduce New Concepts – Introduce Consonant-LE Syllable Type**
Discuss previously taught syllable types by using Standard Sound Cards to make an example of each. Have students read and mark. Introduce the consonant-le syllable type. Continue to build and tap several words for practice.
T494-495
- **Teach Trick Words –**
Complete following the Learning Activity procedures. (*trouble, couple, young*) T495

Learning Opportunities/Strategies:

Week 1 Day 2 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Syllable Frames

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Resources:

Week 1 Day 2 in Foundations

- Large Sound Cards

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<p>Large Sound Cards New or challenging sounds.</p> <p>Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants.</p> <p>Suffixes 4-5 Suffixes T496</p> <ul style="list-style-type: none"> • Word of the Day – Complete following the Learning Activity procedures. <p>Review Concepts Syllable Division and the consonant-le syllable</p> <p>Make Words</p> <p>Student Notebook Entry (<i>fable</i>) T496</p> <ul style="list-style-type: none"> • Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T497 • Introduce New Concepts – Students use their Magnetic Letter Tiles and Letter Board to practice spelling words with the consonant-le syllable. Dictate a word, students echo and break it into syllables. Dictate several words ending in -le for students to spell. T497 <p><u>Learning Opportunities/Strategies:</u> Week 1 Day 3 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. <p>Large Sound Cards New or challenging sounds.</p>	<ul style="list-style-type: none"> • Standard Sound Cards • Suffix Frame • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Unit Word of the Day Cards • Unit Word Resource List • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook <ul style="list-style-type: none"> • Standard Sound Cards • Letter Board • Magnetic Letter Tiles • Unit Word Resource List • Student Notebook <p><u>Resources:</u> Week 1 Day 3 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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Pemberton Township School District Second Grade – Foundational Skills

<p>Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants.</p> <p>R-Controlled Vowels and Vowel Teams Poster Introduced sounds</p> <p>Suffixes 4-5 Suffixes T498</p> <ul style="list-style-type: none"> • Word of the Day – Complete following the Learning Activity procedures. Review Concepts Syllable Division and the consonant-le syllable Make Words Student Notebook Entry (<i>pebble</i>) T498 • Make It Fun – That’s Nonsense! Write a list of pseudo-word on the board. Students chorally read the list, select a student to come to the board and circle one. Students build the word, dictate another word and have students change letters to build it. T499 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T499 <p><u>Learning Opportunities/Strategies:</u> Week 1 Day 4 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards New or challenging sounds. 	<ul style="list-style-type: none"> • Standard Sound Cards • R-Controlled Vowels • Vowel Teams Poster • Suffix Frame • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Unit Word of the Day Cards • Unit Word Resource List • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Standard Sound Cards • Pseudo-Word List (T499) • Letter Boards • Magnetic Letter Tiles <ul style="list-style-type: none"> • Unit Resource Lists • Large Writing Grid • Dry Erase Writing Tablets, Markers, Erasers • Sentence Frames • Student Notebook <p><u>Resources:</u> Week 1 Day 4 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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Pemberton Township School District

Second Grade – Foundational Skills

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T500

- **Storytime –**
Aunts and Uncles
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Refer to the wording of text to explain vocabulary. T500
- **Dictation (Composition Book) –**
Complete following the Learning Activity procedures.
Unit Sounds
Unit Words
Trick Words
Sentence T501

- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

Learning Opportunities/Strategies:

Week 1 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**
Complete the following Learning Activity procedures.
Large Sound Cards
New or challenging sounds.

Resources:

Week 1 Day 5 in Foundations

- Large Sound Cards

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<p>Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants.</p> <p>Trick Word Drill Introduced, but not mastered, Trick Words.</p> <p>Suffixes 4-5 Suffixes T502</p> <ul style="list-style-type: none"> • Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T502 • Word Talk – Complete following the Learning Activity procedures. Read Word of the Day Cards Practice Pack Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T503 • Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures. Unit Sounds Review Words Current Words Trick Words Sentence T503 <p><u>Learning Opportunities/Strategies:</u> Week 2 Day 1 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards New or challenging sounds. Standard Sound Cards 	<ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • Suffix Frame • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Unit Resource Lists • Large Writing Grid • Dry Erase Writing Tablets, Markers, Erasers • Sentence Frames • Student Notebook <ul style="list-style-type: none"> • Standard Sound Cards • Word of the Day Cards • Word Resource List <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Resources:</u> Week 2 Day 1 in Foundations</p>
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Pemberton Township School District Second Grade – Foundational Skills

<p>All vowels, new or challenging sounds, 4-5 other consonants.</p> <p>Trick Word Drill Introduced, but not mastered, Trick Words.</p> <p>R-Controlled Vowels and Vowel Teams Poster Introduced sounds T504</p> <ul style="list-style-type: none"> • Introduce New Concepts – Teach CKLE Introduce and teach syllable division with the letters ckle in a closed syllable. Spell /k/ Words Dictate words with /k/, remind students when ck and k are used. Spell Consonant-le Syllables With Suffixes Dictate consonant-le words with suffixes. Students spell. T504-505 • Dictation (Dry Erase) – Complete following the Learning Activity procedures. Unit Sounds Unit Words Trick Words Sentence T505 • Storytime – Aunts and Uncles Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students ‘make a movie’ in their heads. Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T505 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 2 Day 2 in Foundations</p> <ul style="list-style-type: none"> • Drill Sounds/Warm-Up – Complete the following Learning Activity procedures. Large Sound Cards New or challenging sounds. Standard Sound Cards 	<ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • R-Controlled Vowels Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> • Letter Board • Magnetic Letter Tiles • Standard Sound Cards • Unit Word Resource List <ul style="list-style-type: none"> • Unit Resource Lists • Large Writing Grid • Dry Erase Writing Tablets, Markers, Erasers • Sentence Frames • Student Notebook <ul style="list-style-type: none"> • Projected Phrased Story (PLC) • Student Copies of Phrased Story • Chart Paper <p><u>Resources:</u></p> <p>Week 2 Day 2 in Foundations</p> <ul style="list-style-type: none"> • Large Sound Cards
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All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.
T506

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Reteach syllable division and the consonant-le syllable

Make Words

Student Notebook Entry (*tackle*) T506

- **Storytime –**

Aunts and Uncles

Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. List all words with consonant-le syllable. T507

- **Dictation (Dry Erase) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T507

Learning Opportunities/Strategies:

Week 2 Day 3 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Resources:

Week 2 Day 3 in Foundations

- Large Sound Cards

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All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

Introduced, but not mastered, Trick Words.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds T508

- **Make It Fun –**

Look What I Found!

Divide class into groups of 3 or 4, distribute “I found” cards. As students turn cards over, they read the “Who can find...?” side. Other students check their cards, looking for a match.

T508

- **Echo/Find Letters And Words –**

Dictate a sound, students echo and pull down the appropriate Magnetic Letter Tiles

Echo/Find Words

Dictate several words with **–le syllables** as well as words with suffix endings. Students say, then build the word. Complete Student Notebook entry. T509

- **Storytime –**

Aunts and Uncles

Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T509

Learning Opportunities/Strategies:

Week 2 Day 4 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Look What I Found Activity Sheets (PLC)

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

- Student Copies of Phrased Story

Resources:

Week 2 Day 4 in Foundations

- Large Sound Cards

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All vowels, new or challenging sounds, 4-5 other consonants.

Suffixes

4-5 Suffixes T510

- **Word of the Day –**

Complete following the Learning Activity procedures.

Review Concepts

Syllable division with the consonant-le syllable

Make Words

Student Notebook Entry (*handle*) T510

- **Trick Word Practice –**

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T511

- **Dictation (Composition Book) –**

Complete following the Learning Activity procedures.

Unit Sounds

Unit Words

Trick Words

Sentence T511

Learning Opportunities/Strategies:

Week 2 Day 5 in Foundations

- **Drill Sounds/Warm-Up –**

Complete the following Learning Activity procedures.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

Trick Word Drill

- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

Resources:

Week 2 Day 5 in Foundations

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Introduced, but not mastered, Trick Words.
T512

- **Word Talk –**
Complete following the Learning Activity procedures.
Read Word of the Day Cards Practice Pack
Display Words
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T512

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Learning Opportunities/Strategies:

Unit 17

- **Unit Test**
Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop

Resources:

Unit 17

- Composition Book

Pemberton Township School District Second Grade – Foundational Skills

<p>sentences to phrase them.</p> <p>Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.</p> <p>Dictate Words Dictate words. Students repeat, then write the word individually.</p> <p>Dictate Trick Words Dictate words, Students repeat, then write the word individually.</p> <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T513</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none"> • Unit Test Tracker (PLC)
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots 	<ul style="list-style-type: none"> • Remind students to use visual resources • Be aware of a student’s trouble spots

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<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Students think of synonyms, antonyms, or multiple meanings for a word • During dictation, dictate a challenge sentence • During dictation, students rewrite sentence turning statements into questions or questions into statements 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria) 	<ul style="list-style-type: none"> • Assist by helping students tap or modify by tapping fingers on table • During dictation, check that students have recalled the word/sentence correctly • Select a drill sound warm-up leader. • Use Unit Resources to make additional word practice • Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation • Double-dose lesson during WIN period (if meets eligibility criteria)
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